



SOCIAL INTELLIGENCE OF STUDENTS IN RELATION TO THEIR EDUCATIONAL ADJUSTMENT

Dr. Savita Mishra

*Principal, Vidyasagar College of Education,
Phansidewa, Darjeeling, West Bengal*

Abstract: *Social intelligence refers to the capacity for dealing with people which includes much of what is popular called personality. Thorndike, a pioneer in advancing Social Intelligence theory, defines it as the ability to understand others and act wisely in human relationships, distinct from academic ability and a critical component in what makes people succeed in life. Social intelligence enables a person to understand what others expect of him or her and thus meet those expectations. It entails a high level of empathy, or the ability to understand how another person feels. Archer (1980) accepts social intelligence as a distinct type of intelligence that consists of the ability to form accurate interpretations about people, their experiences, individual characteristics, relationships, concerns, and emotions. The term adjustment refers to accommodation and adaptation of individuals to the circumstances which they live. It is used to highlight an individual's struggle to fit in or survive in his or her physical and social environment. The purpose of this study was to examine the relationship between social intelligence and educational adjustment among secondary school students in Siliguri, West Bengal. The findings of the study revealed that while the boys are significantly socially intelligent than girls and more co-operative than the girls; the girls are more sensitive and tactful compared to the boys. It is therefore recommended that parents, educators, social reformers, opinion leaders, politicians, etc should work in tandem to develop social intelligence in our children in the same ethos as we do for their academic intelligence.*

Key Words: *Social Intelligence, Intelligence, Educational Adjustment.*

INTRODUCTION

Social intelligence in everyday life is the purposive adaptations to situations of and shaping of real-world environmental relevant to ones social life and abilities. Research suggests that the socially intelligent person is one who can deal well or behave effectively; with people has good social intelligence. The business man who is cordial, helpful, and friendly and whom people like and therefore, trade with has a high capacity for social



relationships. The teacher whom students have confidence fond of and who gets along well with fellow teachers is well developed socially. The student who works and plays well with others and is a leader in schools activities has good social qualities. On the other hand, many persons fail in life because of poor social intelligence – probably more than the number who fail because of inadequate abstract intelligence. There are many inconsistencies between social and abstract intelligence because there are a number of elements in social abilities that are not abstract in nature. Research evidences show that personal traits are more closely related to, if not an integral part of, social intelligence. A person's temperament and attitudes, honesty, judgment, humor, friendliness and degree of freedom from jealousy are all important factors in determining how well he / she will get along with others.

Social intelligence is a new concept in the modern times, though the theory dates to 1920 as propounded by Thorndike. The debate on intelligence has spurred many researchers to delve into the matter and each has come up with his own theory. But almost all the researchers agree on the point that social intelligence is a "*an individual's capacity to adjust to the needs of his immediate environs*". According to *Talent* (1978), *Archer* (1980), *Gardner* (1983), *Chernies* (2007) and *Goleman* (2008), Social intelligence is "*The aptness of a person in adapting to any social situations*". Therefore the concept of social intelligence leads to a more magnified study of its factors which arises a need for reviews to arrive at the problems of the study.

The word reference importance of the tem "change" is "to fit", "make reasonable", "adjust", "orchestrate", "alter:", "blend" or "make correspondence". We adjust or change either of them to relate with one another. The issue of change is a crucial issue of the cutting edge world.

It is the as a matter of first importance obligation of schooling to furnish the kid with the information on is private, social and monetary issues and train them how to tackle the issue. To change with various circumstances it is the actual idea of man. At the point when we notice the way of behaving of any individual from morning till evening we will see that as the greater part of his way of behaving addresses endeavors to satisfy his necessities which might be physical, mental, or social. The course of requirements excitement go on over the lifetime of people. This course of necessities excitement and their fulfillment is from a wide perspective, change.

Clinicians have deciphered change from two significant places of perspectives, one, change as an accomplishment and another, change as a cycle. The primary perspective accentuates the quality or productivity of change and the second lays accentuation on the cycle by which



an individual change in his outside climate. Abu - Ein (1995) led an investigation of the change issues of internationals understudies enlisted at Texas southern University. The current review showed that the most inconvenient change issues experienced by the worldwide understudies were monetary and position administrations and social individual, separately positioning first, second and third. Al - Mubarak (2000) directed a review on change issues survival strategies and decision of aided of internationals understudies of Pennsylvania University. The outcome sign that most global understudies experience change issues in the areas:

Correspondence and language, social and social, monetary and lodging and food. Rani and Latha (2005) considered on got family climate corresponding to changes observed that young ladies saw more clash than young men. They are more defenseless against social analysis. Young men then again gotten that their family has set runs and stressed on adhering to guidelines in their loved ones. The young men are more sharpened than young ladies by control in the family. Patri (2007) led a review on friendly and the ability to appreciate individuals at their core according to sex, knowledge and change. In his concentrate likewise massive distinction were found in home and instructive change comparable to orientation district level of insight varieties. Das (2008) led a review on Home and instructive change issues of Secondary School kids: a status investigation and discovered that there is massive distinction in home change issue in auxiliary younger students according to orientation and there is no tremendous contrast in home and dedicational change issue comparable to region.

