

BEYOND THE CLASSROOM WALLS: UNDERSTANDING SOCIAL INTELLIGENCE AND ADJUSTMENT OF ADOLESCENTS IN DIFFERENT SCHOOL ENVIRONMENTS

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ABSTRACT

The central focus of this research is to investigate the connection between the adjustment skills of adolescents and their social intelligence. The study explores this correlation among male and female adolescents from both private as well as government schools of Chandigarh. A total of 200 adolescents were selected as participants for this investigation and by utilizing statistical methods, particularly Pearson's correlation coefficient (r), the collected data underwent thorough analysis, which eventually revealed that there is a positive relationship between adjustment and social intelligence of male and female adolescents of government and private school. The research has the potential to significantly contribute to the new age education system, by paving the way for all the stakeholders in order to develop a comprehensive framework addressing the adaptation of adolescents concerning social intelligence.

Keywords: Adjustment, Social Intelligence and Adolescents

Human beings are the most intelligent beings, among all the species on this planet. Evolutionary studies reveal that each and every species had to adapt according to the changing environment. Those species who adapted themselves smoothly survived, while others were eliminated from the race. Hence, adjustment is vital for all the species to survive and the term adaptation is retrieved from the biological term adaptation. In today's digital scenario where everyone always carries an electronic pet with them, i.e., either mobile phones, laptops or various other digital devices and are mostly immersed in virtual surroundings, it is vital to keep a track on regular and social life to be fit in the changing world. And one can live a sound and happy life only when s/he is able to adjust according to the environment and make significant balance in the dynamic landscape. These concerns are to be highlighted from time

to time in order to make our new generation live a good and balanced life in this digital era. Also, this is the primary aim of education and therefore highlighting adjustment skill is very important to be a part of life's mega race. Adolescence is the age through which various biological and psychological changes take place and is the period of immense stress and strain, storm and strife. Adjustment in the society, among the peers and family during the age of adolescence is quite delicate and it is vital for the adolescents to be street smart. As highlighted by Chokkanatham and Lee (2005) a person who fails to adapt is more prone to diseases, withdrawal, depression, anxiety and frustration. Therefore, they should be able to easily mix up with people, they should be socially intelligent as such individuals can make friends easily and can accommodate themselves effortlessly in the changing environment. Adjustment is a way of

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striking a balance between requirements of a person and his varying life situations. In short, a person is said to be adjusted when he is so related to a reasonably adequate environment that he is relatively happy, efficient, and has a proper degree of social feeling. Adjustment is a way that basically highlights the total personality of an individual by balancing and equilibrating behavior according to the current situation (Sharma, 2019).

Social intelligence is the capability to recognize feelings, thoughts, intentions, tensions, etc. of an individual. It helps to make coordination and adjustment with the other members of the society. Ganaie and Mudasir (2015) social intelligence is an individual's capability to realize his or her surroundings optimally and respond suitably. He claims that social intelligence is a systematic assessment of self - awareness and social consciousness, established social conventions and attitudes to transverse social transformation. Social intelligence is the ability to know and deal with people. It is the amplitude to behave effectively in social situations. Yang and Brown (2013) examined the associations between patterns of Facebook activity, motives for using Facebook and late adolescents' social adjustment to college environment. They investigated 193 European American students and research showed that motives and activity patterns were associated directly with social adjustment. It also depicted that Facebook usage may hinder social adjustment in college as this era of technology makes students at the receiving end and they tend to lose the ability of expression and mingle with others socially which impacts the learners' learning skills. This idea is also favored by Praditsang, Hanafi and Walters (2015) in their study where they investigated the relationship among emotional intelligence, social intelligence and learning behavior. 569 first year

