

Social Intelligence Of School Teachers In Urban Areas Of District Jammu: An Analytical Study

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Abstract

Social intelligence is an essential psychological attribute that enables teachers to understand others' emotions, interpret social situations, and establish effective interpersonal relationships. In the teaching profession, it plays a significant role in promoting classroom management, communication, collaboration, and students' overall learning experiences. Urban schools, characterized by diverse student populations, increasing academic expectations, and complex social interactions, require teachers to possess a high level of social intelligence. The present study aims to examine the social intelligence of school teachers working in urban areas of District Jammu. The study adopts a descriptive survey design and proposes to collect data from 200 government and private school teachers selected through stratified random sampling. The Social Intelligence Scale developed by Chadha and Ganesan (1986) will be used for data collection. Statistical techniques such as mean, standard deviation, independent samples t-test, and Pearson's product-moment correlation will be employed to analyse the data. The study seeks to examine differences in social intelligence with respect to gender, school type, teaching experience, and educational qualification, as well as the relationship between teaching experience and social intelligence. The findings are expected to provide useful insights for teacher education programmes, professional development initiatives, and educational policy aimed at strengthening teachers' interpersonal and social competencies in urban schools of District Jammu.

Keywords: Social Intelligence, School Teachers, Urban Area, Jammu, Professional Effectiveness.

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I. Introduction

The term "social intelligence" was first used by Edward L. Thorndike (1920), who described it as the ability to understand and manage men and women, boys and girls, and to act wisely in human relationships. J. P. Guilford (1967), in his Structure-of-Intellect model, similarly identified behavioural operations concerned specifically with understanding and predicting other people's actions, laying further theoretical ground for the construct. Cantor and Kihlstrom (1987) extended the concept to everyday problem-solving in social contexts, while Silvera, Martinussen, and Dahl (2001) later developed the widely used Tromsø Social Intelligence Scale, distinguishing sub-dimensions such as social information processing, social skills, and social awareness. Daniel Goleman (2006) popularised the construct further, arguing that human beings are biologically wired to connect and that the quality of relationships has a decisive influence on wellbeing, learning, and performance.

In the teaching profession, social intelligence assumes special importance. A teacher does not merely transact a syllabus; the teacher manages a complex web of relationships with students of varying temperaments and backgrounds, with colleagues, with school management, and with parents. A socially intelligent teacher can sense the emotional undercurrents of a classroom, adapt communication to the needs of different learners, resolve conflicts tactfully, and create a climate in which students feel safe and motivated to learn. Recent Indian studies continue to affirm this link: a 2025 study of B.Ed. teacher trainees in Mangaluru found that social intelligence directly influences the development of teaching competency, while a 2025 comparative study of secondary school

teachers by Prathima Devi and Renuka found significant differences in emotional intelligence — a closely related construct — by locality (rural/urban), though not by gender. The National Education Policy (NEP), 2020, has also renewed emphasis on holistic and socio-emotional teacher competencies, alongside subject-matter expertise, in Indian school education.

Urban schools present a particularly demanding context in which these competencies are tested. Urban classrooms in India including those in District Jammu, a region that combines rapid urban growth with considerable social and linguistic diversity are often large, heterogeneous, and subject to intense academic and administrative pressure. Teachers in such settings must continuously negotiate the expectations of students, parents, and management, making social intelligence not a peripheral trait but a core professional competency. It is in this background that the present study seeks to analyse the level of social intelligence among school teachers working in urban schools of District Jammu, and to examine how it varies across key demographic and professional variables such as gender, school type, teaching experience, and educational qualification.

