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PERSONALITY AND SOCIAL INTELLIGENCE AMONG B.ED. STUDENTS: A PILOT STUDY

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ABSTRACT:

The present study has been focused on the relationship between personality and social intelligence of B.Ed. students of various institutes in Dehradun District. 50 students of B. Ed. course have been selected from the defined population by using randomization sampling technique... The most appropriate tools used for the study are- 1.16 P.F. Questionnaire, constructed by R. B. Cattell (1989). The test consists 187 items. It includes 16 bipolar factors of personality. 2. Social Intelligence scale (SIS) developed by N. K.Chadha and Usha Ganesan (1986). The test consists 66 items that are divided into five parts, which measures eight

dimensions of social intelligence. The conclusion from the study indicates that Social Intelligence is positively correlated with Personality Factors-A,B,I,M,O,Q2,Q3, and Q4 and negatively correlated with Personality Factors- C,E,F,G,H,L,N and Q1. However no correlation value is found to be significant except factor F, Q4 and factor B among B. Ed. a student which indicates that Personality Factor- F, Q4 and B are interrelated with Social Intelligence in B.Ed. students.

KEYWORDS: Personality, social Intelligence, factor, dimension.

INTRODUCTION :

In the present scenario, many youngsters are still unemployed after getting education with higher degree because they run after the good government or private jobs in search of a suitable job. This process results in frustration in the youth of our country. This is a great problem among the youth. So now a day, it is very important to take educational and professional education. There are also short courses like tailoring, weaving, plumbing, typewriting, and in many other fields which helps people to be self employed. A

Knowledge in a particular field which he can use as a path of earning to live his life and to support his family.

Sometimes they don't get employment or get a job which doesn't match their qualification. This leads to frustration and harassment in the youth of our country. So, now a day the importance is given to professional education. When a person is trained technically in a particular field, he does not depend on other for jobs. There are different fields of professional education like Agriculture, Veterinary, Engineering, Medical and teaching field etc.

Now a days, many institutes are

Country. Professional education board has been set up to look after the necessity and importance of education and to implement it properly. Education has to be developed for the economic development of our country. Education will help to solve the unemployment problem in our country and will also provide financial stability to the people. This goes to prove the attraction of the youth towards these professions and the social prestige attached to them. Because of the complex

person gets training and providing B.Ed. courses in our nature of Indian society, the student community, at large, is confronted with the problems regarding patience, co-operativeness, confidence, sensitivity, recognition of environment, tactfulness, sense of humour, and memory and many other massive problems of their personality which keep them constantly under the pressure of financial difficulties and job insecurity that affect their personality. The B.Ed. students suffer from the feeling of insecurity because this profession is mostly employment-oriented. So they struggle under concentrated effort, long hours of study, the tension of examination, fear of flanking out, uncertainty about future, pressure to compete, pressure to adjust to constant change, pressure for performance in school and later at job, pressure to get along with others etc. To make the matters worse, individual guidance and personal contacts are generally becoming rare due to overcrowding in the universities and colleges and it has resulted in lack of social relationship with others, ability to judge other's feelings, temperaments, and incentives effective social performance and being skilled in decoding non verbal signs. These are, undoubtedly, among the significant factors contributing to complexity of the problems of students. Thus, modern educated youth is bewildered and perplexed in the complex and fluid state of affairs in the society wherein old values are getting lost without any substitute for them. He is confused regarding his goal of life which further aggravates his misery. With the result, he cannot even face the slight challenges of life boldly and with confidence.

Social Intelligence is also known as **interpersonal intelligence** because it is also the study of an individual's ability to notice the distinctions between him and other people. As per this concept, a person's own unique personality is a product of the person's difference in knowledge on different areas as well as the level of social interactions he has with the people in his surroundings.

Social intelligence as a personality trait as well as a performance characteristic may be regarded as an important social competence of B.Ed. students and a significant predictor of successfulness of students in their profession. This report gives emphasis on an analysis of the interconnections between social intelligence and personality of B.Ed. students. Social intelligence is regarded as an important factor for the ability to adjust in the society.

