

INVESTIGATING THE NEXUS BETWEEN SOCIAL INTELLIGENCE AND PROFESSIONAL EFFICACY: AN IN-DEPTH ANALYSIS OF TEACHING PERFORMANCE AMONG EDUCATORS IN KERALA

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Abstract

This study examines the complex relationship between social intelligence, professional efficacy, and teaching effectiveness among teachers in the educational context of Kerala, India. The study employs a blend of qualitative and quantitative techniques to comprehend the subordination of implementation to social intelligence. The results show a significant mediation effect, providing strong evidence that teachers' social skills have a direct effect on their overall effectiveness in the classroom. In addition, the study highlights the outstanding importance of professionalism in predicting instructional success and the value of confidence in teachers' abilities. The findings hold important implications for teacher training programs, professional development programs, and education programs in Kerala. Social intelligence development is believed to be essential to improving educational practices. This study offers useful insights that may be used to improve programs that are targeted at improving education in the area, especially with teachers who work outside the borders of their profession.

Keywords: Social Intelligence, Job Performance, Professional efficacy

INTRODUCTION

Education is a process in many ways that is broader than mere classification. It includes the development of both cognitive and interpersonal skills. Understanding the complex relationship between social intelligence and professional efficacy is of enormous importance in the dynamic educational context of Kerala, India, where teachers have a significant impact on the development of future generations. Life intelligence, which psychologist Edward Thorndyke first defined in the 1920s, is the capacity for understanding and thriving in challenging life circumstances between intelligence and professional effectiveness among teachers in Kerala. It will examine the complex ways in which social intelligence influences learning processes and outcomes. Using in-depth interviews, we aim to provide a practical approach that can inform education policy, teacher training programs, and professional development efforts. The study provides a practical context for Kerala, which is known for having a strong and sophisticated education system implemented through literacy rates (Awasthi et al., 2020). The national emphasis on sociocultural multiculturalism and higher education should recognize the importance of understanding and listening to social wisdom in the age of digital

technologies, and provide a unique context to explore the relationship between social intelligence and sworn academic success. This study used a combination of quantitative surveys and qualitative interviews to critically assess the mathematics knowledge and performance of Kerala teachers (Kharluni et al., 2020). The course will further examine relevant issues such as cultural influences, educational systems, and students' socio-economic backgrounds of students to develop a deeper understanding of career development. This study seeks to improve the current understanding of education by investigating the relationship between social intelligence and professional performance among teachers in Kerala (Rachana et al., 2023). By examining the complex relationships between these variables, we aim to provide specific recommendations that can improve the quality of teacher education, shape educational policy, and ultimately develop the educational profession.

STATEMENT OF THE PROBLEM

It is devotedly acknowledged that Kerala's educational environment is high quality and inclusive, with teachers readily participating in the vicinity of scholarly, social, and domestic development of unlearning rhetoric. However, there is one important aspect that needs to be addressed. This gap hinders specific actions and strategies aimed at improving educational outcomes at the local level. Specifically, there is a lack of community-based research in Kerala's impeccable socio-economic context, preventing detailed approaches from being adapted for this unique context (Yadav-based research, 2020). Furthermore, the rise of computational innovation and the subsequent challenges it presents call for an examination of how social skills help educators navigate this advanced context. Moreover, given Kerala's diverse and uneducated population, it is crucial to investigate the influence of teachers' social skills on their capacity to convey shallow learning from various economic backgrounds and phonological nuances, as this is a crucial aspect of everyday life. Furthermore, the lack of research on the relationship between social intelligence and performance in Kerala hinders a comprehensive understanding of how these factors affect student engagement, academic achievement, and the overall learning experience (Ahmed et al., 2023). It is important to address these problems, as it will not only benefit teachers but also facilitate the establishment of highly skilled teacher training and professional development programs in Kerala. The overall objective of this project is to address existing knowledge gaps and lay the foundation for enhancing teachers' knowledge, thereby improving educational outcomes for students in the region.

THEORETICAL FOUNDINGS

The theoretical framework of the study is based on well-established theories and principles that provide a robust relationship between social intelligence and professional efficacy among teachers in Kerala (Poddar et al., 2022). Our research is based on Edward Thorndike's theory of social intelligence, which distinguishes social intelligence as the ability to understand and manage interpersonal relationships effectively (Thorndike, 1920). It is critical to understand how teachers' social intelligence affects their ability to navigate complex social dynamics in an educational setting. Daniel Goleman's 1995 development of the emotional intelligence framework enhances our understanding by highlighting crucial factors like self-control, empathy, and interpersonal skills. These aspects are important for understanding the impact of emotional and social skills on teachers' performance. Albert Bandura's 1977 theory of teacher competence enhances our theoretical framework by suggesting that the assessment of individuals' ability to learn depends on their level of effort and persistence. This hypothesis links teachers' individual efficacy, influenced by our collective knowledge and understanding, to its impact on their teaching practices. The Cultural Intelligence (CQ) model developed by Early & Ng in 2003 In order to effectively engage with the student population in Kerala, it is important to understand how teachers with advanced cultural intelligence

participate in the field of sociocultural diversity. Additionally, this study employed Davis's (1989) Technology Acceptance Model (TAM) to investigate the impact of teachers' social intelligence on their inclination to incorporate technology into their teaching and learning practices. This will be possible. We can use this approach to critically analyze survey data and interviews, and to better explore the various factors that contribute to the effectiveness of teaching strategies in the unique educational context of Kerala (Kadappuran et al., 2021).

