EXPLORING THE RELATIONSHIP BETWEEN SOCIAL INTELLIGENCE ABILITIES AND JOB PERFORMANCE AMONG COLLEGE INSTRUCTORS IN KERALA

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ABSTRACT

This comprehensive study in the educational context of Kerala, India, delves into the complex interplay of social intelligence, academic effectiveness, and student outcomes among college faculty. Using mixed methods, the study reveals a significant and positive relationship between levels of social intelligence and job performance. It mediates student satisfaction's effect on job performance and teachers' lives. The wisdom of the association is also evident. Teachers with high social intelligence skills excel in creating inclusive and engaging learning environments, significantly influencing student behaviour and creating a harmonious environment in the classroom. These findings highlight the critical importance of social intelligence in shaping effective teaching practices and enhancing the overall educational experience in culturally rich educational institutions in Kerala. Thus, this study holds profound implications for teacher training and professional development. It aims to equip teachers with the interpersonal and emotional intelligence necessary to enhance students' lives and enable them to succeed in various educational settings.

Keywords: Social Intelligence, Job performance Teaching Effectiveness, Student Behaviour, Student Satisfaction.

INTRODUCTION

The role of college professors in shaping student learning and personal development in the dynamic environment of higher education cannot be overstated. The effectiveness of these teachers and their job performance goes beyond their subject matter expertise; That includes their ability to communicate, communicate, and communicate with students at various levels (Tsoli et al., 2023). In this regard, social intelligence, which refers to an individual's ability to understand and manage their own emotions and to understand and influence the emotions of others, has become necessary as a practical learning curve. A state known for its commitment to education and high literacy rates, Kerala boasts of a diverse and vibrant college-level education system. Kerala college professors are tasked with nurturing and shaping students' intellectual interests so they do not face the challenges of today's world. Given their role, it is essential to examine the extent to which

social intelligence plays a role in their academic performance (Nikoopour et al., 2017). This study investigates the relationship between social intelligence and teaching performance among college teachers in Kerala. It seeks to reveal how social intelligence influences their teaching methods, classroom design, and overall impact on students. Understanding this relationship provides valuable insights into the professional development and training of college teachers, ultimately improving the quality of higher education in Kerala. Social intelligence is essential in education, especially at the college level, where teachers often interact with diverse students. Teachers with higher social I.Q.s are more attuned to their students' emotional and cognitive needs and better equipped to create a positive and inclusive classroom environment (Mathew et al., 2008). This knowledge significantly impacts student motivation, engagement, and overall academic performance. Thus, understanding the relationship between social intelligence and academic performance may provide important implications for improving the overall educational experience of teachers and students. Often referred to as "God's Own State", Kerala has long been recognized for its high literacy rate and dedication to education. The state has a strong college and university network catering to a diverse and interested student population (Nisha et al., 2023).

However, even within the same organization, the effectiveness of instructional practices can vary significantly among teachers. Given this background, it is essential to examine the role of social intelligence in the teaching style of college teachers in Kerala and how it can affect students' academic achievement. Quantitative data will be collected through standardized social intelligence surveys and study surveys, while qualitative data will be collected through interviews and classroom observations (Sanusi et al., 2020). The theoretical framework guiding this study is derived from social-emotional learning theories, emphasizing the importance of emotional and interpersonal interactions in the educational process. The findings of this study are expected to contribute significantly to educational research. Educators and policymakers can design targeted interventions and training programs to enhance teachers' social skills by identifying key factors that link social intelligence to effective teaching (Sanusi et al., 2022). These interventions can lead to improved teaching practices, better student outcomes, and a vibrant and sustainable higher education system in Kerala. Furthermore, the study's findings can serve as a valuable reference point for educators and researchers worldwide, providing a deeper understanding of the role of social intelligence in educational settings (Meena et al., 2023).

