

An Investigation into Social Intelligence and Job Performance of Teacher Educators

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Abstract.

The main purpose of this study was to investigate the impact of teacher educators' social intelligence on their job performance. A quantitative research approach was employed. A total of 1,102 teacher educators from three education universities and nine education degree colleges participated in the study, and a cluster sampling technique was used to select the participants. The findings revealed that the teacher educators' level of social intelligence was above average. The results of the independent-samples t-test indicated that there were no significant differences in social intelligence based on gender or marital status. However, the results of the one-way analysis of variance (ANOVA) showed that younger teacher educators had significantly higher levels of social intelligence than older teacher educators. The findings also indicated that the teacher educators' job performance was satisfactory. The independent-samples t-test revealed that gender was significantly related to job performance, with female teacher educators demonstrating better job performance than their male counterparts. However, no significant differences in job performance were found based on marital status or age. Furthermore, the results of the correlation analysis showed that teacher educators' social intelligence was positively associated with their job performance. Multiple regression analysis further revealed that social intelligence was a significant predictor of teacher educators' job performance, accounting for 8.7% of the variance in job performance.

Keywords: Social intelligence, Job performance and Teacher educator.

I. INTRODUCTION

No person ever argues that education and teachers are the life wire and mainstay of the nation. In daily life, teachers have to bond with students and educate students as emotional and social beings. There may be many factors affecting the quality of this interaction and communication. Furthermore, the social competence and effective social relationship were vital keys for classroom success. Actually, social skill and competence are very close to notions as social intelligence (Gini, 2006). Therefore, teachers should have high social intelligence to create the effective social relationship with their supervisors, colleagues, students and others. Actually, social intelligence is the ability to understand the intentions, motivations and feelings of others and skill of making relationships with others.

One concept of social intelligence refers to the ability to read non-verbal cues or make accurate social inferences and one's ability to accomplish relevant objectives in specific social settings. It is closely related to one's own, personality and individual behavior. Those with social intelligence are fully aware of themselves and understand their environment. It assists in creating a sense of identity for the individual, emphasizes interpersonal skills and adaptability within social contexts. A person's social intelligence can also be known or measured only from his adaptability. Well-adjusted person has to be intelligent so that he can think rationally, act purposefully and deal effectively with the environment (Landy, 2006).

In essence, social intelligence can be perceived simplistically as "people skills", which is one of the essential managerial skills that teachers and students must have in order to work together effectively leading to educational system. Teachers who haven't developed their social intelligence cannot connect effectively with others and may even alienate or offend them. If so, without doubt, socially competent teachers have empathy and communication skills as well as social and leadership skills that are all central to their success to excel their job performance in teaching professional life.

Actually, performance could be described in various ways. Teacher's positive attitude towards teaching and higher aspiration level determines his positive perception of the environments and performance. It is universally recognized that teachers' job performance and effective social relationship with their supervisors, colleagues and students play key role to the development of the educational system.

As teachers are true builders of the nation, the effect of social intelligence on teacher educators' job performance cannot be ignored and also be taken into account as a crucial point to enhance the quality of educational process. Recognizing the importance of teacher educators' social intelligence on their job performance, it shows the necessity to examine first social intelligence and job performance of teacher educators since they are considered to be the mainly powerful resource in producing social intelligent teacher educators with efficient job performance.

However, Dewey and Lull's stance on social intelligence was more focused on revising the school curriculum and attempting to engage the student in socially current issues and as such involved in the comprehension of social behaviors and norms. This is in contrast to the proposition of social intelligence as an attribute that was suggested by Thorndike in 1920. Thorndike (1920) was the first person who included social intelligence in a model of human intellectual abilities. Since that time, social intelligence has taken on many meanings, sometimes very different than Thorndike's original interpretation of the construct (Walker & Foley, 1973).

