

## **AN ANALYTICAL STUDY OF TEACHER EDUCATORS' SOCIAL INTELLIGENCE\***

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### **Abstract**

The main purpose of this study is to develop a social intelligence scale for Myanmar teacher educators and then to investigate the teacher educators' social intelligence. Both quantitative and qualitative approaches were used in this study. A total of 1102 teacher educators from three education universities and nine education colleges participated as a sample and cluster sampling technique was used in this study. An appropriate social intelligence scale for Myanmar teacher educators was developed by applying two parameter logistic model of item response theory (IRT). The results showed that the accuracies of ability estimates of the scale are sufficient on the ability scale of between -1 and + 3. According to the discrimination indices, the items are fairly good items to provide appropriate discrimination for the whole test. Considering their difficulty indices, it is concluded that the test is fairly difficult. The results showed that among the four dimensions of social intelligence, social awareness stood the highest whereas social skill was found to be the weakest. According to the result of independent sample t-test, there were no significant differences in social intelligence by gender and marital status. But, concerning their professional specialization, teacher educators in pedagogic majoring had higher social intelligence than those in non-pedagogic majoring. The results of ANOVA revealed that younger teacher educators were higher socially intelligent than older teacher educators.

**Keywords:** Social Intelligence, Social Awareness, Social Information Process, Acceptance, Social Skill.

### **Introduction**

Individuals are born distinct from each other and are unique in their own way. But, they need to relate and interact with others interpersonally for their survival, growth and development. That "No man is an island," shows man's relationship to other people as very important. Man is a social being, and in his everyday living, he comes to meet and interact with different types of people with different personalities. Because of individual differences, man comes to experience misunderstandings, conflicts, quarrels and frustrations in life if he cannot manage and direct his social relations. Compromising differences, resolving conflicts, and enhancing personal and social relations have now become a challenge to every individual (Lull, 1911, cited in Gardner, 1983).

To respond to these needs, everyone's social intelligence is deemed to be important. Social intelligence is different from academic ability and a key element in what makes people succeed in life. Many people accept that social intelligence is just as important element of human social development. So far, undoubtedly, social intelligence appears to be an important one of the psychological abilities that relate to success in life, achieving social goals. Therefore, Kolski-Anderaco (2010) said that social intelligence helps one knows of social, identifying the social and self-awareness. It helps in understanding and analyzing of others social intelligence.

Teachers' social intelligence is imperative not only for their personal well-being but also to motivate student learning. Students are the leaders of tomorrow and the leaders of tomorrow are in the hands of the teachers who are the future of a nation. The future of the nation lies in the

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hands of the teacher educators because they are able to mold the prospective teachers into qualified teachers and good citizens. Therefore, teacher educator's social intelligence is deemed important because it directly influences the teacher's achievement and performance. If the teacher educators do not have sufficient social intelligence then they are less competent which directly influence the prospective teachers and the education system (Murata, 2008).

Nowadays, social intelligence has become an existing topic with enormous implications for many areas. Moreover, there has been no research on developing a social intelligence scale for Myanmar teacher educators and investigating the relationship between social intelligence and teacher educators' job performance in Myanmar. Moreover, the results may further help the administrators to enhance social intelligence among the teacher educators.

### **Purpose of the Study**

The main purpose of the study is to develop a social intelligence scale for Myanmar teacher educators. The specific aims of the present study are,

1. To examine the social intelligence level of teacher educators
2. To explore the strength of teacher educators' social intelligence by gender, age, marital status and professional specialization

### **Definitions of Key Terms**

**Social Intelligence:** Social intelligence is the ability to understand, aware, adapt, interact, and cooperate successfully with other people for their mutual satisfaction in any social situation (Marlowe, 1986 & Albrecht, 2009).

**Teacher Educator:** Teacher educator is anyone who educates teachers. Teacher educators are identified as those educators who provide formal instruction or conduct research and development for educating prospective and practicing teachers (Fisher, 2008).

## **Review of Related Literature**

### **Theories and Definitions of Social Intelligence**

The definition of social intelligence is still being debated in the literature. Mainly social intelligence is comprised of two words 'Social' and 'Intelligence'. "Social" means to relate to the human society. "Social" is related to society as a system of common life. It is the society that makes an individual culture. According to ancient Indian Philosopher, the inner self of man has three parts: Mind, Intelligence and Ego. Due to coordination of the Mind, the external senses become active and due to it, the Intelligence becomes active. This kind of intelligence comprehends the fields of skills in behavior which include the qualities of personality and character, temperament, mood, honesty, decisiveness, humor, nature, these indicate the individual's "Social Intelligence". So, according to Jones and Day (1997), high social intelligence is possessed by those who are able to handle people well.