SIGNIFICANCE OF THE STUDY

It is essential to recognize the enormous impact that social intelligence can have on the educational environment. In higher education, where students frequently face academic challenges, emotional stress and significant learning diversity, teachers need more than just subject matter knowledge; they need the ability to interact with students personally and create an atmosphere of trust, respect and inclusion. A high level of social intelligence enables teachers to do so (Kharluni et al., 2020). Teachers can provide needed support and guidance by matching it to their students' emotional states and needs, ultimately improving their emotions and engagement. Furthermore, the positive impact of social intelligence extends beyond the classroom. College is not just about acquiring knowledge but also a time of personal growth and development. Teachers

with high social I.Q.s can serve as role models and mentors, helping students navigate the challenges of their academic journey and prepare for life after college. These interpersonal skills create deeper connections between teachers and students, providing a more holistic and satisfying educational experience (Sethi et al., 2023).

The unique educational environment in Kerala provides an exciting backdrop for this study. Although the country is celebrated for its educational achievements, gaps in teaching effectiveness among teachers suggest room for improvement. Kerala's commitment to education provides an ideal platform to explore the strategic role of social intelligence. By understanding how social intelligence affects educational practices, the country can take targeted steps to improve the overall quality of its educational institutions (Ahmad et al., 2022). The mixed methods approach used in this study, combining quantitative data from standardized research with qualitative insights from interviews and observations, ensures a comprehensive exploration of the topic. This leads to understanding the correlation between social intelligence and academic effectiveness. Furthermore, using social-emotional learning theories as a theoretical framework provides a solid foundation for research, emphasizing the importance of emotional and interpersonal interactions in education (Sudhakar et al., 2023).

The anticipated contributions of this study are far-reaching. Identifying critical factors associated with social intelligence and effective teaching empowers educators and policymakers in Kerala and provides a global framework for improving the higher education system. The possibility of targeted interventions and training programs to enhance teachers' social skills is a promising strategy for improving teaching practices (Peng et al., 2023). Ultimately, this can lead to vibrant and sustainable higher education where students thrive and thrive. Furthermore, universal approaches to studying the role of social intelligence in education have the potential to transcend geographic boundaries. Educators and researchers worldwide can benefit from a deeper understanding of the interpersonal dynamics that underpin effective teaching and foster a more empathetic and learner-centred educational approach. This research aligns with the broader global goal of improving educational quality and inclusion at all levels.

THEORETICAL GROUNDINGS

The theoretical underpinnings of this study firmly rest on two interacting strands of research: social intelligence theory and social and emotional learning (SEL) theory. These theoretical frameworks provide an essential conceptual foundation for understanding how social intelligence affects job performance among college faculty in the unique context of Kerala.

Social Intelligence Theory: Social intelligence, a concept based on cognition and human behaviour, encompasses the critical skills and abilities that enable individuals to navigate the complexity of social interactions and relationships. Several key components of social intelligence are of particular importance in this research. First and foremost is empathy, the ability not only to understand the feelings and thoughts of others but to share their thoughts. Highly empathetic teachers can connect with their students on a deeper emotional level, allowing them to identify students' needs and provide appropriate support, which is especially important in an educational setting. Furthermore, another aspect of social intelligence, interpersonal sensitivity, is concerned

with accurately recognizing and interpreting the emotions, motivations, and intentions of others (Siji et al., 2023). Another aspect of social intelligence development is practical communication skills, which is at the heart of the study. Teachers who are good at communication can communicate complex ideas, encourage open discussion in the classroom, and build positive relationships with students.

Furthermore, flexibility is a hallmark of socially intelligent teachers. They can adapt their teaching methods and strategies to meet their student's needs and learning styles. Therefore, social intelligence theory provides a valuable framework for examining how these aspects of social intelligence affect job performance among college teachers in Kerala.