SI as one of the new term in psychology, in the recent decades, owing to its appealing and widespread aspects has attracted the attention of psychologists, and psychiatrists, as well as other experts in various fields such as education, technology, pharmacy, administration and management. Social intelligence is an inclusive term that embraces a wide range of skills and personal characteristics and usually refers to those interpersonal and intrapersonal skills that transcend specific areas of the previous knowledge such as intelligence and professional skills in youngster.

SI has been defined as the ability to establish relationship with others, ability to judge about others' feelings, temperaments, ability to sympathize, and being skilled in decoding non verbal signs.

SI is the ability to get along well with others, and to adjust with them. SI includes an awareness of situations and the social dynamics that govern them, and a knowledge of interaction styles and strategies that can help a person to achieve his objectives in dealing with others. It also includes a certain amount of self-awareness and a consciousness of one's own behavior patterns.

Personality of B. Ed. Student's plays an important role within the process of education and training. It is a base for the positive influence on their career opportunity and betterment of future. This positive influence is a reflection of the authority of the students determined by their expertise, pedagogical preconditions, social acceptance, character and moral qualities. According to Drlíková (1992), personality is a starting point, a precondition and an aim of the educational and training process, therefore it is necessary to pay attention to the education of a multilaterally and harmoniously developed personality of B.Ed. students. The students's personality developed in such way is a basis for effective social relationships among students, which are based on the mutual understanding. A well-developed personality of students is a starting point for the ability to respect their studies and sincerity to their efforts.

Significance and importance of the students' personality within the process of education and training programme is, that the B.ED. Students affect their surroundings well by their personality and good social intelligence level. They has good relationship between personality and social intelligence.

The overall personality of the students, their character and all moral aspects of their personality develop throughout their life. Development and formation of these aspects of the students' personality run as complex processes of socialization, interaction with the environment, internal changes and auto-regulation also in the educational and training process.

NEED OF THE STUDY

21st century has been a time of social autism which has been caused by technological development and lack of face to face communication. To the extent that technology captivates us in a virtual reality, it mutes us to those who are actually nearby. The resulting social autism increases to the list of unintentional human concerns of the ongoing invasion of technology into our daily lives. We communicate through emails and use social network, what significantly lowers our chance to develop close relationships. Also, it is a constant cause of misunderstanding between people. We all know someone who is incredibly talented but cannot succeed or ever get promoted. We know from our acquaintance with them, that they have a good intelligence level, but that doesn't appear to be enough to ensure success. At the same time we can probably describe why we feel these people have not been successful. That is due to certain traits or behaviors that have nothing to do with intelligence. Over time, scientists have begun to study why standard intelligence alone isn't enough to predict performance in an individual. They have understood that there is another type of intelligence that isn't related to the standard cognitive intelligence – it's called emotional intelligence. Neuroscience studies have shown that Emotional Quotient (EQ) is as, if not more, important as IQ. Emotional intelligence (EI) is the ability to identify, assess, and control the emotions of oneself, of others, and of groups. While Social Intelligence (SI) describes the exclusively human capacity to effectively navigate and negotiate complex social relationships and environments.

STATEMENT OF THE STUDY

The problem of the present study has been entitled as "personality and Social Intelligence among B.Ed. students." A Pilot Study

OBJECTIVES OF THE STUDY

The main objectives of the study which have to be achieved are to correlate the relationship between 16 Personality Factors and Social Intelligence with its eight dimensions of B.Ed. students of various institutes in Dehradun District.

