

A Comparative Study of Social Intelligence among Rural and Urban Higher Secondary School Students

¹Dr. Ravindra L. Ambekar

¹ Principal

District Institute of Education and Training, Amaravati

ABSTRACT

Social intelligence plays a vital role in helping students develop healthy interpersonal relationships, effective communication skills, empathy, cooperation, and social adaptability. During higher secondary education, students experience significant cognitive, emotional, and social changes that influence their personality and future success. The present study aimed to compare the level of social intelligence among rural and urban higher secondary school students. A descriptive survey method with a quantitative research design was adopted. The study was conducted on a sample of 100 higher secondary students, comprising 50 rural and 50 urban students selected through simple random sampling. Data were collected using a standardized Social Intelligence Scale. The collected data were analyzed using frequency, percentage, mean, standard deviation, and independent sample t-test. The findings revealed that urban students obtained a comparatively higher mean score in social intelligence than rural students. However, both groups demonstrated moderate to high levels of social intelligence. The study also highlighted the influence of educational environment, communication opportunities, peer interaction, and access to extracurricular activities on the development of social intelligence. The results emphasize the importance of incorporating social intelligence development programmes, collaborative learning, life skills education, and guidance activities in schools to enhance students' interpersonal competencies. The study contributes to educational planning by providing insights into

locality-based differences in social intelligence and offers recommendations for educators, parents, and policymakers to create supportive learning environments that foster students' social and emotional growth.

Keywords: Social Intelligence, Rural Students, Urban Students, Higher Secondary Education, Comparative Study, School Education.

I INTRODUCTION

Education aims not only at academic achievement but also at the holistic development of learners by fostering intellectual, emotional, social, and moral competencies. Among these, social intelligence is an essential life skill that enables individuals to communicate effectively, build healthy interpersonal relationships, cooperate with others, and adapt to different social situations. Edward L. Thorndike introduced the concept of social intelligence in 1920 as the ability to understand and manage people wisely in human relationships. Over time, the concept has expanded to include empathy, social awareness, communication skills, adaptability, and problem-solving abilities. Higher secondary education is a crucial stage in students' development, as they undergo significant physical, emotional, and social changes while preparing for higher education and future careers. Developing social intelligence during this period enhances academic performance, leadership qualities, teamwork, and responsible citizenship. Schools play a vital role in promoting these competencies through collaborative learning, co-curricular activities, and value-based education. The educational environments of rural and urban students differ in terms of access to resources,

technology, extracurricular opportunities, and social exposure, which may influence the development of social intelligence. Urban students generally experience greater interaction with diverse social settings, whereas rural students often benefit from close community relationships but may have fewer opportunities for broader social engagement. holistic education, life skills, socio-emotional learning, and competency-based education, making the study of social intelligence highly relevant. The present study compares the social intelligence of rural and urban higher secondary school students to identify locality-based differences and provide insights for teachers, school administrators, and policymakers to develop effective educational strategies that foster students' overall social and personal development.

II LITERATURE REVIEW

A review of related literature provides a theoretical and empirical foundation for understanding the concept of social intelligence and its relevance in educational settings. Previous studies have examined the relationship between social intelligence and various educational, psychological, and demographic variables.

Thorndike (1920) introduced the concept of social intelligence and described it as the ability to understand and manage people effectively in human relationships. His work established social intelligence as an important dimension of human intelligence beyond cognitive ability.

Moss and Hunt (1927) emphasized that social intelligence enables individuals to understand social situations accurately and behave appropriately according to the expectations of society. Their study highlighted the importance of interpersonal understanding in successful social adjustment.

Vernon (1933) explained that social intelligence involves the ability to interact effectively with others, understand social behaviour, and establish positive interpersonal relationships. He considered social intelligence an essential component of personality development.

Guilford (1967) proposed that social intelligence consists of several intellectual abilities related to understanding human behaviour, interpreting social information, and making appropriate social judgments. His multidimensional model contributed significantly to the scientific study of social intelligence.

Goleman (2006) emphasized that social intelligence integrates social awareness and relationship management. According to him, socially intelligent individuals demonstrate empathy, effective communication, cooperation, emotional regulation, and leadership abilities that contribute to personal and professional success.

Kaur (2015) conducted a comparative study of social intelligence among secondary school students and found that students with higher social intelligence exhibited better interpersonal relationships, classroom participation, and emotional adjustment than students with lower social intelligence.

III OBJECTIVES OF THE STUDY

The present study was undertaken with the following objectives:

1. To study the level of social intelligence among rural higher secondary school students.
2. To study the level of social intelligence among urban higher secondary school students.
3. To compare the social intelligence of rural and urban higher secondary school students.
4. To identify the dimensions of social intelligence in which rural and urban higher secondary school students differ.
5. To suggest educational measures for enhancing social intelligence among higher secondary school students.

IV HYPOTHESES OF THE STUDY

The following hypotheses were formulated for the study:

Null Hypothesis (H_0)

H_{01} : There is no significant difference between rural and urban higher secondary school students with respect to their social intelligence.

