



Relationship Between Social Intelligence and Mental Health of Secondary School Teachers

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ABSTRACT

This study was designed to examine the relationship between secondary school teachers' social intelligence and their Mental Health and also find out the effect of different level of social intelligence of teachers on their Mental Health. The participants were 150 secondary school teachers. The Mental Health Battery and Social Intelligence Scale were used to measure the mental health and social intelligence of teachers along with few selected demographic variables. The data was analyzed using Pearson's Product Moment Coefficient of Correlation and independent sample 't' test were used. The findings of the study showed that there was a significant relationship between secondary school teachers' social intelligence and their mental health. The significant difference exists between male and female secondary school teachers' mental health. The results indicated that higher the social intelligence the teachers had the better mental health they possessed.

Keywords : Relationship, Emotional Intelligence, Mental Health

1. INTRODUCTION

Every profession demands certain specific skills and competence on the part of its practitioners. Teaching, as a profession also demands multiple skills in order to meet the challenges of everyday life. Social intelligence has become a vital component for human well being and success of any profession. Social intelligence is the ability of an individual to react to social situations of daily life. It is the ability to get along well with others. It includes an awareness of situations and the social dynamics that govern them and knowledge of interaction styles and strategies that can help a person achieve his or her objectives in dealing with others. It is also involves a certain amount of self-insight and a consciousness of one's own perceptions and reaction patterns. Different professions require different levels of social intelligence.

Professions which require interacting with people, working in teams etc require a high level of social intelligence. Teaching too is a profession, which demands a high level of social intelligence because it deals with people with whom constant interaction takes place. It is recommended that teachers be made aware of the importance of Social Intelligence. Social must be developed in teachers as it is responsible for setting the culture of each institution. When faculty begin to focus on improving their own social competencies, staff may be motivated to develop their own social awareness and development.

Ananda (1989) conducted a study on mental health of school-teachers using a mental health scale and observed that fifty nine percent of teachers were mentally healthy. The state of working bears no relation to mental health while social values were positively related to mental health of teachers. Mental Health refers to a state of mind which is characterized by emotional well-being, relative freedom from anxiety and disabling symptoms, and a capacity to establish constructive relationships and to cope with the ordinary demands and stresses of life (**Bhagi and Sharma, 1992**). Level of mental health assesses the social intelligence of the teacher. If it is good, teachers become favorite for students and the management. So

teacher's social intelligence is directly interrelated with mental health factor which decides their personality. Many studies have been conducted on social intelligence of teachers.

Goldsmith (2004) a leading executive coach, highlighted the importance of leading by example, to help others develop, start with yourself. If we work hard to improve ourselves, we might even encourage the people around us to do the same thing. Teacher's social intelligence influenced by many factor, including mental health of the teachers as it is the most effective and balancing factor which decides, describes the level of Social Intelligence of the teachers. **Singh Walia (2004)** observed "a teacher with bad mental health not only tends to incapacitate himself for the performance of his multifarious duties in the school but also creates difficulties and problem for his students. **Yin-ling (2006)** found in his studies on Analysis and maintenance of mental health of female teachers in colleges of china that most of them are in a dilemma of how to perform and harmonize the social and family responsibilities well, which has been a heavy burden on them and has a bad effect on their health. He made a classification of the mental health of the female teachers. **Kaur (2007)** investigates occupational stress, mental health and coping resources of high and higher secondary school teachers and their relationship. The results revealed that teachers are stressed due to role overload, responsibilities and physical stressors present in school. Mentally healthy teachers use coping resources to combat the effect of occupational stress. Teachers use recreational activities such as T.V., music, social support from friends to get relief from mental tensions. The result also indicated that correlation between occupational stress and mental health is negative. Occupational stress and coping resources also tends to be negative. Correlation between mental health and coping resources is positive and significant.

Srivastava and Khan (2008) conducted a study to know the impact of mental health on the level of burnout of the teachers teaching at different education level. They concluded that teachers with low mental health are more prone to burnouts than the teachers of average and high mental health.

Suresh and Bhaskar Rao (2009) conducted study on social intelligence of student teachers. The result shows that the student teachers possessed high level of social intelligence. Gender, qualification, methodology of teaching, background of the student teachers' possessed high social intelligence with no significance between them. There are many studies conducted on mental health of the teachers. **Jeloudar (2011)** conducted a study exploring the relationship between Teachers' Social Intelligence and Classroom Discipline Strategies. The purpose of the study is to analyze the social intelligence of teachers employed in government secondary schools in Malaysia based on selected demographic variables such as age, and how they relate to the classroom discipline strategies. The sample of the study comprises 203 teachers. The study revealed that, there were significant differences between teachers' age groups and their social intelligence. Further a significant relationship was noted between teachers' social intelligence and the six strategies of classroom discipline strategies (discussion, recognition, involvement, hinting, punishment and aggression).

