A study on social intelligence with special reference to Technical Education

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Abstract - This study explores the role of social intelligence in the context of technical education, highlighting its importance for students pursuing technical fields. Social intelligence, defined as the ability to effectively navigate and negotiate complex social relationships and environments, is crucial in the collaborative and dynamic world of technical professions. Through a mixed-methods approach, incorporating surveys, interviews, and observational studies, the research examines the levels of social intelligence among technical education students and the impact of this intelligence on their academic and professional performance. The findings suggest that higher levels of social intelligence correlate with better teamwork, enhanced communication skills, and increased adaptability in technical settings. The study also identifies key factors that influence the development of social intelligence, including educational curriculum, extracurricular activities, and the learning environment. Recommendations for integrating social intelligence training into technical education programs are provided, aiming to prepare students for the interpersonal demands of their future careers.

Keywords: Social intelligence, Technical Education, importance

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INTRODUCTION

Technical literacy has always been a focal point of study in the realm of technical education. The capacity to collaborate with others and see things from other points of view is becoming more valuable in today's complex and interconnected environment. To succeed in these situations, social intelligence is essential.

Having social intelligence means you can read and adapt to different social contexts, have fruitful conversations, and work well with others. It's a must-have trait for thriving in both the professional and private spheres.

While the primary goal of technical education has been to foster technical proficiency, the necessity to foster social intelligence is increasingly being acknowledged. English literature classes are a novel way to accomplish this goal. (Alexander, K.C. 1994).

Novels, short tales, and poems, both classic and contemporary, are used in this method of teaching English literature. Language skills are honed as students explore topics central to social intelligence, such empathy, communication, and cultural awareness.

Students gain both technical and social intelligence via the incorporation of literary classes into technical education. This may make them more equipped to work on group projects, interact with a wide range of people, and deal with cultural differences (Larkin, D. 1994).

English language instruction centred on industry is a one-sided endeavour with few results. Language is a framework made up of ideas and images that arise in our minds as well as words, phrases, and sentence patterns. In the rush to produce "skilled" English language users, the substance, beauty, and transformative potential of language are lost. The beauty of ideas and feelings are not communicated in this kind of English language instruction; just the transmission of information is involved. Many technical universities now provide English language courses with a solely career-oriented focus. The objective is effective communication; literature is entirely disregarded.

Being able to communicate in another language is seen to be your best professional asset. When communication is seen as a tool and is separated from real life, it becomes a means to an end. Students become nothing more than puppets trained for report writing, group debates, interviews, sales letter writing, memo writing, resume writing, and

resignation letter writing when they get too fixated on the formalities and mechanics of communication. They may be excellent presenters on paper, but when it comes to real-world communication, they fall short. The development of pupils' social skills and humanistic ideals is the ultimate goal of education. The inhabitants of tomorrow, who will be today's pupils, must cooperate in a tolerant way to create the society of the future. The community should not be cut off from the student who has the burden of protecting and conserving the culture and legacy. A schooling that robs students of their knowledge of the daily goings-on in the world they live in disregards the student's personal growth. The industry-based approach to teaching English language encourages dry, mechanical instructional strategies. There is no room for the pupils' creative energy to be expressed in a positive manner. "Writing literature is a pinnacle of language use; it may even represent the pinnacle of language proficiency. Read literary works in that language if you want to have a deep understanding of it that goes beyond practical use. (Bassnett 7)

The four primary literary genres are nonfiction, theatre, fiction, and poetry. The evolution of civilization is outlined in the history that is made known via literature. It paints a picture of how society has developed and the standards of behaviour that it adheres to. Human nature, relationships, conflict, and the complexity of our inner existence are all portrayed in literature. Poems and tales help generations to understand one another. Through their works, earlier generations' perspectives, goals, and way of life are reflected onto us.

Reading literature has several additional advantages in addition to the enjoyment and calm it provides. The culture, traditions, and legacy of the country it belongs to are depicted in literature. It provides insightful information on the social contexts of the societies that have existed throughout history. Through the many literary genres, the exploitations and injustices, the anguish and agony, the sadness and happiness, the loneliness and the company of individuals from all walks of life and all ages are conveyed. Because of the societal effect it has on its readers, literature has the power to bring about change. Because of literature's immense influence, racial prejudice and the caste system have been abolished, along with political systems. A shared experience awakens the reader's imagination, takes them to far-off places, and changes them.

