



## Social Intelligence and Adjustment of Secondary School Students

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### ABSTRACT

The study identifies the social intelligence level and adjustment levels of secondary school students in relation to type of school and gender. Social intelligence scale and adjustment inventory were used for collecting data from a random sample of 200 secondary school students. Statistical techniques such as mean, standard deviations and t test were applied for analysis of data. The results revealed average levels of social intelligence and adjustment in these students. Insignificant differences were observed in social intelligence and adjustment in relation to type of school and gender.

### KEYWORDS

Social intelligence, Adjustment, Secondary school students, Type of School, Gender.

### INTRODUCTION

In the present era, which is marked with social confrontations due to diminishing social norms, it is difficult to lead a successful life in a society without social intelligence. An individual's social intelligence can be known or measured only from his adjustability. To be well adjusted, an individual has to be intelligent so that he can think rationally, act purposefully and deal effectively with the environment. A person is socially intelligent and adjustable only when he moulds himself according to the needs of the society. While living in a society, man should live with love, co-operation and kindness. It is because every society has certain customs, traditions, norms and ideals, the fulfillment of which is the primary responsibility of man, so that he can reside well in the society. Thorndike (1920) has given three forms of intelligence as, abstract intelligence (pertaining to understanding & managing ideas), mechanical intelligence (dealing with concrete objects) and social intelligence (engaging with people).

Social intelligence is the capacity of a man to understand the feelings and emotions of other and react according to the circumstances. It enables them to express their view points strongly and make others agree upon it. It has two key constituents that are recognized as distinctly personal and social in nature, one is intrapersonal intelligence that pertains to the person's ability to gain access to his or her own internal, emotional life and other is interpersonal intelligence which includes an individual's ability to notice and make distinctions among other individuals. The secondary school students being in the adolescent period generally are aggressive, frustrated, disobedient, irritated, notorious, and are unable to manage social relationships. As a result they get involved in the cases of theft, bullying, ragging, rapes, and even murder. The causes can be many including their ill treatment in the classroom, mal administration of educational institutions, unhealthy environment at home and school, etc. The need of the hour demands that they have to be educated about social norms and traditions so that they are in a better position to manage social relationships. They have to be trained in acquiring social intelligence skills which are the basis of adjustment.

Gadre (2004) found that enriched school environment was advantageous for the development of social intelligence among average students. The study conducted by Harpreet and Ashu (2004) revealed that socio economic status and home environment has positive effect on social intelligence. Babu (2007) in his study highlighted that students have average social intelligence and gender based comparison of social intelligence proved to be significant. Dogan and Cetin (2008) found significant correlation between social skills and social awareness. Wessel et. al (2008) examined the emotional social intelligence

(ESI) of students in nursing, physical therapy and health science programs and confirmed that positive relationship existed between ESI and leadership. Meijs et. al (2010) compared the social intelligence and academic achievement of adolescents popularity and established that perceived popularity was significantly related to social intelligence but not to academic achievement. Tankinci & Yildirim (2010) highlighted a weak relationship between social intelligence and academic achievement while, one of the five dimensions of social intelligence was found to be strongly to the academic achievement. Al Makahleh & Ziadat (2012) investigated any relationship between social intelligence and the behavioural characteristics of talented students in a middle school from the perspective of their teachers. Results showed that the degree of response of the sample on the social intelligence scale was high on both parts of the scale. The results indicated that there were no statistically significant differences in the average degree of response of the study sample due to the sex variable on both the social intelligence and behavioral characteristic scales for each of the total score or on the sub-dimensions. Beheshitfar and Roasaei (2012) found that social intelligence can serve as a foundation for, and help facilitate in the leadership effectiveness and success. Dureja (2012) compared the study of social intelligence among National Level Baseball players from different regions of India and revealed that North baseball players have greater social intelligence as compared to West baseball players. Saxena and Jain (2013) analysed the social intelligence of male and female undergraduate students of science and Arts subject streams studying in various degree colleges of Bhilai city, Chhattisgarh. The findings of gender analysis indicated that female student's possess more social intelligence than male students and arts students had greater social intelligence than students of other streams. The review of literature reveals that social intelligence has been a part of many studies but rarely any study has been conducted on social intelligence and adjustment of secondary school students. Thus, the problem was undertaken with following hypotheses in consideration:

1. There exists average level of social intelligence among secondary school students.
2. There exists no significant difference in social intelligence among secondary school students in relation to type of school.
3. There exists no significant difference in social intelligence among secondary school students in relation to gender.
4. There exists average level of adjustment among secondary school students.
5. There exists no significant difference in adjustment among secondary school students in relation to type of school.
6. There exists no significant difference in adjustment among

secondary school students in relation to gender.

