

SOCIAL INTELLIGENCE AND LIFE SATISFACTION AMONG SECONDARY GRADE SCHOOL TEACHERS

Dr. R. PERIASAMY

Assistant Professor,

Department of Education and Management,

Tamil University, Thanjavur – 613 010.

Email: periarenga@gmail.com

Abstract

Life satisfaction has been related to job satisfaction, interpersonal relationships, socio economic status, education, family background, and many other variables. Social intelligence is an important factor to get satisfaction in life. Life satisfaction of teachers leads to make good citizens. Hence this study would like to see, the level of social intelligence and life satisfaction of secondary grade school teachers. Among the different approaches that may be used in descriptive research, the survey method was selected for the present study. In this study the investigator follow the simple random sampling technique were followed. The study needs the sample of 150 Secondary Grade Teachers in Thanjavur district were taken as a sample for the study. The present study investigated social intelligence and life satisfaction among the Higher-Secondary school teachers. In the above study variations occurs in social intelligence and life satisfaction. The teachers can accomplish their goals in a variety of ways, but those with high life satisfaction have developed effective strategies for meeting their needs within the constraints of cultural expectations and life circumstances.

Key Words: Social intelligence, life satisfaction, Secondary Grade Teachers.

Introduction

Various individuals are using learned social skills to improve the quality of the life and relationships. Most of the human psychological problems were associated with the society. The psychological problems like depression, fear, confusion, anger created by the lack of positive human emotions are critical to the happiness of the individual in the society. So social intelligence is created to bring the skills in to the world of human interaction and relations. When predicting and interpreting human behaviour, a specific area is created by interpersonal situations and behaving of a person in such situations, in other words, managing and solving problems where an important role is played by the factor of social contacts of people. One of the significant characteristics used when describing and predicting such behaviour is social intelligence.

According to **E.L. Thorndike (1920)** the term intelligence refer the person ability to understand and manage the people and also engage in adopt in social interaction. **Vernon (1993)** provided the most wide-ranging definition of social intelligence as the person's "abilities to get along with people in general social technique or ease in society, knowledge of social matters

susceptibility to stimuli from other members of a group, as well as insight into the temporary moods and underlying personality traits of strangers”.

An increase in professional interest in the broad issue of social intelligence can be observed in the period of the second half of the 20th century. A dramatic increase of reports involving this issue has been recorded in the last 30 years. **Silvera, Martinussen, and Dahl (2001)** state that social intelligence consists of the following components: perceptibility of internal conditions and moods of other people, general ability to deal with other people, knowledge of social norms and social life, ability to orientate oneself in social situations, use of social techniques that enable manipulation, negotiating with other people, social charm and social adaptation.

Life satisfaction has been related to job satisfaction, interpersonal relationships, socio economic status, education, family background, and many other variables. All these relationships indicate that life satisfaction is a multidimensional concept. According to **Beutell (2006)** it is believed that life satisfaction is related to better physical, and mental health, longevity, and other outcomes that are considered positive in nature. In addition, **Chow (2009)** argues that improved levels of life satisfaction might give rise to better health in the future, and that this can already be identified within a three-year timeframe. Although there is a lack of congruence regarding the definition of life satisfaction (**Iverson & Maguire, 2000**), “Life satisfaction is conceived as the degree to which an individual judges the overall quality of his life-as-a-whole favourably.”

Need for the Study

Socially intelligent people are more likely to succeed in everything they undertake in their life. The concept of social intelligence is to be commended, not because it is totally new, but because it captures the essence of what our children or all of us need to know for living a productive, happy and satisfied life. Social intelligence is an important factor to get satisfaction in life. Life satisfaction of teachers leads to make good citizens. Hence this study would like to see, the level of social intelligence and life satisfaction of secondary grade school teachers.

Objectives of the Study

1. To find out the significant difference in social intelligence of the Secondary Grade School Teachers with respect to their gender, locality, marital status, types of family, types of management, Educational Qualification, and monthly income.
2. To find out the significant difference in life satisfaction of the Secondary Grade School Teachers with respect to their gender, locality, marital status, types of family, types of management, Educational Qualification, and monthly income.
3. To find out the correlation between Social Intelligence and life satisfaction among the Secondary Grade School Teachers.

Hypotheses

1. There is no significant difference in social intelligence of the Secondary Grade School Teachers with respect to their gender, locality, marital status, types of family, and types of management, Educational Qualification, and monthly income.
2. There is no significant difference in life satisfaction of the Secondary Grade School Teachers with respect to their gender, locality, marital status, types of family, and types of management, Educational Qualification, and monthly income.
3. There is no correlation between Social Intelligence and life satisfaction among the Secondary Grade School Teachers.

Research Design

Among the different approaches that may be used in descriptive research, the survey method was selected for the present study.

Sampling Technique

In this study the investigator follow the simple random sampling technique were followed. The study needs the sample of 150 Secondary Grade Teachers in Thanjavur district were taken as a sample for the study.

