



## Adjustment and Social Intelligence among Adolescent Students

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**Abstract :** The present study was conducted to compare Adjustment and Social Intelligence between male and female adolescent students of High School of Vijayawada city (A.P.) for this purpose descriptive survey method was used 100 male urban and 100 female urban adolescents students were selected for the sample by adopting stratified disproportionate random sampling technique. The data was collected by using Indian Adaption of Bell's Adjustment Inventory and Social Intelligence Scale (SIS) constructed and standardized by Chadda and Ganeshan (1986) The data was analyzed by using 't' test. The findings of gender analysis indicate that female adolescent students are more adjusted and more possess social intelligence as compared to the male adolescent students.

**Keywords:** Adjustment, Social intelligence, High School, Adolescent students

### 1. INTRODUCTION :

The World Health Organization defines adolescents as young people aged 10-19 years. Adolescents are an important asset of a country because they will become tomorrow's young men and women and will provide the human potential required for the country's development. There are about 1.2 billion adolescents, one-fifth of the world's population and their number is increasing. Four out of five live in developing countries. Adolescence is the most important period of human life which is called the transitional period of life. It is during adolescence that rapid physical growth and changes in physiological processes take place. Adolescence is also a period of progress towards mental, intellectual and emotional maturation.

Duncan (1949) defined adjustment as a means of state of

harmonious relationship between a person and his environment. It also refers to a continuous process by which a person changes his own behaviour or tries to change the environment or brings changes in both to produce satisfactory relationship with his environment. The interaction of adolescent with the existing socio-cultural milieu results in some new developments. It initiates a process of redefining their social relationships. Society generally does not define a distinctively definite role for adolescents. And hence, they are caught in the ambiguous overlap between the categorically defined roles of childhood and adulthood. Their psychological needs also are not appreciated in proper perspective by the society. This at times generates among them aggressive and reactionary behaviour which many a time is socially disapproved. So, they need proper guidance to fulfil their emotional,



social and educational needs. This made the researcher to compare Adjustment and Social Intelligence between male and female adolescent students of class X.

## 2. REVIEW OF RELATED LITERATURE

The study conducts by Agarwal (2003) a comparative study of adolescent level of adjustment in relation of academic success and failure. It was found that successful adolescents were significantly superior in their social emotions and educational adjustment in comparison to unsuccessful adolescents.

Aggrawal (2004) the adjustment of adolescent very much depends on the fulfilment of their significant specific needs that consist of physical needs, emotional needs, social needs, intellectual needs, moral needs and vocational needs. It may be helpful, therefore, to devote a little more space to two important qualities of adjustment. First, it is a process that involves continuous changes and the second people develop consistent pattern of adjustment to these constant changes. Students make many transitions during their years of schooling: from home to school, middle to high school, and high school to college or work. These transitions are usually major events in the lives of students and parents. The stresses created by these transitions can be minimized when the new environment is responsive to each particular age group. This digest presents a brief overview of some of the issues involved in the transition from elementary to middle school and provide suggestions for transition programs and activities.

The study conducted by Harpreet and Ashu (2004) revealed that socio economics status and home environment has positive effect on social intelligence.

Babu (2007) in his study highlighted that student have average social intelligence and gender based compression of social intelligence proved to be significant.

Dogan and Cetin (2008) found significant correlation between social skills and social awareness.

Mattoo (1994) compared high and low creative students on their level of adjustment, scholastic achievement and vocational interests. Results indicated that adjustment had an important role in creatively and scholastic achievement.

Wessler et al. (2008) examined the emotional social intelligence (ESI) of student in nursing, physical therapy and health science programs and confirmed that positive relationship existed between ESI and leadership.

Tankinci & Yildirim (2010) highlighted a week relationship between social intelligence and academic achievement while one of the five dimensions of social intelligence was ground to be strongly to the academic achievement

Singh (2007) found no significant difference in social intelligence between low creative and high creative adolescents and between high creative boys and high creative girls.