students were investigated and the result depicted that emotional intelligence and social intelligence were high while learning behavior was found to be at medium level. It was also shown through their study that emotional intelligence was not significantly related with learning behavior. Also, social intelligence was significantly related with learning behavior, except for social cognition, self-presentation and concern. Various studies also suggest that social intelligence, encompassing empathy, communication skills, and relationships manifests differently in male and females, and this distinction is shaped by a complex interplay of various biological, psychological and sociocultural factors. Nagra (2014) examined social intelligence level and adjustment levels of secondary school students in relation to type of school and gender. 200 samples were investigated and the result revealed average levels of social intelligence and adjustment in secondary school students. It was observed that there is insignificant difference among social intelligence and adjustment in relation to type of school and gender. Sharon (2017) conducted a study and observed that different age groups had no similar view on social intelligence but had a similar view on occupational self-efficacy and personality. Various education categories had similar views on social intelligence, occupational self-efficacy, and personality. Male and female executives had different views on occupational self-efficacy. Also, Hsieh, Wei, Hwa, Shen, Feng and Huang (2019) examined the effects of emotional intelligence and social intelligence on the relationship between internet addiction and peer victimization and psychological distress. They collected a random sample of 6233 fourth grade primary school students in Taiwan. The result of this study indicated that youth with experience of peer victimization were more addicted to the internet and psychological distress than the youth

who had experienced less peer victimization. Also, it was revealed that emotional intelligence was negatively related to internet addiction and it diminished the negative impact of victimization whereas social intelligence was negatively related to psychological distress, but it boosted the negative impact of peer victimization on mental health of adolescents. Different learning practices have an impact on social intelligence like flipped method of teaching, Ebrahim and Naji (2021) investigated the influence of flipped learning methods on high school learners' biology attainment and social intelligence in Kuwait. The sample consisted of 37 female high school biology learners from 10th grade. The result of the study showed that the learners from flipped teaching method samples transcend the learners from the sample who were taught via direct methods. The result related to social intelligence showcased no significant difference between the two samples as unfortunately the parents of the students from the sample- flipped training method took away their mobile phones during this investigation and probably it affected the result. Socially intelligent people make friends easily and accommodate effortlessly in a changing environment and tend to comfortably understand social relations as also suggested by Makmee and Chiv (2021) who focused on evolving and exploring social intelligence indicators. The researchers collected 600 samples i.e. tertiary students from Thailand. The findings concluded that social intelligence of tertiary students in University of Thailand, contained 8 aspects: interpersonal relation, stress tolerance, problem solving, impulse control, social responsibility, resilience, reality test and empathy. Therefore, it is vital to understand its importance in the present lifestyle where tensions are always hovering over the minds of all individuals and adolescents too have various kinds of tensions,

which creates various complexities in their lives. Hence, in today's era, it is very important for the individuals to possess social intelligence in order to become street smart so as to adapt to changing environments. Therefore, there is a dire need to study the adjustment of adolescents in relation to their social intelligence in order to provide a better learning environment in the new age education system.

Objectives of The Study

1. To study and compare the social intelligence of adolescents in relation to their type of school.
2. To study and compare the social intelligence of adolescents in relation to their gender.
3. To find the relationship between adjustment ability and social intelligence of adolescents in relation to private schools.
4. To find the relationship between adjustment ability and social intelligence of adolescents in relation to government schools.
5. To find the relationship between adjustment ability and social intelligence of adolescent boys.
6. To find the relationship between adjustment ability and social intelligence of adolescent girls.

Sample and Tools used

The current study adopted a random sampling technique to gather a cohort of 200 adolescents. This sample consisted of 100 students (50 males and 250 females) each from government and private schools respectively. The tools used for the study are Adjustment Inventory for School Students (AISS) by Singh and Sinha (2011) and Social Intelligence Scale by Chadha and Ganesh (2013)

Result & Discussion

Table 1: Results showing Mean, S.D. and t-value of social intelligence and its various dimensions in relation to their type of school.