Tools

To verify the framed hypotheses, the following tools and techniques were used in the present investigation. 1. Social intelligence scale developed by Chadhra, N.K.; 2. Life Satisfaction Scale developed by Singh Promila.

Social Intelligence Scale: consists of 20 items. This tool deals with 6 factors of social intelligence. They are patience, confidence, cooperativeness, and sensitivity, sense of humour and recognition of social environment.

Life Satisfaction Scale: This test consists of 20 items constructed by Sinah Promila. The tool consists of the following dimensions. (a) Taking pleasure in everybody activities (b) considering life meaningful, (c) holding a positive self-image, (d) having a happy and optimistic outlook, (e) feeling success in achieving goals. The present scale was constructed by considering the above five dimensions of life satisfaction.

Statistical Techniques Used

Suitable descriptive and inferential statistical techniques were used in the interpretation of the data to draw out a more meaningful picture of results from the collected data. The SPSS package was used for data analysis.

Analyses of Data

Table-1: Secondary Grade School Teachers Social Intelligence with respect to Gender, locality, marital status and Type of Family

Background Variables	Groups compared	N	Mean	SD	t-value	Level of Significance
Gender	Male	56	51.57	5.423	2.492	Significant at 0.05 level
	Female	94	116.02	26.75		
Locality	Urban	112	55.51	4.35	1.294	Not Significant
	Rural	38	51.98	5.01		
Marital Status	Married	11	50.56	3.474	2.230	Significant at 0.05 level
	Un married	139	53.06	4.567		
Family type	Nuclear family	100	52.42	4.102	1.536	Significant at 0.05 level
	Joint family	50	53.70	5.235		

Gender: The table-1 shows that the obtained 't' value (2.492) is greater than the table value at 0.05 level. It is inferred that there is significant difference between male and female teachers in social intelligence.

Locality: The obtained 't' value (1.294) is less than the table value at 0.05 level. It is inferred that there is no significant difference between urban and rural teachers in social intelligence.

Marital status: The obtained 't' value (2.230) is greater than the table value at 0.05 level. It is inferred that there is significant difference between married and single teachers in social intelligence.

Type of family: The obtained 't' value (1.536) is greater than the table value at 0.05 level. It is inferred that there is significant difference between nuclear and joint teachers in social intelligence. Hence, the state null hypothesis is rejected.

Table-2: Secondary Grade School Teachers Social Intelligence with respect to the type of management, Educational qualification, and monthly income

Variable	Source of Variation	Sum of squares	DF	Mean of sum squares	F ratio	Level of Significance
Type of management	Between Group	41.614	2	20.812	1.013	Not Significant
	Within Group	3021.149	147	20.552		
	Total	3062.773	149			
Educational qualification	Between Group	268.063	2	134.031	7.050	Significant at 0.05 level
	Within Group	2794.711	147	19.012		
	Total	3062.773	149			
Monthly income	Between Group	76.779	2	38.389	1.890	Not Significant
	Within Group	2985.994	147	20.313		
	Total	3063.773	149			

Type of management: The table-2 shows that the obtained 'F' is 1.013 which is less than the critical value 2.65 at 0.05 level. It may be concluded that there is no significant difference among the secondary grade school teachers social intelligence with respect to types of school.

Educational qualification: The obtained 'F' value is 7.050 which is greater than the critical value 2.65 at 0.05 level. There is a significant difference between the SG qualified teachers, UG qualified teachers and PG qualified teachers in their social intelligence.

Monthly income: The obtained 'F' is 1.890 which is less than the critical value 2.65 at 0.05 levels. There is no significant difference between monthly incomes of the Secondary Grade School teachers with respect to their social intelligence.

Table-3: Secondary Grade School Teachers Life Satisfaction with respect to gender, locality, marital status and Type of Family

Background Variables	Groups compared	N	Mean	SD	t-value	Level of Significance
Gender	Male	56	58.86	11.4184	2.996	Significant at 0.05 level
	Female	94	54.08	8.4932		
Locality	Urban	112	62.84	10.2599	1.620	Significant at 0.05 level
	Rural	38	60.00	8.9231		
Marital Status	Married	11	56.55	12.792	1.512	Significant at 0.05 level
	Un married	139	62.56	9.8416		
Family type	Nuclear family	100	62.53	10.3918	3.07	Significant at 0.05 level
	Joint family	50	61.26	9.1580		

Gender: The obtained 't' value (2.996) is greater than the table value at 0.05 level. It is inferred that there is significant difference between male and female teachers in Life satisfaction. Hence, the state null hypothesis is rejected.

Locality: The obtained "t" value (1.620) is greater than the table value at 0.05 level. It is inferred that there is significant difference between urban and rural teachers in life satisfaction. Hence, the state null hypothesis is rejected.

Marital status: The obtained 't value (1.512) is greater than the table value at 0.05 level. It is inferred that there is significant difference between married and single teachers in life satisfaction. Hence, the state null hypothesis is rejected.

Type of family: The obtained 't' value (3.38) is greater than the table value at 0.05 level. It is inferred that there is significant difference between nuclear and joint teachers in life satisfaction. Hence, the state null hypothesis is rejected.