Interestingly, social intelligence has two key constituents which are distinctly personal and social in nature, one is intrapersonal intelligence and other is interpersonal intelligence. Intrapersonal intelligence is the ability of the person to gain access to his or her own internal, emotional life while interpersonal intelligence is the ability to notice and make distinctions among other individuals.

It is almost a century before, when Thorndike (1920) included the construct ‘Social Intelligence’ in a model of human intellectual abilities. Thorndike (1920) divided intelligence into three facets; understanding and managing ideas (Abstract Intelligence), concrete objects (Mechanical Intelligence) and people (Social Intelligence). Thorndike (1920) originally defined social intelligence as “the ability to understand and manage men and women, boys and girls - to act wisely in human relations”. Adequate adjustment in social situations is the index of social intelligence (as cited in Yahyazadeh & Lotfi, 2012).

Originally, Thorndike had a psychometric view of social intelligence. The psychometric view describes social intelligence as general intelligence applied to social situations or the ability to understand and manage people measurable by tests. Thorndike required a “genuine situation with real persons” for the measurement of social intelligence. It was rare that the behaviour of genuine persons served as stimuli. Therefore, Thorndike subsequently failed to find a way to measure social intelligence. Thorndike (1920) noted that “convenient tests of social intelligence are hard to devise. Social intelligence shows abundantly in the nursery, on the playground, in barracks and factories and salesroom, but it eludes the formal standardised conditions of the testing laboratory.

### **Social Intelligence and Classroom Discipline Strategies**

A teacher’s most important activity in a typical class environment is the one related to classroom discipline strategies. Learning and teaching cannot take place in a classroom without discipline (Marzano et al., 2003). Disciplinary problems have long been recognized as a major issue in schools. Classroom discipline management refers to control of time and behavior of students as well as of teachers in a classroom setting. Classroom discipline management involves many interrelated and complicated facets arising from class and environment. The teacher, as the class manager, is expected to lead the class environment, as stated by Lemlech(1988) considering these dimensions as an orchestra. Another important dimension of classroom management is to prepare the physical conditions of the class, to create a proper learning environment and a good student-teacher relationship.

Classroom discipline management involves teachers encouraging positive social interactions as well as active management in learning and self-motivation. They shape a positive learning society in which the students are actively engaged in individual learning process and classroom management. Classroom discipline management strategies play an effective role in building positive teachers and students relationships (Wang et al., 1993).

Classroom discipline management strategies are a set of interactions that assist teachers to influence students’ behavior and teach them to act positively. These interactions are developed not only to reduce teacher’s stress level but to help these professional people and 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).

It is important to study how teachers promote classroom discipline and limit or reduce disruptive behavior of students. Scholars argue that high intelligent quotient (IQ) does not necessarily guarantee success in a person’s life. It is not responsible for the differences beyond personality factors and characteristics (as cited in Mehrabian, 2000). Hence, other forms of “intelligence” were investigated. Moreover, social intelligence is yet an effective element in classroom discipline management. Albrecht (2005) claimed, the teachers whose behaviors are

associated with high social intelligence, stress the value of collaboration. Similarly, there is a need for educational system which equips the students to state their opinions obviously in order to make themselves understood, and to try to understand the others before they show any reactions to the behavior.

One concept of social intelligence referred to it as the “ability to read non-verbal cues or make accurate social inferences” and “one’s ability to accomplish relevant objectives in specific social settings”. According to Zirkel (2000), social intelligence is closely related to one’s own, personality and individual behavior. Those with social intelligence are fully aware of themselves and understand their environment. This enables them to control their emotions, make decisions about their goals in life. Her model centered on the term “purposive behavior” which is deliberate action taken after evaluating one’s environment, opportunities and risks and the goals set.

### Methodology

The main purpose of this study is to develop a social intelligence scale for Myanmar teacher educators by two parameter logistic model of item response theory (IRT). Then, this study sought to examine the social intelligence of teacher educators.

### Sample of the Study

The participants for this study were selected from five regions and three states, Yangon Region, Mandalay Region, Sagaing Region, Ayeyawady Region, Bago Region, Shan State, Mon State and Kayin State were selected. The number of participated teacher educators and their respective education universities and colleges are as shown in Table 3.1.

