

Social Intelligence of Class XI Students in Relation to their Adjustment

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Abstract

The study was conducted to find out the relationship between Social Intelligence and Adjustment of Class XI students on a sample of 100 (50 girls and 50 boys) class XI students (age group 16-17 years) studying in two Government Senior Secondary Schools of Chandigarh. The data were collected by using Social Intelligence Scale (SIS) constructed and standardized by Chadha and Ganesan (2009) and Adjustment Inventory for School students (AISS) by Sinha and .Singh (1987). The findings revealed that there was no significant difference in social intelligence of class XI girl and boy students whereas significant difference was found adjustment in relation to gender Correlation between Social Intelligence and Adjustment of class XI students was found to be significant at 0.01 level.

Introduction

Modern era is marked with complexities in all spheres of life. In order to counter challenges thrown by fast changing social environment and to adjust to new situations, individuals need to possess social intelligence. Thorndike (1920) defined 'Social Intelligence' as the ability to understand and manage men and women, boys and girls, to act wisely in human relationship. Marlowe(1986) equated social intelligence to social competence. He defined it as the ability to understand the feelings, thoughts and behaviors of persons, including one self, interpersonal situations and to act appropriately upon that understanding. The two common components of social intelligence which are identified by most researches and theorists are: (a) the awareness of others (b) their response and adaptation to other and the social situations (Goleman, 2006; Kobe, Rester-palmon and Rickcrs, 2001). Social Intelligence is that part of the individual's mental ability which generates in him the capacity to adapt him to the society (Bhatnagar, 2012 and Saxena 2013) and Albrecht (2005) defines social intelligence (SI) as the ability to get along well with others while winning their cooperation. In other words, socially intelligent people have the ability to manage their feelings effectively and which enable them to live successfully in co-existence with others and to deal with every domain of life efficiently. Beheshitfar and Roasaei (2012) found that social intelligence can serve as a foundation for, and help facilitate in the leadership effectiveness and success. A gender analysis of social intelligence of undergraduates by Saxena and Jain (2013) indicated that female students posses more social intelligence than male students. On the contrary, male students were found to be more socially intelligence than female students by Kumar (2014) who conducted a study on the Social intelligence of adolescents college students of Hazaribagh district of Jharkhand.

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"Life presents a continuous chain of struggle for existence and survival" says Darwin. Adjustment is the hallmark for surviving in ever changing world as it literally means adapting to new situations. Adjustment is broadly used for varying conditions of social or interpersonal relations in the society where by adjustment means reaction to the demands and pressure of social environment imposed upon the individual. Good (1959) defined adjustment as the process of finding and adapting modes of behavior suitable to the environment or the changes in the environment. Adjustment is defined as a continuous process of maintaining harmony among the attributes of the individual and the environmental conditions which surround him (Dunn, 1963). Adjustment also implies social adaptability or the ability to get along with people and to attain and maintain harmonized relationship in family, community, school, or office. Kulshrestha (1979) explained that the adjustment process is a way in which the individual attempts to deal with stress, tensions, conflicts etc., and meet his or her needs. In this process, the individual also makes efforts to maintain harmonious relationships with the environment. Raju and Rahamtulla (2007) found factors such as the class in which students are studying, school environment, parental education and occupation significantly influenced the adjustment of school children.

Every individual confronts the problem of adjustment at one or the other time in life. Adolescence is the stage which steers its way to adulthood. It is the period of emotional upheaval. Many adolescents are unable to manage their emotions and feelings which in turn affect their adjustment with themselves and others. Unable to cope with biological and psychological stresses of adolescence, they exhibit many types of undesirable social behaviors. The fast changing new era which is marked with complexities is adding to the problem of school children in adjusting to these changes. The ever increasing number delinquent adolescents is the result of these maladjustments which is evident from frequent occurrences of incidents of crime and violence in which youngsters are involved. There have been many such observations being reported in newspapers of adolescent senior secondary students (age group of 16-18) studying in schools of Chandigarh. Though many independent research studies have been reported in the areas of social intelligence and adjustment of school students, not much research work has been conducted to study social intelligence in relation to adjustment of senior secondary school students. Keeping in mind the broader aim of education to help children grow as good citizens by ensuring their mental and social well being, the investigator found it relevant to study the relationship between social intelligence and adjustment of class XI students studying in Government schools of Chandigarh, the findings of which, the investigator thinks have significant educational implications.

Objectives

- To compare the social intelligence of Class XI girl and boy students.
- To compare the adjustment of Class XI girl and boy students.

- To study the correlation between social intelligence and adjustment of Class XI students.

Hypotheses

- There exists no significant difference in social intelligence of Class XI girl and boy students.
- There exists no significant difference in adjustment of Class XI girl and boy students.
- There exists no significant correlation between social intelligence and adjustment of Class XI students.

Delimitation of the Study

The study was delimited to class XI students studying in Government Senior Secondary Schools of the Union Territory of Chandigarh only.

Methodology

Research Method

Descriptive survey method was used in the present study.