Table-4.4: Secondary Grade School Teachers Life Satisfaction with respect to the type of school, Educational qualification, and monthly income

Variable	Source of Variation	Sum of squares	DF	Mean of sum squares	F ratio	Level of Significance
type of	Between Group	694.884	2	34.7442	3.607	Not

management	Within Group	14159	147	96.323		Significant
	Total	3062.773	149			
Educational qualification	Between Group	101.691	2	50.846	0.507	Not Significant
	Within Group	14152.602	147	100.358		
	Total	14154.293	149			
Monthly income	Between Group	866.499	2	433.250	4.553	Not Significant S
	Within Group	13987.794	147	95.155		
	Total	14854.293	149			

Type of management: From the above table 4.3.13 it is understood that the obtained “F” is 3.607 which is less than the critical value 2.65 at 0.05 level. It may be concluded that there is no significant difference among the Secondary Grade school teachers life satisfaction with respect to types of school. Hence the hypothesis is accepted.

Educational qualification: From the above table 4.3.15 it is understood that the obtained “F” is 0.507 which is less than the critical value 2.65 at 0.05 level. It may be concluded that there is no significant difference among the Secondary Grade school teacher life satisfaction with respect to educational qualification. Hence the hypothesis is accepted.

Monthly income: From the above table 4.3.17 it is understood that the obtained “F” is 4.553 which is less than the critical value 2.65 at 0.05 levels. It may be concluded that there is no significant difference among the Secondary Grade school teachers life satisfaction with respect to monthly income. Hence the hypothesis is accepted.

Table 5: Co-efficient correlation of Social Intelligence and life satisfaction of Secondary Grade School Teachers

Research variables	Numbers	Correlation	Level of Significance
Social Intelligence and Life Satisfaction	150	0.289	0.01

From the Table 5 is understood that the calculated correlational value is indicates that there is a positive correlation between social intelligence and life satisfaction among the secondary grade teacher.

SUMMARY OF FINDINGS

1. There is significant difference between male and female teachers with regard to social intelligence.
2. There is no significant difference between urban and rural teachers with regard to social intelligence.

3. There is no significant difference among the secondary grade school teachers social intelligence with respect to types of school.
4. There is a significant difference between the SG qualified teachers, UG qualified teachers and PG qualified teachers in their social intelligence.
5. There is no significant difference between monthly incomes of the Secondary Grade School teachers with respect to their social intelligence.
6. There is significant difference between married and unmarried teachers in their social intelligence.
7. There is significant difference between nuclear and joint teachers in their social intelligence.
8. There is significant difference between male and female teachers in their Life satisfaction.
9. There is significant difference between urban and rural teachers in their life satisfaction.
10. There is no significant difference among the Secondary Grade school teachers life satisfaction with respect to types of school.
11. There is no significant difference among the Secondary Grade school teacher life satisfaction with respect to educational qualification.
12. There is no significant difference among the Secondary Grade school teachers / life satisfaction with respect to monthly income.
13. There is significant difference between married and single teachers in their life satisfaction.
14. There is significant difference between nuclear and joint teachers in their life satisfaction.
15. There is a positive correlation between social intelligence and life satisfaction among the secondary grade teacher.

CONCLUSION

Social intelligence and life satisfaction are must for Secondary Grade school teachers. Socially intelligent people are more likely to succeed in everything they undertake in their life. Social intelligence is an important factor to get satisfaction in life. Life satisfaction of teacher leads to make good citizens those who are today's students. The friendliness, mutual trust and consciousness of a common goal to achieve and the cohesiveness among members yielded by social intelligence provided a joyful and rewarding learning environment. The present study investigated social intelligence and life satisfaction among the Higher-Secondary school teachers. In the above study variations occurs in social intelligence and life satisfaction. The teachers can accomplish their goals in a variety of ways, but those with high life satisfaction have developed effective strategies for meeting their needs within the constraints of cultural expectations and life circumstances.

References

- Bailey and Miller (1998). "Predicting Life Satisfaction." *Personality and Social Psychology*
- Barnes, G., Crowe, E., & Schaefer, B. (2007). *The cost of teacher turnover in five school districts: A pilot study*. Washington DC: The National Commission on Teaching and America's Future.
- Blickle, G., Meurs, J. A., Zettler, I., Solga, J., Noethen, D., Kramer, J., et al. (2008). Personality, political skill, and job performance. *Journal of Vocational Behavior*, 72, 377-387.

- Clark, A. E., Frijters, P., & Shields, M. (2008). Relative income, happiness, and utility: An explanation for the Easterlin Paradox and other puzzles. *Journal of Economic Literature*, 46(1), 95-144.
- Silvera, D. H., Martinussen, M., & Dahl, T. I. (2001). The Tromso social intelligence scale, a self-report measure of social intelligence. *Scandinavian Journal of Psychology*, 42, 313-319.
- Thorndike, E. L. (1920). Intelligence and its use. *Harper's Magazine*, 140, 227-235.