Jeloudar and Lotfi-Goodarzi (2012) conducted a study on "The Relationship between Social Intelligence and Job Satisfaction among MA and BA Teachers." This study was designed to examine the relationship between teachers' social intelligence and their job satisfaction factor at senior secondary schools level. Participants were 177 educators who completed the Troms Social Intelligence Scale (TSIS), and a version of the Job Descriptive Index which is a scale used to measure six major factors associated with job satisfaction based on a selected demographic variable. The findings of the study showed that there was significant relationship between teachers' social intelligence and their academic degree levels. Further, significant relationships were found between teachers' social intelligence and five factors of job satisfaction: nature of the work itself, attitudes towards supervisors, relations with co-workers, opportunities for promotion, work condition in the present environment, but the relationship with one factor (salary and benefit) of job satisfaction is low and negligible. The results indicated that, higher social intelligence the teachers had, the greater job satisfaction they enjoyed. **Sood Bhushan (2013)** conducted study on 'Teacher's Mental Health in relation to Personality Development of Students'. The study concludes that the teachers with good mental health induce more dominantly the extrovert trait of personality whereas in the case of teachers with ill mental health; Psychotic and neurotic traits of personality induced among the students. From the studies cited above it can be concluded that social intelligence and other demographic variables contribute significantly to mental health of teachers. In view of this the present study is investigated to achieve the following objectives and hypotheses.

Objectives of the Study

The study was conducted with the following objectives

- To find out the Mental Health of secondary school teachers.
- To find out the difference in Mental Health of the selected secondary school male and female teachers belonging to different school type of school management.
- To find out the difference in Mental Health of the selected secondary school teachers due to variations in their social intelligence levels.
- To find out the correlation between social intelligence and mental health of secondary school teachers.

Statement of Hypotheses :

The following null hypotheses were formulated for the study :

- There is no significant difference in the mental health of the secondary school male and female teachers.
- There is no significant difference in the mental health of the secondary school teachers working in different types of school management.
- There is no significant difference in the mental health of

the secondary school teachers due to variations in their levels of social intelligence.

- There is no significant relationship between mental health and social intelligence of secondary school teachers.

2. METHODOLOGY

2.1 Research Design: The investigator has used survey method for studying the problem. Quantitative approach is applied in this study. Furthermore, quantitative research is about identifying relationships between variables through the use of data collection and analysis.

2.2 Sample : As many as 150 secondary school teachers belonging to Government, Private Aided and Private Unaided type of school management were randomly selected from Bangalore City.

2.3 Measures: The two instruments were used to collect data from the respondents. They include:

1. Mental Health Battery (MHB) : In the present study the investigator employed English version of Mental Health Battery which was developed and validated by Arun Kumar Singh and Alpina Sen Gupta (1971) adopted and standardized by Prathima and Kulsum (2012). The MHB intends to assess the status of mental health of teachers in the age range of 22 to 60 years. As it is a battery of six tests. There are set of 108 items in the MHB with six dimensions namely: emotional stability (ES), over all adjustment (OA), Autonomy (AY), security - Insecurity (SI), self -concept (SC) and Intelligence (IG). This battery is satisfactorily reliable and valid with test-retest reliability coefficient of 0.79.

2. Social Intelligence Scale: The social Intelligence Scale was developed by the researcher. It consists 77 of items. The areas include Self-awareness, Empathy, Self Development, Value Orientation and Emotional Stability. It is a Four-point scale (Strongly Agree, Agree, Disagree, Strongly Disagree). This scale is satisfactorily reliable and valid. The test-retest reliability coefficient was found to be 0.82.

2.4 Procedure : The tool was administered on the sample of 150 secondary school teachers drawn from government, private aided and private unaided types of schools of Bangalore district. The test was administered by giving the instructions to the respondents and response sheets were collected, scored and interpreted.

2.5 Statistical Technique : The data was analyzed using Pearson's Product Moment Coefficient of Correlation to find out the relationship between variables and independent sample 't' test was used to find out the significant differences between groups.

3. RESULTS AND DISCUSSION:

The data was analyzed by computing Pearson's coefficient of correlation and 't' test.