**Materials and Method**

Participants: The study was conducted on secondary school students belonging to Hoshiarpur city of Punjab (India). A consolidated list of secondary schools of this city was obtained and a random sample of 200 secondary school students was selected from these schools. While selecting the sample due consideration was given to factors such as type of school (government & private) and gender (male & female). Students were provided proper instructions regarding the objectives of the study and filling up of questionnaires. The collected questionnaires were properly scored, scrutinized and the data was tabulated according to the variables of the study.

**Tools:**

**Social Intelligence Scale (SIS)**

Social intelligence was measured by using SIS developed by Dr. N.K. Chadda and Ms. Usha Ganesan. This standardized measure consists of 66 items covering different dimensions of social intelligence viz. Patience, Cooperativeness, Confidence, Sensitivity, Recognition of Social Environment, Tactfulness, Sense of Human and Memory. The reliability and validity coefficients were significant at 0.05 and 0.01 levels respectively.

**Adjustment Inventory for School Students (AISS)**

AISS developed by Prof. A.K.P. Sinha and Prof. R.P. Singh was used to measure adjustment of secondary school students. It is a yes/no type scale consisting of 20 items. The test retest reliability was found to be 0.93 and validity to be 0.47.

**Statistical Analysis**

Mean and standard deviation of the total sample and relevant sub samples was computed and group comparisons were done by applying t tests.

**RESULTS AND CONCLUSIONS**

The scores of the total sample were distributed into various levels to assess respondents with very low (upto76), low (upto86), average (upto104), high (upto115) and very high (upto125) social intelligence level. The mean calculated for the whole sample was found to be 93.14 which fall in the average level category. This indicated that secondary school students had average level of social intelligence. Hence, hypothesis 1 is accepted. Results of the study by Babu (2007) also reveal average level of social intelligence among senior secondary school students. Similarly, the adjustment scores of the respondents were categorized as very unsatisfactory (31 & above), unsatisfactory (22-31), average (13-22), good (6-14) and excellent (5 & above). The mean score calculated for the whole sample was found to be 17.73 which fall in the average level category. This reveals that secondary school students had average adjustment levels. Hence, hypothesis 4 is accepted.

**Table 1. Comparisons of Variables for Social Intelligence and Adjustment**

Groups	Social Intelligence					Adjustment		
	Total (N)	Sub-Samples	Mean (M)	Standard deviation (σ)	t- value	Mean (M)	Standard deviation (σ)	t- value
Type of school	100 100	Government Private	93.07 93.21	5.86 5.62	0.17	17.88 18.4	2.39 2.15	1.57
Gender	100 100	Boys Girls	93.58 92.70	5.49 5.95	1.08	17.38 18.09	2.48 2.26	2.15

The result of t-test of significance of the means (Table 1) applied to each group indicate that neither Government and private school students nor boys and girls differ significantly in their social intelligence scores as well as adjustment level scores as the values of t-test applied are found to be insignificant. Hence, the hypothesis 2, 3, 5 and 6 are accepted highlighting that there exists no significant difference between government and private as well as boys and girls secondary school students on the basis of social intelligence levels and adjustment levels. Results of study conducted by Gnanadevan (2007) and Al Makahlel & Ziadat (2012) also highlighted that there exists no gender differences in relation to social intelligence.

**EDUCATIONAL IMPLICATIONS**

Individuals who are socially intelligent appear to experience better patience, cooperativeness, sensitivity, recognition, tactfulness, confidence level, sense of humour, a rich and meaningful life as well as have enhanced social problem-solving abilities. Schools must try to encourage and inculcate social qualities in the students so that they are better adjusted to the environment. Teachers are the role models for their students hence they should be effectively trained to help their students avail maximum benefits and make better adjustments in their life.

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