In today's hectic world, it is necessary to instill the art of effective social intelligence management. An individual must master the social space and navigate efficiently to assess, express and develop one's social intelligence. People with high social intelligence have magnetic powers that attract others, and they are friendly, supportive, caring, etc., and are successful in society. People who have low social intelligence lack insight and are preoccupied with so many other things and also fail to understand the perception of others, thereby becoming a misfit in the society.

Kozmizki and John (1993) stated that social intelligence is made up of seven constituents:

- (i) to sense the internal conditions and moods of others
- (ii) a general ability of establishing relationships with persons
- (iii) knowledge about social theories and life
- (iv) social intuition and sensitivity in case of complex social circumstances
- (v) use of techniques in order to manipulate others
- (vi) empathy and
- (vii) social adaptation

Silvera et al. (2001) stated that social intelligence consists of various components; perceptibility of internal conditions and moods of other people, general ability to deal with other people, knowledge of social norms and social life, ability to orientate oneself in social situations, use of social techniques that enable manipulation, negotiating with other people, social charm and social adaptation (Parkinson, 1996). Silvera (2001) proposed the three dimensions of social intelligence including social information process (SP), social skills (SS), and social awareness (SA).

- Social information: Social information process refers to the ability to understand and foresee others' feelings and behaviors as well as the ability to understand delivered messages in both verbally and nonverbally while being in relationship with others.
- Social skills: Social skills focus on the ability to modify behaviors when enter in the new situation and the ability to get to know new people.
- Social awareness: Social awareness emphasizes on the ability to be aware of one's and others' actions when in the relationship.

In the past ten years or so more attention has been paid to the definition and exploration of job performance at least from the perspective of organizational behavior research. From their perspective individual performance is seen as actual behavior that can be scaled and measured in terms of proficiency, rather than the outcomes which the employing organization derives from that performance. Thus, job performance includes work behaviors which are: relevant to organizational goals; within the individual's control, measurable, observable, scorable etc. (Viswesvaran & Ones, 2000).

Doneedy (2002) rightly explained that job performance is concerned with the overall effectiveness and efficiency of getting things done. It gives an overview of how an organization is fairing. The concept of job performance can be viewed from many perspectives like economic, industry and management. Mali

(2005) looked at job performance as reaching the peak of performance with the least expenditure on resources. Job performance, therefore, is a critical factor in socio-economic development as it justifies huge expenditure by the organization and has many other salutary effects (Mali, 2005).

Hackman and Oldman (1976) designed a job characteristics model (JCM) which they suggested enriched work with more challenges. It includes five job characteristics (Hulin & Judge, 2003):

- Task identity-degree to which one can see ones work from beginning to end.
- Task significance-degree to which ones work is seen as important and significant.
- Skill variety-degree which job allows employees to perform different tasks.
- Autonomy-degree to which employees can regulate their job.
- Feedback-degree to which the work itself offers feedback.

However, good performance involves being punctual at work, cooperating with co-workers, management in overcoming problems, having control over emotions, commitment and regular at work among others while poor performance involves late arrivals at work place, leaving early, lack of commitment, absenteeism, too much complaints, unwillingness to accept the delegated duties and having no control over emotion hence, strikes (Cole, 1998).

The measurement of job performance is also complicated by the fact that what counts for job performance is itself complex, changes over time and situation, and consists of multiple dimensions. Job performance, which refers to the degree to which an individual executes his or her roles with reference to certain specified standards set by the organization, is central to any organization. However, Perertemode (1996) argued that job performance is determined by the worker's level of participation in the day to day running of the organization. It is noted that employees behave differently under different situations (Aye Aye Aung, 2015).

Nowadays, social intelligence has become an existing topic with enormous implications for many areas. Therefore, it will investigate the present conditions of the teacher educators' job performance and give the related factors to promote job performance of teacher educators and towards better education system. Moreover, social intelligence of teacher educators and its impact on their job performance are considered as an urgent need. Moreover, the results may further help the administrators to enhance job performance among the teacher educators with respect to social intelligence.

