

Social Intelligence And Family Environment Of B.Ed. Student Teachers

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ABSTRACT: The study was undertaken to examine the relationship between Social Intelligence and Family Environment of B.Ed. student teachers. A sample of 500 B.Ed. student teachers studying in the colleges of Education in Thanjavur district, Tamil Nadu were selected using random sampling technique. Social Intelligence scale developed by the investigator, Family Environmental scale by Bhatia and Chadha (1993) and Personal Information schedule were used to collect data. Mean, standard Deviation, 't' value and Pearson's product moment correlation 'r' were used for statistical analysis of the data. The results revealed that there is a positive correlation between Social Intelligence and Family Environment of B.Ed. student teachers.

KEY WORDS: Social Intelligence, Family Environment and Student teachers.

I. INTRODUCTION

Man is said to be a social animal and is destined to live in the company of other human beings in a society. Families constitute the society. The wellbeing of the society depends on the cordial inter-relationship between the families. In the past the Indian families strove to maintain peace and harmony in the society because of the awareness of inter - personal relationship, which is otherwise known as Social Intelligence. The family environment was conducive for the development of Social Intelligence.

Significance and need of the study

The Indian Society had been applauded for its families living together with mutual relationship despite their racial, lingual, cultural and religious differences. The present scenario of globalization and industrialization led to the disintegration of the traditional Indian family system and lack of inter-personal relationship is observed between the members of the family and between families. Violence and violations of human rights have become everyday occurrence due to self - centered aspirations. Lack of Social Intelligence in the citizens of our nation is felt to be the reason for all anti-social activities. Hence it is felt that there is an urgent need to inculcate Social Intelligence in the younger generation. In the present nuclear family system, the parents find no time to spare for guiding their children. The children spend the major part of the day in schools with teachers. "Schools are now expected to perform the role of Socializing and educating children according to multi - cultural globalized society" (R.L.Madhavi, 2007). Social Intelligence of teachers will influence the students in their interaction. So there is a need to assess the Social Intelligence of B.Ed. students and the influence of their family environment on it, as they are going to become full-fledged teachers in schools.

Social Intelligence

'Social' in the term ' Social Intelligence' refers to the interaction between the members of the society. Hence Social Intelligence is connected with human relations. The American Psychologist Daniel Goleman (2006) proclaims Social Intelligence as 'The Revolutionary New science of Human Relations'. Karl Albrecht (2006) considers it as "the ability to get along with others". The concept of ' Social Intelligence' takes its origin from the analysis of Intelligence by E.L.Thorndike (1920). He separated 'Intelligence' into Abstract Intelligence, Mechanical Intelligence and Social Intelligence. According to him "a Social Intelligence person will have the ability to understand others and use this understanding to act wisely in human relations in diverse situations".

Howard Gardner (1983) in his 'Theory of Multiple Intelligence' identified seven types of intelligence and found the 'Inter - personal intelligence' to be similar to Social Intelligence. Marlowe (1986) defined Social Intelligence as "the ability to understand the feelings, thoughts and behaviors of persons, including oneself in inter-personal situations and act appropriately upon that understanding".

Family Environment

The English word 'family' was derived from the Latin word 'familia', which refers to the household of individuals living together. 'Family' refers to "a group of individuals living together during important phases of their life time and bound to each other by biological and/or social and psychological relationship" (B.B.Sethi, 1989). According to the UNESCO Report, 1992 "Family is a kinship unit and that even when its members do not share a common household, the unit may exist as a social reality". Down the ages the traditional Indian family structure has gone through several changes. Aneesa Mohamed (2019), on the basis of structure identifies three types of Indian family structure: Nuclear family, Joint family and Extended family. 'Family Environment' refers to the atmosphere that prevails at home. "Family Environment refers to the quality and quantity of cognitive, emotional and social support that has been available to the child within the family and connotes the psychological environment of family as perceived by adolescents". (Bhatia and Chadha, 2004). Love and mutual help will enhance the abilities of children, but loss of affection and neglect will exert negative influence on children.

Objectives of the study

1. To study the Social Intelligence of B.Ed. students of Thanjavur district.
2. To study the family Environment of B.Ed. students of Thanjavur district.
3. To find out the difference in Social Intelligence among B.Ed. students with respect to their gender, marital status and locality of residence.
4. To find out the difference in family environment among B.Ed. students with respect to their gender, marital status and locality of residence.
5. To find out the relationship between Social Intelligence and family environment among B.Ed. students.

Variables

The family environment of B.Ed. students is the independent variable and their Social Intelligence is the dependent variable. Gender, marital status and locality of residence form the demographic variables.

Hypotheses

- H1 - The level of Social Intelligence and of Family Environment of B.Ed. students is high.
- H2 - There is no significant difference in Social Intelligence among B.Ed. students with respect to their gender.
- H3 - There is no significant difference in Social Intelligence among B.Ed. students with respect to their marital status.
- H4 - There is no Significant difference in Social Intelligence among B.Ed. students with respect to their locality of residence.
- H5 - There is no significant difference in Family Environment among B.Ed. students with respect to their gender.
- H6 - There is no significant difference in Family Environment among B.Ed. students with respect to their marital status.
- H7 - There is no significant difference in Family Environment among B.Ed. students with respect to their locality of residence.
- H8 - There is no significant relationship between Social Intelligence and Family Environment among B.Ed. students.

II. METHOD

In the present study Descriptive Survey Method was adopted.

Population

B.Ed. students in the colleges of education in Thanjavur district constituted the population under study.

Sample

500 B.Ed. students were selected from the population using random sample technique.

Tools

1. Social Intelligence scale developed by the investigator
2. Family Environment scale constructed and standardized by Bhatia and Chadha (1993)
3. Personal Information Schedule.

