

Social and Emotional Intelligence among Social Science Teachers

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Abstract

How the person manipulates and applies the knowledge is intelligence, and this is related to the talent. Social and emotional intelligence is the quality of a person, and it gives the vision to know others and then react according to their behavior. The social science subject focuses on the behavior, action, and relationship of the people of a particular society. The present paper attempts to explore the influence of social and emotional intelligence on social science teachers. The main objective of the study is to find out the relationship between the social and emotional intelligence of social science teachers and their students' educational achievements. The study is review-based, and some of empirical researchers own observations. The significant finding of the study is that social and emotional intelligence is helpful to improve student education. The social science teachers have been accepting that social and emotional intelligence is a powerful tool and technique. It is not only for better education of students but also to make them good people.

Keywords: Social and Emotional Intelligence, Social Science Teachers, Students and Academic Achievements.

Introduction

Social intelligence is essential for unlocking the skills of effective communication, dialogue, and teamwork to create an optimal and productive work environment (Garcia-Bulle: 2019). According to psychologists, social intelligence has developed after having experienced people and learning from their successes and failures in social settings. Emotional intelligence is the ability to identify and manage your emotions and the emotions of others. Emotional intelligence emphasizes motivation, empathy, self-awareness, self-control, social skills, and empathy (Salgar&Maraje: 2014). Social science as a subject emphasizes relationships, and social intelligence is also the ability of individuals which help them create strong relationships.

Social science is the study of any society and relationships among people in a scientific manner. Earlier only sociology subject comes in social science, but now anthropology, history, political science, psychology, economics, and archaeology are also included in social sciences. In social science subjects, many methods have been used to know the individuals in society, and it is beneficial to understand and live in any society. In social science social interaction is very important and according to famous sociologist Maclver and Page, (1950) "society as a web of relations, a complex system of usage and procedures, of authority and mutual aid of many groupings and divisions, of controls of human behavior and liberties". Social and emotional intelligence is helpful in creating a relationship. The famous method in sociology is, "Verstehen" which is a German word that means, "Understanding". The Verstehen method can be used by those persons who have social skills, education, social and emotional intelligence. The present paper attempts to explore the influence of social and emotional intelligence on social science teachers.

Objectives of the study

1. To know the impact of the social and emotional intelligence of social science teachers on their student's educational achievements.
2. To explore the relationship between social and emotional intelligence of social science teachers and the well-being of students and teachers.

Methodology

The study is based on secondary data. The study is secondary data-based. The secondary information has been collected with the help of books, journals, blog posts, and websites.

Review of Literature

Joibari and Mohammadtaheri (2011). The purpose of the present study is to explore the relations between the component of emotional intelligence and students' academic achievement in high school in Tehran city. The samples included about 380 subjects, 180 girls and 200 boys students. Results showed that there is a significant correlation between the main components of emotional intelligence including self-motivation, self-awareness, self-regulation, social consciousness, social skills, and students' academic achievements. It is also found that there is a meaningful difference between male and female students' emotional intelligence.

Mahboobvali and Vardhini (2016). The researchers made an attempt to study the social intelligence of secondary school teachers. The objective of the study is to assess the social intelligence of secondary school teachers and to find out the difference in the social intelligence of secondary school teachers due to variations in their gender and age. In this study 700, secondary school teachers were selected from the Kadapa district of Andhra Pradesh. The findings of the study are (1) both the male and female secondary school teachers expressed equal levels of social intelligence and significant variation exists among the age.

Muhammad Asar-ul-Haq & Hassan (2017). Conducted a study to investigate the impact of emotional intelligence on teachers' job performance in the education sector of Pakistan. The sample size consists of 166 teachers from universities in the area of central Punjab, Pakistan. Key research findings revealed that emotional self-awareness, self-confidence, achievement, development of others, and conflict management have a positive and significant relationship with the teacher's job performance.

Andal (2019). A study on Social intelligence among prospective teachers highlights that social intelligence is the skill of people which 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 or her objectives in dealing with others. The investigators studied social intelligence among prospective teachers in the Cuddalore District of Tamilnadu, India. The findings of the study revealed that prospective teachers are having a high level of social intelligence. It is also found that male is relatively high in social intelligence than their counterparts.