**Table 1 Number of Participated Teacher Educators with Respect to the Selected Education Universities and Colleges**

No.	Name of Education Universities and Colleges	Total
1	Yangon University of Education	105
2	Sagaing University of Education	111
3	University for the Development of National Races of the Union	167
4	Yankin Education College	91
5	Thingangyun Education College	78
6	Sagaing Education College	63
7	Mandalay Education College	56
8	Pathein Education College	90
9	Pyay Education College	90
10	Taunggyi Education College	89
11	Mawlamyine Education College	90
12	Hpa-an Education College	72
Total		1102

### Instruments for the Social Intelligence

In this study, social intelligence scale was mainly adapted from Tromso Social Intelligence Scale (TSIS) by Silvera, Martinussen, and Dahl (2001). The TSIS is a self-report instrument including 21 items. Each of the subscales comprises of 7 items. The TSIS measures intelligence on the base of three different subscales: Social Information Process (SIP), Social Skill (SS) and Social Awareness (SA).

Then, 40 items of this instrument were also adapted from Interaction Rating Scale Advanced (IRSA) by Anme (2014). The Cronbach's alpha value was 0.89. The IRSA includes 6 subscales: self-control, expressivity, sensitivity, assertiveness, acceptance, and regulation. Each observed behavior is rated on a 5-point Likert scale.

Moreover, among 28 items of Interpersonal Reactivity Index (IRI) developed by Davis (1980), 8 items which were culturally inappropriate for Myanmar teacher educators were eliminated. The remaining 20 items were included in this study. IRI is a 5-point Likert scale. The internal consistency (Cronbach alpha) reliability coefficient was .80 for the whole scale. The measure has four subscales, each made up of 7 different items. These four subscales are: Perspective Taking, Empathic Concern, Personal Distress and Fantasy.

Furthermore, some items were adapted from the Revised Self-Monitoring Scale (RSMS) by Lennox and Wolfe in 1984. It consists of two subscales: social sensitivity and self-regulation. The RSMS is a 6-point Likert scale. The Cronbach's alpha for the RSMS was .82.

Finally, only 18 items were adapted from Interpersonal Relationships Questionnaire (IRQ) by Steinwachs (n.d.). The IRQ is a self-report instrument including 117 items. The IRQ measures on the base of five different subscales: Assertion of needs, Feedback, Conflict, Interpersonal closeness and Emotional experience. The internal consistency coefficient of IRQ was 0.90.

There are 12 items in social sensitivity, 7 items in self-regulation, 10 items in expressivity, 10 items in assertiveness, 10 items in acceptance, 7 items in social skill, 7 items in social information process, 7 items in social awareness, 7 items in perspective taking, 6 items in empathic concern, 7 items in personal distress, 10 items in conflict and 8 items in closeness before conducting expert review.

The response scale for each item is "Do not agree" and "Agree". After preparing the measuring scale, expert review was conducted for face validity and content validity by 11 experts from the YUOE, SUOE, YU and another two experts who have special knowledge in the field of educational psychology. According to the valuable advices of the experts, some items were modified. For item clarity, the wording and content of items were also revised in accordance with the result of expert review. Furthermore, preliminary test administration was conducted in March, 2017. The test was done with a total sample of 102 teacher educators. Firstly, the 108 items were analyzed by using the BILOG-MG 3 Program. According to the result, difficulty parameter was obtained, applying one parameter logistic model. In the study, the difficulty parameter ranges from -3.02 to +1.9. The mean of the b value is -1.8. The internal consistency (Cronbach's Alpha) of the whole scale with 108 items was 0.79. After editing and modifying, totally 9 items which may assess low ability of SI were deleted and so that remain 99 items can be said to be more relevant to social intelligence scale. After that, Cronbach's alpha was run on the overall scale with 99 items and it was 0.81.

### **Data Analysis and Results**

The most appropriate social intelligence scale for Myanmar teacher educators was developed by using two parameter logistic model of item response theory (IRT). Furthermore, this study investigated whether the factors such as gender, marital status, age and professional specialization are related or not with teacher educators' social intelligence and job performance. Then, the correlation and multiple regression of teacher educators' social intelligence and their