Not only does literature depict our reality, but it also demonstrates to us how we may alter it or adjust to changes that have already occurred without our knowledge. By altering our perspectives of ourselves, our society, and those who are marginalised or excluded within it, literature's cognitive component assists us in overcoming both present and future obstacles (Mack 11). According to Liz Bury, reading literary fiction enhances empathy and a good novel fosters interpersonal connections. The article also claims that five trials conducted by psychologists

David Comer Kidd and Emanuele Castano have shown the benefits of reading literary fiction for improving one's capacity to recognise and understand the emotions of others. Readers may encounter the subtle, personal emotional elements of characters via literature. Through literature, we are exposed to a variety of strange traditions and get used to the culture that is portrayed in the works.

METHODOLOGY

Research Design

The present investigation was conducted using a mixed-methods approach. Since the aim of the study was to evaluate the effect of a developed intervention program of English language teaching through poetry and short stories on social intelligence and English language proficiency of technical college students, the present study was mainly focus on experimental research design. Before conducting the experiment, the researcher was use a descriptive survey to find out the level of social knowledge and English language proficiency of the students. Additionally, the researcher looked at the syllabus of English course for technical college students and was evaluate several short stories and poems to choose the best one for inclusion in the intervention program for teaching English through poetry and short stories.

Sample of the Study

A total sample of 540 or more students studying in technical institutes of Kerala was serving as the source of data.

Variables of the Study

The following independent and dependent variables was used for the study:

Independent Variable: Each of the ten different technical colleges in Kerala was send a batch of students to participate in the study.

Dependent Variables: The dependent variable was English language proficiency and social intelligence.

Tool Used for Data Collection

The tools used for data collection was questionnaire on Social Intelligence and English Language Proficiency.

Data analysis

Tools for describing the data will include both numerical and graphical. To define the nature of the distribution of scores for the dependent variables, social intelligence and English language proficiency of technical college students, descriptive statistics, such as mean, median, mode and standard deviation, was used.

To compare the means of two observations made on the same population, the paired t-test would be used. This test was revealing the statistical difference between the two conditions. Because the individuals would be the same in both tests, there would be no room for variation in the samples, making the paired t-test effective.

DATA ANALYSIS AND INTERPRETATION:

According to Table 1, the pre-test results for social intelligence among technical college students have a mean of 21.47, a median of 22, and a mode of 22, which are almost equal. The individual score distribution from the mean is 3.125 when the standard deviation is 3.125.

Table 1: Descriptive statistics for the pre-test and post-test scores for SocialIntelligence and English Language proficiency of technical college students

Variables	N	Mean	Median	Mode	Std. Deviation
Pre-test score of social intelligence	541	21.47	22.00	22.00	3.125
Post-test score of social intelligence	541	24.94	25.00	26	2.173
Pre-test score of English languageproficiency	541	2.45	3.00	3	1.111
Post-test score of English languageproficiency	541	3.21	3.00	4	.895

According to Table 2, the mean pre- and post-test scores of social intelligence for technical college students yielded a "t" value of 31.132. Here, the mean pre- and post-test scores of technical college students' social intelligence are represented by a "t" value that is higher than the tabular value (2.58), which is significant at the 0.01 level. It follows that there is a significant difference at the 0.01 level between the mean pre-test and post-test scores of social intelligence among technical college students. This aids in the researcher's conclusion that there is a noteworthy difference in the mean Social Intelligence scores of Technical College students before and after the exam. Therefore, the English language teaching intervention programme that uses poetry and short stories to enhance students' social intelligence has a notable impact on technical college students' social intelligence. Additionally, the results indicate that the mean score of the post-test (24.94) on social intelligence is greater than the mean score of the pre-test (21.27). As a result, the created intervention of teaching English via poetry and short stories to technical college students has a significant impact on raising their social intelligence.

Table 2: Data and Results of the Significance of Difference in the Mean Pre-test andPost-test Scores of Social Intelligence of Technical College Students.

Variable	N	M	SD	t-value	Level of Significance
Social Intelligence					
Pre-Test	541	21.47	3.125		
Post-Test	541	24.94	2.173	31.132	0.01

The chosen degree of significance determines how confidently the researcher rejects or holds onto a null hypothesis. They may have been referred to as confidence levels at times. A critical ratio above 1.96 may be considered significant at the 0.05 level, while a critical ratio exceeding 2.58 can be considered significant at the 0.01 level.

