A Study of Social Intelligence & Personality of B.Ed. Students of District

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Abstract

The present study has focused on the relationship between personality and social intelligence of B.Ed. Students of various institutes in Bareilly District. A hundred students from the defined population have been selected for the B. Ed. course using the randomisation sampling technique. The most appropriate tool used for the study is the **1.** 16 P.F. Questionnaire Hindi Edition developed by Dr S. D. Kapoor (1970). The test consists of 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 of 66 items divided into five parts, measuring eight dimensions of social intelligence. The study concludes that Social Intelligence positively correlates with Personality Factors A, B, I, N, O, Q1, Q3, and Q4. Conversely, it negatively correlates with Personality Factors C, E, F, G, H, L, M, and Q2. However, only the correlation values for factors B, F, I, and Q4 are significant among B.Ed. Students. Specifically, the findings suggest that Personality Factors B, F, I, and Q4 are interrelated with Social Intelligence in this population of students.

Keywords: Social Intelligence, Personality, Undergraduate students.

Introduction

In the current scenario, many young people remain unemployed after obtaining higher education because they pursue good government or private jobs in search of suitable employment. This situation leads to frustration among the youth of our country, which is a significant issue. Nowadays, obtaining education and professional qualifications is crucial. Short courses in tailoring, weaving, plumbing, typewriting, and other fields can help individuals become self-employed. Through these courses, individuals gain training and knowledge in specific areas, enabling them to earn a living and support their families. However, some graduates find that securing employment matches their qualifications. Therefore, professional education is essential. Many institutions in our country now offer B.Ed. Courses to address educational needs. A professional education board has been established to oversee the significance of education and ensure its proper implementation. Education plays a vital role in the economic development of our country. It can help alleviate the unemployment problem and provide financial stability for individuals. This highlights the youth's interest in such professions and the social prestige they carry. Given the complex nature of Indian society, students often face challenges related to patience, cooperation, confidence, sensitivity, environmental awareness, tactfulness, a sense of humour, memory, and other significant personality issues. These challenges contribute to the constant pressure of financial difficulties and job insecurity, profoundly affecting their well-being. B.Ed. Students, in particular, experience insecurity because this profession primarily focuses on employment. They endure concentrated efforts, long study hours, examination stress, fear of failure, uncertainty about the future, competitive pressure, the need to adapt to ongoing changes, performance expectations in school and later in the job, and the challenge of getting along with others. To make matters worse, individual guidance and personal contact are becoming increasingly rare due to overcrowding in universities and colleges. This has led to a lack of social relationships and diminished abilities to understand others' feelings, temperaments, and motivations, essential for effective social interaction and decoding non-verbal cues. These factors undoubtedly contribute to the complexity of students' problems. As a result, many

modern educated youths feel bewildered in a rapidly changing world where traditional values are fading without suitable replacements. They often find themselves confused about their life goals, exacerbating their struggles. Consequently, they struggle to confront even minor challenges with confidence. Social intelligence, or interpersonal intelligence, refers to individuals' ability to recognize differences between themselves and others. According to this concept, a person's unique personality is shaped by their knowledge across various domains and the level of social interaction they engage in with those around them. Social intelligence is considered a crucial social competency for B.Ed. Students are a significant predictor of their success in their future professions.

This report analyses the relationships between social intelligence and personality among B.Ed. Students. Social intelligence is an important factor in adapting to society. This concept has gained attention in psychology in recent decades due to its broad and appealing aspects, drawing interest from psychologists, psychiatrists, and professionals in diverse fields such as education, technology, pharmacy, administration, and management. Social intelligence encompasses a range of skills and personal characteristics, generally referring to interpersonal and intrapersonal abilities that extend beyond specific areas of prior knowledge, such as intelligence and professional skills in young individuals. It is the ability to form relationships, understand their feelings and temperaments, show empathy, and interpret non-verbal signals. Social intelligence entails interacting effectively with others and adapting to different social settings. It encompasses an awareness of social dynamics and an understanding of interaction styles and strategies that facilitate the achievement of personal objectives in social engagements.

