



IJMIRD 2015; 2(2): 149-151  
www.allsubjectjournal.com  
Received: 17-01-2015  
Accepted: 02-02-2015  
E-ISSN: 2349-4182  
P-ISSN: 2349-5979  
Impact factor: 3.762

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## **A comparative study of adjustment and social intelligence of urban higher secondary school students in relation to their gender**

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### **Abstract**

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 present study was conducted to compare Adjustment and Social Intelligence between male and female students of Higher Secondary School of Indore city (M.P.) for this purpose descriptive survey method was used 100 male urban and 100 female urban 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 indicates that female students are more adjusted and more possess social intelligence as compared to the male students.

**Keywords:** Comparative study, Adjustment and social intelligence, Urban, School students

### **1. Introduction**

Social Intelligence is the person's ability to understand and manage other people and to engage in adaptive social interactions (Thorndike, 1920). 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. The concept of adjustment was first given by Darwin, who used it as adaptation to survive in the physical world. To be well adjusted, an individual has to be intelligent so that he can think rationally, act purposefully and deal effectively with the environment. They are quality popular in the discipline of psychology, sociology and education. Life is a continuous series of change and challenges. Everyone is facing such situation for his survival of growth. Different person use different ways to satisfy these needs. The strategy used by the individual to manage this is called adjustment. Social intelligence is the capacity of a man to understand the feeling and emotions of other and react according to the circumstances. It enable them to express their view points strongly and make other agree upon it. It helps an individual to develop healthy co-existence with other people. Socially intelligent people behave tactfully and prosper in life. 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.

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 caused can be many including their ill treatment in the classroom. Maladministration of educational institution unhealthy environment at home and school etc. Social intelligence and adjustment are useful in solving the problems of social life and help in tacking various social tasks. Thus they are an important development aspect of education.

The study conducts by Agarwal (2003) a comparative study of adolescent level of adjustment in relation of academic success and failure.

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It was found that successful adolescents were significantly superior in their social emotions and educational adjustment in comparison to unsuccessful adolescents. 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. 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 weak 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.

### 1.1 Objective of the Study

The objectives of the present study were as follows:-

- (1) To study adjustment of higher secondary school students in relation to their gender.
- (2) To study social intelligence of higher secondary school students in relation to their gender.

### 1.2 Hypotheses

The present study, based on the following hypotheses –

1. There is no significant difference between total adjustments of higher Secondary students on the basis of their gender.
2. There is no significant difference between social intelligence of higher Secondary students on the basis of their gender.

### 1.3 Research Method

Descriptive survey method was used in present study.

### 1.4 Sample

For the selection of sample stratified disproportionate random sampling technique was adopted 100 male and 100 female students selected from higher secondary school of Indore city of Madhya Pradesh.

### 1.5 Tool used

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.

### 1.6 Statistic used

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

## 2. Result and Discussion

**Table 1:** Table showing 't' value of total adjustment of higher secondary Urban male and female Students.

Group	N	Mean	S.D.	df	t-value	significant
Male	100	29.06	4.21	198	12.70	Sig*
Female	100	21.58	4.10			

Significant at 0.05 level of significance.

The table – 1 shows that the obtained 't' value is 12.70. Which is significant at 0.05 level of significance with df = 198. It means there is significant difference between mean scorer of total adjustment of male and female students of higher secondary school.

Therefore the null hypothesis that "There is no significant difference between total adjustments of higher Secondary students on the basis of their gender." is rejected.

Further the mean score of the total adjustment of male students is 29.06 which is significantly higher than the mean scores of total adjustment of female students is 21.58. This indicates that the female urban students are more adjusted as compared to urban male students.

**Table 2:** Table showing 't' value of social intelligence of male and female students of higher secondary school.

Group	N	Mean	S.D.	df	t-value	significant
Male	100	92.37	6.91	198	5.66	Sig*
Female	100	97.22	5.06			

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 = 198. It reflects that the mean scores of social intelligence of male and female students of higher secondary school are differ significantly.

Therefore the null hypothesis that "There is no significant difference between social intelligence of higher secondary students on the basis of their gender." is rejected.

Further the mean score of the social intelligence of female students is 97.22 which is significantly higher than the mean scores of social intelligence of male students is 92.37. This indicates that the urban female students possess more social intelligence as compared to urban male students.

Results of study conducted by Gnanadevan (2007) and Al Makhalel & Ziadat (2012) also highlighted that there exists no gender difference in relation to social intelligence.

## 3. Major findings

The study led to following findings:-

1. The female students are more adjusted as compared to the male students.
2. The female students possess more social intelligence as compared to male students.

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