



## **EXAMINING THE INTERPERSONAL INTELLIGENCE SKILLS AND PROFESSIONAL ENGAGEMENT OF FACULTIES**

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### **ABSTRACT**

Interpersonal intelligence encompasses the skills necessary for effective communication, relationship-building, and social interaction. This intelligence is crucial for educators, as it significantly influences their professional performance and the learning outcomes of their students. The prime objective of the study is to examine the extent of interpersonal intelligence skills and professional engagement among faculties. Faculties from DIET Institutions whose age group between below 40 and above 51 and whose teaching experience from 10 to more than 25 years were chosen for the study by Stratified random sampling technique. A research instrument with 17 items covered Interpersonal Intelligence skills and 16 items comprised with Professional engagement with 5 point Likert scale which rated Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1). Mean, Standard Deviation, 't', One-way ANOVA were employed. The study revealed that 51.40 % of faculties encompass moderate level of Interpersonal Intelligence Skills. 40 % of faculties are having moderate level of Professional Engagement. Faculties whose age group is below 40 is having profound interpersonal intelligence skills and highly engaged professionally. Faculties whose years of teaching experience between 20-25 are having profound interpersonal intelligence skills and professionally engaged to the great extent. By leveraging the colleagues' strength and expertise and acknowledging the contributions enhances interpersonal intelligence skills and Professional Engagement among Faculties.

***Keywords: Effective communication, Interpersonal Intelligence, Professional engagement, Relationship-building.***

### **INTRODUCTION**

Interpersonal intelligence skills refer to the ability to understand and interact effectively with others, including skills like effective communication, empathy, active listening, recognizing others' emotions, and navigating social situations, which are crucial for collaborative learning and building positive relationships within a classroom environment. Teachers with strong interpersonal intelligence



or more likely to be professionally engaged, fosters positive relationship with students, parents and colleagues by understanding their perspectives, needs and emotions. Teachers are predominantly skilled in their communication who can able to convey information clearly, listens actively, response empathetically. Teachers establishes a conducive learning environment, monitors student's growth and achievement, ensures the availability and accessibility of resources and sufficiently engaged with academic activities. Participating in training focused on building interpersonal intelligence skills and strategies for managing classroom dynamics can enhance a teacher's interpersonal skill. Peer supports and motivates teachers to enrich their work, invest in creating sense of community.

### **NEED AND IMPORTANCE OF THE STUDY**

Interpersonal intelligence is crucial for teachers as it allows them to build positive and supportive learning environment to manage classroom behaviour, resolving conflicts, adapt to cater diverse learners which increases job satisfaction with fulfilment in their profession. Actively developing inter personal intelligence skills lead to continuous learning and professional engagement among teachers. Hence, the topic was selected to investigate and entitled "Examining the interpersonal intelligence skills and professional engagement of faculties"

### **OPERATIONAL DEFINITIONS**

#### **Interpersonal Intelligence**

People skills enhances ability to communicate and build relationships with others.

#### **Professional Engagement**

Level of commitment and active participation of an individual exhibiting in professional activities and careers.

#### **Faculties**

Faculties from District Institute of Education and Training participated in Training on Health and wellness of school going students organized by SCERT.

### **REVIEW OF RELATE DLITERATURE**

Lestari (2024) stated that positive interpersonal skills fosters better relationships, enhances student cognitive, affective and moral development. Widodo (2024) revealed that Interpersonal communication skills mediate the effects of cultural and emotional intelligence on teachers' professional performance, indicating their critical role in educational success. According to Abdullah(2024) exposed that Effective communication and teamwork are essential for classroom management and student engagement. Banga(2024) stated that Skills such as emotional regulation and empathy are vital for



creating supportive learning environments and managing classroom dynamics and Integrating emotional and spiritual intelligence into teacher training can enhance interpersonal skills, promoting a holistic approach to professional development . Grazzani (2024) developed that Instruments like the Social-Emotional Competence Teacher Rating Scale (SECTRS) have been developed to assess teachers' interpersonal skills across different cultural contexts. Su(2025) found that High work pressure, inadequate support, and poor salary structures negatively impact teachers' motivation. Alfaniah(2024) stated that Providing psychological support, professional development opportunities, and a fair reward system can significantly boost motivation and Institutions should create a conducive atmosphere for professional growth, which includes recognizing and rewarding teachers' efforts Li(2024) found that teachers with high emotional intelligence foster a supportive environment, enhancing teacher engagement and job satisfaction. Xixi(2024) insisted that Participation in mentorship and training programs is essential for maintaining professionalism and adapting to educational changes.