Social and Emotional Learning (SEL) Theory: Conventional SEL for students is an educational program emphasizing the importance of promoting social and emotional competence to enhance overall academic achievement and well-being. Although SEL has traditionally focused on students, this study extends its concepts to teachers. SEL theory incorporates emotional competence, where teachers with high social I.Q. can model emotional regulation and create a positive emotional climate in the classroom (Safari et al., 2020). Additionally, SEL emphasizes developing relational skills crucial to developing positive teacher-student relationships. Teachers with solid social intelligence can facilitate these relationships, significantly impacting student motivation and engagement. Integrating SEL principles into the theoretical framework of this research highlights the idea that social intelligence is helpful for students and an essential asset for teachers in creating an environment for effective teaching and learning in the 19th century.

The underlying theory of this research is a coherent blend of social intelligence theory, which focuses on an individual's ability to navigate social interactions effectively, and SEL theory, which extends these theories to the educational context in various fields (Almagtome et al., 2019). This synthesis provides a comprehensive lens through which to examine the complex relationship between social intelligence and job performance among college professors in Kerala, providing a deeper understanding of how theories of these types intersect and are part of the educational environment.

OBJECTIVES OF THE STUDY

- Assess the Level of Social Intelligence Among College Instructors.

- Examine the Relationship Between Social Intelligence and teacher's job performance.

- To identify the influence of Social Intelligence of teachers on student behaviour.

- To find the mediating role of social intelligence between tteacher's job performance and students satisfaction level

HYPOTHESIS OF THE STUDY

- H0: There is no significant difference in the social intelligence level among Kerala college instructors based on gender.

- H0: There is no significant correlation between the social intelligence levels of college

instructors and their job performance scores.

- H0: The social intelligence of teachers has no significant influence on student behaviour in the classroom.

- H0: Social intelligence does not mediate the relationship between teacher's job performance and student satisfaction; the relationship between teacher's job performance and student satisfaction level remains direct and unmediated.

ANALYSIS

H0: There is no significant difference in the social intelligence level among Kerala college instructors based on gender.

Group Statistics					
	Gender	N	Mean	Std. Deviation	Std. Error Mean
social intelligence level	male	132	4.2727	.75251	.06550
	female	108	4.2222	.78934	.07595

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
social intelligence level	Equal variances assumed	.409	.523	.506	238	.613	.05051	.09981	-.14613	.24714
	Equal variances are not assumed.			.504	224.090	.615	.05051	.10029	-.14714	.24815

This statistical study aimed to determine whether there is a significant difference in the social intelligence of college teachers in Kerala based on their gender. The null hypothesis (H0)

suggests no significant difference in social intelligence between male and female teachers. To begin with, we tested for equality of Leven variances, which is an essential first step in the independent samples t-test. This test looks at whether the change (variance) in social intelligence scores is the same for both groups of men and women. The subsequent t-test assumes that the differences should be approximately equal. This test yielded an F-statistic of 0.409 and a p-value of 0.523, well above the traditional significance level of 0.05. This indicates no statistically significant difference in social intelligence scores between male and female teachers. Thus, we can conclude that the assumption of equal variance holds.

We have next conducted a t-test for Equality of Means. Assuming equal variances, the t-statistic was calculated as 0.506, with 238 degrees of freedom. The associated p-value for this t-statistic is 0.613 (two-tailed). As this p-value is more significant than the point level of 0.05, it indicates no significant statistical difference in the Social I.Q. scores of male and female teachers under the assumption of equal variance. Consequently, we cannot reject this assumption's underlying hypothesis (H0). Again, we did not assume equal variance and performed an additional t-test. The t-statistic in this case was 0.504, and the degree of freedom was adjusted to 224.090 due to unequal variances between groups. However, the p-value associated with this t-statistic was 0.615 (two-tailed), again exceeding the 0.05-point level. This means there is no statistically significant difference in Social I.Q. scores between male and female teachers, even assuming unequal differences. Thus, the null hypothesis (H0) cannot be rejected even when no equal differences are assumed. Based on the results of this t-test study, there is no statistical difference in the level of social intelligence between female and female college teachers in Kerala. Regardless of whether we assume equal or unequal differences, the data do not provide evidence supporting the hypothesis that gender plays a vital role in explaining variation in social intelligence levels among these teachers.

