



SOCIAL INTELLIGENCE AND STUDY HABITS AMONG B.ED. LEARNERS: A CORRELATIONAL STUDY

*Rajkumari J. Punjabi,

Assistant Professors', Seva Sadan's College of Education, Ulhasnagar Thana, Maharashtra.

Abstract:

Social intelligence refers to a person's ability to understand and manage interpersonal relationships. It refers to a person's ability to understand and manage interpersonal relationships. Social intelligence helps individuals build relationships form friendships and cooperation's. In other words, it is the ability to get along with others and to encourage them to co-operate. Social intelligence encompass: Patience, Cooperativeness, Confidence, Sensitivity, Recognition of Social Environment, Tactfulness, Sense of Humor and Memory.

Study habits refer to the activities carried out by learners during the learning process to enhance learning. Study habits are practicing the abilities for learning. These habits intend to elicit and guide one's cognitive processes during learning. Study habits include Management of Timetable, management of home environment, planning of work subjects, reading & note taking, concentration, Memorization, preparation for test, examination and also general habits & attitudes.

This study is undertaken to study the correlation between social intelligence and study habits among B.Ed. learners. The sample for the study was 100 B.Ed. Learners. Researcher made Social Intelligence Scale and Study habits inventory were administered for the collection of data using Google form. The Statistical Techniques used were Mean, standard deviation and 'r'.

Findings of the study revealed that there is no significant relationship between Social Intelligence and Study Habits of B.Ed. learners. Also, it was found that there is no significant relationship between Social Intelligence and Study Habits of B.Ed. learners as per gender as well as Stream.

Key Words: Social Intelligence, Study Habits, B.Ed. Learners

Copyright © 2022 The Author(s): This is an open-access article distributed under the terms of the Creative Commons Attribution 4.0 International License (CC BY-NC 4.0) which permits unrestricted use, distribution, and reproduction in any medium for non-commercial Use Provided the Original Author and Source Are Credited.

Introduction:

Social intelligence refers to a person's ability to understand and manage interpersonal relationships. It is different from a person's Intelligent Quotient or "book smarts." It comprises an individual's ability to understand, and act on, the feelings, thoughts, and behaviors of other people. Social intelligence can take place during face-to-face conversations but also appears during thoughtful thinking. It involves emotional intelligence and self-awareness.

Social intelligence helps individuals build relationships form friendships and cooperation's. People with social intelligence can "read" other people's faces and know what inspires them. Humans are social beings and have faith in each other. By understanding ourselves and other people, we can find ways to team up for mutual benefit. Social intelligence include an awareness of situations and the social dynamics, knowledge of interaction styles and strategies that can help a person achieve their objectives in dealing with others. It also involves self-insight

and a consciousness of one's own perceptions and reaction patterns.

Social intelligence can be described as combination of abilities the first is a basic understanding of peoples i.e., a kind of strategic social awareness and second is the skills needed for interacting successfully with them. In other words, the ability to get along with others and to encourage them to co-operate with you. Social intelligence can be thought of as encompassing: Patience, Co-cooperativeness, Confidence, Sensitivity, Recognition of Social Environment, Tactfulness, Sense of Humor and Memory

Study habits refer to the activities carried out by learners during the learning process to enhance learning. Study habits intend to elicit and guide one's cognitive processes during learning. They include home, school environment, Management of Timetable, planning of subjects, reading, note taking habits, concentration, Memorization, preparation for test and examination, general habits & attitudes.

Study habits are the ways that we study. These are techniques, which a student employs to go about his or her studies, which are consistent and have become stereotyped as a result of long application or practice. It is one of the major factors effecting academic achievement of the students. Study habits are adopted ways and manners a student plans his readings, after classroom learning to attain mastery of the subject.

Need of the Study:

Social Intelligence plays very important role in student's educational development. It gives the capacity to know oneself and to know others, People who successfully use this type of intelligence can be masterful conversationalists. They have combination of excellent listening skills and the ability to meaningfully engage others. People who are socially intelligent can usually make others feel comfortable and also tend to enjoy interacting with a variety of people.

Teachers should bear in mind that only cognition intelligence IQ is not enough in the students' educational progress, however, other factors such as social intelligence, adaptation with the educational environment which are influential in their academic progress and should be paid attention too.

B.Ed. learners are engaged in various academic and cocurricular activities where they need to help each other. They need to plan their lessons, prepare projects, complete assignments, prepare notes and also prepare themselves for exams. They need to work individually and also in groups. They need social intelligence to deal with their students, friends and teachers. Also proper Study habits will help them to study and succeed in exams. Hence this study is an attempt to study the correlation of social intelligence and study habits among B.Ed. learners.