Additionally, it involves a degree of self-awareness and consciousness regarding one's behavioural patterns. The personality of B.Ed. Students play a vital role in their educational and training processes. It serves as a foundation for improving career opportunities and securing a better future for them. This positive influence, rooted in their expertise, pedagogical skills, social acceptance, character, and moral qualities, dramatically impacts their social interactions. According to Drlíková (1992), personality is both a starting point and a goal of the educational and training process. Therefore, it is essential to focus on developing a well-rounded and harmonious personality among B.Ed. Students. A well-developed personality fosters effective social relationships based on mutual understanding. It establishes the groundwork for respecting their studies and demonstrating sincerity in their efforts. The significance of a student's personality in the educational and training process manifests in their ability to influence their surroundings through their levels of social intelligence positively. There exists a strong relationship between personality and social intelligence. A student's overall character and moral aspects evolve throughout their life, with these traits occurring through complex socialisation processes, interaction with their environment, internal changes, and self-regulation during their education and training.

LITERATURE REVIEW:
Rathod, S. K. (2017). "A Study of Social Intelligence and Personality among Adolescence." The target of the presented analysis was interpersonal personality and intelligence among adolescents. A sample of a hundred (fifty companies and fifty females) was randomly selected from the Rajkot community. The analysis's outcome examined a zero-great difference between girls and boys regarding interpersonal personality and intelligence. The result acquired a positive correlation between interpersonal personality and intelligence. There were 0.14 good correlations between interpersonal intelligence and personality.

Sharon (2017), in his study "Social intelligence and relationship with personality and performance of Executive a study in BHEL Tiruchirappalli", found a correlation among dimensions of social intelligence like social skill, social awareness, social information process and overall social intelligence and dimensions of personality like extroversion, neuroticism, conscientiousness, agreeableness, openness and personality. The correlation result shows inter-correlations among all dimensions of social intelligence and personality, and the

regression outcome shows that social intelligence impacts personality. From the above literature review, it is clear that not much study has been done on these two variables at the undergraduate level, making them a suitable topic for research.

STATEMENT OF THE STUDY: The present study's problem is "A Study of Social Intelligence & Personality of B.Ed. Students of District Bareilly, UP".

OBJECTIVES OF THE STUDY

The study's primary objective is to examine the correlation between the 16 Personality Factors and eight Social Intelligence dimensions among B.Ed. Students from various institutes of Bareilly District.

HYPOTHESES OF THE STUDY

"There is no significant relationship between Social Intelligence and Personality of B.Ed. Students of Bareilly District."

LIMITATIONS OF THE STUDY

1. The present study covers only one professional Course -B.Ed.

2. The present study is confined to only 5 B.Ed. Colleges of Bareilly district.

3. The present study was primarily a questionnaire, and such studies have their own inherent limitations.

METHODOLOGY The descriptive survey method has been employed in the study and is considered more suitable for reaching meaningful conclusions.

1. Population: The present study's population is all the students studying in recognised institutions of professional courses in the Bareilly district. It has been conducted only on B. Ed. students.

2. Sample: A sample of 100 students was selected from the defined population using a randomisation sampling technique.

3. Tool: The most appropriate tool for the study is the 16 P.F. Questionnaire, constructed by R.B. Cattell (1989). It consists of 187 items and includes 16 bipolar personality factors. The Social Intelligence Scale (SIS) was developed by N. K. Chadha and Usha Ganesan (1986). The test consists of 66 items divided into five parts and measures eight dimensions of social intelligence.

4. Data collection: Using the above-mentioned standardised tools, the researcher collected data from respondents studying in various B.Ed. institutions in the Bareilly district.

5. Statistical analysis: The present study used the Pearson Coefficient of Correlation to evaluate and describe the relationship (if any) between the studies.

Table 1: Correlation between Social Intelligence and Personality of B. Ed. Students of various institutes in Bareilly District.

FACTORS	A	B	C	E	F	G	H	I	L	M	N	O	Q1	Q2	Q3	Q4
PATIENCE	0.073	0.240	-0.076	0.072	-0.015	0.090	0.200	-0.073	-0.236	0.140	0.082	-0.025	-0.177	0.144	-0.073	-0.267
COOPERATIVENESS	0.117	-0.446	0.036	-0.232	-0.332	0.184	0.097	-0.284	-0.256	-0.116	0.231	0.212	-0.032	0.140	0.274	-0.020
CONFIDENCE	0.121	0.333	-0.131	-0.219	0.160	-0.191	-0.210	-0.277	0.269	0.151	0.211	-0.166	0.160	0.040	-0.005	0.361
SENSITIVITY	0.005	0.241	-0.161	0.089	0.316	0.116	0.096	0.035	-0.126	-0.170	-0.143	0.052	0.119	0.044	-0.008	0.213
RECOGNITION OF SOCIAL ENVIRONMENT	-0.093	-0.199	0.058	-0.259	0.045	-0.191	-0.161	-0.021	0.061	0.281	-0.162	0.001	-0.128	0.230	-0.124	0.241
TACTFULNESS	0.042	-0.015	-0.141	-0.022	0.095	-0.230	-0.079	-0.045	0.047	0.157	0.088	0.420	-0.174	0.021	0.166	0.027
SENSE OF HUMOR	0.141	0.171	0.006	0.040	-0.196	0.268	-0.009	-0.091	0.118	0.113	-0.033	0.036	-0.016	-0.138	0.046	-0.084
MEMORY	0.089	-0.099	0.141	0.222	-0.090	0.016	0.194	0.161	-0.112	0.030	0.241	0.313	0.040	-0.166	-0.021	0.024
TOTAL	0.121	-0.429**	-0.134	-0.212	-0.288*	-0.019	-0.200	0.167*	-0.229	-0.137	0.010	0.150	0.210	-0.017	0.079	0.289*