Table-1

Table showing N, degrees of freedom, co-efficient of correlation 'r' and its significance at 0.05 and 0.01 of Mental Health of secondary school teachers and social intelligence (N=150, df=148)

Sl. No.	Variable	'r'	Level of significance
1	Mental Health and Social Intelligence	0.310	**

**** Significant at 0.01 level**

The above table revealed that the obtained 'r' value 0.310 is greater than the table value 0.181 at 0.01 level of significance. Therefore the null hypothesis is rejected and the alter-

nate hypothesis formulated that "there is a significant positive relationship between Mental Health and Social Intelligence of secondary school teachers" is accepted.

Table-2

Table showing the Number (N), Mean, Standard Deviation (S.D.), 't'-value and its level of significance of the Mental Health scores of secondary school teachers due to variations in social intelligence, sex and type of school management.

Variable and Groups		N	Mean	S.D.	't' value	Level of Significance
Social Intelligence	Low	47	51.468	11.592	1.358	NS
	Moderate	52	54.480	10.351		
	Moderate	52	54.480	10.351	2.455	*
	High	51	59.117	8.767		
	Low	47	51.468	11.592	3.661	**
	High	51	59.117	8.767		
Sex	Male	63	57.158	10.669	2.013	*
	Female	87	53.632	10.477		
Type of Management	Government	50	54.260	12.427	0.533	NS
	Private Aided	50	55.480	10.353		
	Private Aided	50	55.480	10.353		
	Private Unaided	50	55.600	9.122	0.061	NS
	Government	50	54.260	12.427		
	Private Unaided	50	55.600	9.122		

* Significant at 0.05 level; **Significant at 0.01 level; ^{NS}Not Significant

Table-2 reveals that null hypothesis is not supported for mental health having low and moderate social intelligence levels and supported for mental health having moderate & high and low and high social intelligence levels. The high social intelligence level teachers (M=59.117) have higher mental health than moderate (M=54.480) and low (M=51.468) social intelligence levels of secondary school teachers.

- The table also reveals that null hypothesis is supported for sex of the teachers. The male teachers (M=57.158) have more mental health than female teachers (M=53.632).
- The above table further reveals that null hypothesis is not supported for type of management.
- The following were the major findings of the study:
- There was a significant positive relationship between Mental Health and Social Intelligence of secondary school teachers ('r' = 0.310; p<0.01).
- There was a significant difference in the Mental Health of secondary school teachers having moderate & high ('t'=2.455; p<0.05) and low and high ('t'=3.661; p<0.01) levels of social intelligence and no difference in the low and moderate social intelligence level.

- There was a significant difference in the Mental Health of male and female secondary school teachers ('t' = 2.013; p<0.01).
- There was no significance difference in the Mental Health of secondary school teachers due to variations in their type of management.

4. CONCLUSION :

Behavior management is a set of interactions employed to assist teachers to influence the students' behavior and teach them to act positively. These interactions are developed not only to reduce teacher's stress but to help these professional people and the students to establish social climates of cooperation, a setting in which children and adults can learn together, play together, and build quality relationship (Danforth & Boyle, 2007). Successful behavior management does not relay merely on knowledge for behavioral change. It also calls for realizing the environmental setting of behavior.

Social Intelligence (SI) requires a basic understanding of people, and a set of skills for successful interaction with others. It also describes a person's interpersonal abilities. A socially intelligent person (someone with high social intelligence) displays nourishing behaviours that make other people feel cared for, trusted, and respected. Hence, high Social intelligence people generally get along well with others and are able to get others to cooperate with him/her. Individual with low SI often displays unsociable behaviour, making other people feel frustrated, inadequate, and devalued. Often, a low Social intelligence person is not intentionally unsociable; their behaviour is often due to a lack of awareness and understanding of how their behaviour affects other people. Recent brain research suggests that we are wired to connect to others. Not only do our relationships shape our experiences, our relationships also influence our brains. People can "catch" emotions from one another via facial expressions, moods, and other settle ways. In fact, the more we are emotionally connected to the person we are interacting with, the stronger impact it will have on the brain. Because of this interconnectedness, individuals with high Social Intelligence have the power to create positive feelings in the people they work and play with. Hence it is clear that social intelligence of teachers will have an impact on their mental health. Based on these findings, the researcher makes a few suggestions that the Ministry of Education include some teacher training programmes in order to enhance teachers' social intelligence based on teachers' with mental health. Such programmes will assist teachers in developing better manage in the class. Teacher education programmes should provide instruction for trainee teachers to increase their understanding and knowledge of social intelligence, methods, programmes that might be employed to teach and improve their mental health as well as job.

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