SJIF Impact Factor (2024): 8.675| ISI I.F. Value: 1.241| Journal DOI: 10.36713/epra2016 ISSN: 2455-7838(Online)
EPRA International Journal of Research and Development (IJRD)
Volume: 9 | Issue: 8 | August 2024 - Peer Reviewed Journal

# EXAMINING THE CORRELATION BETWEEN SOCIAL COMPETENCE AND SOCIAL INTELLIGENCE AMONG ADOLESCENTS: A COMPARATIVE STUDY OF RURAL AND URBAN STUDENTS

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**Article DOI: https://doi.org/10.36713/epra17935**
**DOI No: 10.36713/epra17935**

**ABSTRACT**

*Education plays a crucial role in promoting personal and societal growth of individuals. It significantly impacts different aspects of a person's life, such as their personality, social connections, and the pursuit of their goals. This study investigates the correlation between social competence and social intelligence among adolescent students in both rural and urban schools. A sample of 200 adolescent students, with an equal representation from different localities, went through assessment using the Social Competence Scale and Social Intelligence Scale. The results indicate notable variations in social intelligence depending on the location, while no significant variations were found in social competence based on location. Additionally, social competence and social intelligence were not shown to be significantly correlated. The findings offer important implications for educational practices and policies.*

**KEY WORDS:** *Social Competence, Social Intelligence, Adolescents, Comparative study*

## INTRODUCTION

Education is a cornerstone of individual and societal development, fostering not only intellectual growth but also the holistic development of students. It equips individuals with the knowledge and skills necessary to navigate and contribute to an increasingly complex world. Among the various attributes that education aims to develop, social competence and social intelligence are crucial for effective interpersonal interactions and societal progress.

Social Competence refers to the ability to interact effectively with others, encompassing a range of social, emotional, cognitive, and behavioral skills. It involves understanding social cues, regulating emotions, and behaving appropriately in various social contexts. Social competence is vital for building and maintaining relationships, achieving personal and professional success, and overall well-being. Research has shown that socially competent individuals tend to perform better academically and have more positive social interactions (Zorza et al., 2013).

Social Intelligence, on the other hand, is the capacity to understand and manage social relationships (Hernez-Broome, 2012). It includes the ability to interpret social signals, understand the perspectives of others, and respond appropriately in social situations. Social intelligence is essential for navigating social environments, building rapport with others, and resolving conflicts. It plays a significant role in personal and professional life, influencing an individual's ability to connect with others and work collaboratively.

The relationship between social competence and social intelligence is an area of growing interest among educators and researchers. Understanding how these constructs interact can provide valuable insights into the development of effective social skills and inform educational practices. This study aims to explore the relationship between social competence and social intelligence among adolescent students, with a specific focus on the influence of demographic factors such as locality (rural vs. urban).

## OBJECTIVES

1. To examine the social competence of adolescents in rural and urban schools.
2. To investigate the social intelligence of adolescents in rural and urban schools.
3.To determine the relationship between social competence and social intelligence among adolescents.

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## HYPOTHESES

1. There is no significant difference in social competence between adolescents studying in rural and urban schools.
2. There is no significant difference in social intelligence between adolescents studying in rural and urban schools.
3. There is no significant relationship between social competence and social intelligence among adolescents.

## RATIONALE OF THE STUDY

The developmental phase of adolescence is crucial for the formation of social skills and intelligence, which significantly influence an individual's ability to navigate social interactions, build relationships, and achieve personal and professional success. Given the diversity in educational and social environments, particularly between rural and urban settings, it becomes imperative to understand how these differences impact the social competence and social intelligence of adolescents.

Previous research has often focused on academic achievements and cognitive development, leaving a gap in understanding the interplay between social competence and social intelligence, especially in varying geographical contexts. Social competence, which encompasses the ability to interact effectively with others, and social intelligence, the capacity to understand and manage social situations, are critical for adolescents' overall development and well-being.

This study aims to fill this gap by examining the correlation between social competence and social intelligence among adolescents in rural and urban schools. By analyzing these relationships, the study seeks to identify specific factors that may contribute to variations in social skills based on location. Understanding these dynamics can provide valuable insights for educators, policymakers, and parents to develop targeted interventions and support systems that foster social development in diverse settings.

Furthermore, the findings of this study can inform educational practices and policies to ensure a more inclusive and supportive learning environment. Tailoring educational approaches to meet the unique needs of students in different localities can enhance their social skills, preparing them for future challenges and opportunities. Thus, this research holds significant potential to contribute to the broader discourse on adolescent development and the role of education in shaping socially competent and intelligent individuals.