1. To know the relationship between personality and social intelligence of B.Ed. students of various institutes in Dehradun District.
2. To know the relationship between personality and patience of B.Ed. students of various Institutes in Dehradun District.
3. To know the relationship between personality and Cooperativeness of B.Ed. Students of various institutes in Dehradun District.
4. To know the relationship between personality and Confidence of B.Ed. Students of various institutes in Dehradun District.
5. To know the relationship between personality and Sensitivity of B.Ed. students of various Institutes in Dehradun District.
6. To know the relationship between personality and Recognition of social environment of B.Ed. students of various institutes in Dehradun District.
7. To know the relationship between personality and Tactfulness of B.Ed. students of various institutes in Dehradun District.
8. To know the relationship between personality and Sense of humour of B.Ed. students of various institutes in Dehradun District.
9. To know the relationship between personality and Memory of B.Ed. students of various institutes in Dehradun District.

HYPOTHESES OF THE STUDY

1. There is no significant relationship between personality and social intelligence of B.Ed. Students of various institutes in Dehradun District.
2. There is no significant relationship between personality and patience of B.Ed. students of various Institutes in Dehradun District.
3. There is no significant relationship between personality and Cooperativeness of B.Ed. students of various institutes in Dehradun District.
4. There is no significant relationship between personality and Confidence of B. Ed.. Students of various institutes in Dehradun District.
5. There is no significant relationship between personality and Sensitivity of B.Ed. students of various Institutes in Dehradun District.
6. There is no significant relationship between personality and Recognition of social environment Of B.Ed. students of various institutes in Dehradun District.
7. There is no significant relationship between personality and Tactfulness of B. Ed. students of various institutes in Dehradun District.
8. There is no significant relationship between personality and Sense of humour of B.Ed. students of various institutes in Dehradun District
9. There is no significant relationship between personality and Memory of B. Ed. students of various institutes in Dehradun District.

DELIMITATIONS OF THE STUDY

In the context of the condition prevailing and the time and resources available as well as to achieve the objective of the study authentically, the parameters of the present study is given below:

1. In the present study the investigator has taken social intelligence consisting of eight dimensions - patience, cooperativeness, confidence level, sensitivity, recognition of social environment, tactfulness, sense of humour and memory.
2. The sample of 50 students has been selected from various institutions in Dehradun District.
3. The present study covers only one professional Course -B.Ed.

METHODOLOGY

The descriptive survey method has been employed in the study and considered to be more suitable for this purpose in order to reach meaningful conclusion.

1. Population

The population of the present study is all the students, studying in the recognized institutions of the professional courses in Dehradun district. The study has been conducted only on B. Ed. students.

2. Sample

50 students have been selected from the defined population by using randomization sampling technique.

3. Tool

1. The most appropriate tool used for the study is 16 P.F. Questionnaire, constructed by R.B. Cattell (1989). The test consists 187 items. It includes 16 bipolar factors of personality.

2. Social Intelligence scale (SIS) developed by N. K. Chadha and Usha Ganesan (1986). The test consists 66 items that are divided into five parts, which measures eight dimensions of social intelligence. The manual of SIS (Chadha and Ganesan, 1986) gives operationally defined structure of each of the eight dimensions as under:

4. Collection of data

With the help of the above mentioned standardized tools, the researcher has been collected the data from respondents who are studying in various institutions of Dehradun district.

5. Statistical analysis

In the present study, Pearson Coefficient of Correlation has been used for evaluating and describing the relationship (if any) in between the study.

Table-1
Relationship Between personality and social intelligence of B. Ed. students of various institutes in Dehradun District.

