

# A COMPARATIVE STUDY ON SOCIAL INTELLIGENCE OF ADOLESCENTS IN RURAL AND URBAN SETTINGS

Neha Das, Research Scholar, Department of Psychology, Jai Narain Vyas University, Jodhpur, India

**ABSTRACT:** Social Intelligence is the ability to get along well with others, and to get them to cooperate with you. Sometimes referred to simplistically as "people skills," SI includes an awareness of situations and the social dynamics that govern them, and a knowledge of interaction styles and strategies that can help a person achieve his or her objectives in dealing with others. It also involves a certain amount of self-insight and a consciousness of one's own perceptions and reaction patterns. The World Health Organization (WHO) defines adolescence as the period of life between 10 to 19 years of age. In the study of child development, adolescence refers to the second decade of the life span, roughly from ages 10 to 20. The purpose of this study was to compare the social intelligence of rural and urban adolescents. Total 300 participants were assigned randomly from the population. 150 adolescents from rural areas of villages in Rajasthan including Sangasni, Birami, Sajara and Peshawas. 150 adolescents from Jodhpur rural area. The age range between 16 to 18 years. It was hypothesised that urban and rural adolescents may differ on social intelligence. The social intelligence scale was developed by Dr S. Mathur. Results showed significant difference between social intelligence of urban and rural adolescents. Comparison between both the groups, rural adolescents found to be more socially intelligent.

**KEY WORDS:** Social Intelligence, Adolescence, Urban and Rural

## INTRODUCTION:

### SOCIAL INTELLIGENCE

Social intelligence is the capacity to know oneself and to know others. SI is a combination of sensitivity to the needs and interests of others, sometimes called your "social radar," an attitude of generosity and consideration, and a set of practical skills for interacting successfully with people in any setting. Social Intelligence provides a highly accessible and comprehensive model for describing, assessing, and developing social intelligence at a personal level. SI is one of a cluster of "intelligences," according to the theory of multiple intelligences advanced by Professor Howard Gardner of Harvard University. Gardner's "MI" theory has become widely accepted in recent years, particularly in the area of public education.

The old idea that a person's potential in life can be measured and predicted by a single number - his or her "IQ" score - has lost a great deal of credibility during the last decade or so. Many researchers now accept Gardner's proposition that intelligence is multidimensional, and many believe that each of the key dimensions of intelligence can continue to increase throughout one's life, given the appropriate experiences, challenges and growth opportunities.

Professor Gardner has proposed various categories of intelligence over the years of his research, typically suggesting seven of them. Inasmuch as he and others have recently been rearranging the categories and in some cases debating about how many intelligences we have, Karl Albrecht has taken the liberty of recasting them into a simpler model which is useful in business and professional settings. According to Karl Albrecht's simplified interpretation, we can think of human beings as having six primary dimensions of intelligence (**A.S.P.E.A.K.**):

	Dimension:	Involves:
A	Abstract	<i>Conceptual reasoning, manipulating verbal, mathematical &amp; symbolic information.</i>
S	Social	<i>Interacting successfully with others in various contexts.</i>
P	Practical	<i>"Common sense" capabilities; the ability to solve problems &amp; get things done.</i>
E	Emotional	<i>Self-insight &amp; the ability to regulate or manage one's reactions to experience.</i>
A	Aesthetic	<i>Appreciation of form, design and relationships.</i>
K	Kinesthetic	<i>Whole-body competence, e.g. singing, dancing, flying an airplane.</i>

## ADOLESCENTS

Adolescence is a transitional stage of human development that occurs between childhood and adulthood. Sometimes referred to as teenage years, youth, or puberty, adolescence covers the period from roughly age 10 to 20 in a child's development. The World Health Organization (WHO) defines adolescence as the period of life between 10 to 19 years of age. In the study of child development, adolescence refers to the second decade of the life span, roughly from ages 10 to 20. The word adolescence is Latin in origin, derived from the verb *adolescere*, which means "to grow into adulthood." Adolescence is the time between the beginning of sexual maturation (also known as puberty, from the Latin *pubertas*, meaning adult) and the beginning of adulthood. In common usage around the world, "adolescent", "teenager", "teen", "youth", "youth adult", "youngster", "young person" and "emerging adult" may be considered synonyms- although the term 'teenager' is an artefact of the English counting system, something which does not occur in all languages. The Oxford English Dictionary cites the first usage of the term to a Popular Science Monthly issue of April, 1941, "I never knew teenagers could be so serious." In all societies, adolescence is the time of growing up, of moving from the immaturity of childhood into the maturity of adulthood. It is the time when childhood is left behind and a young teen begins to cross the long bridge that separates childhood and the adult world. There is no single event or boundary line that denotes the end of childhood or the beginning of adolescence.

Recognition of the life stage between childhood and adulthood as a subject of modern scientific inquiry began in the early twentieth century with the publication of Antonio Marro's *La Puberta* (1898) and G. Stanley Hall's highly influential compendium *Adolescence* (1904). Although Hall's book represented an initial effort to describe adolescence, it nevertheless resonated with themes already familiar among scholars and the public.

Hall maintained that late childhood corresponds to a period of peaceful savagery in the distant past, whereas adolescence represents a "neo-atavistic" period of migration into a challenging environment, which prompted physical, social and psychological conflict and growth.