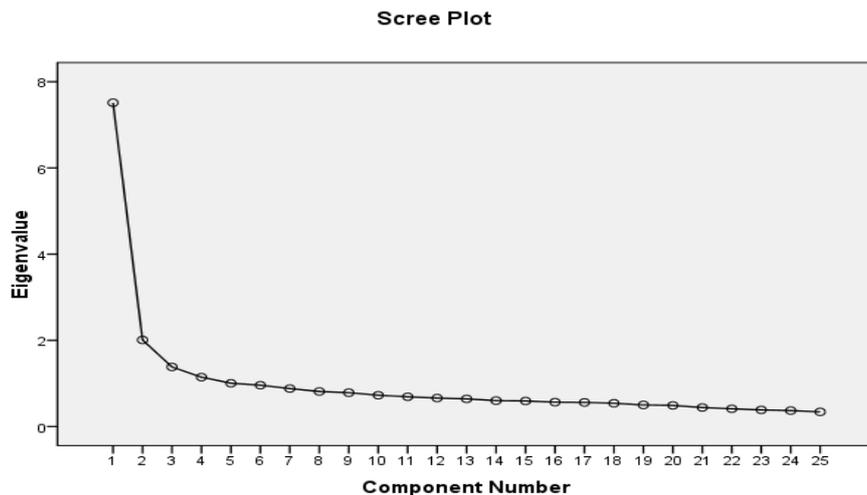
job performance were further explored. By conducting the statistical analysis, findings and results are discussed in the following section of this chapter.

### The Confirmatory Factor Analysis for Social Intelligence Scale (SIS)

In this study, the Kaiser-Meyer-Olkin measure of sampling adequacy was 0.877; it was above the recommended value of 0.7 that is indicating sufficient items for each factor. Then, Bartlett's Test of Sphericity was significant ( $p < .000$ ) which means that the variables are highly correlated enough to provide a reasonable basic for factor analysis. The four factors also have eigenvalues greater than 1.0, which is a common criterion for a factor to be useful.

Although the four factor eigenvalues were greater than 1.0 and the true communalities were larger than 0.20 after the extraction, the loading of the four factors was scattered. Throughout this analysis process, items with initial values of less than 0.2 and those without loading were discarded. After doing several steps, 74 items out of 99 items were eliminated because they had low or no loadings with any other factors. By taking out 74 items, the communalities were all above 0.2; it indicated that the relation between each item and other items is satisfactory. Given these overall indicators, factor analysis was conducted with 25 items.

After extraction, some of the factors were retained and some were dismissed. After rotation, the first factor accounted for 12.07% of the variance, the second factor accounted for 9.93% of the variance, the third factor accounted for 9.08% of the variance and the fourth factor accounted for 8.18% of the variance. Examination of the scree plot was shown in Figure. The first factor was much larger than subsequent factors in term of eigenvalue magnitude; eigenvalue of successive factors drop off quite drastically. Four factors were retained within the sharp descent, before eigenvalue level off. Based on the plot, it appears only four factors should be interpreted.



**Figure 1** Scree Plot of Eigenvalues for Items of the Social Intelligence Scale

### Check the Assumption of Unidimensionality

In order to apply an IRT analysis, assumption of unidimensionality should be held. To investigate this assumption, a principal factor analysis was conducted. The values of eigenvalue 1, 2, 3, 4, 5, 6, 7 were 7.02, 2.48, 2.27, 2.05, 1.49, 1.14, 1.08 and so on and thus eigenvalue 1 was larger enough than other eigenvalues to determine that the test data satisfy the assumption of

unidimensionality. It can be said that the test data satisfy the assumption of local independence. Therefore, the test items were unidimensional.

**Item Parameter Estimation**

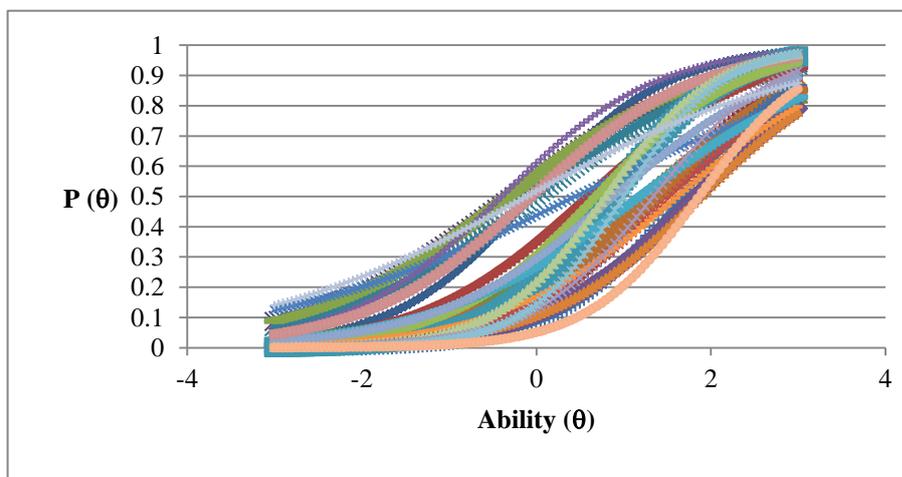
Item parameter and ability parameters were estimated by BILOG-MG 3 Software Package (Zimowski, Muraki & Bock, 2003) which is capable of large-scale production applications with unlimited numbers of items of respondents. The Social Intelligence Scale was analyzed by 2PL model in this study, so there was no *c* or guessing parameter for these items. In Table 4.1, item parameters *a* and *b* of 25 items were estimated and the obtained parameter estimates of each item respectively are presented.