Rationale of the study

From the review it was observed that people having good social intelligence behave effectively in their surroundings. Social intelligence in everyday life is the purposive adaptations to situations of and shaping of real-world environmental relevant to ones social life and abilities. The present trend in student's adjustment problems due to many fold reasons has created havoc in society. Maximum teenagers are swayed on the alcoholic and strong abuse instances along with maximum adjustment problems both at home and in school. In this prospective, research needs to be conducted to locate factors and consequences of such adjustment problem. Therefore one who is adapt in understanding his or her own and others feelings relate to behavior, would be exhibiting high intra and inter-personal intelligence. The present study was undertaken concerning the secondary school students from different schools of Siliguri, West Bengal out of which three were private and



three were Government undertaking. In relation to their educational adjustment, it was found that their social intelligence and educational adjustment were different when compared. Therefore the present study was an attempt to find out the social intelligence of adolescents in relation to their educational adjustment. Hence, naturally questions crippled into the mind are as follows.

- Are secondary school students socially intelligent persons?
- Is there any difference in social intelligence of secondary schools students due to gender variations?
- Does socio-economic status (SES) make any difference in social intelligence of secondary school students?
- Are the adolescents having any educational adjustment problem?
- Who are having more educational adjustment problems, boys and girls?

Questions like these necessities meaningful responses. Thusly a more than adequate endeavor by the examiners was made to admittance to social insight and change issues if any in young men and young ladies of optional school understudies of Siliguri, West Bengal.

Objectives of the Study

The accompanying goals have been figured out for the review:

1. To set up a profile of young men and young ladies in friendly knowledge, part wise and in complete structure.
2. To figure out contrasts in their social insight because of orientation and SES variety.
3. To evaluate instructive change issue of auxiliary school understudies according to orientation and SES variety.
4. To decide the degree of connection between friendly insight and instructive change of youths.

Hypotheses of the Study

The following hypotheses have been formulated on the basis of objectives:

H01: There doesn't exist tremendous contrast in mean social insight scores among young men and young ladies of auxiliary school in all parts of social knowledge and the absolute friendly knowledge.



H02: There doesn't exist tremendous contrast in the social insight of auxiliary school understudies concerning orientation variety.

H03: S.E.S of optional school understudies doesn't assume significant part in their social insight.

H04: There doesn't exist tremendous contrast in the instructive change issue of optional school understudies with respect to orientation variety

H05: There doesn't exist tremendous contrast in the instructive change issue of optional school understudies with respect to S.E.S variety.

H06: There is no huge connection between friendly insight and instructive change of youths.

Methodology

A co-connection configuration was taken on for assortment of information on friendly knowledge on as is the place where premise. Hence, the review was fundamentally illustrative review plan of ex-post realities type. Where the optional school understudies social knowledge had been considered as the free factor and the instructive change had been the model variable. The intra factors chose for the review are orientation and financial status. The example of the review was drawn from the six distinct schools of Siliguri which were English Medium Schools, out of which 3 were private endeavor and 3 were Government undertaking. The absolute example was 120 chosen haphazardly from 900 understudies of six distinct schools of class viii, ix and x. Social knowledge scale (Chadha and Ganesan, 1986) was utilized for evaluation of social insight, For surveying instructive change the size of AICS (1990) Sinha and Singh was utilized and for surveying financial status the size of Nayak (2005) was utilized.

Analysis and interpretation of data

For interpretation of scores both descriptive and inferential statistics had been adopted for interpreting the results. The descriptive measures of central tendency, variability, and relationship between the social intelligence and educational adjustment through correlation co-efficient are studied as per the requirements for verification of hypothesis. The scores were subjected to descriptive statistics for making a profile of students in all the components pertaining to social intelligence. Analyses were made in contrast to the intra-variables in all the components and also total social intelligence. Under inferential statistics



the “t” ratio was calculated to reveal significant difference between the intra variables of the interdependent and dependent variables and for testing null hypotheses.