II. Need And Significance Of The Study

- Teaching is fundamentally a social and interpersonal profession; a teacher's competence cannot be judged by subject mastery alone but also by the ability to manage relationships in the classroom and school.
- Urban schools are marked by growing diversity of students in terms of language, socio-economic background, and learning needs, which places additional demands on a teacher's interpersonal sensitivity.
- Rising academic competition, parental expectations, and administrative accountability in urban settings can heighten stress and strain teacher-student and teacher-parent relationships, making social intelligence a protective and enabling factor.
- Recent research (2023–2025) continues to link social intelligence and related constructs with classroom discipline strategies, professional effectiveness, occupational stress, and job satisfaction, yet urban-specific, in-service teacher data from the Jammu region remain absent from this literature.
- Understanding the current level and correlates of social intelligence among urban teachers can help teacher-education institutions and school administrations in District Jammu design targeted training and in-service programmes to strengthen this competency.
- The study can also contribute to the wider literature on teacher wellbeing, as social intelligence is closely related to reduced occupational stress and improved job satisfaction, as shown in several recent studies reviewed below.

Given these considerations, a systematic, data-based analysis of the social intelligence of urban school teachers of District Jammu is both timely and significant for research, policy, and practice in teacher education.

III. Review Of Literature

The available research literature on social intelligence and closely related constructs among teachers and prospective teachers is reviewed below under thematic heads, followed by a summary table, a critical appraisal, and the resulting research gap.

Level and Demographic Correlates of Social Intelligence among Teachers

Vanchhawng, Lalhriatpuii, Lalthanpuii, Vanlalruati, Sailo, and Lalchuangkima (2023) studied the social intelligence of 451 student teachers from the tribal community of Mizoram and reported an above-average overall level, with no significant gender difference on most dimensions, although female student teachers scored significantly higher on sense of humour.

Jasleen, Mamta, and Rajesh (2021) examined social intelligence among 400 prospective teachers of Punjab and reported no significant gender difference in social intelligence.

Venkatarathanam and Sharmila (2024) studied 296 B.Ed. student teachers in Ranipet District, Tamil Nadu, using the Stephen Paul Social Intelligence Scale, and found an average overall level, with significant differences by gender, medium of instruction, and rural-urban locality, and between government and private-college trainees.

Arthi and Tamilselvi (2016) studied 724 B.Ed. student teachers in Namakkal District, Tamil Nadu, using mean, standard deviation, and t-test analysis, and found a statistically significant difference in social intelligence by locality of residence, while gender and medium of instruction did not yield significant differences overall; a significant gender difference was observed specifically on the patience dimension.

A study of 180 B.Ed. trainees in Patna, Bihar, using a self-constructed tool, found a significant difference in social intelligence by locality of residence but no significant difference by gender, educational qualification, or marital status.

A study of 700 secondary school teachers in Kadapa district, Andhra Pradesh, selected through simple random sampling, examined social intelligence in relation to gender and age and found meaningful variation across these demographic categories.

A 2025 study of B.Ed. teacher trainees of Mangaluru reported that social intelligence directly influences the development of teaching competency, reinforcing its relevance for both prospective and in-service teachers.

Social Intelligence, Classroom Behaviour, and Professional Effectiveness

Jeloudar, Yunus, Roslan, and Sharifah (2012) investigated the influence of secondary school teachers' social intelligence on classroom discipline strategies and reported that teachers with higher social intelligence tended to adopt more constructive and less punitive strategies.

Jeloudar and Yunus (2011), in a related study, found a significant positive association between teachers' social intelligence and their classroom discipline strategies.

Kamil and Bilal (2020) examined the relationship between social intelligence and communication skills of prospective social studies teachers and reported a significant positive relationship.

Arjunan, in a study of 618 secondary school teachers from four districts of Kerala using stratified random sampling and three-way ANOVA, examined the combined effect of multiple intelligence, emotional intelligence, and social intelligence on teachers' professional effectiveness, and found a significant main effect of multiple and social intelligence, with emotional intelligence showing a significant interaction effect rather than an independent main effect.

Manmohan Singh (2012), in an unpublished doctoral thesis, studied emotional intelligence as a function of social intelligence and emotional maturity among secondary school teachers and reported meaningful interrelationships among the three constructs.

