



GENDER - RESIDENCE & SOCIAL INTELLIGENCE OF COLLEGE STUDENTS**Dr. S. G. Sontakke****Head & Associate Professor in Psychology , Sangameshwar College,
Solapur (India).****ABSTRACT**

This research objectives is to examine the Social Intelligence among boys and girls. And another objectives is to examine the Social Intelligence among rural and urban students. Two hundred college students are selected for the study. Out of sample one hundred rural students and one hundred urban students are selected from Region of Solapur. Purposive sampling method used for the selection of the sample. Sample age range between 15 to 19 years. Social Intelligence Scale : N.K Chadha & Usha Ganesan, Social Intelligence Scale (SIS) is used. No significance difference among rural boys and rural girls on Social Intelligence. Results as , No significance difference among urban boys and urban girls on Social Intelligence. There is significance difference among rural and urban students in term of their Social Intelligence. Urban students have high Social Intelligence than rural students. There is significance difference among rural boys and urban boys in term of their Social Intelligence. Urban boys have high Social Intelligence than rural boys. There is significance difference among rural girls and urban girls in term of their Social Intelligence. Urban girls have high Social Intelligence than rural girls.

**KEY WORDS :** Adolescence, Achievement Motivation, Rural students, Urban students**INTRODUCTION**

Adolescents are the two-third of India's Population. This age group has special needs. Adolescence is frequently characterized by a transformation of an adolescent undertaking of the world, the rational direction towards a life course, and the active seeking of new ideas rather than the questioning acceptance of adult authority. Adolescence is inherently a time of disturbance and psychological confusion. Adolescents pay close attention and give more time and effort to their appearance as their body goes through changes. The lifestyle of adolescents in a given culture is profoundly shaped by the roles and responsibilities he or she is expected to assume. The extent to which an adolescent is expected to share family responsibilities is one large determining factor in normative adolescence behavior. Adolescence is characterized by a strong tendency to experiment with risk behavior. The desire for novelty and the courage for experiment are much greater in adolescence than in later life. The adolescence period is characterized by its physical and psychological changes in the individual, together with increasing demands and influence of peers, school and wider society. It is well documented that behaviors during this period influence health in adulthood.

SOCIAL INTELLIGENCE:

Social Intelligence is in connection with evaluated performance in which competition with a standard of excellence was paramount.(McClelland, Atkinson, Clark, &Lowell, 1953, pp.76-77) Intentional actions are usually considered the prototype of all acts of will. Theoretically, a complete intentional action is conceived of as follows: Its first phase is a motivation process, either a brief or a protracted vigorous struggle

of motives: a second phase is an act of choice, decision, or intention, terminating this struggle the third phase is the consummator intentional action itself, following either immediately or after interval short or long. (Lewin, 1926, reprinted in 1999, p-83)

Social Intelligence can, therefore, be defined as the striving to increase or to keep as high as possible, ones own capabilities in all activities in which a standard of excellence is thought to apply and where the execution of such activities can, therefore either succeed or fail.

Need for achievement refers to an individuals desire for significant accomplishment, mastering of skills, control, or high standards. This personality trait is characterized by an enduring and consistent concern with setting and meeting high standards of achievement. This needs is influenced by internal drive for action and the pressure exerted by the expectations of others measured by thematic appreciation tests, need activities important to him or her.

Social Intelligence seems to vary from person to person. Some people have high achievement motivations in school, while others in bowling while others in nothing at all. What makes us strive for that goal-well one easy way to think about it is through extrinsic and intrinsic motivators Achievement motivation typically refers to the level of ones motivation to engage in achievement behaviors, based on the interaction of such parameters as need for achievement, expectancy of success, and the incentive value of success. Our construct of motivational orientation refers to the type of motivational stance which the child adopts toward classroom learning. Thus, one may engage in schoolwork for intrinsic reasons, because work is challenging, enjoyable, and piques ones curiosity, or alternatively, one may engage in schoolwork for extrinsic reasons, either to obtain external approval or because the educational system requires it.

Title of the study

Study of Social Intelligence in Adolescence

Statement of problem

To study the Social Intelligence in adolescence boys and girls

OBJECTIVES OF THE STUDY

1. To study the Social Intelligence among rural boys and rural girls.
2. To study the Social Intelligence among urban boys and urban girls.
3. To study the Social Intelligence among rural and rural students.
4. To study the Social Intelligence among rural boys and urban boys.
5. To study the Social Intelligence among rural girls and urban girls.