	FAC TOR-A	FACTO R-B	FACT OR-C	FAC TOR-E	FACT OR-F	FAC TOR-G	FACT OR-H	FAC TOR-I	FAC TOR-L	FACT OR-M	FAC TOR-N	FAC TOR-O	FACT OR-Q1	FACT OR-Q2	FACT OR-Q3	FACT OR-Q4
A- PATIENCE	0.074	0.238	-0.078	-0.071	-0.014	-0.094	-0.201	0.075	-0.237	0.136	-0.085	0.024	-0.178	-0.145	-0.063	0.266
B-CO-OPERATIVENESS	0.116	0.436	-0.035	-0.222	-0.331	0.194	-0.096	0.294	-0.246	-0.115	0.227	0.211	-0.033	0.139	0.275	0.015
C-CONFIDENCE	0.116	0.323	-0.127	-0.224	-0.159	-0.190	-0.201	0.267	-0.268	0.150	0.209	0.136	-0.157	0.037	-0.004	0.359
D-SENSITIVITY	0.003	0.237	-0.159	-0.098	-0.306	-0.106	-0.086	-0.034	-0.125	-0.165	-0.141	0.053	-0.120	-0.042	0.007	0.212
RECOGNITION OF SO. EN	-0.092	0.189	-0.054	-0.251	0.043	-0.190	-0.157	-0.020	0.060	0.280	-0.163	0.000	-0.138	0.229	-0.123	0.238
F- TACTFULNESS	0.036	-0.014	-0.135	-0.011	-0.092	0.229	-0.081	-0.035	0.048	0.156	0.078	0.422	-0.173	0.020	0.165	0.026
G- SENSE OF HUMOUR	0.139	0.172	0.005	0.039	-0.195	0.269	-0.008	0.090	-0.119	0.112	-0.023	0.037	-0.015	-0.128	0.036	-0.083
H- MEMORY	0.081	-0.089	0.139	0.232	-0.083	0.015	0.193	-0.162	0.102	0.028	-0.240	-0.314	-0.038	-0.165	0.020	-0.014
TOTAL	0.110	0.419	-0.124	-0.202	-0.284	-0.017	-0.191	0.157	-0.231	0.136	-0.009	0.143	-0.211	0.015	0.063	0.292

Table-2
Graphical Representation Of Relationship Between personality and social intelligence of B.Ed. students of various institutes in Dehradun District.

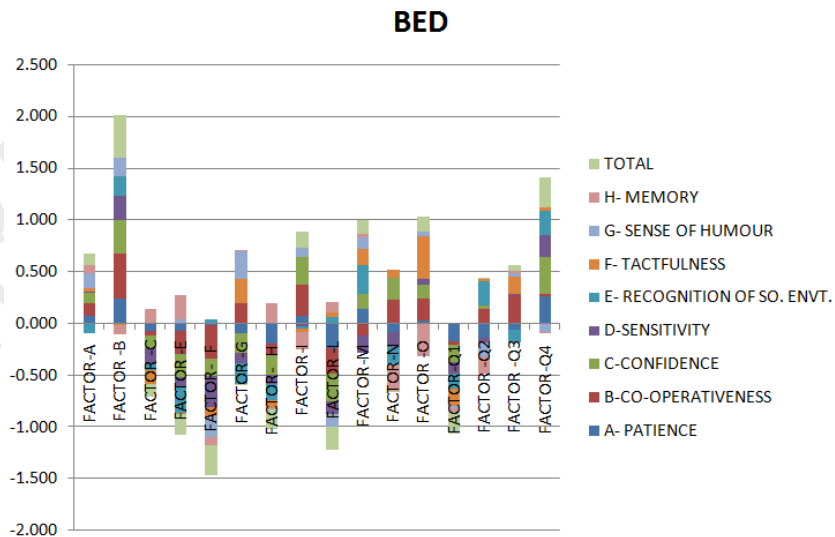


Table-3
General observation of Relationship Between personality and social intelligence of B.Ed. students of various institutes in Dehradun District.

S. N.		FAC TOR-A	FAC TOR-B	FAC TOR-C	FAC TOR-E	FAC TOR-F	FAC TOR-G	FAC TOR-H	FAC TOR-I	FAC TOR-L	FAC TOR-M	FAC TOR-N	FAC TOR-O	FAC TOR-Q1	FAC TOR-Q2	FAC TOR-Q3	FACT OR-Q4
1	SOCIAL INTELLIGENCE	NS	**	NS	NS	*	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	*
2	A-PATIENCE	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS
3	B-CO-OPERATIVENESS	NS	**	NS	NS	*	NS	NS	*	NS	NS	NS	NS	NS	NS	NS	*
4	C-CONFIDENCE	NS	*	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	**
5	D-SENSITIVITY	NS	NS	NS	NS	*	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS
6	E-RECOGNITION OF SO. ENVT.	NS	NS	NS	NS	NS	NS	NS	NS	NS	*	NS	0	NS	NS	NS	NS
7	F-TACTFULNESS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS
8	G-SENSE OF HUMOUR	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS
9	H-MEMORY	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	*	NS	NS	NS	NS