Table 1: Summary of the test of significance for differences in means in various components of social intelligence due to gender variation and total social intelligence

Components	Sub-sample	N	Mean	SD	SED	df	‘t’	Remark
Patience	Boys	62	17.15	3.162	0.50	120	0.12	Not significant
	Girls	58	16	2.87				
	Total	120	18	2.15				
Co-cooperativeness	Boys	62	25.82	3.149	0.563	120	1.187	Not significant
	Girls	58	25.15	3.021				
	Total	120	25.25	2.88				
Confidence	Boys	62	19.35	2.565	0.469	120	0.198	Not significant
	Girls	58	19.44	2.568				
	Total	120	18.52	2.21				
Sensitivity	Boys	62	20.16	2.547	0.492	120	0.163	Not significant
	Girls	58	20.08	2.824				
	Total	120	19.77	2.75				
Recognition of Social Environment	Boys	62	0.726	0.418	0.623	120	0.135	Not significant
	Girls	58	0.810	0.463				
	Total	120	0.766	0.44				
Tactfulness	Boys	62	4.24	1.65	0.316	120	0.72	Not significant
	Girls	58	4.36	1.80				
	Total	120	4.4	1.46				
Sense of humour	Boys	62	4.33	1.65	0.316	120	0.72	Not significant
	Girls	58	4.56	1.80				
	Total	120	4.075	1.66				
Memory	Boys	62	7.67	1.90	0.35	120	0.74	Not significant
	Girls	58	7.41	1.96				
	Total	120	7.55	1.94				

It was seen from the above table that 't' worth of the relative multitude of parts was viewed as not exactly the table worth 1.98 at 0.05 level in 118 levels of opportunity, which isn't huge. Consequently, the formed speculations that there doesn't exist huge distinction in mean social insight score among young men and young ladies of auxiliary school understudies in all parts of social knowledge and the absolute friendly knowledge was acknowledged. The orientation variety becomes not critical as for various part of social insight might be because of



inspecting mistake. The review was in adjustment to the discoveries of Das (2008) and Mishra (1989) the outcome uncovered no methodical connection between distinction in sexual orientation and social insight. There exist uniqueness among young men and young ladies.

Distinction in sexual orientation on Social Intelligence

To figure out distinction if any in the scores on Social insight of young men and young ladies, the trial of meaning of contrast between the methods for the two sub-tests was determined and tried for importance. The outcome has been introduced in the accompanying table.

Table 2: Summary of meaning of distinction between method for young men and young ladies on the scores of social insight

Contrasts	Number	Mean	SD	SED	't'	Remarks
Boys	62	98.12	6.65	0.15	8.13	Significant
Girls	58	96.9	7.01			

If there should arise an occurrence of distinction in sexual orientation on friendly Intelligence, the calculated 't' 8.13 was viewed as critical as its worth was more than table 't' esteem which was 1.98 at 0.05 level. Hence the invalid theory there doesn't exist massive distinction in the social Intelligence of optional school understudies with respect to orientation variety was dismissed. So it uncovered that distinction in sexual orientation of auxiliary school understudies assumed a significant part in their social knowledge. This finding of Patri (2007) and Mishra (1989) demonstrated that the distinction in sexual orientation of youths assumes a significant part in their social insight.

Financial Status Difference on Social Intelligence

To out contrasts if any in the scores on friendly insight of High S.E.S and Low S.E.S. the trial of meaning of distinction between the methods for the two sub tests was determined and tried for importance. The outcome has been introduced in the table underneath.



Table 3: Summary of meaning of contrast between method for High S.E.S and Low S.E.S on the scores of social knowledge

Contrasts	Number	Mean	SD	SED	't'	Remarks
HSES	64	25.98	5.9	1.072	5.32	Significant
LSES	56	20.27	5.3			

On the examination of the above table, it was apparent that the 't' proportion is huge. The determined 't' esteem is 5.32 is more than the table worth of 't' at 0.05 considering the level of opportunity, that is 120. Consequently, it is observed that there is contrast among H.S.E.S and L.S.E.S in their social insight and S.E.S assume a significant part in their social knowledge. Subsequently, the invalid theory that "S.E.S of optional school understudies doesn't assume significant part in their social knowledge" is dismissed. This finding was in congruity with the discoveries of Renuka (2004) and Mishra (1989) demonstrated that SES of optional school understudies assumed a significant part in their social knowledge.

Distinction in sexual orientation in Educational Adjustment

To figure out the distinctions if any in the scores on instructive change of young men and young ladies the trial of meaning of contrast between the methods for the two examples was determined and tried for importance. The outcome has been introduced in the table underneath.

