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## COMPARISON OF SOCIAL INTELLIGENCE OF ADOLESCENTS IN RELATION TO THEIR GENDER AND RESIDENTIAL AREA

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### ABSTRACT

**S**ocial Intelligence is of more importance in the present life style due to growing tensions stresses and various complexities. It can be learned, developed and used as an effective life skill for managing personal life, interpersonal relationships and achieving success in all the walks of life. The present research was conducted in Hisar district of Haryana state to study social intelligence of adolescents. Government Senior Secondary Schools from rural and urban area were selected. From each school 30 boys and 30 girls of 13-15 year (240 adolescents) were included in final sample. The data was collected by using Social Intelligence Scale (SIS) by Chadha and Ganesan (2004). The data was analyzed by using 't' test. There were significant difference in social intelligence of adolescents regarding residential area and gender. Female adolescents' were more socially intelligent than male adolescents and analysis of residential areas indicates that rural adolescents are having better social intelligence than urban. But, majority of the adolescents had average level of social intelligence.

**KEYWORDS** :Social Intelligence, adolescents, gender and residential area.

### INTRODUCTION

Social intelligence is the person's ability to understand and manage other people's feelings and to engage in adaptive social interactions. Social intelligence has two key constituents which are distinctly personal and social in nature, one is intrapersonal intelligence and other is interpersonal intelligence. Social Intelligence (SI) is the ability to get along well with others, and to get them to



cooperate with you. Intrapersonal intelligence is the person's ability to gain access to his or her own internal, emotional life while interpersonal intelligence is the individual's ability to notice and make distinctions among other individuals. Social intelligence is a mental ability distinct from abstract and mechanical intelligence. Thorndike in 1920 define social intelligence is "the ability to understand and manage men and women and girls, to act wisely in human relations".. Marlowe (1986) equated social intelligence to social competence. He defined it as the ability to understand the feelings, thoughts and behaviors of persons, including one self, interpersonal situation and to act appropriately upon that understanding." It is difficult to lead a successful life in a society without social intelligence.

Social intelligence helps an individual to develop healthy co-existence with other people. It is useful in solving the problems of social life and help in tackling various social tasks. Thus social intelligence is an important developmental aspect of education. Several studies have shown that social intelligence is multidimensional and distinguishable from general intelligence domains (Jones and Day, 1997; Marlowe, 1986; Weis et al.). These concepts of social intelligence are incorporating internal & external perceptions, social skills and other psychosocial variables, (Taylor, 1990). Pro-social attitude is indicated by having an interest and concern for others, social performance skills is demonstrated in appropriate interaction with other, empathetic ability refers to one's ability to identify with others, emotion expressiveness describes ones emotionality towards others and confidence in social situations is based on one's comfort level in social situations. Bhatnagar and Suman (2012) studied that there exists significant difference between social intelligence of adolescent boys and girls. Adolescent boys are more socially intelligent than the adolescent girls. Boys are more independent and liberal. They spend most of their time in social gatherings as compared to the girls. Further, there exists significant difference between social intelligence of rural and urban adolescents. Therefore it can be said that the rural adolescents are socially intelligent than the urban adolescents. Jayasree (2010) also found that female have higher social competence than their male counter parts. Hence the present investigation was undertaken to find out the social intelligence of adolescents in relation to their gender and residential areas. Therefore, the present study has been planned with the following objectives:

1. To Study the social intelligence of adolescents in relation to their gender.
2. To Study the social intelligence of adolescents in relation to their residential areas.

## RESEARCH METHODOLOGY

Locale of the study: Haryana state was selected purposively as the locale for the present investigation because the researcher is student of CCS Haryana Agricultural University, Hisar.

Selection of area: Hisar city was selected purposively due to easy accessibility of school having sufficient strength of students. An exhaustive list of urban and rural government schools admitting children in age group 13-15 year was obtained from the education Department in Mini Sectoriate, Hisar. For rural sample, two villages namely Gawar and Shamsukh were selected randomly and Govt. Senior Secondary school from each of these villages were taken. To draw urban sample, three schools namely Government Girls Senior Secondary School, Shushilabhawan, Hisar, Government boys Senior Secondary School, Jahajpul, Hisar and Govt. High School, Modal Town, Hisar were selected.

Participants: List of boys and girls in age group of 13- 15 years was prepared of each school. From rural area, 30 boys and 30 girls were selected from each school. To draw urban sample, 30 girls from Girls' Senior Secondary School, 30 boys from Boys' Senior Secondary School and 30 girls and 30 boys from Govt. High School were taken. Hence total 240 adolescents constituting the final sample for study.

Measures- Social intelligence scale (SIS) constructed and standardized by Chadha and Ganeshan (2004) was used to assess the social intelligence of adolescents. The scale has eight dimensions namely: Patience, cooperativeness, confidence level, sensitivity, recognition of social environment, tactfulness, sense of humour and Memory. The total social intelligence score was determined by summing up the scores of all the dimensions.

Statistics used- Mean, standard deviation and 't' ratio were used to analyze the social intelligence.

## RESULTS AND DISCUSSION

The results of the present investigation in accordance with the objectives, inferred through the use of prescribed methodology and standard tools.