The main purpose of the study is to investigate the impact of teacher educators' social intelligence on their job performance. The specific aims of the present study are:

1. To examine the social intelligence of teacher educators
2. To explore the strength of teacher educators' social intelligence by gender, age and marital status
3. To examine the job performance of teacher educators
4. To explore the strength of job performance of teacher educators by gender, age and marital status
5. To explore the relationship between social intelligence and job performance of teacher educators

II. RESEARCH METHODOLOGY

The research design for this study was descriptive research design and a cluster sampling technique was used to select the participants. Before data collection, the expert review and pilot study were carried out to get content validity and face validity. After modifying the survey questionnaires, the actual data collection was done and analyzed these data by using BILOG MG-3 and SPSS software. The participants for this study were selected from five regions and three states, Yangon Region, Mandalay Region, Sagaing Region, Ayeyawaddy Region, Bago Region, Shan State, Mon State and Kayin State were selected. The total of 1102 teacher educators from three education universities and nine education colleges participated in the study. Social Intelligence Scale and Teacher Educators' Job Performance Questionnaire were used to measure teacher educators' social intelligence and job performance in quantitative study.

III. RESULT AND DISCUSSION

Teacher educators' social intelligence was measured by Social Intelligence Scale. As the results of descriptive statistic of the social intelligence, it can be seen that teacher educators in this study have high level of social intelligence. It can be concluded that they have strong interpersonal abilities, including the capacity to communicate effectively, understand others' feelings and perspectives, build positive relationships, and cooperate successfully with colleagues and students. These competencies are essential for teacher educators because their professional responsibilities require continuous interaction with pre-service teachers, fellow educators, school leaders, and the wider educational community.

The high level of social intelligence among Myanmar teacher educators may be attributed to the collaborative nature of the teaching profession. Teacher educators regularly engage in mentoring, supervising teaching practice, facilitating group learning, and participating in professional development activities. These responsibilities provide frequent opportunities to develop interpersonal communication, empathy, and conflict management skills, all of which contribute to higher social intelligence. High social intelligence is particularly valuable in teacher education because it promotes effective classroom management, collaborative learning, and positive interactions with student teachers. Teacher educators with strong social intelligence are more likely to understand the diverse needs of their students, provide constructive feedback, motivate learners, and create inclusive learning environments. Their ability to communicate and collaborate effectively also strengthens teamwork among colleagues and contributes to a positive institutional climate.

The findings are also consistent with the view that social intelligence is an important professional competency for educators. Individuals with high social intelligence are generally more capable of adapting to different social situations, resolving interpersonal conflicts, and maintaining productive professional relationships. These qualities support effective teaching, mentoring, leadership, and professional collaboration. This result suggest that Myanmar teacher educators possess well-developed social competencies that can positively influence both their professional effectiveness and the quality of teacher education. Maintaining and further enhancing these interpersonal skills through continuous professional development may contribute to improved teaching practices, stronger collegial relationships, and better learning outcomes for future teachers.

Observing social intelligence in gender, marital status and age were analyzed. An independent samples *t*-test result by gender indicated that there was no significant difference between male and female teacher educators in social intelligence. This finding suggests that gender does not appear to influence the social intelligence of teacher educators in the Myanmar context. Both male and female teacher educators demonstrated similar abilities to understand others, communicate effectively, build interpersonal relationships, and cooperate in professional settings. This result was consistent with international data Kamalpreet (2013) found that there was no significant difference in social intelligence of male and female secondary school teachers. Moreover, these results were also consistent with Parto, Shahram, and Taghi (2013) who found no significant differences by gender and experience with social intelligence.