HYPOTHESES OF THE STUDY

1. There is no significance difference among rural boys and rural girls on Social Intelligence.
2. There is no significance difference among urban boys and urban girls on Social Intelligence.
3. There is no significance difference among rural and urban students in term of their Social Intelligence.
4. There is no significance difference among rural boys and urban boys in term of their Social Intelligence
5. There is no significance difference among rural girls and urban girls in term of their Social Intelligence.

VARIABLES OF THE STUDY

In the research, boys and girls and rural and urban are independent variables and level of the Achievement Motivation is dependent variable.

Selection of Sample

In the present study, researcher has the 200 sample of adolescence boys and girls by purposive sampling method. Out of sample one hundred samples is rural area and one hundred sample is urban area Adolescence in the age group of 15 to 19 years in the Solapur city.

Tools

1) **Social Intelligence Scale** : N.K Chadha & Usha Ganesan, Social Intelligence Scale (SIS) This scale of 50 items as suggested by Mecelland and Atkinson. This scale standardized on 13 to 20 years age range.

Interpretation Data:

Researcher has used mean, SD, and t for interpretation of data.

Table-1: Significance difference between rural boys and girls on Social Intelligence.

Variable	Group	Mean	SD	N	t	P
Social Intelligence	Rural Boys	27.32	3.22	100	0.15	N 0.05
	Rural Girls	27.20	4.63			

Above table no. 1. Showing that the rural boys mean score is 27.32, SD is 3.22 and rural girls mean score is 27.20, SD is 4.63 on achievement motivation. 't' value is 0.15. Which is not significant on 0.05 level. So hypothesis no.1 is accepted.

Table-2: Significance difference between urban boys and girls on Social Intelligence.

Variable	Group	Mean	SD	N	t	P
Achievement Motivation	Urban Boys	31.66	5.13	100	0.28	N 0.05
	Urban Girls	31.94	4.72			

Above table no. 2. Observe red that the urban boys mean score is 31.66, SD is 5.13 and urban girls mean score is 31.94, SD is 4.72 on achievement motivation. 't' value is 0.28. Which is not significant on 0.05 level. So, hypothesis no.2 is accepted.

Table-3: Significance difference between rural and urban students on Social Intelligence.

Variable	Group	Mean	SD	N	t	P
Achievement Motivation	Rural students	27.46	3.34	200	7.35	Sig. 0.01
	Urban students	31.83	4.92			

Above table no. 3. Showing that the rural students mean score is 27.46, SD is 3.34 and urban students mean score is 31.83, SD is 4.92 on achievement motivation. 't' value is 7.35. Which is significant on 0.01 level So Urban students have high Social Intelligence than rural students. Hypothesis no.3 is rejected.

Table-4: Significance difference between rural boys and urban boys on Social Intelligence

Variable	Group	Mean	SD	N	t	P
Social Intelligence	Rural Boys	27.32	3.22	100	5.07	Sig. 0.01
	Urban Boys	31.66	5.13			

Above table no. 4. Observe red that the rural boys mean score is 27.32, SD is 3.22 and urban boys mean score is 31.66, SD is 5.13 on achievement motivation. 't' value is 5.07. Which is significant on 0.01 level. So Urban boys have high achievement motivation than rural boys. Thus, hypothesis no.4 is rejected.

Table-5: Significance difference between urban girls and urban girls on Social Intelligence.

Variable	Group	Mean	SD	N	t	P
Achievement	Rural Girls	27.20	4.63	100	5.07	Sig. 0.01
Motivation	Urban Girls	31.94	4.72			

Above table no. 5. Observe that the rural boys girls mean score is 27.20, SD is 4.63 and urban girls mean score is 31.94, SD is 4.72 on achievement motivation. 't' value is 5.07. Which is significant on 0.01 level. So, urban girls have high achievement motivation than rural girls. Thus hypothesis no.5 is rejected.

CONCLUSION

1. No significance difference among rural boys and rural girls on Social Intelligence.
2. No significance difference among urban boys and urban girls on Social Intelligence.
3. There is significance difference among rural and urban students in term of their Social Intelligence. Urban students have high achievement motivation than rural students.
4. There is significance difference among rural boys and urban boys in term of their Social Intelligence. Urban boys have high Social Intelligence than rural boys.
5. There is significance difference among rural girls and urban girls in term of their Social Intelligence. Urban girls have high Social Intelligence than rural girls.

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