### Comparison of social intelligence of adolescents as per gender

The table-1 indicates that there exists significant difference between male and female adolescents on overall social intelligence. Out of eight dimension significant difference was observed in confidence ( $Z = 2.58^*$ ), sensitively ( $Z = 3.58^*$ ) and recognition of social environment ( $Z = 2.67^*$ ) between male and female adolescents. However, significant difference between male and female students was not observed in patience, cooperativeness, tactfulness, sense of humour and memory dimensions. Results indicate that females are more socially intelligent than males. Also, females have more patience, cooperativeness, confidence and sensitivity, better sense of humour and memory than their counterparts. However, mean scores divulged that girls' adolescents had fairly better in patience, cooperativeness, confidence, and sensitivity, sense of humour and memory and also overall social intelligence. Bhatnagar and Suman (2012) strengthen the present results shows that there exists significant difference between social intelligence of adolescent boys and girls. Adolescent boys are more socially intelligent than the adolescent girls. Boys are more independent and liberal. This result is in contrast to the observations made by Gnanadevan (2007) who did not found any gender differences. Saxena and Jain (2013) analyzed the social intelligence of male and female undergraduate students of science and art subject streams studying in various degree colleges and indicated that female students possess more social intelligence than male students and arts students had greater social intelligence than students of other streams. Thakur et al. (2013) studied social intelligence of adolescents and revealed that most of male and female respondent were found having average cooperativeness, sensitivity, sense of humour, and, memory dimensions social intelligence. Tiakala (2016) observed no significant difference in patience, tactfulness, sense of humour dimensions of social intelligence and overall social intelligence in relation to gender of the students. Saxena and Jain (2013) and Jayasree (2010) found that female student's possess more social intelligence than male students. Babu and Islamia (2007) showed that there was no significant difference in social intelligence of male and female senior secondary school students. Gakhar and Bains (2009) found that arts students are more socially intelligent than science students. Makahlel and Ziadat (2012) highlighted that in relation to social intelligence exists no gender differences. Gnanadevan (2011) show that the higher secondary boys and girls donot differ significantly in their social intelligence.

**Table 1: Social intelligence of adolescents as per gender**

Aspects of social intelligence		Boys Mean±SD	Girls Mean±SD	Z value
(a)	Patience	20.2±2.03	20.17±1.91	0.59
(b)	Cooperativeness	25.97±2.85	26.54±2.47	01.65
(c)	Confidence	20.76±1.89	21.34±1.59	2.58*
(d)	Sensitivity	21.93±2.14	22.88±1.97	3.58*
(e)	Recognition of social environment	0.69±0.71	0.49±0.59	2.67*
(f)	Tactfulness	3.21±1.17	3.17±1.19	0.27
(g)	Sense of humour	3.25±1.27	3.40±1.27	0.96
(h)	Memory	3.60±1.91	3.75±1.87	0.61
(i)	Overall social intelligence	99.43±6.84	101.96±6.21	3.00*

\*Significant at 5% level

### Comparison of social intelligence of adolescents as per residential area

The table-2 highlights the results related to comparison of adolescents' aspect of social intelligence on the basis of residential area. The comparative results revealed statistically significant differences in aspects of social intelligence i.e. cooperativeness ( $Z= 3.15^*$ ), sensitivity ( $Z= 2.22^*$ ), memory ( $Z=4.71^*$ ) and overall social intelligence ( $Z= 3.46^*$ ) at 5% level of significance as Z tabulated values were greater than Z tabulated value. A non – significant difference was seen in patience, confidence, recognition of social environment, tactfulness and sense of humor. However mean scores of urban respondents ( $M=102.15$ ) were comparatively higher than that of rural respondents ( $M=99.25$ ) showing better level of social intelligence in urban respondents. It is clear from the table 2 that urban and rural adolescents do differ in overall social intelligence. Significant difference is also found in dimension- cooperativeness, sensitivity, and memory, but not in patience, confidence, recognition of social environment, tactfulness, and sense of humor. It means that urban adolescents are more socially intelligent than rural adolescents.

Marlowe (1986) suggested that individuals who are socially intelligent appear to experience a rich, meaningful life, as opposed to truncated affective experiences. This result is in contrast to the observations made by Bhatnagar and Suman (2012) shows that rural adolescents are socially intelligent than the urban adolescents. Saxena and Jain (2013) revealed that high social intelligence helps to maintain a state of harmony in oneself and finely be more self-confident in dealing with the challenges of living and learning in educational institutions. Bartwal and Raj (2014) concluded that there are no significant gender differences with regard to social intelligence among rural adolescents.

**Table 2: Social intelligence of adolescents as per residential area**

Aspects of social intelligence	Rural Mean±SD	Urban Mean±SD	Z value
(a) Patience	20.1±2.18	20.17±1.75	0.58
(b) Cooperativeness	25.72±2.79	26.79±2.43	3.15*
(c) Confidence	20.99±1.86	21.11±1.69	0.51
(d) Sensitivity	22.11±2.27	22.71±1.89	2.22*
(e) Recognition of social environment	0.60±0.69	0.50±0.64	1.07
(f) Tactfulness	3.16±1.23	3.23±1.14	0.49
(g) Sense of humour	3.19±1.24	3.47±1.29	1.68
(h) Memory	3.13±1.79	4.23±1.83	4.71*
(i) Overall social intelligence	99.25±7.15	102.15±5.77	3.46*

(l) Overall social intelligence 99.25±7.15 102.15±5.77 3.46\*

\*Significant at 5% level

### CONCLUSION

Social intelligence of urban adolescents was better as compared to rural counterparts. Female's adolescents had better social intelligence as compared to male respondents. The study demands parental time and concern, social interaction and sufficient availability of required resources to boost social intelligence of adolescent.

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