Dimensions of Social Intelligence	Government			Private			t value
	N	Mean	S. D	N	Mean	S. D	
Patience (A)	100	18.61	2.60	100	18.01	2.99	1.513 ^{NS}
Cooperation (B)	100	24.37	3.11	100	23.63	3.740	1.521 ^{NS}
Confidence (C)	100	18.31	2.93	100	17.44	3.006	2.070*
Sensitivity (D)	100	20.08	3.31	100	18.86	3.055	2.574*
Recognition of SE (E)	100	0.76	0.855	100	1.04	0.8155	2.443*
Tactfulness (F)	100	2.61	1.60	100	2.68	1.75	0.295 ^{NS}
Sense of Humour (G)	100	3.21	1.26	100	2.90	1.59	1.520 ^{NS}
Memory (H)	100	2.07	1.64	100	1.02	1.95	4.103**
Total Social Intelligence	100	89.72	9.65	100	85.42	10.79	2.968**

Note-NS-Non Significant, **-Significant at 0.01 level, *-Significant at 0.05 level

The table 1 shows mean, S.D. and t value of social intelligence and its various dimensions between government school and private school adolescents. The mean value i.e. 89.72 of government school adolescents was found to be higher than the mean value i.e. 85.42 of private school adolescents. The t value of total social intelligence was found to be 2.968 i.e. significant at 0.01 level of significance. It was observed that there is significant difference in the mean scores of social intelligence of adolescents in relation to their type of school as the mean value of government school adolescents came out to be higher than that of private school adolescents. Hence, it is concluded that government school

adolescents are more socially intelligent than the private school adolescents. It may be because of the family background and the type of society they live in. As social intelligence is the ability of an individual to react to social situations, the government school adolescents come from economically weaker backgrounds and therefore have fewer resources and they try to utilize them creatively. They also have the quality of sharing, which makes them sound, and this is not seen in the private school adolescents. They come from sound and established families, which makes them less competent in society. Hence, they have less social intelligence as compared to the government school adolescents.

Table 2: Results showing Mean, S.D. and t-value of social intelligence and its various dimensions in relation to their gender.

Dimensions of Social Intelligence	Boys			Girls			t value
	N	Mean	S. D	N	Mean	S. D	
Patience (A)	100	17.79	2.54	100	18.83	2.97	2.65**

Cooperation (B)	100	23.46	3.47	100	24.54	3.36	2.23*
Confidence (C)	100	17.44	2.76	100	18.31	3.16	2.07*
Sensitivity (D)	100	18.61	2.90	100	20.27	3.33	3.75**
Recognition of SE (E)	100	0.90	0.88	100	0.90	0.75	0.00 ^{NS}
Tactfulness (F)	100	2.46	1.51	100	2.83	1.80	1.56 ^{NS}
Sense of Humour (G)	100	2.96	1.34	100	3.15	1.53	0.92 ^{NS}
Memory (H)	100	1.80	1.91	100	1.29	1.81	1.93 ^{NS}
Total Social Intelligence	100	85.50	9.160	100	89.64	11.25	2.85**

Note-NS-Non Significant, **-Significant at 0.01 level, *-Significant at 0.05 level

The table 2 shows mean, S.D. and t value of social intelligence and its various dimensions between male and female adolescents. The mean value i.e. 89.64 of female adolescents was found to be higher than the mean value i.e. 85.50 of male adolescents. The t value of total social intelligence was found to be 2.85 i.e. significant at 0.01 level of significance. It was observed that there is significant difference in the mean scores of social intelligence of adolescents in relation to their gender as the mean value of female adolescents came out to be higher than that of the private school adolescents. Social intelligence is possessed by those who are able to handle

people well and also have the ability to make friends easily and therefore it is presumed that gender has some impact on the social intelligence of adolescents. It may be because of the nature difference among male and female adolescents due to mental and biological changes. The reason behind the same could be the adjusting nature of the female adolescents, as female adolescents have more adjusting temperament as compared to the male adolescents. Hence, it is concluded that social intelligence of adolescents is affected by the gender type and female adolescents are more socially intelligent than the male adolescents.

Table 3: Results showing correlation between adjustment ability and social intelligence of adolescents in relation to private schools.