Alternative Hypothesis (H_1)

H₁₁: There is a significant difference between rural and urban higher secondary school students with respect to their social intelligence.

V SIGNIFICANCE OF THE STUDY

The present study is significant because it examines one of the essential life skills required for students' holistic development in the twenty-first century. Social intelligence enables students to communicate effectively, establish healthy interpersonal relationships, solve social problems, and adapt successfully to different environments. By comparing rural and urban higher secondary school students, the study provides valuable information regarding the influence of educational and social environments on the development of social intelligence.

The findings of the study will help teachers understand students' interpersonal strengths and weaknesses and adopt suitable teaching-learning strategies that promote cooperation, empathy, leadership, and effective communication. School administrators and curriculum planners may utilize the results while designing programmes related to life skills education, value education, guidance, and counselling.

The study also provides useful information for parents regarding the importance of social interaction, emotional support, and positive family environments in developing students' social competencies. particularly those related to socio-emotional learning and competency-based education.

Furthermore, the study contributes to the existing literature on educational psychology and serves as a useful reference for future researchers interested in social intelligence, adolescent development, educational effectiveness, and comparative educational studies.

VI RESEARCH METHODOLOGY

Research methodology provides the scientific framework for conducting systematic investigation and obtaining reliable conclusions. The present study employed a quantitative approach to compare the social intelligence of rural and urban higher

secondary school students. Data were collected using a standardized Social Intelligence Scale and analysed through appropriate statistical techniques to identify differences between the two groups.

Particular	Description
Research Method	The present investigation adopted the Descriptive Survey Method, as it is appropriate for studying existing conditions, opinions, attitudes, and characteristics of a population. The method enabled the researcher to collect factual information regarding the level of social intelligence among higher secondary school students without manipulating any variables.
Research Design	The study followed a Quantitative Research Design. Quantitative data collected through a standardized Social Intelligence Scale were statistically analyzed to compare rural and urban students objectively and to draw valid conclusions regarding their social intelligence.
Population	The population of the study consisted of all higher secondary school students studying in recognized higher secondary schools located in the selected study area. Both rural and urban schools were considered to ensure representation of different educational environments.

Sample	A total sample of 100 higher secondary school students was selected for the study. The sample included 50 rural students and 50 urban students, providing equal representation from both localities for meaningful comparison.
Sampling Technique	Simple Random Sampling Technique was employed for selecting the respondents. Equal opportunity was given to every student in the selected schools to participate in the study, thereby reducing sampling bias and ensuring representative data.
Research Tool	Data were collected using a Standardized Social Intelligence Scale consisting of items measuring interpersonal sensitivity, social awareness, communication skills, cooperation, patience, confidence, and social adaptability. The tool was administered personally to the selected respondents.
Statistical Techniques	The collected data were analyzed using Frequency, Percentage, Mean, Standard Deviation, and Independent Sample t-test. These statistical techniques were used to summarize the data, compare the two groups, and determine the

	significance of differences in social intelligence.
--	---

VII DATA ANALYSIS AND INTERPRETATION

The data collected from 100 higher secondary school students through the standardized Social Intelligence Scale were systematically classified, tabulated, and analysed using appropriate statistical techniques. Frequency, percentage, mean, standard deviation, and independent sample t-test were employed to compare the social intelligence of rural and urban students. The results and interpretations are presented in the following tables.

Table 1: Level of Social Intelligence among Rural Higher Secondary School Students (N = 50)

Level of Social Intelligence	Frequency	Percentage
High	12	24%
Moderate	28	56%
Low	10	20%
Total	50	100%

Interpretation

The table reveals that the majority (56%) of rural higher secondary school students possess a moderate level of social intelligence, while 24% exhibit a high level and 20% demonstrate a low level. This indicates that most rural students have satisfactory interpersonal and social interaction skills, although further educational interventions can enhance their social competencies.

Table 2: Level of Social Intelligence among Urban Higher Secondary School Students (N = 50)

Level of Social Intelligence	Frequency	Percentage
High	20	40%
Moderate	24	48%
Low	6	12%
Total	50	100%

Interpretation

The table indicates that nearly half (48%) of the urban students possess a moderate level of social intelligence, while 40% demonstrate a high level and only 12% fall under the low category. These findings suggest that urban students generally exhibit stronger social intelligence than their rural counterparts.

Table 3: Comparison of Mean Scores of Social Intelligence

Group	N	Mean	Standard Deviation
Rural Students	50	72.46	8.14
Urban Students	50	78.82	7.21

Interpretation

The table shows that urban higher secondary school students obtained a higher mean score (78.82) than rural students (72.46). This difference indicates that urban students demonstrate comparatively better social intelligence, possibly due to greater exposure to diverse educational experiences, communication opportunities, and social interactions.

Table 4: Comparison of Social Intelligence using Independent Sample t-Test

Variable	Rural Mean	Urban Mean	t-value	Level of Significance
Social Intelligence	72.46	78.82	4.12	Significant at 0.05 level

Interpretation

The obtained t-value (4.12) is significant at the 0.05 level, indicating a statistically significant difference between rural and urban higher secondary school students regarding social intelligence. Therefore, the null hypothesis is rejected, and the alternative hypothesis is accepted.