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RESULTS -

1. Patience, the dimension of social intelligence, is positively correlated with Personality Factors- A, B, E, G, H, M, N and Q2 and negatively correlated with Personality Factors -C, F, I, L, O, Q1, Q3 and Q4.

2. Cooperativeness, the dimension of social intelligence, is positively correlated with personality Factors A, C, H, N, O, Q2, and Q3 and negatively correlated with Personality Factors B, E, F, G, I, L, M, Q1, and Q4.

3. Confidence, the dimension of social intelligence, is positively correlated with personality Factors A, B, F, L, M, N, Q1, Q2, and Q4 and negatively correlated with Personality Factors- C, E, G, H, I, O, and Q3.

4. Sensitivity, the dimension of social intelligence, is positively correlated with personality factors A, B, Q1, Q2 and Q4 and negatively correlated with Personality Factors- C, E, F, G, H, I, L, M, N, Q and Q3.

5. Recognition of social environment, the dimension of Social Intelligence, is positively correlated with Personality factors C, F, L, M, O, Q2 and Q4 and negatively correlated with Personality Factors A, B, E, G, H, I, N, Q1 and Q3 and zero correlated with factor O.

6. Tactfulness, the dimension of Social Intelligence, is positively correlated with Personality Factors A, F, L, M, N, O, Q2, Q3 and Q4 and negatively correlated with personality Factors- B, C, E, G, H, I and Q1.

7. Sense of humour, the dimension of Social Intelligence, is positively correlated with Personality Factors A, B, C, E, G, L, M, O, and Q3 and negatively correlated with Personality Factors F, H, I, N, Q1, Q2, and Q4.

8. Memory, the dimension of social intelligence, is positively correlated with personality factors A, C, E, G, H, I, M, N, O, Q1 and Q4 and negatively correlated with Personality Factors- B, F, L, Q2 and Q3.

9. Total Social Intelligence is positively correlated with Personality Factors A, B, I, N, O, Q1, Q3, and Q4 and negatively correlated with Personality Factors- C, E, F.G, H, L. M and Q2. However, no correlation value was significant except for factors F, I and Q4 at the .05 level and factor B at the .01 level among B.Ed. Students indicate that Personality Factors- F, I and Q4 are interrelated with Social Intelligence in up to 95% of cases, and Factor B with Social Intelligence are interrelated in up to 99% of cases among B.Ed. Students. Thus, based on the above statistical analysis of collected data from B.Ed. For students of various institutes, the Null Hypothesis, such as "There is a significant relationship between personality and social intelligence of B.Ed. students of various institutes in Bareilly District." stands to be Rejected for the factors- B, F, I and Q4 where it is accepted for factors A, C, E, G, H, L, M, N, O, Q1, Q2 and Q3.

EDUCATIONAL IMPLICATIONS AND SUGGESTIONS

1. Since B.Ed. Students are future teachers and are an important part of society and our nation; it is the first responsibility of society to provide the proper environment for B.Ed. Students so that personality and social intelligence may be appropriately developed. 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. The present study suggests that society and educational planners organise some programmes and create situations to develop social intelligence. Therefore, there should be a significant relationship between personality and social intelligence.

2. Students who are about to start their professional lives should develop strategies for improving their social adjustment and personality development and participate in social activities to achieve this.

3. Parents should motivate their children to participate in co-curricular activities like dramas, debates, sports, games, activities, and quizzes. These activities are excellent sources of social intelligence and personality development, which are crucial for future management and better productive work.

4. Since teachers are role models for students, they should participate in social work and other activities and motivate them to participate in social work and personality development.

5. This study reveals to administrators that providing opportunities to maintain a significant relationship between social intelligence and personality is essential. This will give them new ideas and flourish their minds for better learning.

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