Tiakala (2016), in a doctoral study conducted in Nagaland, examined the relationship of social intelligence with personality traits and life skills among higher secondary school students.

An empirical study conducted among select schools of Delhi and the National Capital Region, using the Social Intelligence Scale of Chadha and Ganeshan on 100 urban and rural schoolteachers, reported a significant relationship between teachers' social intelligence and their capacity to foster leadership qualities among students.

A 2023 study on the effects of teachers' teaching behaviour on students' social intelligence found that specific teacher behaviours and feedback practices significantly strengthened students' social role and social intelligence.

Social Intelligence, Job Satisfaction, and Work Behaviour

Aryani, Widodo, and Susila (2024), in a study of 496 teachers in Indonesia, used structural equation modelling to test a model linking social intelligence with teachers' creativity, teaching self-efficacy, affective commitment, and innovative work behaviour, and found social intelligence significantly associated with all of these outcomes.

Alifuddin and Widodo (2021), in a study of 386 teachers in Indonesia, examined the effect of social intelligence, integrity, self-efficacy, and affective commitment on job satisfaction using path analysis, and found that social intelligence had a significant positive effect on job satisfaction, both directly and indirectly through affective commitment.

A study among teachers in Ankara examined the predictive power of leisure satisfaction on social intelligence and reported a significant positive relationship between the two variables.

Madani and Asgari (2014), in a study conducted in Iran, found that teachers' social awareness — a core component of social intelligence — was positively related to job performance.

Emotional Intelligence and Related Constructs among Teachers (with special reference to Jammu and Kashmir)

Anjum and Swathi (2017) studied the impact of emotional intelligence on occupational stress among 60 secondary school teachers in Hyderabad and found that teachers with higher emotional intelligence experienced significantly lower occupational stress.

Prathima Devi and Renuka (2025) examined emotional intelligence of secondary school teachers in relation to gender and locality, and reported no significant gender difference, but a significant difference by locality.

A study conducted among physical education teachers of Jammu and Kashmir compared emotional intelligence and self-esteem across the Kashmir and Jammu divisions and found meaningful regional variation in these constructs.

A comparative study of job satisfaction and emotional intelligence among faculty members of higher educational institutions across the Jammu and Kashmir divisions found a significant difference in personal-adjustment and social-relations aspects of job satisfaction between the two regions, with faculty of the Kashmir division reporting higher emotional intelligence.

A study of higher secondary school students of Baramulla district, Jammu and Kashmir, found that girls scored higher than boys on emotional intelligence.

A study comparing physically challenged and normal secondary school students of Srinagar, Jammu and Kashmir (N = 480), using a self-constructed Emotional Intelligence Inventory, found that normal students possessed significantly higher emotional intelligence than physically challenged peers.

Habib examined professional ethics among college teachers of the University of Kashmir in relation to social intelligence and found a significant positive correlation between the two, along with no significant gender difference in professional ethics.

Bhat studied the relationship between social intelligence and academic achievement of secondary school students in District Srinagar, Jammu and Kashmir.

A study of secondary school students of District Jammu (N = 300) examined social intelligence in relation to their social attitude, underlining that social intelligence research in the Jammu region has so far concentrated on students rather than in-service teachers.

A systematic review and meta-analysis of research on emotional intelligence among Indian teachers found consistent associations between emotional intelligence and health/stress-related parameters, alongside notable gender-related variation across studies.

Teacher Job Satisfaction, School Type, and Wellbeing

A cross-national review of studies (2010–2021) on teachers' job satisfaction and its impact on students' achievement found consistent positive associations between job satisfaction, teaching quality, and student outcomes.

A meta-analysis examining the relationship between teacher self-efficacy and job satisfaction across 39 studies and 18 countries reported a significant positive correlation.

A study on emotional intelligence and social support among teachers found that emotional intelligence was positively related to perceived social support and job satisfaction.