Table 4: Summary of meaning of distinction between method for young men and young ladies on the scores of Educational Adjustment

Contrasts	Number	Mean	SD	SED	't'	Remarks
Boys	62	06	03	0.56	5.32	Significant
Girls	58	8.98	3.218			

On the examination of above table, it was obvious that the 't' proportion is huge . Henceforth, the invalid speculation that "there doesn't exist tremendous contrast in the instructive change issue of auxiliary school understudies as to SES variety" is dismissed. This discoveries was in similarity with the discoveries of Patri (2007), Das (2008) and Rani (1995). They observed that young adult young ladies are having less change issue than young men. The review



uncovered that distinction in sexual orientation in young people assumed a fundamental part in their instructive change issue.

S.E.S Difference on Educational Adjustment

To figure out the distinctions on the off chance that any in the scores of instructive change of H.S.E.S and L.S.E.S the trial of meaning of contrast between the methods for the two examples was determined and tried for importance. The outcome has been introduced in the table 5.

Table 5: Summary of meaning of distinction between method for H.S.E.S and L.S.E.S on the scores of Educational Adjustment

Contrasts	Number	Mean	SD	SED	't'	Remarks
HSES	64	79.89	9.66	1.754	2.46	Significant
LSES	56	76.32	9.51			

On the examination of the above table, it was seen that the 't' proportion is huge. Subsequently, the invalid theory that there doesn't exist tremendous distinction in the instructive change issue of optional school understudies as to SES variety is dismissed on the grounds that the determined 't' esteem 2.46 is a lot higher than the table worth of 1.98 at 0.05 and 2.61 at 0.01 degree of importance. Henceforth Hypothesis was dismissed for this situation. This finding was in similarity with the discoveries of Kang, Kaur and Saini (2002) and Renuka (2004) which showed that SES of youths assumed a significant part in their instructive change.

Connection between Social Intelligence and Educational Adjustment

One of the targets of the review was to see if social insight had any relationship with instructive change. In this setting the invalid theories formed was there is no huge connection between friendly insight and instructive change of young people. For this a relationship study was directed between friendly insight and instructive change by applying Pearson's item second strategy for crude scores.

Co-efficient of co-relation between Social Intelligence and Educational Adjustment

Connection between friendly insight and instructive change has been considered regarding the entire example of 120 understudies. The 'r' esteem found was - 0.04, thus the examiner



wants to reason that there exist low bad huge connection between friendly knowledge and instructive change. Accordingly the outcomes show that there exist negative connection between scores on friendly knowledge and instructive change. It shows that the individuals who have high friendly insight will prompt low instructive change and the people who have low friendly knowledge prompts high instructive issue.

Findings of the study

- The significant discoveries of the review are introduced momentarily in the accompanying lines:
- It was figured out that mean social insight scores among young men and young ladies of auxiliary school in all parts of social knowledge and the all out friendly insight has no massive distinction.
- There existed a huge contrast in friendly insight of optional school understudies because of S.E.S. variety.
- There existed a tremendous contrast in the instructive change issues of auxiliary school understudies with respect to orientation variety.
- There existed a tremendous contrast in the instructive change issues of auxiliary school understudies with respect to S.E.S. variety.
- The connection between friendly insight and instructive change was viewed as adversely associated.

CONCLUSION

Education as an agent for social change can be activated through adolescents in social contexts and focusing on development, operation and evaluation of support systems both for face to face interaction and obtaining models of behavior and interaction. Individual's life tasks can be strengthened and better social intelligence can be developed in case of individuals who are submissive compared to the aggressive instinctual persons. The study also gives indication in which aspects either the boys or the girls are inferior. Necessary career guidance and counseling can be given during this period for developing those aspects of social intelligence in them. High economic status- usually it is seen that children from high SES family go astray due to improper guidance of the parents, parents should be conscious enough to give proper guidelines to the development of the children. In this competitive world, and due to lack of job opportunities there is heavy pressure on a child. This may be controlled by the teachers by helping the students to take care of career oriented subjects. The



school culture has a significant impact on the development of positive attitudes. There should be no caste, creed, or religious feelings in the school environment. It should instil feelings of security in all students, regardless of religion or socioeconomic status, and it should provide a conducive experience for learners free of fear, stress, and sadness. Teacher must have the knowledge of fundamental principles of human behavior to tackle the problems of his students. He must be emotionally stable and should have positive attitude towards teaching. He must take interest in students. He must be emotionally stable and should have positive attitude towards teaching. He must take interest in students and their welfare. His behavior with students should be of a friend, philosopher and guide. He should create confidence in his students to face realities of life. Teacher can play an important role in developing co-operation, team spirit and group participation in his students.

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