This characterization of the adolescent, as troubled by all-encompassing turmoil, was contested early in the twentieth century by prominent behavioural scientists such as Edwin Thordike (1917) and has been repeatedly challenged since then perhaps most famously by Margaret Mead's *Coming of Age in Samoa* (1928) (but see Freeman 1983; Cote 1994). Likewise, sociologists such as Robert and Helen Lynd (1929) found little evidence of pervasive trouble among the youth of Middletown or Elmtown. Contemporary behavioural scientists take a more moderate view than Hall's, depicting adolescence as a time of both change and continuity (e.g., Douvan and Adelson 1966). Nevertheless, the study of adolescence has been indelibly marked by the "storm and stress" motif.

The interdisciplinary study of youth remains an important theme, with many fields recognizing adolescence as a significant area of inquiry, including psychology (Petersen 1988), history (Modell and Goodman 1990), and anthropology (Schlegel and Barry 1991)

## RURAL AND URBAN AREAS

There is a big difference between urban and rural India. One of the major differences that can be seen between rural India and Urban India is their standards of living. An urban area is characterized by higher population density and vast human features in comparison to the areas surrounding it. Urban areas may be cities, towns or conurbations. Typical rural areas have a low population density and small settlements. Agricultural areas are commonly rural, though so are others such as forests.

## HYPOTHESIS:

There will be significant difference between urban and rural adolescents on social intelligence.

## METHODOLOGY:

### SAMPLE:

The present study was conducted on the sample of 300 adolescents- 150 from rural and 150 from urban areas. The sample included equal number of boys and girls. Their age range between 16 to 18 years. . Adolescents were from urban area of Jodhpur district and rural areas of village Sangasni, Birami, Sajara and Peshawas.

## TOOLS:

The social intelligence scale was developed by Dr S. Mathur. The objective of the scale is to identify socially intellectuals. There were 50 statements in the scale, 25 positive statements show high social intelligence while other 25 negative statements show low social intelligence. The reliability coefficient of the SIS was computed by test retest method with the gap of 15 days, and correlation

coefficient was found 0.87 . Validity coefficient was tested against Social Intelligence Scale- NK Chandha and Usha Ganesan, and validity coefficient was found 0.78

For statistical analyse, obtained data analysed for determining significance of mean difference t-test applied between groups.

#### PROCEDURE:

This is a non- experimental type of research therefore a field approach taken for such a problem. Adolescents taken as sample. Environmental setting and sex of the sample are independent variables and social intelligence is dependent variable.

The main objectives of this study is to diagnose the problem, to accurately specify by characteristics, to determine the frequencies of significant variables and to find out the association of variables. The research design of this study is carefully planned so that subjective bias can be done away with.

The collected data was then properly processed and analysed, this process consists of several steps like scoring the data, tabulating the data and performing statistical computation. The data collection was a manual process.

#### Result and Discussion:

Table no. 1 Showing mean, S.D. and t between the rural adolescents and urban adolescents on social intelligence

Groups	Mean	S.D.	t
Rural Adolescents N= 150	69.09	9	6.1539 Sig.
Urban Adolescents N= 150	61.02	13.30	

It is clear from Table 1, that on Social Intelligence Scale scores revealed significance difference between both the groups (  $t = 6.1539$ ,  $p < 0.01$ ). Mean of rural adolescents was higher than urban sample, which meant that rural adolescents were highly social intelligent than urban adolescents.

Adolescents with high social intelligence attributed to the fact that social intelligent person finds it interesting and challenging to meet new people and make many friends. He likes people and people likes them, he lets people know about himself and he knows about other people. He is successful in making friends and helping them. He creates good impression about himself by his homely behaviour and helpful activities. Men who are high in social intelligence are socially poised, outgoing and cheerful, not prone to fearfulness or worried rumination. They have a notable capacity for commitment to people or causes, for taking responsibility, and for having an ethical outlook, they are sympathetic and caring in their relationships. Their social life is rich and appropriate; they are comfortable with themselves, others, and the social universe they live in. socially intelligent persons perceive interpersonal tasks differently from those who lack social intelligence.

Socially intelligent women are assertive and express their feelings directly, and feel positive about themselves. Life holds meaning for them. Like men, they are outgoing and gregarious and express their feelings appropriate rather than says, in outburst they later regret, they adapt well to stress. Their social poise lets them easily react out to new people, they are comfortable enough with themselves to be playful spontaneous. They live happily and make other persons happy. Socially intelligent women feel that the life is full of pleasure and the world is place of happiness and pleasure.

Rural adolescents were found to be less emotional intelligent in comparison to urban adolescents. Socially unintelligent persons are often very much aware of their interpersonal problems and evaluate their own performance negatively (Duck, Pand & Leatham, 1994). Socially unintelligent person is frighten to meet new persons he has negative feeling about himself and that people would not like him. He avoids others company as he is afraid of asking questions by others which he may not response. He takes no risk and afraid of accepting challenge. He does not like to take any social responsibility. Social unintelligent persons appraise social situations negatively and react with social anxiety. They are restrained and conservative in social strategy, attempting to avoid risks. This tendency to hold back and play with safe interpersonally makes a negative impression on others.

Ravindra Shinde (2014) contended the significant differences on Social Intelligence of Adolescence.

Present findings are in line with the findings of Vandana, K., Bhatt, N. & Sinha, S. N. (2012) in which results revealed that a significant difference among various factors of personality and social intelligence from urban and rural background. It was found that urban adolescents and rural adolescents were significantly differ on personality and social intelligence.

**REFERENCES:**

- Kaur, Rajpal (2006). Adolescent Psychology: New Trends and Innovations, Deep and Deep Publication Pvt. Ltd.
- Albrecht, Karl (2005), Social Intelligence: The New Science of Success, Wiley Publishers, United States.