Tools Used

In present study, following two tools were used:

1. Social Intelligence Scale (SIS) by Chadha and Gnesan(2009)
2. Adjustment Inventory For School Students (AISS) by Sinha & Singh (1993)

Sample

The study was conducted over a sample of 100 (50 boys and 50 girls) senior secondary school students studying in Government schools of Chandigarh. Schools were taken randomly through lottery method and students were taken in clusters from each section.

Statistical Techniques Used

Data were analyzed by employing descriptive statistics such as Mean, Median, Standard deviation, Skewness, and Kurtosis. t-test was applied to determine the significance of the differences between the means. Pearson's product moment correlation was computed to determine the relationship between social intelligence and adjustment.

Results & Discussion

Table 1: Difference in social intelligence of Class XI girl and boy student

Variable	Students	N	Mean	SD	t-ratio
Social Intelligence	Girls	50	100.6	8.161	0.3934 NS
	Boys	50	99.92	9.097	

Table 1 shows the calculated t value between the mean scores of social intelligence of class XI girl and boy students is 0.3934 which is not significant even at 0.05 level. Thus, the hypothesis that there exists no significant difference in social intelligence of Class XI girl and boy students is retained. These findings are suggestive of the narrowing gender gap as in cities like Chandigarh, both girls and boys are exposed to similar social environment and all youngsters irrespective of gender equally participate in social interactions. Similar findings have been reported by Nagra (2014) who found no significant difference in social intelligence of girl and boy secondary school students. Contrary results have been reported by Bhatnagar and Suman(2012) who found that female students possess more social intelligence than male students whereas studies of Saxena and Jain (2013) and Kumar (2014) found male students to be more socially intelligent than female students.

Table 2: Difference in adjustment of Class XI girl and boy students

Variable	Students	N	Mean	SD	t-ratio	Level of Significance
Adjustment	Girls	50	22.48	5.95	4.043	0.01
	Boys	50	27.14	5.57		

Table 2 reveals that the calculated t value (4.043) between the adjustment mean scores of class XI girl and boy students is significant at 0.01 level. As is evident from the mean scores (Girls=22.48, Boys=27.14), girls are found to show more adjustment than boys (high scores indicate poor levels of adjustment, low scores indicate good adjustment), thus the null hypothesis that there exists no significant difference in adjustment of Class XI girl and boy students, is not retained, thus alternate hypothesis is accepted. These results are supported by some earlier studies which also found that female students are better adjusted than male students (Basu, 2012; Chauhan, 2013 and Kannan, 2005). Findings, that class XI girls adjust better than their counterparts, can be explained as follows. Students of Class XI (age group 16-17) are adolescent. Level of adjustment of girl and boy adolescent students is determined by many factors such as the genetic make-up, time and rate of maturity of boys and girls during adolescence, societal norms and perceptions, home environment and other social interactions, all of which have a bearing on the differential adjustment levels of adolescent girls and boys (Jaikumar and Muthumanickam, 2010; Jain and Jandu, 1998; Raju and Rahmatulla, 2007). Nagra (2014) found no significant difference in adjustment of male and female

secondary school students.

Table 3: Co-efficient of correlation between social intelligence and adjustment of total students

Variables	Social Intelligence	Adjustment	Level of Significance
Social Intelligence	1	0.866	0.01
Adjustment	0.866	1	

Table 3 reveals that the value of co-efficient of correlation between social intelligence and adjustment scores was 0.866 (df = 98, N = 100) which is statistically significant at 0.01 level indicating that there is significant relationship between social intelligence and adjustment of senior secondary school students. Hence the hypothesis that there is no significant relationship between social intelligence and adjustment of senior secondary school students is not retained, thus alternate hypothesis is accepted.

Conclusions

On the basis of the findings of the study, we may conclude that:

1. There is no significant difference in social intelligence Class XI girl and boy students.
2. Adjustment of Class XI girl students is significantly better than that of Class XI boy students.
3. There is significant correlation between social intelligence and adjustment of Class XI students

Educational Implications

Findings of the study reveal that there is a positive significant relationship between social intelligence and adjustment of class XI students. It implies that students who possess social intelligence adjust well in life. Despite the challenges of stress and confusion during adolescence period, socially intelligent adolescents can easily adapt to social environment as they exhibit the attributes of better patience, cooperativeness, sensitivity, tactfulness, high confidence level, recognition of social environment, good memory and sense of humor: all these enable them to adjust well in variety of environments. There is tremendous scope for schools to inculcate these qualities in students by providing conducive environment and through various curricular and co-curricular interventions especially in secondary school students who are at a very precarious and transitory phase of life; emotional, social as well as educational. To ensure that they grow as responsible, well adjusted and happy citizens, academicians, policy makers, parents, and all stakeholders should assume their responsibilities. Teachers who are at pivotal position of school education can play their role

effectively by being role models and by formulating strategies to enhance students' social intelligence so that they can adapt and adjust to ever changing societal environments. This calls for effective pre service and in service training of teachers so that they can contribute in building a strong foundation of a happy nation.

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