Table 5: Dimension-wise Comparison of Social Intelligence

Dimension	Rural Mean	Urban Mean
Social Awareness	14.21	15.86
Social Sensitivity	13.85	15.17
Communication Skills	14.68	16.24
Cooperation	15.12	15.84
Social Adaptability	14.60	15.71

Interpretation

The table reveals that urban students scored higher than rural students across all dimensions of social intelligence. The largest difference is observed in communication skills and social awareness, suggesting that urban educational settings provide greater opportunities for developing interpersonal competencies.

Table 6: Overall Distribution of Social Intelligence among Higher Secondary School Students (N = 100)

Level	Frequency	Percentage
High	32	32%
Moderate	52	52%
Low	16	16%
Total	100	100%

Interpretation

The table indicates that more than half (52%) of the students possess a moderate level of social intelligence, while 32% demonstrate a high level and only 16% exhibit a low level. Overall, the findings suggest that higher secondary students possess satisfactory social intelligence, although continuous developmental programmes are required.

VIII RESULTS AND DISCUSSION

The statistical analysis demonstrates that both rural and urban higher secondary school students possess satisfactory levels of social intelligence. However, urban students obtained significantly higher mean scores than rural students across all dimensions of social intelligence. The independent sample t-test confirmed that the observed

difference between the two groups is statistically significant.

The findings suggest that locality influences the development of social intelligence. Urban students benefit from greater exposure to diverse social environments, advanced educational resources, extracurricular activities, communication technologies, and collaborative learning opportunities. These experiences contribute to the development of effective communication skills, interpersonal relationships, leadership qualities, and social adaptability.

In contrast, rural students also exhibited satisfactory social intelligence, particularly in cooperation and interpersonal relationships within their communities. However, comparatively limited exposure to diverse social settings, technological resources, and structured co-curricular activities may have influenced their comparatively lower scores. The results emphasize the importance of providing equal opportunities for social and emotional learning irrespective of geographical location.

IX MAJOR FINDINGS

1. The majority of rural higher secondary students possess a moderate level of social intelligence.
2. Urban students demonstrate comparatively higher levels of social intelligence than rural students.
3. The mean social intelligence score of urban students is higher than that of rural students.
4. A statistically significant difference exists between rural and urban higher secondary students with respect to social intelligence.
5. Urban students score higher across all dimensions of social intelligence, particularly in communication skills and social awareness.
6. Overall, most of the higher secondary students possess moderate to high social intelligence, indicating the need for continuous enhancement through educational programmes.

X HYPOTHESIS ANALYSIS

The obtained t-value (4.12) is greater than the critical value at the 0.05 level of significance.

Therefore, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_1) is accepted. This indicates that a significant difference exists between rural and urban higher secondary school students with respect to their social intelligence.

XI EDUCATIONAL IMPLICATIONS

1. Schools should integrate social intelligence development into the curriculum through life skills education and value-based learning.
2. Teachers should promote collaborative learning, group discussions, peer interaction, and project-based activities.
3. Rural schools should receive greater institutional support to improve students' communication skills and social exposure.
4. Schools should organize leadership camps, debates, cultural programmes, and community service activities to enhance social intelligence.
5. Guidance and counselling services should be strengthened to promote students' interpersonal competence and emotional well-being.
6. Parents and teachers should work collaboratively to create supportive environments that encourage healthy social interaction and responsible behaviour.

XII CONCLUSION

The study concludes that social intelligence is an essential competency for higher secondary school students and contributes significantly to their academic success, interpersonal relationships, and overall personality development. Although both rural and urban students demonstrated satisfactory levels of social intelligence, urban students exhibited significantly higher social intelligence than rural students. These findings highlight the influence of educational environment, communication opportunities, and social exposure on students' social development. Schools should therefore adopt learner-centred, activity-based, and collaborative approaches that promote social intelligence among all students. Equal educational opportunities and well-planned developmental programmes can help bridge locality-based differences and contribute to the holistic

development envisioned in contemporary education.

REFERENCES

- [1] Goleman, D. (2006). *Social Intelligence: The New Science of Human Relationships*. Bantam Books.
- [2] Guilford, J. P. (1967). *The Nature of Human Intelligence*. McGraw-Hill.
- [3] Kaur, R. (2015). Social intelligence among secondary school students. *International Journal of Educational Research*, 4(2), 45-52.
- [4] National Council of Educational Research and Training. (2005). *National Curriculum Framework 2005*. NCERT.
- [5] Sharma, P., & Singh, A. (2018). Social intelligence and academic achievement among adolescents. *Journal of Educational Studies*, 12(1), 78-86.
- [6] Thorndike, E. L. (1920). Intelligence and its uses. *Harper's Magazine*, 140, 227-235.
- [7] Vernon, P. E. (1933). *Some Characteristics of the Good Judge of Personality*. Cambridge University Press.