**Table 2 Mean, Standard Deviation, Maximum and Minimum Values of Discrimination and Difficulty Parameters**

	Parameters	
	Discrimination ( <i>a</i> )	Difficulty ( <i>b</i> )
Mean	0.67	0.84
Standard Deviation	0.18	0.75
Maximum	1.05	1.88
Minimum	0.33	-0.39

**Item Characteristic Curves and Item Information Curves**

The item characteristic curve (ICC) serves as the foundation of item response theory. ICC also summarizes much of the information conveyed by item analysis and suggests how this information might be used to understand the relationship between the attribute being measured and test responses (Crocker & Algina, 1986). The higher the item discrimination, the more peaked the information function will be, thus, higher discriminations parameters provide more information about individuals whose ability ( $\theta$ ) lie near the item’s difficulty value. The following figure illustrates the item characteristics curves (ICCs) for 25 items of the test.



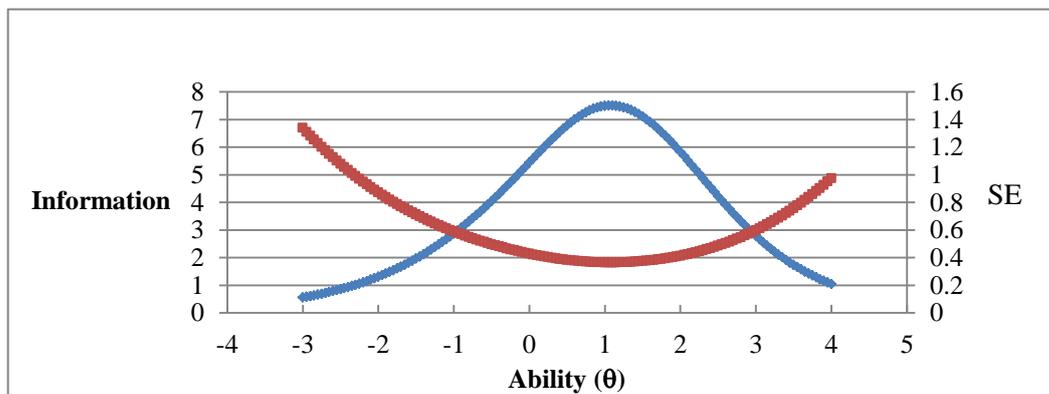
**Figure 2** Item Characteristics Curves for the Test with 25 items

**Test Characteristic Function and Test Information Function**

The test characteristic curve (TCC) for the 25-items test was graphed to learn the peculiarities of the test as a measuring instrument. The TCC shows how test scores on the test are

related to the ability  $\theta$  of the examinee (Hambleton, Swaminathan & Roger, 1991). The TCC is a true score ( $\tau$ ) of an examinee with ability  $\theta$  in IRT.

The TIC shows that the test has smaller standard errors across the ability scale from -1 to +3, and larger standard error at the low and high ends of the scale. According to the Figure 4.5, the maximum amount of information  $I(\theta) = 7.51$  is at  $\theta = 1.1$ . Ability estimates are more precise across the ability scale from -1 to +3 than at the low and high ends of the scale. Therefore, it was concluded that this test composed of 25 items could be suitable for teacher educators whose social intelligence was  $\theta = 1.1$ . However, smaller standard errors are associated with highly discriminating items for which the correct answers cannot be obtained by guessing (Hambleton et al., 1991, p.95, cited in Nu Nu Khaing, 2011).