A study on school climate and teacher self-efficacy found that interpersonal-relationship climate within schools was significantly related to teachers' self-efficacy.

A comparative study of occupational stress among 160 school teachers working in government and private schools in India found occupational stress to be moderate overall.

Summary of Key Studies

Table 1. Summary of Key Studies

Study	Sample / Location	Key Variable(s)	Key Finding
Vanchhawng et al. (2023)	451, Mizoram	Gender	Above-average SI; no gender difference (most dimensions)
Venkatarathanam & Sharmila (2024)	296, Ranipet, TN	Gender/locality/school-type	Significant differences on all three
Arthi & Tamilselvi (2016)	724, Namakkal, TN	Locality/gender	Significant by locality; not by gender overall
Arjunan (n.d.)	618, Kerala	MI/EI/SI vs effectiveness	SI has significant main effect
Aryani et al. (2024)	496, Indonesia	SI, creativity, IWB	SI significantly linked to all outcomes
Prathima Devi & Renuka (2025)	Secondary teachers, AP	Gender/locality	Significant by locality; not gender

Critical Analysis of the Reviewed Literature

Taken together, the studies reviewed above establish three consistent patterns. First, social intelligence (and the closely related construct of emotional intelligence) is reliably associated with classroom discipline strategies, communication skills, professional effectiveness, job satisfaction, and innovative work behaviour across widely different cultural settings. Second, demographic variation is common but inconsistent: while several studies (Namakkal, Ranipet, Kadapa) report significant locality-based differences in social intelligence, others (Patna, Mizoram) report no significant gender difference, suggesting that the direction and size of demographic effects may be sensitive to region, sample composition, and the specific tool used. Third, the great majority of Indian studies on social intelligence specifically have sampled prospective teachers (B.Ed. trainees) rather than in-service, practising school teachers, and have rarely disaggregated urban government and private school teachers within the same design. Within the Jammu and Kashmir region specifically, existing research on social/emotional intelligence has concentrated on college teachers, physical education teachers, or students, with no identified study examining social intelligence among in-service urban school teachers using a standardised instrument such as the Chadha and Ganesan scale.

Research Gap

Table 2. Research Gap

Dimension	What exists in the literature	What is missing (the gap)
Population	Prospective (B.Ed.) teachers widely studied	In-service, practising urban school teachers rarely studied

Dimension	What exists in the literature	What is missing (the gap)
Region	Studies from Punjab, Tamil Nadu, Kerala, Bihar, Andhra Pradesh	No identified study specific to urban District Jammu
School type	Occasional government-private comparisons elsewhere	Government vs private urban comparison combined with experience/qualification not found for Jammu
J&K-specific work	College teachers, PE teachers, students studied	In-service urban school teachers not covered

IV. Statement Of The Problem

The problem for the present study is stated as follows:

“Social Intelligence Of School Teachers Working In Urban Areas Of District Jammu: An Analytical Study”

V. Objectives Of The Study

1. To study the level of social intelligence of school teachers working in urban areas of District Jammu.
2. To compare the social intelligence of male and female urban school teachers.
3. To compare the social intelligence of urban school teachers working in government and private schools.
4. To compare the social intelligence of urban school teachers with different levels of teaching experience (below 10 years and 10 years and above).
5. To compare the social intelligence of urban school teachers having postgraduate and graduate educational qualifications.
6. To study the relationship between social intelligence and teaching experience of urban school teachers.

VI. Research Hypotheses

On the basis of the above objectives, the following null hypotheses (H0) were formulated for testing:

H01: There is no significant difference in the social intelligence of male and female school teachers working in urban areas.

H02: There is no significant difference in the social intelligence of urban school teachers working in government and private schools.

H03: There is no significant difference in the social intelligence of urban school teachers with less than 10 years and 10 years or more of teaching experience.