### **OBJECTIVES OF THE STUDY**

1. To examine the extent of interpersonal intelligence skills and professional engagement among faculties.
2. To find out if there exists any significant difference in the extent of interpersonal intelligence skills and professional engagement among faculties in the relevant subsamples based on gender.
3. To find out if there exists any significant difference in the extent of interpersonal intelligence skills and professional engagement among faculties in the relevant subsamples based on Age group.
4. To find out if there exists any significant difference in the extent of interpersonal intelligence skills and professional engagement among faculties in the relevant subsamples based on teaching experience.
5. To find out the relationship between interpersonal intelligence skills and professional engagement among faculties.

### **HYPOTHESES OF THE STUDY**

The hypotheses of the study are enlisted below

1. Faculties are having profound Interpersonal intelligence skills.
2. The extent of professional engagement of faculties is high.



3. There is no significant difference in the extent of interpersonal intelligence skills and professional engagement among faculties with reference to Gender, Age and Teaching Experience.

**METHODOLOGY OF THE STUDY**

**Type of the Study:** Survey Technique

**Sampling Method of the Study:** Stratified Random Sampling Technique. `

Stratification was done by Age and Teaching Experience

**Sample Size:** 34 DIET Faculties.

**Data Collection:** Data collected from Faculties from District Institute of Education and Training participated in Training on Health and wellness of school going students organized by SCERT.

**Research instrument used in the present study:**

The following research instrument was used in the present study to collect the data:

- i. General information schedule
- ii. A research instrument developed by the researcher with 17 items covered Interpersonal Intelligence skills and 16 items comprised with Professional engagement with 5 point Likert scale which rated Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), and Strongly Disagree (1).
- iii. Reliability value of the Instrument is 0.86.

**Statistical Techniques Used:** Mean, Standard Deviation, Student‘t’ test, One-way ANOVA.

**DATA ANALYSIS**

**Table 1: Descriptive analysis of scores on Interpersonal Intelligence Skills and Professional Engagement of Faculties**

<b>Variable</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>
Interpersonal Intelligence Skills Score	34	71.20	6.86
Professional Engagement Score	34	67.14	12.97



As Table 1 shows, the mean value of Interpersonal Intelligence skills score was 71.20 with the standard deviation of 6.86. The maximum score of Interpersonal intelligence skills is 85. Hence, an Interpersonal intelligence skill of Faculties is moderate. Therefore, the hypothesis is partially accepted.

As Table 1 shows, the mean value of Professional Engagement score of faculties was 67.14 with the standard deviation of 12.97. The maximum score of Professional Engagement is 80. Hence, Professional Engagement of faculties is moderate. Therefore, the hypothesis is partially accepted.

**Table 2: Frequency and Percentage of samples that belong to low, moderate and high groups with reference to Interpersonal Intelligence skills and Professional Engagement of Faculties**

Variable	Extent	Range of Scores	No. of Faculties	Percentage
Interpersonal Intelligence Skills	High	76 and above	9	25.70
	Moderate	66-75	17	51.40
	Low	65 and below	8	22.90
Professional Engagement	High	74 and above	11	31.40
	Moderate	63-73	13	40
	Low	62 and below	10	28.60

Table 2 clearly shows the level of Interpersonal Intelligence Skills is high with 25.70 %. 51.40 % of faculties encompass moderate level of Interpersonal Intelligence Skills and 22.90 % faculties are having trivial level of Interpersonal intelligence Skills. From this, it infers that the faculties are modest at their Interpersonal Intelligence skills.

Table 2 clearly shows the level of Professional Engagement of faculties is high with 31.40 %. 40 % of faculties are having moderate level of Professional Engagement and 28.60 % faculties are having low level of Professional Engagement. From this, we can infer that the faculties are modest at their Professional Engagement.