The finding may also reflect changing social and professional roles in Myanmar's education sector. As educational institutions increasingly emphasize equal professional expectations and collaborative work environments, gender differences in interpersonal competencies may become less pronounced. Both male and female teacher educators are expected to demonstrate professionalism, teamwork, and effective communication in fulfilling their responsibilities. The absence of a significant gender difference suggests that both male and female Myanmar teacher educators possess similar levels of social intelligence. This finding indicates that initiatives aimed at enhancing social intelligence and interpersonal competence can be designed and implemented without differentiation by gender, allowing equal opportunities for professional growth and collaborative practice across the teacher education sector.

Moreover, the result of independent samples *t*-test indicated that there was no significant difference by marital status in social intelligence. This finding indicates that marital status does not appear to influence the level of social intelligence among teacher educators. Regardless of whether they were married or

unmarried, participants demonstrated similar abilities to understand others, communicate effectively, establish positive interpersonal relationships, and cooperate in professional settings. The finding may also reflect the influence of Myanmar's educational and cultural context, where cooperation, mutual respect, and harmonious relationships are highly valued in the workplace. Such professional and cultural expectations encourage all teacher educators to develop effective interpersonal skills regardless of their personal or family circumstances. This finding determined a same result from other researchers Joshua (2014) which reported that there was no significant difference between single and married teachers in social intelligence.

The one-way analysis of variance (ANOVA) revealed a significant difference in social intelligence among Myanmar teacher educators across age groups. The findings indicated that younger teacher educators demonstrated higher levels of social intelligence than their older counterparts. This suggests that age may be associated with differences in interpersonal competence, communication, and the ability to build and maintain effective social relationships within teacher education institutions. It may be related to recent reforms in teacher education in Myanmar. Younger teacher educators may have received more current pre-service preparation and professional development that emphasizes collaborative learning, communication skills, reflective practice, and learner-centered pedagogy. These educational experiences may have enhanced competencies closely associated with social intelligence, such as empathy, relationship management, cooperation, and effective communication. This result was consistent with Promsri (2014) who revealed statistically significant differences among teachers in different age groups in relation to social intelligence. The result showed that younger teachers had high social intelligence than older teachers.

The findings of this study indicate that Myanmar teacher educators demonstrated a satisfactory level of job performance. This suggests that they are generally able to perform their professional responsibilities effectively and meet the expectations associated with their roles in teacher education institutions. Their satisfactory performance reflects their ability to carry out teaching, mentoring, assessment, administrative duties, and professional responsibilities in a competent and responsible manner. The satisfactory level of job performance may also reflect the influence of ongoing efforts to improve teacher education in Myanmar. Professional development programs, curriculum reforms, and institutional support may have helped teacher educators strengthen their instructional practices, classroom management, assessment strategies, and collaboration with colleagues. These opportunities can enhance both professional competence and overall job performance.

The results of the independent samples *t*-test indicated a statistically significant difference in job performance between male and female Myanmar teacher educators, with female teacher educators reporting higher levels of job performance than their male counterparts. This finding suggests that gender may be associated with differences in how teacher educators perform their professional responsibilities within teacher education institutions. This finding is that female teacher educators may demonstrate high levels of commitment, responsibility, and attention to instructional and administrative tasks. In Myanmar, as in many educational settings, female educators often play active roles in planning lessons, mentoring student teachers, assessing learning outcomes, and participating in institutional activities. These responsibilities may contribute to stronger job performance through consistent engagement with their professional duties. This finding is consistent with the study of Green (2005) in which there were significant gender-based differences in job performance on various dimensions.

The results of the independent samples *t*-test revealed that there was no statistically significant difference in job performance between married and unmarried Myanmar teacher educators. This finding indicates that marital status does not appear to influence how effectively teacher educators perform their professional responsibilities. Regardless of their marital status, both married and unmarried teacher educators demonstrated similar levels of job performance in carrying out their teaching, mentoring, assessment, administrative, and professional duties. This result was inconsistent with Padmanabhan and Magesh (2016) who found that there was significant difference between marital status and level of performance of employees at 0.01 level. It was found that single teachers showed better job performance.