III. ANALYSIS AND FINDINGS

Table -1: N, Mean value of Social Intelligence and Family Environment

Variable	N	Mean	Description
Social Intelligence	500	140.84	Average
Family Environment	500	225.04	Average

H1 - The level of Social Intelligence and Family Environment of B.Ed. students is high
 Table-1 shows the mean value of Social Intelligence and Environment as 140.84 and 225.04 respectively. These values are moderate with reference to norms scores of Social Intelligence and Family Environment scales respectively. Hence the null hypothesis H1 is rejected.

Findings: The level of Social Intelligence and of Family Environment is average.

Table -2: Social Intelligence of B.Ed. students with respect to demographic variables

Demographic Variables		N	Mean	σ	't'	p	Significance at 0.05 level
Gender	Male	84	134.23	9.638	6.458	0.000	Significant
	Female	416	142.17	13.036			
Marital Status	Married	131	141.26	12.819	0.437	0.662	Not Significant
	Unmarried	369	140.69	12.902			
Locality of Residence	Rural	383	140.49	12.752	1.086	0.279	Not Significant
	Urban	117	141.99	13.239			

H2 - There is no significant difference in Social Intelligence among B.Ed. students with respect to their gender.
 Table -2 shows that the calculated 't' value 6.458 for Social Intelligence of B.Ed. students with respect to their gender is greater than the critical value 1.96 with the degrees of freedom 498 at 0.05 level of significance. This implies that the mean difference in Social Intelligence with respect to their gender is significant. Hence the null hypothesis H2 is rejected.

Findings: There is a significant difference in Social Intelligence among B.Ed. students with respect to their gender.

H3 - There is no significant difference in Social Intelligence among B.Ed. students with respect to their marital status.

Table - 2 shows that the calculated 't' value 0.437 for Social Intelligence of B.Ed. students with respect to their marital status is less than the critical value 1.96 with the degrees of freedom 498 at 0.05 level of significance. This implies that the mean difference in Social Intelligence with respect to their marital status is not significant. Hence the null hypothesis H3 is accepted.

Findings: There is no significant difference in Social Intelligence among B.Ed. students with respect to their marital status.

H4 - There is no significant difference in Social Intelligence among B.Ed. students with respect to their locality residence.

Table -2 shows that the calculated 't' value of 1.086 for Social Intelligence of B.Ed. students with respect to their locality of residence is less than the critical value 1.96 with the degrees of freedom 498 at 0.05 level of significance. This implies that the mean difference in Social Intelligence with respect to their locality of residence is not significant. Hence the null hypothesis H4 is accepted.

Findings: There is no significant difference in Social Intelligence among B.Ed. students with respect to their locality of residence.

Table – 3: Family Environment of B.Ed. students with respect to demographic variables.

Demographic Variables		N	Mean	σ	't'	p	Significance at 0.05 level
Gender	Male	84	217.70	18.145	3.883	.000	Significant
	Female	416	226.52	22.721			
Marital Status	Married	131	224.17	24.085	0.496	.620	Not Significant
	Unmarried	369	225.35	21.585			
Locality of Residence	Rural	383	225.32	21.673	0.470	.639	Not Significant
	Urban	117	224.15	24.113			

H5 - There is no significant difference in family environment among B.Ed. students with respect to their gender. Table - 3 shows that the calculated 't' value 3.883 for Family Environment of B.Ed. students with respect to their gender is greater than the critical value 1.96 with degrees of freedom 498 at 0.05 level of significance. This implies that the mean difference in family environment with respect to their gender is significant. Hence the null hypothesis H5 is rejected.

Findings: There is a significant difference in family environment among B.Ed. students with respect to their gender.

H6 - There is no significant difference in family environment among B.Ed. students with respect to their marital status.

Table - 3 shows that the calculated 't' value 0.496 for family environment of B.Ed. students with respect to their marital status is less than the critical value 1.96 with degrees of freedom 498 at 0.05 level of significance. This implies that the mean difference in family environment with respect to their marital status is not significant. Hence the null hypothesis H6 is accepted.

Findings: There is no significant difference in family environment among B.Ed. students with respect to their marital status.

H7 - There is no significant difference in family environment among B.Ed. students with respect to their locality of residence.

Table - 3 shows that the calculated 't' value 0.470 for family environment of B.Ed. students with respect to their locality of residence is less than the critical value 1.96 with degrees of freedom 498 at 0.05 level of significance. This implies that the mean difference in family environment with respect to their locality of residence is not significant. Hence the null hypothesis H7 is accepted.

Findings: There is no significant difference in family environment among B.Ed. students with respect by their locality of residence.

Table-4: Relationship between Social Intelligence and Family Environment

Variable	N	Correlation value
Social Intelligence	500	0.501
Family Environment	500	

H8 - There is no significant relationship between Social Intelligence and family Environment among B.Ed. Students.

Table - 4 shows that the calculated 'r' value 0.501 is higher than the critical value 0.088 at 0.05 level of significance. Hence the null hypothesis H8 is rejected. It is concluded that there is a positive relationship between Social Intelligence and Family Environment of B.Ed. students.

Findings: There is a positive substantial relationship between Social Intelligence and Family Environment.

IV. CONCLUSION

The results revealed that the level of Social Intelligence and of Family Environment is average. The results revealed that there is a positive correlation between Social Intelligence and Family Environment of B.Ed. student teachers. The student teachers differs in their Social Intelligence with respect to their gender. There is no significant difference in Social Intelligence among student teachers with respect to their locality. There is a positive relationship between Social Intelligence and Family Environment of the student teachers. So, if we provide proper family environment we can enhance the Social intelligence of B.Ed. student teachers.

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