## LITERATURE REVIEW

Social competence encompasses emotional, cognitive, and behavioral skills necessary for social adaptation. Definitions by various scholars, such as (Greenspan, 1980; Ten Dam & Volman, 2007), highlight their importance in interpersonal interactions. Social intelligence, as discussed by Willmann et al. (1997), varies across cultures and is crucial for social adjustment and well-being.

### Theoretical Perspectives

The relationship between social competence and social intelligence has been explored from various theoretical perspectives. Social intelligence is thought to be the critical component of overall intelligence and plays a key role in effective social functioning (Thorndike & Stein, 1937). Recent theories, such as those proposed by (Mayer et al., 2008), emphasize the interconnectedness of social and emotional intelligence, suggesting that both contribute to social competence.

### Empirical Studies

Empirical research supports the notion that social competence and social intelligence are closely related. For instance, a study by (Silvera et al., 2001) found that individuals with high social intelligence scores also exhibited high levels of social competence. Similarly, research by (Wong et al., 1995)indicated that social intelligence predicts social competence and success in social interactions.

### Influence of Demographic Factors

Several studies have examined the influence of demographic factors, such as gender and locality, on social competence and social intelligence. For example, research by (Maccoby, 1988) found gender differences in social behaviors, suggesting that girls tend to be more socially competent than boys. Study by (Ginsburg & Bronstein, 1993) explored the impact of rural versus urban settings on social development, finding that environmental factors significantly shape social skills and intelligence.

The literature indicates a strong correlation between social competence and social intelligence. Both constructs are essential for effective social functioning and are influenced by various demographic factors. This study aims to contribute to this body of knowledge by examining the relationship between social competence and social intelligence among adolescents in different localities .

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## METHODOLOGY

### Method

This study employs a comparative research design to investigate the correlation between social competence and social intelligence among adolescent students from rural and urban schools.

### Sample

The sample of the study consisted of 200 adolescents studying in class 10. Out of them, 100 students were from urban areas and 100 from rural areas of Ludhiana, Punjab.

### Tools

In the present study, for the collection of necessary data the following tools were used:

1. Social Competence Scale by Dr V. P. Sharma
2. Social Intelligence Scale by Dr N. K. Chadha

## DATA ANALYSIS

The present study was undertaken with the purpose of studying social competence in relation to their social intelligence among adolescents of secondary school. This objective was achieved within the framework of hypotheses. The data pertaining to Social Competence and Social Intelligence were collected from 200 adolescents, comprising 100 urban and 100 rural students. To screen the data for meaningful purpose and to test the hypotheses, the data was analyzed with the help of various statistical techniques. Following types of analysis were carried out for this purpose:

***Descriptive Statistics*:** Means, standard deviations, and frequencies were calculated to provide an overview of the data.

***Inferential Statistics:***

**Independent Samples t-Test:** Used to compare the social competence and social intelligence scores between rural and urban students.

**Pearson Correlation Coefficient:** Applied to examine the relationship between social competence and social intelligence across the entire sample.

### Hypothesis Testing & Discussion of Results

**Hypothesis 1: There is no significant difference between the social competence of adolescents studying in rural and urban schools.**

**Table 1: Distribution of mean scores of social competence of adolescents studying in rural and urban schools.**

| Sr. No. | Group | N | Mean | SD | MD | SE | df | t-value | Remarks |
|---|---|---|---|---|---|---|---|---|---|
| 1. | Urban | 100 | 7.61 | 5.51 | 1.55 | 0.818 | 198 | 1.89 | Not Significant (at 0.05level) |
| 2. | Rural | 100 | 9.16 | 6.07 | | | | | |

**Table 1** depicts that in the total random sample of 100 urban adolescents' value of the mean is 7.61, SD is 5.51. The Value of mean of 100 rural adolescents is 9.16, the SD is 6.07, the mean difference is 1.55, standard error is 0.818 and the t-value is 1.89. The calculated value (t-ratio) is less than the tabulated value at 0.05 level. The result shows that there is no significant difference between the social competence of adolescents studying in rural and urban schools.

Therefore, the hypothesis stating that, "There is no significant difference between the social competence of adolescents studying in rural and urban schools." stands accepted.