Suleman et al (2019). The study examined the association between emotional intelligence and academic success among undergraduates of Kohat University of Science & Technology, Pakistan. A sample of 186 students was selected through a random sampling technique. The findings revealed that there was a strong positive relationship ($r=0.880$) between emotional intelligence and academic success among undergraduate students.

Skura and Swiderska (2021). The chief aim of the research is to discover the relationship between emotional intelligence and social competence and the difficulties experienced by teachers in the process of educating students. The study sample consists of 225 teachers from Polish schools. The results of the study show that those teachers face difficulties when they teach chronic and mentally ill students and the important finding of the research is that emotional intelligence is very helpful to teach students, who are moderate and severe intellectual disabled. The study suggests that teachers should be equipped with highly soft skills.

Analysis and Discussion

Studies and researches have proved that social and emotional intelligence in the teaching profession is very imperative and it always gives better results. Education is the basic need of every human being. Education makes everyone strong. The teachers are the pillars of society and they make all the efforts for the success of their students. One of the most important and key roles of teachers have to understand the capacity, ability, and I.Q

level of students and teach them according to it. Students always need proper guidance and support. The social science subjects taught human behavior, relationship, ethics, and values.

The findings of the paper show that the majority of teachers are using social and emotional intelligence in their teaching profession. On a positive note, every subject teacher has been using social and emotional intelligence as an effective tool for students' academic achievements. National and International level school and college studies confirmed that there is a significant relationship between social and emotional intelligence and good teachers' performance as well as students' performance.

Conclusion

In the dynamic landscape of contemporary education, the role of teachers extends far beyond traditional pedagogy. In today's rapidly evolving society, characterized by swift social changes, educators are required to embrace a multifaceted approach that incorporates both social and emotional intelligence within schools and colleges. This paradigm shift is particularly evident in the transformation of the teacher-student relationship, where the boundaries have expanded beyond the confines of the conventional teaching and learning process.

Central to this evolution is the recognition of the profound impact of emotional intelligence on the teaching environment. Emotional intelligence empowers educators with the foresight to navigate and regulate their own emotions, fostering an atmosphere of resilience and understanding within the educational setting. For instance, the ability to manage frustrations and temperaments is crucial for maintaining a positive and conducive learning environment. Teachers, equipped with emotional intelligence, become adept at recognizing and addressing their own emotional responses, thereby preventing these emotions from impeding effective communication with students.

In the contemporary educational landscape, the relationship between teachers and students has transcended the traditional boundaries. Teachers are no longer solely dispensers of knowledge; they have become friends, guides, and mentors to their students. This shift necessitates a higher degree of social intelligence, as teachers navigate the complexities of interpersonal relationships within the educational sphere. Social intelligence enables educators to comprehend the intricacies of diverse social dynamics, fostering a classroom environment that is inclusive and conducive to learning.

The expanded role of teachers as mentors and guides implies a deeper engagement with students' emotional well-being. In this context, emotional intelligence becomes a linchpin for nurturing students' personal and academic development. Teachers who possess a heightened emotional intelligence are better equipped to empathize with their students, understand their struggles, and provide the necessary support to facilitate growth.

Moreover, the contemporary teacher-student relationship demands a nuanced understanding of the broader societal changes that influence interpersonal dynamics. Rapid shifts in societal norms and values require educators to be attuned to the evolving needs and perspectives of their students. Social intelligence enables teachers to navigate these changes effectively, fostering an environment that encourages open dialogue and mutual respect.

As educators embrace their multifaceted roles as mentors and guides, the integration of social and emotional intelligence becomes imperative for shaping students' futures. The traditional model of education, centered solely around the dissemination of knowledge, no longer suffices in the face of the complex social landscape. Teachers, armed with social and emotional intelligence, become instrumental in guiding students not only academically but also in navigating the complexities of life beyond the classroom.

In conclusion, the evolving nature of education demands a paradigm shift in the role of teachers. Social and emotional intelligence emerge as essential tools for educators navigating the intricacies of modern

educational landscapes. By harnessing these intelligences, teachers contribute not only to academic growth but also to the holistic development of students, preparing them for the challenges and opportunities of an ever-changing world.

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