**Figure 3** Test Information Curve for the Test with 25 items

### Transformation from Ability Scaled Scores to IQ Scaled Scores

According to the testing process, firstly we have raw scores of social IQ scales. Then, the raw scores were converted into the scaled scores (ability ( $\theta$ ) scaled score and IQ scaled score) in order to interpret fairly and accurately compared and ensure that people who took a more difficult test are not penalized and people who took a less difficult test are not given an unfair advantage. According to IRT test developing process, the ability ( $\theta$ ) scaled scores have been converted because they are expressed with decimal, plus sign and minus sign that are difficult to understand by people who are not expert in testing field. Therefore, they are converted into IQ scaled scores. The standardized IQ scaled score has a mean of 100 and standard deviation of 15. To transform the IQ scaled score, the multiplication of the ability ( $\theta$ ) scaled score and standard deviation (15) and then added to mean (100). It follows that

$$\text{IQ score} = \text{ability score} \times 15 + 100$$

After the ability ( $\theta$ ) scaled scores transformed to the corresponding IQ scaled scores, descriptive statistics of teacher educators' social intelligence were done.

### Descriptive Statistics of Social Intelligence for Teacher Educators

After that, descriptive statistics of teacher educators' social intelligence was examined. Teacher educators' social intelligence was measured by Social Intelligence Scale which included four dimensions: social information process, social awareness, acceptance and social skill. The descriptive statistics corresponding to dimensions of social intelligence were reported in the following table.

**Table 4.2 Descriptive Statistics of Teacher Educators’ Social Intelligence**

<b>Variables</b>	<b>Mean</b>	<b>SD</b>
Social Information Process	111.45	21.64
Social Awareness	119.91	14.97
Acceptance	108.20	19.76
Social Skill	103.39	26.41
Social Intelligence	119.23	15.73

Social Intelligence Scale (SIS) consisted of 25 items and it was divided into four dimensions. According to the results of Table, the mean value of Social Intelligence was 119.23 and standard deviation was 15.73. So, it may be concluded that Myanmar teacher educators had high level of social intelligence because the mean score of teacher educators’ social intelligence we above average according to the IQ score ranges.

Moreover, the mean score for social awareness was the highest among the four dimensions of social intelligence. It can be assumed that teacher educators have the highest ability to be aware of one’s and other’s action when in the relationship. However, the mean score for social skill was the lowest among the four dimensions of social intelligence. It can be concluded that teacher educators tend to be weak in ability to modify behaviours when enter in a new situation and the ability to get to know new people.

**Comparison of Teacher Educators’ Social Intelligence by Gender**

This study tried to investigate how teacher educators differ in social intelligence by gender because males and females were not same in their nature. Descriptive analysis revealed the differences in means and standard deviations of social intelligence by gender. The mean scores of male and female teacher educators were reported in Table.

Table 3 showed the mean comparison for social intelligence between males and females. It was observed that the mean score of female teacher educators were slightly higher than that of male teacher educators in social intelligence. In other words, female teacher educators seemed to be better than male teacher educators in social intelligence level.

As independent sample t-test was used to analyze the data in order to determine if a significant difference existed in social intelligence by gender. According to the result of table, there was no significant difference in teacher educators’ social intelligence by gender. So, it can be said that gender is not a related factor of social intelligence among the teacher educators.

**Table 3 The Result of Independent Sample t-test for Social Intelligence by Gender**

<b>Variable</b>	<b>Gender</b>	<b>Mean</b>	<b>t</b>	<b>df</b>	<b>Sig (2-tailed)</b>	<b>Mean Difference</b>
Social Intelligence	Male	108.74	-.057	1100	.955	-.073
	Female	108.81				

**Comparison of Teacher Educators’ Social Intelligence by Marital Status**

In order to test whether teacher educators were different in social intelligence with respect to marital status, descriptive analysis was conducted. It was observed that the mean score of married teacher educators was higher than that of single teacher educators in social intelligence.

To obtain the more detailed information of social intelligence by marital status,

independent sample t-test was executed again. The result of independent sample t-test indicated that there was no significant difference by marital status in social intelligence.

**Table 4 The Result of Independent Sample t-test for Social Intelligence by Marital Status**

Variable	Marital Status	Mean	t	df	Sig (2-tailed)	Mean Difference
Social Intelligence	Single	108.30	-.84	1092	.397	-.778
	Married	109.07				

#### Comparison of Teacher Educators' Social Intelligence by Age

By using the descriptive statistics, the teacher educators' social intelligence by their age was examined. Based on the results of Table, it was observed that the mean score of younger teacher educators (21 years to 30 years) was the highest in social intelligence. Younger teacher educators seem to be more socially intelligent than older teacher educators.