Objectives of the Study:

1. To identify the level of social intelligence among the B.Ed. learners.
2. To examine the study habits among the B.Ed. learners.
3. To study the correlation between social intelligence and study habits in the B.Ed. learners.
4. To study the relationship between social intelligence and study habits in the B.Ed. learners as per background variables. (Gender and Stream)

Hypothesis:

There is no significant relationship between social intelligence and the study habits in the B.Ed. learners as per background variables. (Gender and Stream)

Methodology:

This study was designed to study level of social intelligence, and study habits and their correlation. Survey method was used for the study.

Sample: Total sample was 100 B.Ed. learners. The data was collected using Google Form from First and Second-year B.Ed. learners from one college in Ulhasnagar.

Tool used:

The following tools were prepared by the researcher for collecting data from the B.Ed. learners.

Social Intelligence Scale: which intends to assess the social intelligence. It measures social intelligence in dimensions like sensitivity, patience, cooperativeness, confidence level.

Study Habits inventory: covered the dimensions like Management of Timetable, planning of work subjects, reading & note taking habits, habits of concentration, Memorization, preparation for test and examination.

Statistical treatment:

The data collected was subjected to the following statistical treatment: Percentage, Mean, and Pearson’s coefficient of correlation ‘r’

Analysis of the data:

Table No 1 showing Level of social intelligence among the B.Ed. learners.

N=100

Range of Scores	Number of respondents	Level of SI
10-18	18	Low
19-27	73	Moderate
28-36	9	High

Table No 2 showing Level of Study habits among the B.Ed. learners.

N=100

Range of Scores	Number of respondents	Level of SH
10-18	19	Poor
19-27	68	Good
28-36	13	Very Good

Table No 3 showing Mean values of social intelligence and the study habits in the B.Ed. learners.

N=100

Variable	N	Mean	R value	Remark
SI	100	21.87	0.1395	Not significant
SH		23.21		

Table 4 showing Mean values of social intelligence and the study habits in the B.Ed. learners as per Gender and Stream.

N =100

Variable	Category	N	Variable	Mean	'r'value	Remark
Gender	Male	14	SI	21.57	0.0907	Not significant
			SH	23.116		
	Female	86	SI	23.714	0.4009	
			SH	23.786		
Stream	Arts	34	SI	23.382	0.0907	Not significant
			SH	23.647		
	Commerce	30	SI	23.1	0.4009	Not significant
			SH	20.867		
	Science	36	SI	21.278	0.0416	Not significant
			SH	22.889		

Major findings of the study pertaining to Objective 1

Out of the total sample:

- 18 B.Ed. learners had low level of Social Intelligence.
- 73 B.Ed. learners had moderate level of Social Intelligence.
- 9 B.Ed. learners had High level of Social Intelligence.

Major findings of the study pertaining to Objective 2

Out of the total sample:

- 19 B.Ed. learners had Poor Study habits.
- 68 B.Ed. learners had Good Study habits.
- 13 B.Ed. learners had Very Good Study habits.

Major findings of the study pertaining to Objective 3

There is no significant relationship between Social Intelligence and Study Habits of B.Ed. learners.

Major findings of the study pertaining to Objective 4

There is no significant relationship between Social Intelligence and Study Habits of B.Ed. learners as per gender as well as Stream.

Conclusions:

From the Study it can be concluded about Social intelligence among B.Ed. Learners:

Majority of B.Ed. learners sometimes can predict people's behaviour, understand what others mean through their expression and body language. Majority of B.Ed. learners always have the ability to interact with others in a pleasant way and have firm trust in themselves.

Whereas Majority also sometimes are uncertain about new people and avoid sharing their feelings with them. Majority are surprised by others reactions.

Average of them sometimes are not good at making friends as they have problems with topics for conversation.

They get surprised by things they do.

For the study habits among B.Ed. Learners:

Average of B.Ed. learners sometimes does not study at a particular time and in their study room. It was also found that average number of Learners sometimes study in groups.

Majority always refer books from library for preparing notes and jot down important points during lectures. Majority of B.Ed. learners always take rest in between if they have to study for longer time and adjust speed of reading according to the importance and difficulty of subject.

Average learners always study with concentration and sometimes revise subject matter from time to time but also cram certain things without understanding. Average learners always refer previous years question papers and study late till night during exams. Majority learners get guidance about proper study habits from their teachers.

It can be concluded from the study that Majority of B.Ed. learners had moderate level of social intelligence and good study habits

There is no significant relationship between Social Intelligence and Study Habits of B.Ed. learners.

References

<https://core.ac.uk/download/pdf/234675009.pdf>

<https://www.ijcrt.org/papers/IJCRT1802923.pdf>

<https://www.statskingdom.com/correlation-calculator.html>

<https://www.socscistatistics.com/tests/pearson/>

Cite This Article:

****Rajkumari J. Punjabi, (2023). Social Intelligence and Study Habits among B.Ed. learners: A Correlational Study, Educreator Research Journal, Volume-X, Issue-IV, July – August, 2023, 39-43***