

## The Role of Teacher in the Development of Student's Social Intelligence at Secondary Level

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### Abstract

To enhance the educational quality by identifying the role and level of social intelligence of teachers in developing the student's social intelligence, the researcher conducted a study in the Tehsil Babozai of District swat. The main objectives of the study were to investigate the level of student's social intelligence, the level of teacher's social intelligence and to investigate teacher's role in the development of student's social intelligence. The population for the study included all the female government secondary schools of tehsil babozai and the students of grade (9<sup>th</sup> and 10<sup>th</sup>) and teachers teaching to those students. The sample selected by simple random sampling technique. The quantitative approach used to collect the data with the help of questionnaires. Collected data analyzed through SPSS (Statistical package for social sciences) version 22. The result shows that students have elevated level of social intelligence as compared to the teachers and that there is no significant role of teachers in developing student's social intelligence. The study recommends that teachers must have to work upon their social intelligence level by using its various dimensions. The teachers must have to create such a personality of them which can also enhance the level of social intelligence of students.

**Keywords:** Social intelligence, SPSS (Statistical package for social sciences), Secondary level.

### Introduction

Intelligence is an innate natural endowment of a person. "Intelligence is what you are born with. Genetics play a larger part." From this we get that intelligence is the inherited quality of someone (John, 2014). Howard Gardner (1983) identified diverse types of intelligence he believed intelligence is not the name of a single concept and that human beings have more intelligences. He proposed the theory of multiple intelligences where social intelligence is one type.

Social intelligence is the ability to get along fine with others and cooperate with them. Social intelligence is all about the abilities of a person related to social norms, customs, and tradition. It is reflective for the social adjustment of the individuals. Furthermore, it includes how well a person is behaving with another person, how one's action is responded or treated and how a person reacts to a situation or condition he/ she is facing in surroundings or situation (Albrecht, 2014).

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Social intelligence enables the individuals to perform their due role in the development of society and having life in accordance with social norms. Further, students spend a considerable time with the teachers at schools and they get effected by the social intelligence of their teachers therefore, the researcher intends to investigate the role of teachers in developing social intelligence of students at secondary level.

Keeping in view the significance of social intelligence and the role of teachers in developing the social intelligence of students the research intended to investigate the area empirically. The study aimed to investigate secondary school students' social intelligence, secondary school teachers' social intelligence, and the teachers' role in developing students' social intelligence.

This study may help the teachers to understand that they are the role models for the students which help them to enhance their own personalities in this regard. Teacher may get awareness from this study about how and in which ways they are promoting and developing students' social intelligence. Students may know about basics of social intelligence or basic social skills.

Various theorists have presented the definitions of social intelligence, but all contribute to two familiar mechanisms: a) the consciousness of others and b) their reaction and adjustment to others and the social situations (Goleman, 2006; Kobe, Reiter-Palmon, & Rickers, 2001). Marlowe (1986) recommended that individuals who are socially intelligent emerge to experience a rich, momentous life, as opposed to reduced affective experiences. Furthermore, aspects of social intelligence have been found to be linked with improved social problem-solving abilities (Jones & Day, 1997), experienced leadership (Kobe et al., 2001), and positive interpersonal experience (Cheng, Chiu, Hong & Cheung, 2001).

All the studies explain the versatile role of teacher in the holistic development of students. Therefore, it is important to investigate the role of teacher in the development of social intelligence of students at classroom level, the researcher targeted the students group because they are in transitional stage and are learning different skills related to the personal and collective lives.

#### **Research Problem**

Classroom interactions are important which is used for multiple purposes including academic, social, and language development perspectives. Therefore, the study intends to investigate the role of teachers, as they are leading these interactions, in the development of student social intelligence.

#### **Research objectives**

The researcher focused on the following research objective.

1. To investigate the social intelligence level of students
2. To find out the teacher role in the development of students' social intelligence

#### **Research design**

The researcher adopted the quantitative research design to attain the research targets and answer the research questions formulated in the first chapter. The researcher selects the quantitative research design because the population for the study was very wide, and the

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nature of the study was to measure the level of students' social intelligence. Further the role of teacher was also measured through a questionnaire where the responses of the respondents were quantified.

### **Population**

Keeping in view the research objectives the population for the study comprised of all the secondary school female students of class ninth and class 10<sup>th</sup> of tehsil babozai, swat. All the secondary school female teachers of tehsil babozai, teaching to class 9<sup>th</sup> and 10<sup>th</sup> and the total number of female government secondary schools in tehsil babozai are also the part of population. The researcher selects this population due to the following reasons.

1. The students and teachers of tehsil babozai are convenient to the researcher.
2. The researcher selects only female students and teachers for the study due to cultural constrains.
3. The researcher lemmatizes the population to tehsil babozai due to the limited period and limited available resources or facilities.

### **Sample and sampling technique**

The sampling technique used by the researcher to select sample from the population was simple random sampling technique. The students and teachers selected randomly from the population to reduce biasness in the sampling and in the results. The schools selected through cluster sampling which were convenient to the researcher. The total number of students selected for the sample group is two hundred. The total number of teachers and schools selected as a sample group is 100 and 10, respectively.

### **Data collection instrument**

The researcher design separate questionnaires both for teachers and students which were reflective to measure the research objectives and to reach the results. As the questionnaires were designed to measure the social intelligence level of teachers and students and the role of teachers in promoting students' social intelligence, the researcher uses three dimensions of social intelligence developed by N.K. Chadda and Usha Ganesan (1986) to measure the social intelligence level of teachers and students and the role of teacher in promoting students social intelligence.

### **Findings of the Study**

The conducted study concludes the following results.

1. The r value .127 which is not significant at .217 is the reflection that teachers have no significant role in promoting patience among students.
2. The r value .083 which is not significant at .411 shows that there is no significant role of teachers' cooperative attitude in the development of students' cooperative attitude.
3. The r value .015 is not significant at .882 shows that there is no significant role of teachers' confidence in the development of students' confidence.
4. The r value .012 is not significant as r value .902 which shows that there is no relationship between teachers' and students' social intelligence.

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### **Recommendations**

After discussing the findings and conclusions of the study following recommendations to teachers, students, school administration, policy makers and future researchers were made.

1. Teachers are recommended that they along with their teaching responsibilities may deliver brief time lectures regarding the importance of social intelligence and on its different parameters like patience, cooperativeness, and confidence. Furthermore, they are also recommended to make themselves as a role model for the students so that students directly and indirectly develop the social intelligence.
2. Students are recommended to aware about their social norms and values which will enable them to develop their social intelligence. Further they recommended to study Seerat-e-Nabawi (SAW) which will significantly enhance their social intelligence as the Prophet Muhammad (SAW) was the greatest social intelligent person.
3. School administration recommended that they may arrange the competition for students regarding students' patience, well behavior, cleanliness and such other social values which will boost the social intelligence level of students.
4. Teachers proper training regarding the social intelligence development strategies for students, therefore they recommended a training session and follow up program for the implementation of the training learning from the perspective of social intelligence.
5. A teacher is more mature, social, and educated person than students and therefore responsible for the academic as well as social development of students therefore they recommended to re-consider their teaching, guiding and interactional approaches with students and make themselves as role model for their students.
6. Future researchers recommended to investigate the same problem from gender perspective with larger sample group. Furthermore, they recommended to conduct a case study of in and educational institution
7. Future researchers recommended, to investigate students and teachers' social intelligence from public and private school settings.

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