Social Intelligence Dimensions are as **A**-Patience, **B**-Cooperation, **C**-Confidence, **D**-Sensitivity, **E**-Recognition of SE, **F**-Tactfulness, **G** -Sense of Humour and **H**-Memory

Dimensions of Adjustment	Social Intelligence								
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	Total Social Intelligence
Emotional Adjustment	-0.180	-0.160	-0.007	-0.015	-0.062	-0.183	-0.127	-0.212*	-0.200*
Social Adjustment	0.053	-0.058	0.076	0.071	0.061	-0.024	0.070	-0.052	0.045
Educational Adjustment	-0.115	-0.165	-0.178	-0.088	-0.174	-0.263**	-0.149	-0.160	-0.256*
Total Adjustment	-0.114	-0.167	-0.053	-0.018	-0.079	-0.206*	-0.096	-0.185	-0.186

**** Correlation is significant at 0.01 level (2-tailed)**

*** Correlation is significant at the 0.05 level (2-tailed)**

Table 3 shows correlation between adjustment ability and social intelligence of adolescents in relation to private schools. The coefficient of correlation between the total adjustment ability and total social intelligence of adolescents in relation to private schools came out to be -0.186 which was found to be statistically non-significant. It was observed that there is no significant correlation between the total adjustment ability and total social intelligence of

adolescents in relation to private schools. It can be presumed that the social intelligence of private school adolescents does not have any relation with the adjustment ability of the adolescents as private schools may offer unique environments for adolescent development, establishing a correlation between total adjustment ability and total social intelligence in this context can be challenging due to the complexity of individual differences, school cultures and extracurricular activities.

Table 4: Results showing correlation between adjustment ability and social intelligence of adolescents in relation to government schools.

Social Intelligence Dimensions are as **A**-Patience, **B**-Cooperation, **C**-Confidence, **D**-Sensitivity, **E**-Recognition of SE, **F**-Tactfulness, **G** -Sense of Humour and **H**-Memory

Dimensions of Adjustment	Social Intelligence								
	A	B	C	D	E	F	G	H	Total Social Intelligence
Emotional Adjustment	-0.020	0.015	0.017	0.021	-0.198*	0.131	-0.059	0.183	0.062
Social Adjustment	-0.117	-0.151	-0.137	0.004	0.132	-0.186	-0.072	-0.030	-0.168
Educational Adjustment	-0.277**	-0.251*	-0.413**	-0.306*	0.073	-0.112	-0.084	-0.134	-0.415
Total Adjustment	-0.168	-0.148	-0.202*	-0.105	-0.050	-0.031	-0.098	0.054	-0.188

**** Correlation is significant at 0.01 level (2-tailed)**

*** Correlation is significant at the 0.05 level (2-tailed)**

Table 4 shows correlation between adjustment ability and social intelligence of adolescents in relation to government schools. The coefficient of correlation between the total adjustment ability and total social intelligence of adolescents in relation to government schools came out to be -0.188 which was found to be statistically non-significant. Thus, it is interpreted that there is no significant correlation between the total adjustment ability

and total social intelligence of adolescents in relation to government schools. It can be presumed that the social intelligence of government school adolescents does not have any relation with the adjustment ability of the adolescents and community influence, classroom dynamics, resource allocation and diverse student population could be few reasons for the same.

Table 5: Results showing correlation between adjustment ability and social intelligence of adolescents in relation to adolescent boys.