RESULTS

1. Patience, the dimension of social intelligence is positively correlated with Personality Factors-A, B, I, M, O, and Q4 and negatively correlated with Personality Factors -C, E, F, G, H, L, N, Q1, Q2 and Q3. However no correlation value is found to be significant even at 0.05 level which indicates that Personality and Patience are not interrelated significantly.

Null Hypothesis, as such "There is no significant relationship between personality and patience of B.Ed. students of various Institutes in Dehradun District" stands to be accepted.

2. Co-operativeness, the dimension of social intelligence is positively correlated with personality Factors- A, B, G, I, N, O, Q2, Q3 and Q4 and negatively correlated with Personality Factors-C, E, F, H, L, M and Q1. However no correlation value is found to be significant except factor F, I and Q3 at .05 level and factor B at .01 level among B.Ed. students which indicates that Personality Factor- F, I and Q3 are interrelated with Co-operativeness in up to 95% cases and factor B with Co-operativeness is interrelated in up to 99% cases among B.Ed. students.

Null Hypothesis, as such "There is no significant relationship between personality and Co-operativeness of B.Ed. students of various Institutes in Dehradun District," stands to be Rejected for the factors- B, F, I and Q3 whereas it is accepted for factors- A, C, E, G, H, L, M, N, O, Q1, Q2 and Q4.

3. Confidence, the dimension of social intelligence is positively correlated with personality Factors- A, B, I, M, N, O, Q2 and Q4 and negatively correlated with Personality Factors- C, E, F, G, H, L, Q1 and Q3. However no correlation value is found to be significant except factor B at .05 level and factor Q4 at .01 level among B.Ed. students which indicates that Personality Factor- B is interrelated with Confidence in up to 95% cases and factor Q4 with Confidence is interrelated in up to 99% cases among B.Ed. students.

Null Hypothesis, as such "There is no significant relationship between personality and Confidence of B.Ed. students of various Institutes in Dehradun District," stands to be Rejected for the factors- B and Q4 whereas it is accepted for factors- A, C, E, F, G, H, I, L, M, N, O, Q1, Q2 and Q3.

4. Sensitivity, the dimension of social intelligence is positively correlated with personality Factors-A,B, O,Q3 and Q4 and negatively correlated with Personality Factors- C,E,F G,H,I,L,M,N,Q1 and Q2.However no correlation value is found to be significant except factor F at .05 levelamong B.Ed. students which indicates that Personality Factor- F is interrelated with Sensitivityin upto 95% cases among B.Ed. students.

Null Hypothesis, as such "There is nosignificant relationship between personality and Sensitivity of B.Ed. students of various Institutes in Dehradun District", stands to be Rejected for the factors- F whereas it is accepted for factors-A,B,C,E,G ,H,I ,L,M, N,O,Q1,Q2,Q3 and Q4.

5. Recognition of social environment, the dimension of Social Intelligence is positively correlated with Personality Factors-B,F,L,M,Q2 and Q4 and negatively correlated with Personality Factors-A, C,E, G,H ,I,N ,Q1 and Q3 and O correlated with factor O .However no correlation value is found to be significant except factor M at .05 levelamong B.Ed. students.which indicates that Personality Factor- M isinterrelated with Recognition of social environmentin upto 95% cases among B.Ed. students.

Null Hypothesis, as such "There is nosignificant relationship between personality and Recognition of social environment of B.Ed. students of various Institutes in Dehradun District."stands to be Rejected for the factors- M whereas it is accepted for factors-A,B,C,E,F,G,H,I,L, N,O,Q1,Q2,Q3 and Q4.