**Table 3: Mean and Standard Deviation of the Interpersonal Intelligence skills of Faculties**

S. No	Statement	N	Mean	SD
1.	I enjoy meeting new people	34	4.35	0.18
2.	I communicate well	34	4.50	0.56



3.	I encourage team work	34	4.55	0.66
4.	I participate in social activities at school	34	4.14	0.70
5.	I have good problem-solving skills	34	4.26	0.66
6.	I can examine a situation from multiple points of view	34	4.23	0.55
7.	I enjoy discussion	34	4.32	0.58
8.	I am willing to mediate arguments	34	3.79	0.91
9.	I am self-confident	34	4.41	0.65
10.	I am good at reading other people’s intentions and mood	34	3.82	0.83
11.	I can easily forms strong and positive relationships with others	34	4.26	0.70
12.	I have good charisma during school meetings	34	4.00	0.65
13.	I behave professionally when exposed to work stress	34	3.19	0.93
14.	I am able to influence the opinions and actions of others	34	3.82	0.93
15.	I am empathetic	34	4.38	0.81
16.	I understand verbal and non-verbal communication	34	4.29	0.62
17.	I am a natural leader among peers and group	34	4.11	0.91

**Note: Mean :> 4.5-High; 4.0-4.4-Moderate ;< 4-Low Source: Authors**

Responses for the statement are reflected in the table 3, most faculty members strongly believe that they promote teamwork, communicate effectively, possess a high level of confidence, exhibit empathy, enjoy meeting new individuals, engage in discussions, grasp both verbal and non-verbal communication clearly, demonstrate good problem-solving abilities, and are capable of establishing strong and positive relationships with others. Faculty members can analyze a situation from multiple perspectives, actively participate in school social activities, feel like natural leaders among their peers and groups, exhibit strong charisma during meetings, have the ability to influence the opinions and actions of others, are willing to mediate conflicts, are skilled at interpreting the intentions and moods of others, and maintain professionalism even under stress.

**Table 4: Mean and Standard Deviation of the Professional Engagement of Faculties**

S. No	Statement	N	Mean	SD
1.	I motivate my colleagues in their work	34	4.55	0.56
2.	I ensure that decision making is open to anyone	34	4.47	0.56
3.	I encourages my colleagues work	34	4.52	0.61
4.	I attend periodic training to update my professional development	34	4.41	0.60



5.	I establish cooperation among colleagues	34	4.44	0.56
6.	I invests in creating a sense of community	34	4.17	0.71
7.	I positively resolves issues that arise among my colleagues	34	4.20	0.59
8.	I establish a culture of respect	34	4.23	0.65
9.	I establish a conducive learning environment	34	4.47	0.56
10.	I monitor student’s growth and achievement	34	4.32	0.63
11.	I ensure that teaching materials are available and accessible	34	4.23	0.65
12.	I ensure that students are sufficiently engaged with school activities	34	4.23	0.88
13.	I discover the problem and solve among students	34	4.08	0.71
14.	I suggest quick method to solve problem in school	34	4.26	0.61
15.	I can predict problem at school before it occurs	34	4.02	0.62
16.	I insist students to know their strength and weakness	34	4.50	0.50

**Note: Mean : > 4.5-High ;4.4-4.2-Moderate; <4.2-Low Source: Authors**

By taking peer support into account, the majority of faculty members inspire and support their colleagues in their work, make sure that everyone can participate in decision-making, and attend recurring training to stay current with their ongoing professional development. By taking team management into account, they foster collaboration among co-workers, a respectful culture, problem-solving, and a sense of belonging. By taking into account the assistance provided to students, creating a supportive learning environment, keeping an eye on students' development and progress, guaranteeing the availability and accessibility of resources, and ensuring that students are adequately involved in school activities. By taking problem-solving abilities into account, they require students to identify their areas of strength and weakness, identify the issue, and offer a quick solution while being able to anticipate the issue.