OBJECTIVES OF THE STUDY

- To find the influence of social intelligence on the professional efficacy of teachers.
- To understand the role of professional efficacy in teaching performance.
- To evaluate the mediating role of social intelligence between professional efficacy and teaching performance.

ANALYSIS AND FINDINGS

The study has made the following findings:

Objective 1: To find the influence of social intelligence on the professional efficacy of teachers

Statistical analyses of the impact of social intelligence on teachers' professional efficacy have yielded impressive results, clarifying the interplay between these two key factors. It is clear from the ANOVA results that the regression model is correct overall. The inclusion of work efficacy as a predictor significantly contributes to the explanation of observed differences in social intelligence. The model's summary confirms the strength of this correlation, and the R-square value of 0.504 indicates that differences in performance can account for about 50.4% of the variation in social intelligence. When examining the coefficients, the unstandardized coefficient of effectiveness was 0.706, indicating a statistically significant positive relationship. As teachers' professional productivity increases, they also develop their social skills. The beta value of 0.710 provides a precise measure of the magnitude and direction of this positive relationship. The findings indicate a significant and positive effect of social intelligence on teachers' professional efficacy. Higher levels of teacher professionalism are strongly associated with improved social intelligence. These insights are important for educational practices, highlighting the need for treatments that improve social intelligence to positively impact professional efficacy. As teachers navigate the challenges of the teaching profession, developing social intelligence becomes a useful strategy for encouraging professional excellence and improved performance.

Objective 2 - To understand the role of professional efficacy in teaching performance

A statistical test to determine the role of professional effort in teaching performance has revealed a strong and highly significant relationship between these important variables. The ANOVA results confirm the significant contribution of professional efficacy as a predictor for explaining the observed differences in teaching performance and highlight the importance of teachers' professional efficacy. The measurements further clarify this association, revealing a positive and significant relationship. The statistical significance of the unstandardized remarkable coefficient of 1.059 confirms that as employee effort increases, it exhibits a normal improvement in academic performance.

The exceptionally high R-squared value of 0.916 and the adjusted R-squared value of 0.906 in the model summary confirm the model's remarkable fit, indicating that employee effort accounts for a whopping 91.6% of the variance in the teaching industry. In conclusion, these findings highlight the critical role of professional effectiveness in predicting and improving teaching performance and provide valuable insights into teaching strategies and professional development programs aimed at empowering

teachers to reach their full potential in the classroom. As teachers navigate the challenges of the teaching profession, developing social intelligence becomes a useful strategy for encouraging professional excellence and improved performance.

Objective 3 - To evaluate the mediating role of social intelligence between professional efficacy and teaching performance

A statistical analysis of social intelligence's mediating effect on the relationship between professional efficacy and teaching performance provides valuable insights into how these factors interact. The model's summary shows that the predictors, such as teaching performance and professional efficacy, have a big impact on the differences in social intelligence, as shown by an R-square value of 0.427. The ANOVA results provide further evidence for the significance of the model, suggesting that predictors play an important role in explaining differences in social intelligence. Hypothesis testing suggests that task effectiveness and academic achievement have a statistically strong effect on social intelligence. Standardized negative coefficients of task effectiveness correlate with it in the opposite direction, but positive coefficients of instructional performance show a positive relationship with social intelligence. This coefficient is confirmed by bootstrap analysis. In conclusion, a comprehensive test confirms the existence of a significant mediating effect, with social intelligence acting as a mediator between professional efficacy and teaching performance. These findings suggest that the intervening influence of social intelligence partially explains the relationship between professional efficacy and teaching performance.

CONCLUSION

Finally, this study has explored the complex relationship between social intelligence, professionalism, and teaching effectiveness among teachers in Kerala. Interviewing the relationship between these factors has provided useful insights, thereby enhancing our understanding of the complex dynamics of the education sector. The study findings suggest that social intelligence acts as an important moderator of the relationship between professional efficacy and teaching performance. This demonstrated the complex way teachers' social skills can improve overall classroom effectiveness. The relationship between social intelligence and performance highlights the importance of interpersonal skills and emotional intelligence in establishing an appropriate learning environment. Furthermore, the study highlights the critical importance of professionals' work on predicting teaching effectiveness with emphasis. The strong and positive relationship between teachers' self-efficacy and their effectiveness in the classroom has important implications for teacher training, development programmes, and the education system in Kerala. When teachers face challenges in their work, social skills development can be a helpful way to encourage positive professional development. The results of the study support the incorporation of strategies aimed at enhancing social skills in teacher education curricula, pointing to their important role in improving and ultimately increasing teaching effectiveness. These findings suggest that stakeholders in education, legislatures, and institutions should provide interventions that priorities social intelligence development and enhance teachers' professional competence. Consequently, this could have positive ripple effects on teaching practices, student engagement, and education across the region. Subsequent research efforts could extend these findings by examining interacting variables that affect academic achievement to enhance educational practices in places like Kerala.

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