Social Intelligence Dimensions are as **A**-Patience, **B**-Cooperation, **C**-Confidence, **D**-Sensitivity, **E**-Recognition of SE, **F**-Tactfulness, **G** -Sense of Humour and **H**-Memory

Dimensions of Adjustment	Social Intelligence								
	A	B	C	D	E	F	G	H	Total Emotional Intelligence
Emotional Adjustment	-0.165	-0.146	-0.043	-0.032	-0.105	0.049	0.020	-0.087	-0.103
Social Adjustment	0.030	-0.080	0.030	0.003	0.047	0.041	0.108	0.037	0.042
Educational Adjustment	-0.073	-0.190	-0.301**	-0.169	0.011	0.042	-0.016	-0.165	-0.244*
Total Adjustment	-0.115	-0.196	-0.139	-0.050	-0.036	0.061	0.048	-0.104	-0.145

**** Correlation is significant at 0.01 level (2-tailed)**

*** Correlation is significant at the 0.05 level (2- tailed)**

Table 5 shows correlation between adjustment ability and social intelligence of adolescent boys. The coefficient of correlation between the total adjustment ability and total social intelligence of adolescent boys came out to be -0.145 which was found to be statistically non-significant. Thus, it is interpreted that there is no significant correlation between the total adjustment ability and total social intelligence of male adolescents. It can be presumed; peer dynamics and cultural context could be the reason

that the social intelligence of male adolescents does not have any relation with their adjustment ability because traditional ideas of masculinity emphasize qualities like self-reliance, emotional restraint, and a focus on winning, they might not match up with standard measures of social smarts or adaptability. Consequently, boys might prioritize different parts of themselves or their growth instead of concentrating on the social abilities or emotional well-being, which could make it seem like there's no clear connection between these two.

Table 6: Results showing correlation between adjustment ability and social intelligence of adolescents in relation to adolescent girls.

Social Intelligence Dimensions are as **A**-Patience, **B**-Cooperation, **C**-Confidence, **D**-Sensitivity, **E**-Recognition of SE, **F**-Tactfulness, **G** -Sense of Humour and **H**-Memory

Dimensions of Adjustment	Social Intelligence								
	A	B	C	D	E	F	G	H	Total Emotional Intelligence
Emotional Adjustment	0.003	0.051	0.102	0.054	-0.238*	-0.077	-0.138	0.189	0.051

Social Adjustment	-0.112	-0.162	-0.112	0.001	0.165	-0.232*	-0.095	-0.120	-0.180
Educational Adjustment	-0.214*	-0.163	-0.229*	-0.124	-0.123	-0.352	-0.208*	-0.249*	-0.340
Total Adjustment	-0.125	-0.096	-0.075	-0.021	-0.118	-0.265**	-0.191	-0.040	-0.173

**** Correlation is significant at 0.01 level (2-tailed)**

*** Correlation is significant at the 0.05 level (2- tailed)**

Table 6 shows correlation between adjustment ability and social intelligence of adolescent girls. The coefficient of correlation between the total adjustment ability and total social intelligence of adolescent girls came out to be -0.145 which was found to be statistically non-significant. Thus, it is interpreted that there is no significant correlation between the total adjustment ability and total social intelligence of female adolescents. It can be presumed that the social intelligence of female adolescents does not have any relation with their adjustment ability. The absence of a significant correlation between total adjustment ability and total social intelligence among female adolescents may be attributed to various factors. Girls often undergo different socialization processes that basically prioritize interpersonal skills and emotional expression, potentially leading to the development of strong social intelligence without significant adjustment difficulties. Societal expectations regarding femininity may further encourage behaviors that foster social connection and emotional regulation, reducing the likelihood of observable adjustment challenges. Positive peer dynamics characterized by cooperation and empathy may contribute to the development of social intelligence and support effective adjustment, while girls' communication styles, which often involve seeking social support and collaborative problem-solving, may facilitate adaptation without indicating significant adjustment issues

emphasizing the need for nuanced understanding and support tailored to their unique experiences.

Educational Implications

- The present study has been aimed to study the adjustment of adolescents in relation to their social intelligence. This study will go a long way as it would open new avenues for the educationists, counselors and policymakers in order to prepare a framework that deals with the adjustment of adolescents in relation to their social intelligence.
- The study allows the educationist to understand the child physically, emotionally, mentally as well as socially.
- It allows the children to understand themselves and make them strong enough to live in the real world.
- This study is also helpful and vital to the school principals and administrators to school students in a holistic way.

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