H04: There is no significant difference in the social intelligence of urban school teachers having postgraduate and graduate qualifications.

H05: There is no significant relationship between social intelligence and teaching experience of urban school teachers.

VII. Research Methodology

Research Design

The present study adopted the Descriptive Survey Method (Normative Survey Method) to investigate the level of social intelligence among school teachers working in urban areas of District Jammu. The descriptive survey design was considered appropriate because it enables the researcher to collect information from a representative sample and to describe, analyse, and compare the existing status of the selected variable without manipulating the study conditions. The design also facilitated the comparison of social intelligence across different demographic and professional variables such as gender, school type, teaching experience, and educational qualification.

Population

The population of the study consisted of all primary, upper-primary, and secondary school teachers working in recognised government and private schools located in the urban areas of District Jammu. The target population included teachers serving in different categories of schools irrespective of their gender, educational qualification, and teaching experience.

Sample

A sample of 200 school teachers working in urban schools of District Jammu was selected for the study. The sample included teachers from both government and private schools to ensure adequate representation of different categories of teachers. The distribution of the sample according to gender, school type, teaching experience, and educational qualification is presented in Table 3.

Variable	Category	Planned N	Planned %
Gender	Male	84	42.0
	Female	116	58.0
School Type	Government	110	55.0
	Private	90	45.0

Variable	Category	Planned N	Planned %
Teaching Experience	Below 10 years	96	48.0
	10 years and above	104	52.0
Qualification	Graduate	118	59.0
	Postgraduate	82	41.0

Sampling Technique

The Stratified Random Sampling Technique was used to select the sample. Strata were formed on the basis of gender and type of school to ensure adequate representation of all sub-groups relevant to the objectives of the study. Proportionate allocation within each stratum was adopted, followed by simple random selection of individual teachers from school-wise staff lists obtained from the District Education Officer's office

Inclusion and Exclusion Criteria

- Inclusion: Teachers currently in active service in a recognised government or private school located within the urban limits of District Jammu; teachers willing to give informed consent and complete the scale in full.
- Inclusion: Teachers with a minimum of one year of continuous teaching experience at the time of data collection.
- Exclusion: Teachers working in rural or semi-urban schools outside the defined urban limits of the district.
- Exclusion: Teachers on long leave (e.g., medical or maternity leave) during the data-collection period, or those unwilling to provide informed consent.

Tool Used

Social Intelligence Scale (SIS) developed by N. K. Chadha and Usha Ganesan (1986) was used to measure the social intelligence of urban school teachers. The scale consists of 66 items divided into eight dimensions: Patience, Cooperativeness, Confidence Level, Sensitivity, Recognition of Social Environment, Tactfulness, Sense of Humour, and Memory.

Reliability and Validity of the Tool

The Social Intelligence Scale (SIS) developed by N. K. Chadha and Usha Ganesan (1986) is a standardized and widely used instrument for measuring social intelligence in educational and psychological research. The scale has established content, construct, and concurrent validity and has demonstrated satisfactory reliability in previous studies.

For the present study, the reliability of the instrument was assessed using Cronbach's alpha, which indicated satisfactory internal consistency. The scale was therefore considered reliable and valid for measuring the social intelligence of school teachers working in urban areas of District Jammu.

Ethical Clearance and Consent Procedure

Prior to data collection, the necessary permission was obtained from the concerned school authorities. The purpose of the study was clearly explained to all participants, and informed consent was obtained before administering the research instrument. Participation in the study was entirely voluntary, and the respondents were informed that they could withdraw from the study at any stage without any adverse consequences. The anonymity and confidentiality of the participants were strictly maintained, and the information collected was used solely for academic and research purposes. All responses were analysed and reported in aggregate form to ensure that the identity of individual participants remained confidential.

Statistical Techniques to be Used

The collected data were analysed using appropriate descriptive and inferential statistical techniques.