**Table 5 Descriptive Statistics for Social Intelligence by Age**

Variable	Age	N	Mean	SD
Social Intelligence	21yrs- 30yrs	184	111.30	12.81
	31yrs- 40yrs	161	109.26	12.85
	41yrs- 50yrs	378	108.35	15.68
	51yrs- 60yrs	379	106.60	16.00

To make the confirmation of the significant difference of teacher educators' social intelligence by age group, one way analysis of variance was executed. The following table showed ANOVA result of mean comparison for social intelligence by age. According to the result of Table 6, there was significant difference in teacher educators' social intelligence by age group at 0.01 level.

**Table 6 ANOVA Table of Mean Comparison for Social Intelligence by Age**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3362.641	3	1120.880	5.283**	.001
Within Groups	232978.168	1098	212.184		
Total	236340.809	1101			

For making mean comparisons among age group, Tukey HSD comparison procedure was again employed and the main effect for different age on teacher educators' social intelligence was interpreted by using multiple comparison method. It can be seen that the mean score of teacher educators in youngest age group (21 years to 30 years) were higher than that of teacher educators in oldest age group (50 years to 60 years) in social intelligence at 0.01 level.

**Table 7 Result of Tukey HSD Multiple Comparison for Social Intelligence by Age**

Variable	(I) Experience	(J) Experience	Mean Difference (I-J)	Sig
Social Intelligence	21yrs -30yrs	51yrs- 60yrs	4.71**	.001

\*\*The mean difference is significant at the 0.01 level.

#### Comparison of Teacher Educators' Social Intelligence by Professional Specialization

In Education Universities and Colleges, there are two main specializations: pedagogic majors such as Educational Theory, Educational Psychology and Methodology and non-pedagogic majors such as Physics, Chemistry, etc. In order to test whether teacher educators

were different in social intelligence with respect to professional specialization, the descriptive statistic for social intelligence of teacher educators from different professional specialization were compared.

According to the table, the mean scores of teacher educators in pedagogic majoring were higher than that of teacher educators in non-pedagogic majoring. Thus, it can be said that the teacher educators in pedagogic majoring seem to be more socially intelligent than teacher educators in non-pedagogic majoring.

To obtain more detailed information with respect to professional specialization, independent sample t-test was conducted. According to the result of independent sample t-test, there was significant difference in social intelligence at 0.05 level by professional specialization. It can be said that the social intelligence of teacher educators in pedagogic majoring were higher than that of teacher educators in non-pedagogic majoring.

**Table 8 The Result of Independent Sample t-test of Social Intelligence by Professional Specialization**

Variable	Professional Specialization	Mean	<i>t</i>	<i>df</i>	Sig (2-tailed)	Mean Difference
Social Intelligence	Pedagogic Majoring	109.56	1.99	1100	.04	2.14
	Non-pedagogic Majoring	107.42				

## Conclusion, Discussion and Recommendation

### Conclusion and Discussion

In this study, a Social Intelligence Scale for Myanmar teacher educators was developed by the use of two parameter logistic model of item response theory (IRT). Firstly, according to the confirmatory factor analysis of social intelligence scale, 74 items out of 99 items were eliminated because they had communality values of less than 0.2. Therefore, factor analysis was conducted with 25 items that consisted of four dimensions: social information process, social awareness, acceptance and social skill.

It was found that the obtained test information curve functioned only from the range of -1 to +3. Therefore, it can be said that this scale more precisely assesses the teacher educators with high SI level. It could be suitable for teacher educators whose social intelligence ability ( $\theta = 1.1$ ). It is concluded by a consideration of their discrimination indices, the items are fairly good items to provide appropriate discrimination or information for the whole test. According to the value of item difficulty, it is concluded that the test is fairly difficult.

As the results of descriptive statistic of the whole social intelligence, it can be seen that teacher educators in this study have high level of social intelligence. It can be concluded that Myanmar teacher educators have high ability to get along well others and to cooperate with other people. Among the four dimensions of social intelligence scale, social awareness was the highest that it can be assumed that teacher educators have the highest ability to comprehend and appropriately react to both broad problems of society and interpersonal struggles and to being aware of other people. Whereas social skill was found to be the weakest among social intelligence dimensions, it can be concluded that teacher educators tend to be weak in ability to modify behaviours when enter in a new situation and the ability to get to know new people.