H0: There is no significant correlation between the social intelligence levels of college instructors and their teacher's job performance scores.

Correlations			Social intelligence level	Teacher's job performance
Spearman's rho	social intelligence level	Correlation Coefficient	1.000	.879[**]
		Sig. (2-tailed)	.	.000
		N	240	240
	teacher's job performance	Correlation Coefficient	.879[**]	1.000
		Sig. (2-tailed)	.000	.
		N	240	240
**. Correlation is significant at the 0.01 level (2-tailed).				

This statistical analysis aimed to examine whether there is a significant relationship between college teachers' level of social intelligence and teacher's job performance scores, as specified in the null hypothesis (H0). The results of the analyses using Spearman's rho, a nonparametric statistical measure, have revealed complex and surprising relationships between these two variables. The findings revealed a robust and statistically significant positive correlation, with a correlation coefficient of 0.879. Furthermore, the p-value associated with this interaction coefficient is less than 0.01 (0.000), indicating an exceptionally significant relationship at the 0.01 level (two-tailed). This result rejects the null hypothesis (H0) that no significant correlation is established between the primarily social intelligence level and teacher's job performance scores in college teachers. Pragmatically, this correlation coefficient of 0.879 indicates a robust positive relationship between higher social intelligence and higher academic performance scores. The positive sign of the correlation indicates that as teachers' level of social intelligence increases, their teacher's job performance scores also increase. These findings highlight the critical role of interpersonal communication and emotional intelligence in education and emphasize that teachers with higher levels of social intelligence may exhibit more effective teaching practices and perform well in her job. Overall, this study highlights its importance in higher education, providing empirical solid support for the connection between social intelligence and teacher's job performance in college faculty.

H0: The social intelligence of teachers has no significant influence on student behaviour in the classroom.

ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	86.786	1	86.786	380.988	.000[b]
	Residual	54.214	238	.228		
	Total	141.000	239			
a. Dependent Variable: social intelligence level						
b. Predictors: (Constant), student behaviour						

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.875	.176		4.982	.000
	student behaviour	.804	.041	.785	19.519	.000
a. Dependent Variable: social intelligence level						

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.785ᵃ	.616	.614	.47727
a. Predictors: (Constant), student behaviour				

This statistical analysis aimed to examine the effect of teachers' social intelligence on academic students' behaviour, as the null hypothesis (H0) predicted that there is no significant relationship between these variables. The results of the analyses by ANOVA and linear regression have provided essential insights into this critical relationship. The ANOVA results provided a general view of the significance of the model, which examined the cumulative effect of the predictor variable "student attitudes" on the dependent variable "social I.Q. level" with a highly significant F-statistic at 380.988,000. With a p-value of (less than 0.001), establish that the statistical significance of the model is indeed significantly and dramatically influenced by the level of social intelligence of teachers in the classroom. Going deeper into the regression coefficients, we find strong evidence for this relationship. The constant term (intercept) revealed significant levels of social intelligence even in the absence of student behaviour, as indicated by a t-statistic of 4.982 (with a p-value of .000). Furthermore, the "student attitude" dimension showed a strong positive correlation, indicating that for every one-unit change in student attitude, there was a corresponding increase of 0.804 in teachers' social I.Q. level of 19.519 (p-value of .000) large significant T-statistic confirmed the strength of this relationship. The summary of the models discusses the model's explanatory power, indicating that approximately 61.6% of the variance in teachers' social intelligence can be explained by variation in student behaviour. These findings demonstrate a surprisingly strong relationship between these variables, reaffirming the profound impact of student behaviour on teachers' social intelligence in the classroom setting.

H0: Social intelligence does not mediate the relationship between teacher's job performance and student satisfaction; the relationship between teacher's job performance and student satisfaction level remains direct and unmediated.