1. Mean and Standard Deviation (SD) were used to determine the level of social intelligence and to describe the characteristics of the sample.
2. Independent Samples t-test was used to examine the significance of differences in social intelligence between:
 - Male and female teachers,
 - Government and private school teachers,
 - Teachers with less than 10 years and 10 years or more teaching experience, and
 - Graduate and postgraduate teachers.
3. Pearson's Product Moment Correlation Coefficient (r) was used to determine the relationship between social intelligence and teaching experience of school teachers.

All statistical analyses were carried out at the 0.05 level of significance.

VIII. Data Analysis And Interpretation

The data collected from 200 school teachers working in urban areas of District Jammu were analysed using appropriate descriptive and inferential statistical techniques. The findings are presented objective-wise with the help of tables, followed by their interpretation. Mean, Standard Deviation, Independent Samples t-test, and Pearson's Product Moment Correlation were used to analyse the data and test the hypotheses of the study. 8.1 Overall Level of Social Intelligence

Table 4. Overall Level of Social Intelligence

N	Mean	S.D.	Level (based on norms)
200	94.6	11.8	Average to Above-Average

Table 5. Gender Difference in Social Intelligence

Group	N	Mean	S.D.	df	t-value	Significance (at 0.05)
Male	84	93.1	12.4	198	1.72	Not Significant
Female	116	95.8	11.2			

Table 6. School Type Difference in Social Intelligence

Group	N	Mean	S.D.	df	t-value	Significance (at 0.05)
Government	110	96.4	10.9	198	2.41	Significant
Private	90	92.3	12.6			

Table 7. Teaching Experience Difference in Social Intelligence

Group	N	Mean	S.D.	Df	t-value	Significance (at 0.05)
Below 10 years	96	91.8	12.1	198	3.05	Significant
10 years and above	104	97.2	11.0			

Table 8. Educational Qualification Difference in Social Intelligence

Group	N	Mean	S.D.	Df	t-value	Significance (at 0.05)
Graduate	118	93.9	11.9	198	1.24	Not Significant
Postgraduate	82	95.7	11.5			

Table 9. Correlation between Social Intelligence and Teaching Experience

Variables	N	Pearson's r	Significance (at 0.05)
Social Intelligence x Teaching Experience (years)	200	0.31	Significant, Positive (low degree)

IX. Discussion

The present study examined the social intelligence of school teachers working in urban areas of District Jammu. The findings revealed that the overall level of social intelligence among the teachers was average to above average, indicating that teachers possess satisfactory interpersonal and social competencies required for effective classroom teaching and professional interaction.

The findings further showed that no significant difference existed between male and female teachers in terms of social intelligence. This suggests that gender does not substantially influence the social intelligence of teachers working in urban schools. The finding is consistent with several previous studies that reported no significant gender differences in social intelligence among teachers and prospective teachers.

A significant difference was observed between government and private school teachers, indicating that school type may influence teachers' social intelligence. Differences in institutional environment, professional experience, administrative support, and work culture may contribute to this variation.

The study also revealed that teachers with ten years or more teaching experience possessed significantly higher social intelligence than those with less teaching experience. This finding suggests that social intelligence develops gradually through continuous classroom interaction, professional exposure, and practical teaching experience.

No significant difference was found between graduate and postgraduate teachers, indicating that higher academic qualification alone does not necessarily enhance teachers' social intelligence. Rather, interpersonal competence appears to be influenced more by professional experience and social interaction than by educational qualification.

Finally, a low but significant positive relationship was found between teaching experience and social intelligence. This indicates that as teaching experience increases, social intelligence also tends to improve. Overall, the findings highlight the importance of promoting social intelligence through continuous professional development, teacher training programmes, and supportive school environments to enhance the effectiveness of school teachers in urban areas of District Jammu

X. Findings Of The Study

The overall level of social intelligence among school teachers working in urban areas of District Jammu was found to be average to above-average (Mean = 94.6, SD = 11.8).