6. Tactfulness, the dimension of Social Intelligence is positively correlated with Personality Factors-A,G,L,M,N,O,Q2,Q3 and Q4 and negatively correlated with personality Factors- B,C,E,F,H,I and Q1.. However no correlation value is found to be significant evenat 0.05 level. This indicates that Personality and Tact fulness are not interrelated significantly.

Null Hypothesis, as such "There is nosignificantrelationshipbetweenpersonality andTactfulness, of B.Ed. students of various Institutes in Dehradun District."Stands to beacceptedfor all the 16 Factors.

7. Sense of humour,the dimension of Social Intel ligen ce is positively correlated with Personality Factors-A, B,C,E,G,I,M,O, and Q3and negatively correlated with personality Factors- F,H,L,N,Q1,Q2 and Q4. How ever no correlation value is found to be significant evenat 0.05 level. which indicates that Personality and Sense of hum ourare not interrelated significantly.

Null Hypothesis, as such "There is nosignificantrelationshipbetweenpersonality andSense of humour of B.Ed. students of various Institutes in Dehradun District."Stands to beaccepted for all the 16 Factors.

8. Memory , the dimension of social intelligence is positively correlated with personality Factors-A,C,E,G,H,L,M, and Q3 and negatively correlated with Personality Factors- B,F,I,N,O,Q1,Q2 and Q4. How ever no correlation value is found to be significant except factor O at .05 levelamong B.Ed. students.which indicates that Personality Factor- O is interrelated with Memoryin upto 95% cases among B.Ed. students.

Null Hypothesis, as such "There is nosignificant relationship between personality and Memory of B.Ed. students of various Institutes in Dehradun District."stands to berejected Factor Owhereas it is accepted for factors-A,B,C,E,F,G ,H,I ,L,M, N,Q1,Q2,Q3 and Q4.

9. Social Intelligence is positively correlated with Personality Factors-A,B,I,M,O,Q2,Q3, and Q4 and negatively correlated with Personality Factors- C,E,F,G,H,L,N and Q1. However no correlation value is found to be significant except factor F and Q4 at .05 level and factor B at .01 level among B.Ed. students which indicates that Personality Factor- F and Q4 are interrelated with Social Intelligence in up to 95% cases and factor B with Social Intelligence are interrelated in up to 99% cases among B.Ed. students.

Thus on the basis of above statistical analysis of collected data from B.Ed. students of various institutes the

Null Hypothesis, as such "There is nosignificant relationship between personality and social intelligence of B.Ed. students of various institutes in Dehradun District." stands to be Rejected for the factors- B,F and Q4whereas it is accepted for factors A,C,E,G, H,I ,L,M,N ,O,Q1,Q2 and Q3.

EDUCATIONAL IMPLICATIONS AND SUGGESTIONS

- Since B.Ed. students are future teachers and are an important part of society and our nation, it is the first responsibility of the society to provide proper environment for B.Ed. students so that personality and social intelligence may be developed properly. For the all-round development of personality, the student should be socially intelligent. As much as the student is socially intelligent, there will be a good relationship between personality and social intelligence. So present study suggests to society and to educational planners that they organize some programme and create situations to develop social intelligence so that there should be a significant relationship between personality and social intelligence.
- Students, who are going to start their professional life, should make some strategies for the betterment of their social adjustment and development of personality. For the sake of this achievement; they should take part in social activities.
- Parents should also motivate their child to take part in co-curricular activities like – dramas, debates, sports, games, different activities and quizzes etc. These activities are the excellent source of social intelligence and personality development that is very important for future management and better productive work.
- Since teachers are the role models for students, they should take part in social work and other activities and should motivate their students to take part in social work and personality development also.
- This study reveals to administrators to provide the opportunities for maintaining significant relationship between social intelligence and personality. In this way they will get new ideas and flourish their mind for better learning.

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