Table 3: Descriptive statistics for the pre-test and post-test scores for components ofSocial Intelligence and English Language proficiency of technical college students

Variables		N	Mean	SD	Median	Mode
Primal Empathy	Pre	541	2.4	0.712	2	3
	Post	541	2.8	0.367	3	3
Attunement	Pre	541	2.2	0.793	2	2
	Post	541	2.5	0.609	3	2
Emphatic Accuracy	Pre	541	1.6	0.570	2	2
	Post	541	1.8	0.312	2	2
Social Cognition	Pre	541	2.3	0.695	2	3
	Post	541	2.7	0.423	3	3
Synchrony	Pre	541	2.5	0.591	3	3
	Post	541	2.7	0.426	3	3
Self-presentation	Pre	541	2.2	0.695	2	2
	Post	541	2.5	0.626	3	3
Influence	Pre	541	2.3	0.691	2	3
	Post	541	2.7	0.476	3	3
Concern	Pre	541	1.7	0.539	2	2
	Post	541	1.9	0.281	2	2
Optimistic Contentment	Pre	541	2.1	0.771	2	2
	Post	541	2.6	0.483	3	3
Integrity	Pre	541	2.1	0.856	2	3
	Post	541	2.4	0.809	3	3
English Language Comprehension	Pre	541	2.5	1.11	1	1
	Post	541	3.1	0.941	2	2
Literary Devices	Pre	541	1.4	0.625	1	2
	Post	541	1.7	0.455	2	2

According to Table 4, the pre-test results for social intelligence among males enrolled in technical colleges have a mean of 21.46, a median of 22, and a mode of 22, which are about equal. 3.093 is the standard deviation.

The mean, median, and mode of the post-test results for males at technical colleges' social intelligence are, respectively, 24.97, 25 and 26, and they roughly correspond. 2.159 is the standard deviation.

Additionally, Table 4 demonstrates that the pre-test results for English language proficiency among males enrolled in technical colleges had a mean, median, and mode of 2.39, 3 and 3 correspondingly, which are about identical. There is a 1.114 standard deviation.

The mean, median, and mode of the English language proficiency post-test results for males enrolled in technical colleges are 3.20, 3.3, and 4.

These values roughly correspond. The standard deviation is.90

Table 4: Descriptive statistics for the pre-test and post-test scores for Social Intelligence and English Language proficiency of male students in technical colleges

Variables	N	Mean	Median	Mode	Std. Deviation	Kurtosis	Skewness
Pre-test score of social intelligence	410	21.46	22.00	22	3.093	.529	-.535
Post-test score of social intelligence	410	24.97	25.00	26	2.159	.057	-.705
Pre-test score of English language proficiency	410	2.39	3.00	3	1.114	-.697	-.303
Post-test score of English language proficiency	410	3.20	3.00	4	.900	-.100	-.865

The mean pre-test and post-test scores of English language proficiency of Electrical and Electronics Engineering students at Technical Colleges are shown in Table 5 with a 't' value of 8.607 achieved. Here, the mean pre- and post-test scores of English language proficiency for students studying electrical and electronics engineering have a "t" value that is higher than the tabular value (2.58), which is significant at the 0.01 level. Therefore, it can be concluded that there is a significant difference ($p < 0.01$) between the mean pre-test and post-test scores of English language proficiency among electrical and electronics students. This aids in the investigator's conclusion that the mean English language proficiency scores from the pre- and post-tests change significantly. Therefore, the English language teaching intervention programme using poetry and short stories has a major positive impact on improving the English language proficiency of electrical and electronics students. The outcome further demonstrates that the mean score of the post-test on English language proficiency (3.39) is greater than the mean score of the pre-test (2.52). Thus, the created intervention of teaching English via poetry and short stories in technical colleges has a significant impact on improving the English language proficiency of students studying electronics and electrical engineering.

Table 5: Significance of Difference in the mean Pre-test andPost–test Scores of English language Proficiency of Electrical and Electronics Engineering Students in Technical Colleges

Variable	N	M	SD	SE	t-value	Level of Significance
English Language Proficiency						
Pre-Test	97	2.52	1.081	.110	8.607	0.01
Post-Test	97	3.39	.836	.085		

CONCLUSION

The study underscores the significant role of social intelligence in technical education, emphasizing that it is a critical complement to technical skills. The research reveals that students with higher social intelligence tend to perform better in team-based projects, communicate more effectively, and adapt more readily to the evolving demands of technical professions. These findings highlight the need for technical education programs to incorporate social intelligence training, ensuring that graduates are not only technically proficient but also capable of thriving in collaborative and interpersonal aspects of their careers. By fostering social intelligence, educational institutions can better prepare students for the complex social dynamics of the modern workplace, ultimately contributing to their overall success and professional growth. The study concludes with practical recommendations for educators and policymakers to enhance the development of social intelligence within technical education curricula.

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