The results of the one-way analysis of variance (ANOVA) indicated that there was no statistically significant difference in job performance among Myanmar teacher educators across different age groups. This finding suggests that age does not appear to be a determining factor in the job performance of teacher educators. Regardless of whether they were younger or older, teacher educators demonstrated similar levels of effectiveness in fulfilling their professional responsibilities. The finding may also reflect the effectiveness of teacher education institutions in supporting educators throughout their careers. Professional development programs, collaborative work environments, mentoring opportunities, and institutional policies may help teacher educators maintain consistent levels of performance regardless of their age or career stage. Continuous learning and regular engagement in professional activities enable educators to update their knowledge and skills, reducing potential age-related differences in performance. This result was consistent with the international study of Nanson (2010) explored that there is no significant difference by employees' age.

The findings of this study revealed a moderate positive relationship between social intelligence and job performance among Myanmar teacher educators. This indicates that teacher educators with higher levels of social intelligence tend to demonstrate better job performance. Although social intelligence is not the sole determinant of job performance, it appears to be an important personal attribute that contributes to how effectively teacher educators carry out their professional responsibilities. In the context of Myanmar teacher education, this finding highlights the importance of interpersonal competence in achieving professional effectiveness. Teacher educators are responsible not only for delivering academic content but also for mentoring pre-service teachers, collaborating with colleagues, participating in institutional activities, and supporting educational reforms. These responsibilities require strong communication skills, empathy, cooperation, and relationship management, which are key components of social intelligence.

The results of the multiple regression analysis revealed that social intelligence was a moderate predictor of job performance among Myanmar teacher educators. This finding indicates that social intelligence makes a meaningful contribution to explaining variations in teacher educators' job performance. Teacher educators with higher levels of social intelligence are more likely to perform their professional responsibilities effectively. However, the moderate predictive effect also suggests that job performance is influenced by a combination of social intelligence and other individual and organizational factors. This finding demonstrate that social intelligence is a significant and meaningful predictor of job performance among Myanmar teacher educators. Although it is not the only factor influencing professional effectiveness, it plays an important role in enhancing teaching quality, collaboration, mentoring, and institutional participation. These results highlight the value of incorporating the development of social intelligence into teacher education policies and professional development initiatives to strengthen the effectiveness of Myanmar's teacher educators.

IV. CONCLUSION

The findings of this study indicate that Myanmar teacher educators possess a high level of social intelligence and a satisfactory level of job performance. Their strong social intelligence reflects their ability to communicate effectively, understand others, maintain positive relationships, and collaborate successfully with students and colleagues. These interpersonal competencies support their professional responsibilities, including teaching, mentoring, supervision, and participation in institutional activities.

The results showed that gender and marital status did not significantly influence teacher educators' social intelligence, indicating that male and female as well as married and unmarried educators possess similar interpersonal competencies. However, age differences were found in social intelligence, with younger teacher educators demonstrating higher levels than older educators. This may be associated with differences in professional preparation, exposure to contemporary teaching approaches, and opportunities for professional development.

Regarding job performance, the findings revealed that gender had a significant influence, with female teacher educators demonstrating higher job performance than male teacher educators. However,

marital status and age group did not create significant differences in job performance, suggesting that teacher educators across different personal backgrounds and age categories perform their duties at similar levels.

Furthermore, the study found a moderate positive relationship between social intelligence and job performance. The regression analysis also demonstrated that social intelligence was a moderate predictor of job performance among Myanmar teacher educators. These findings confirm that social intelligence is an important professional competency that contributes to effective teaching, mentoring, collaboration, and institutional participation, although job performance is also influenced by other personal and organizational factors.

Overall, the study concludes that developing social intelligence among Myanmar teacher educators can contribute to enhancing professional effectiveness and improving the quality of teacher education. Therefore, continuous professional development programs focusing on communication skills, interpersonal relationships, collaboration, and social competencies should be strengthened to support teacher educators in performing their roles effectively.

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