Observing social intelligence in gender, marital status, age, and professional specialization were analyzed. An independent sample t-test result by gender indicated that there was no significant difference between male and female teacher educators in social intelligence. This result was consistent with international data Kamalpreet (2013) found that there was no significant difference in social intelligence of male and female secondary school teachers. Moreover, these results were also consistent with Parto, Shahram, and Taghi (2013) who found no significant differences by gender and experience with social intelligence. However, this finding was inconsistent with Birknerova, Frankovsky, and Zbihlejova (2013) who found significant differences between male's and female's social intelligence. To be specific, male had higher level of social skill than female, and also demonstrated that male had higher level of social awareness than female.

According to the result of independent sample t-test, there was no significant difference by marital status of teacher educators. This finding determined a same result from other researchers Joshua (2014) which reported that there was no significant difference between single and married teachers in social intelligence. However, Sultana (1983) found that there was a significant difference in social intelligence between single and married teachers; married teachers were found to be higher in social intelligence.

When social intelligence was examined across age group, it was observed that younger teacher educators were higher socially intelligent than older ones based on the ANOVA result. Next, specific dimensions of social intelligence were examined across age group and it was found that the teacher educators in the youngest group (21yr - 30yr) were better than the other two groups (31yr-40yr and 51yr-60yr) in social information process and social awareness. With regard to social skill, the teacher educators in youngest group (21yr - 30yr) were better than the other groups. Naturally, it is not a surprised fact that younger teacher educators were more active and sociable than older teacher educators. Moreover, these results were consistent with Promsri (2014) who revealed statistically significant differences among teachers in different age groups in relation to social intelligence. The result showed that younger teachers had high social intelligence than older teachers.

An independent sample t-test result of social intelligence by professional specialization indicated that teacher educators in pedagogic majoring seem to be more socially intelligent than those in non-pedagogic majoring. According to each dimension, teacher educators in pedagogic majoring were higher in acceptance dimension than those in non- pedagogic majoring. This result was new finding in this field. It can be concluded that the teacher educators in pedagogic majoring are likely to have the ability to understand and respect the other's opinion or position.

### **Recommendations**

The following strongly recommendations can be made based on the findings of this study;

1. The Social Intelligence Scale (SIS) could be used by any universities, institutions, colleges and organizations in assessing their employees' social competence. Especially, it was the most suitable for teacher educators.
2. The Social Intelligence Scale (SIS) could be used by superintendents in discovering the social competencies of their teacher educators. This scale helps them develop a better and healthy working and social environment for the teacher educators.
3. Development of instructional materials and modules based on social intelligence could be devised by using the characteristics of the teacher educators and students under each level

of social skill. This will help to enhance the interpersonal relationship of teacher educators and their students.

4. Supervisors need to learn how to work with resistants and blockers strengthening their satisfaction with much recognition for their effort, providing more opportunities to take part in capacity building training programs that can excel teacher educator's job performance together with high social intelligence.
5. Since social learning is more complex than cognitive learning, training in social competencies for the successful development of social intelligence in organisations should be undertaken according to specific guidelines.
6. The practical implications of this study may help organizations to improve the social intelligence level of teacher educators to have good performance in order to enhance the educational system.
7. Guidance and counseling center should be established in all educational universities and colleges to orient teacher educators to develop social intelligence and job performance.

### **Suggestions**

According to the achieved results, it can be suggested more attention need to be devoted on those social skill and social awareness dimensions among social intelligence scale which have the greatest effect on overall organizational performance. Unfortunately, teacher educators' social skill was the weakest among the dimensions according to the descriptive analysis result. Actually, human beings are sociable creatures and have developed many ways to communicate with messages, thought and feelings with others. Additionally, educators must communicate well to effectively collaborate with colleagues and update supervisors on student progress. Therefore, the administrators must be reflection and consideration on this dimension.

The second variable or factor that companies also need to pay attention to is social awareness. It is the ability to comprehend and appropriately react to both broad problems of society and interpersonal struggles. In fact, in this study, it is satisfactory in that social awareness dimension was found to be the highest in all social intelligence dimensions. Hence, to maximize organizational performance, superintendents need to direct their attention to invest more on enhancing social skill and social awareness of teacher educators. Directing attention to social skill and social awareness can increase happiness, satisfaction and give a better outlook on life.

Social intelligence can be learned, nourished and developed through education or training (Gardner, 1983; Harris, 2007; Goleman, 1995). Therefore, it is exactly the time to implement nation-wide capacity building training programs facilitated by international collaboration whenever needed. The next section discusses limitations and further research emanating from this study.

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