Regression Weights: (Group number 1 - Default model)

			Estimate	S.E.	C.R.	P	Label
SI	<---	TP	.865	.121	7.178	***	
SS	<---	TP	.062	.210	.293	***	
SS	<---	SI	.585	.224	2.613	***	

Standardized Total Effects (Group number 1 - Default model)

	TP	SI
SI	.923	.000
SS	.870	.840

Standardized Direct Effects (Group number 1 - Default model)

	TP	SI
SI	.923	.000
SS	.094	.840

Indirect Effects (Group number 1 - Default model)

	TP	SI
SI	.000	.000
SS	.506	.000

This statistical analysis was conducted to examine whether social intelligence (S.I.) acts as a mediator in the relationship between teacher's job performance (T. P) and student satisfaction (S.S.). The null hypothesis (H0) suggested that social intelligence does not mediate this relationship, indicating that the relationship between teacher's job performance and student satisfaction remains direct and not mediated. The results of the study, as shown in the results, reveal several critical insights into these relationships. First, for the regression weights, Teacher's job performance was found to have a strong and statistically significant direct relationship with social intelligence (T.P. -> S.I.) with a statistic of 0.865, with a low standard error and a high critical ratio (C.R.) of 7.178 highlighting the strength of this relationship. This indicates that teacher's job performance significantly and positively influences teachers' social intelligence. In addition, the direct relationship between teacher's job performance and student satisfaction (T.P. -> S.S.) was also found to be statistically significant. However, the strength of this relationship was relatively weak compared to the teacher's job performance -social intelligence relationship. It is about him, although it is small enough to reach. In addition, the relationship between student satisfaction and social intelligence (S.S. -> S.I.) was also found to be statistically significant. The statistic of 0.585 indicated a positive direct relationship between these two variables. This suggests that high levels of student satisfaction are associated with high levels of social intelligence among teachers. When all fixed effects were examined, it was clear that teacher's job performance had a significant effect on both social intelligence (T.P. -> S.I.) and student satisfaction (T.P. -> S.S.). These standardized total effects were 0.923 and 0.870, respectively, reflecting the significant effect of academic performance on both variables. Notably, the mediation analysis showed that a significant part of the relationship between Teacher's job performance and social intelligence was due to student satisfaction. The indirect effect of teacher's job performance on social intelligence through student satisfaction was estimated to be 0.506. However, there was no indirect effect of

teacher's job performance on student satisfaction through social intelligence, as indicated by a 0.000 indirect effect.

In summary, this longitudinal study provides strong evidence against the null hypothesis (H0). It reveals that social intelligence does act as a mediator in the relationship between teacher's job performance and student satisfaction. Although social intelligence and student content directly and significantly affect the two, case studies show that these conclusions influence the study of the relationship between education and social intelligence.

CONCLUSION

The multi-faceted analysis of this paper has shed light on the complexity of social intelligence, academic performance, student behavior and satisfaction in education. The findings highlight several critical implications for educators and educational policymakers. Research has established an unequivocally solid and positive relationship between college professors' levels of social intelligence and their job performance. This strong relationship highlights the critical roles that interpersonal skills, emotional intelligence, and adaptability play in shaping quality instruction. Teachers who demonstrate high levels of social intelligence perform in learning environments, making it attractive, inclusive, and effective.

Furthermore, the study revealed a significant impact of teachers' social intelligence on student behavior in the classroom. This finding suggests that teachers with higher social I.Q. are better equipped to handle the challenges of various student behaviours, ultimately creating a more conducive and coherent learning environment that meets the size. Perhaps the most critical finding of this study is the mediating role of social intelligence between instructional performance and student satisfaction. While teacher's job performance directly affects social intelligence and student satisfaction, a significant part of this relationship is through student satisfaction. This mediating effect highlights the complex interconnections in the educational ecosystem, where effective teaching practices increase student satisfaction and contribute to the development of life wisdom among teachers. These findings provide valuable insight into the holistic nature of effective teaching. The importance of developing social intelligence skills among teachers is emphasised, as these skills improve teacher's job performance and positively impact student behavior and satisfaction. These findings suggest integrating life skills training and development into teacher education programs, ultimately contributing to the quality of teachers' and students' educational experiences.

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