Kour and Kalaramna (2004) conducted the study to assess the existing levels of inter relationship between home environment social intelligence and socio-economics status and found that socio-



economic status and home environment affect social intelligence. The review of literature reveals that social intelligence has been a part of many studies but rarely and study has been conducted on social intelligence and adjustment of secondary school student. Thus the problem was undertaken with following objectives and hypotheses in consideration.

### 3. OBJECTIVE OF THE STUDY

The objectives of the present study were as follows:-

(1) To study adjustment among adolescent students in relation to their gender.

(2) To study social intelligence among adolescent students in relation to their gender.

### 4. HYPOTHESES OF THE STUDY

The present study, based on the following hypotheses –

1. There is no significant difference between total adjustments among adolescent students on the basis of their gender.

2. There is no significant difference between social intelligence among adolescent students on the basis of their gender.

### 5. DELIMITATION FOR THE STUDY

(i) The study is limited to Vijayawada city (A.P.).

(ii) The study is limited to urban adolescent's students only.

(iii) The study is limited to 200 students only.

(iv) The study is limited to 5 High schools only

(v) The study is limited to male and female adolescent students of class X

### 6. METHOD OF THE STUDY

Descriptive survey method was used in present study.

(i) Sample of the study

For the selection of sample stratified disproportionate random sampling technique was adopted 100 male and 100 female adolescent students selected from high schools of Vijayawada city (A.P.).

(ii) Tools of the study

Indian Adaptation of Bell's Adjustment Inventory with 80 items unequally distributed on Home, health, Social and Emotional adjustment was used and social intelligence was measured by using SIS developed by Dr. N.K. Chadda and Ms. Usha Ganeshan. This standardized measure consist of 66 items covering different dimensions of social intelligence viz patience, cooperative, confidence, sensitivity, Recognition of social environment. Tactfulness, Sense of Humor and Memory.

(iii) Statistics of the study

Mean standard deviation and t – ratio were used to analyze the data.

### 7. RESULT AND DISCUSSION

Table 1 showing 't' value of total adjustment among urban male and female adolescent Students.



Sr. No.	Group	N	Mean	df	t-test	Level of significance
1	female	100	21.48	196	12.60	Significant
2	male	100	29.16			

Significant at 0.05 level of significance.

The table - 1 shows that the obtained 't' value is 12.60 Which is significant at 0.05 level of significance with df = 196. It means there is significant difference between mean scorer of total adjustment of male and female students of high school. Therefore the null hypothesis that "There is no significant difference between total adjustments of adolescent students on the basis of their gender." is rejected. Further the mean score of the

total adjustment of male students is 29.16 which is significantly higher than the mean scores of total adjustment of female students is 21.48. This indicates that the female urban students are more adjusted as compared to urban male students.

Table 2: showing 't' value of social intelligence among male and female adolescent students

Sr. No.	Group	N	Mean	df	t-test	Level of significance
1	female	100	96.47	197	5.46	Not significant
2	male	100	91.37			

Not significant at 0.05 level of significance.

From the table - 2 it is evident that the calculated 't' value is 5.66 which is significant at 0.05 level of significance with df = 197. It reflects that the mean scores of social intelligence of male and female adolescent students of high school are differing significantly. Therefore the null hypothesis that "There is no significant difference between social intelligence of adolescent students on the basis of their gender." is rejected. Further the mean score of the social intelligence of female adolescent students is 96.47 which is significantly higher than the mean scores of social intelligence of male adolescent students is 91.37. This indicates that the urban female adolescent students possess more social intelligence as compared to urban male adolescent students.

## 8. CONCLUSION:

Adjustment and Social Intelligence is of more importance in the present life style due to growing tension 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 findings indicate that the female adolescent students are more adjusted as compared to the male adolescent students. The female adolescent students possess more social intelligence as compared to male adolescent students.

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