**Table 5: Significant difference between the mean scores of Interpersonal Intelligence skills and Professional Engagement of faculties with respect to their gender**

S.No	Variables	Gender	N	Mean	SD	‘t’	Sig.
1.	Interpersonal Intelligence Skills	Male	22	72.50	6.71	1.51	0.86*
		Female	12	68.83	6.78		
2.	Professional Engagement	Male	22	66.82	15.32	0.23	0.57*
		Female	12	67.75	7.49		

\*Not Significant at 0.05 level





It is inferred from the above table 5 , that the calculated value of ‘t’ is 1.51 and 0.23 which is lesser than table value at 0.05 level of significance. Therefore, there is no significant difference between the mean scores on Interpersonal Intelligence skills and Professional Engagement of Faculties.

Male and Female faculties are having similar level of Interpersonal Intelligence skills and Professional Engagement.

Hence the null hypothesis is accepted.

**Table 6: Significant difference between the mean scores of Interpersonal Intelligence skills and Professional Engagement of faculties with respect to their Age**

Variable	Source of variation	Sum of Squares	df	Mean Square	F Value	Sig.
Interpersonal Intelligence Skills	Between Groups	25.67	2	12.83	0.26	0.77*
	Within Groups	1529.88	31	49.35		
	Total	1555.55	33			
Professional Engagement	Between Groups	339.43	2	169.71	1.00	0.37*
	Within Groups	5216.83	31	168.28		
	Total	5556.26	33			

\*Not Significant at 0.05 level

It is found from the table 6, that the F value 0.26 and 1.00 is not significant at 0.05 level of significance. It is revealed that there is no significant difference between the mean score of Interpersonal Intelligence skills and Professional Engagement with respect to their age.

**Table 9: Significant difference between the mean scores of Interpersonal Intelligence skills and Professional Engagement of faculties with respect to their Teaching Experience**

Variable	Source of variation	Sum of Squares	df	Mean Square	F Value	Sig.
Interpersonal Intelligence Skills	Between Groups	119.64	3	39.88	0.83	0.48*
	Within Groups	1435.91	30	47.86		
	Total	1555.55	33			
Professional	Between Groups	182.84	3	60.94	0.34	0.79*





Engagement	Within Groups	5373.41	30	179.11		
	Total	5556.26	33			

\*Not Significant at 0.05 level

It is found from the table 6 , that the F value 0.26 is not significant at 0.05 level of significance .It is revealed that there is no significant difference between the mean score of Interpersonal Intelligence skills and professional engagement with respect to their teaching Experience.

### **FINDINGS OF THE STUDY**

- 51.40 % of faculties encompass moderate level of Interpersonal Intelligence Skills.
- 40 % of faculties are having moderate level of Professional Engagement.
- Most faculty members strongly believe that they promote teamwork, communicate effectively, and possess a high level of confidence.
- Majority of faculty members inspire and support their colleagues in their work.
- Male and Female faculties are having similar level of Interpersonal Intelligence skills and Professional Engagement.
- Interpersonal intelligence skills and professional engagement of faculties irrespective of their age does not differ significantly.
- Interpersonal intelligence skills and professional engagement of faculties irrespective of their teaching experience does not differ significantly.

### **CONTRIBUTION OF THE STUDY**

Some of the best practices to enhance interpersonal intelligence skills and Professional engagement are as follows:

#### **Interpersonal Intelligence Skills**

- Leveraging the colleagues’ strength and expertise.
- Actively participating in group projects.
- Working towards shared goals.

#### **Professional Engagement**

- Utilizing the Opportunities for learning and skill development
- Appreciating the Personalized rewards based on individual achievements



- Acknowledging the contributions
- Involving in Decision-making

## **CONCLUSION**

Interpersonal Intelligence skills are highly conceded that they encourage team work, communicates well, to a great extent confidence, empathetic, enjoy meeting new people, clearly understand verbal and non-verbal communication, having good problem-solving skills and easily forms strong and positive relationship with others. faculties are able to examine a situation in multiple points of view; they participate in social activities. Professional Engagement encompass encouraging their colleagues, participating in periodic training programmes, establishing conducive learning environment and monitoring student's growth and achievement by ensuring availability and accessibility of resources.

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