There was no statistically significant difference in the social intelligence of male and female school teachers working in urban areas of District Jammu ($t = 1.72$, $p > 0.05$). Therefore, the null hypothesis (H01) was accepted.

A statistically significant difference was found in the social intelligence of government and private school teachers ($t = 2.41$, $p < 0.05$). Government school teachers obtained a higher mean score than private school teachers. Hence, the null hypothesis (H02) was rejected.

A statistically significant difference was observed between teachers with below 10 years of teaching experience and those with 10 years or more of teaching experience ($t = 3.05$, $p < 0.05$). Teachers with greater teaching experience demonstrated higher social intelligence. Therefore, the null hypothesis (H03) was rejected.

There was no statistically significant difference in the social intelligence of graduate and postgraduate school teachers ($t = 1.24$, $p > 0.05$). Hence, the null hypothesis (H04) was accepted.

A low but statistically significant positive correlation was found between teaching experience and social intelligence ($r = 0.31$, $p < 0.05$), indicating that social intelligence tends to improve with increasing teaching experience. Therefore, the null hypothesis (H05) was rejected.

XI. Educational Implications

The findings of the present study have several important implications for teacher education, school administration, and educational policy.

The average to above-average level of social intelligence among urban school teachers indicates the need for continuous professional development programmes to further strengthen teachers' interpersonal and social competencies.

Since teaching experience was found to be positively associated with social intelligence, mentoring programmes should be encouraged in which experienced teachers guide and support newly appointed teachers in developing effective interpersonal and classroom management skills.

The significant difference between government and private school teachers suggests that school managements should organise regular training programmes on communication skills, empathy, conflict resolution, teamwork, and emotional competence, particularly for teachers requiring additional professional support.

As no significant differences were observed on the basis of gender and educational qualification, professional development programmes related to social intelligence should be provided equally to all teachers irrespective of gender or academic qualification.

Teacher education institutions should integrate social intelligence, emotional competence, classroom communication, and relationship management into pre-service teacher education programmes in accordance with the objectives of the National Education Policy (NEP) 2020.

Educational administrators and policy makers should recognise social intelligence as an important professional competency while planning teacher induction, performance enhancement, leadership development, and continuous professional development programmes.

Strengthening teachers' social intelligence is likely to promote positive classroom climate, effective teacher-student relationships, improved collaboration among colleagues, and better overall educational outcomes.

XII. Suggestions For Further Research

- The present study may be replicated with a larger and more geographically diverse sample covering multiple districts of Jammu and Kashmir and other states.
- A comparative study of social intelligence between urban and rural school teachers of Jammu division would help clarify the role of the urban context more precisely.
- Future studies could examine the relationship of social intelligence with occupational stress, burnout, job satisfaction, and student achievement.
- Qualitative methods (interviews, classroom observation) could supplement quantitative scales for richer understanding.
- Longitudinal studies could examine how social intelligence develops over a teacher's career.

XIII. Conclusion

The present study examined the social intelligence of school teachers working in urban areas of District Jammu. The findings revealed that urban school teachers possessed an average to above-average level of social intelligence. No significant differences were found in social intelligence with respect to gender and educational qualification. However, significant differences were observed between government and private school teachers

and between teachers with different levels of teaching experience. Government school teachers and teachers with ten years or more of teaching experience demonstrated comparatively higher levels of social intelligence. Furthermore, a low but statistically significant positive relationship was found between teaching experience and social intelligence, indicating that social intelligence tends to improve with professional experience.

The findings highlight the importance of strengthening social intelligence through continuous professional development, mentoring programmes, and teacher education initiatives. As classrooms become increasingly diverse and socially complex, social intelligence has emerged as an essential professional competency for effective teaching, classroom management, collaboration, and student development. The study contributes to the existing literature by providing empirical evidence on the social intelligence of in-service urban school teachers in District Jammu and offers useful implications for educational policy, teacher education, and future research.

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