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**Hypothesis 2: There is no significant difference between the social intelligence of the adolescents studying in rural and urban schools.**

**Table 2: Distribution of mean scores of social intelligence of the adolescents studying in rural and urban schools.**

| S. No. | Group | N | Mean | SD | MD | SE | DF | t-value | Remarks |
|---|---|---|---|---|---|---|---|---|---|
| 1. | Urban | 100 | 9.36 | 5.98 | 1.95 | 0.80 | 198 | 2.43 | Not Significant (at 0.05 level) |
| 2. | Rural | 100 | 7.41 | 5.53 | | | | | |

**Table 2** depicts that in the total random sample of 100 adolescents studying in urban schools, value of the mean is 9.36, SD is 5.98. The value of the mean of 100 adolescents studying in rural schools is 7.41, SD is 5.53, the mean difference is 1.95, standard error is 0.80 and the t-value is 2.43. The calculated value (t-ratio) is less than the tabulated value at 0.05 level. The result shows that there is no significant difference in the social intelligence of adolescents studying in rural and urban schools.
Therefore, the hypothesis stating that, "There is no significant difference between the social intelligence of the adolescents studying in rural and urban school." stands accepted.

**Hypothesis 3: There is no significant relationship between social competence and social intelligence of adolescents.**

**Table 3:Coefficient o f correlation between social competence and social intelligence of the adolescents.**

| Coefficient of Correlation (r ) | |
|---|---|
| **Social Competence and Social Intelligence of the Adolescents** | **0.119754** |

**Table 3** depicts that the value of correlation coefficient is 0.119754 which indicates a very weak positive linear relationship between these variables. This means that changes in one variable (social competence) are associated with very small and inconsistent changes in the other variable (social intelligence). Hence, we can say that there is no significant relationship between Social Competence and Social Intelligence of adolescents.
Therefore, the hypothesis stating that, "There is no significant relationship between social competence and social intelligence of adolescents" stands accepted.
Based on the statistical analysis of data, the following inferences were drawn:

1. The study revealed that there is no significant difference between social competence of adolescents studying in rural and urban schools.
2. The study revealed that there is no significant difference in the social intelligence of the adolescents studying in rural and urban schools.
3. The study revealed that there is no significant relationship between social competence and social intelligence of adolescents.

## CONCLUSION

The study concludes that neither social intelligence nor social competence is influenced by locality. No relationship was found between social competence and social intelligence, suggesting the need for further research to explore other influencing factors. The finding indicates that there is a very weak positive linear relationship between social competence and social intelligence among the sample population. This implies that changes in social competence are only minimally associated with changes in social intelligence. Since the correlation is weak, it suggests that factors other than social competence may have a stronger influence on social intelligence. Researchers may need to explore additional variables or factors that contribute more significantly to social intelligence among the study participants. In conclusion, while a weak positive correlation suggests a subtle relationship between social competence and social intelligence, its implications underscore the need for nuanced interpretation, consideration of alternative factors, and potential adjustments in research methodologies and educational strategies.

**Educational Implications**

The findings offer important implications for educational practices and policies. Tailored interventions are necessary to address the location-specific variations in social intelligence, with different strategies required for rural and urban schools. Adopting a holistic approach to education that emphasizes social skills alongside academic achievements is crucial. Gender-inclusive programs should be

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implemented to ensure equal opportunities for both boys and girls in activities that promote social skills. Teacher training programs need to include modules on fostering social intelligence and competence, equipping educators with strategies to create supportive and engaging classroom environments.

Parental involvement should be encouraged through workshops and seminars, highlighting the importance of social skills and how they can be supported at home. Schools should offer a variety of extracurricular activities that encourage teamwork, communication, and leadership skills. Establishing support systems such as counseling services and peer mentoring programs can provide personalized guidance to students struggling with social interactions. Regular assessment and feedback on students' social competence and intelligence can help identify areas for improvement and guide students in their social development.

Policymakers should mandate the inclusion of social skills development in school curricula and provide the necessary resources and support. By implementing these educational implications, schools can create an environment that prioritizes both academic success and the development of social skills, preparing students to thrive in their social environments and contributing to their overall personal and societal growth.

This study highlights the importance of fostering social intelligence in adolescents to improve their social competence. Educators, counselors, and parents can use these insights to support adolescents in their social development.

**Suggestions for Future Research**

Future studies could explore the relationship between social competence and social intelligence in a larger sample size and include additional variables. Comparative studies involving different age groups and educational levels could also provide deeper insights.
Any research work cannot say the final words of a problem because it is very difficult for researchers to touch all the aspects of a problem.

The following suggestions can be considered for further research investigation.

1. The study may be conducted to study the relationship of social competence and social intelligence in the large number of secondary school students.
2. The study may be conducted by taking other variables with social competence and social intelligence of secondary school students.
3. Similar study may be conducted on the college going students.
4. A comparative study may be conducted to see the relationship between social competence and social intelligence of secondary school students.

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