

ADJUSTMENT OF ARTS AND SCIENCE COLLEGE STUDENTS IN RELATION TO THEIR SOCIAL INTELLIGENCE

*Neelavathi .M,

**Emimah.S,

Abstract

Social intelligence is the person's ability to understand and manage other people and to engage in adaptive social interactions. This study explores at the relationship between social intelligence and adjustment of college students with respect to demographic variables like gender, subject chosen and location of the college. The study was conducted on a sample of 250 undergraduate students of Thoothukudi District. Social intelligence scale and adjustment scale prepared and validated by the investigators were used to measure the social intelligence and adjustment of the sample. The findings of the study revealed a significant difference in the adjustment of arts and science college students with respect to gender and location of the college. On the other hand, gender and subject chosen, has no significant impact on the social intelligence of undergraduate students.

Introduction

Adjustment and Social intelligence are important in the present life style due to growing tension, stresses and various complexities. College is the most appropriate place for fostering social intelligence and adjustment of the adolescents. They 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 adjustment process is the way in which individuals try to cope with stress, conflict, tension, and meet their needs (Julia & Veni, 2012). Adjustment is a very important factor for better academic achievement and for effective educational procedure. College students are in the stage of adolescence, a very crucial period. Numbers of physical and psychological changes occur at this stage. All aspects of the growth and development: physical, intellectual, emotional, social and moral are closely linked. The process of adjustment starts from the birth of a child and continues till death. The concept of adjustment is as old as human race on earth. Thus it is considered that proper adjustment is very essential for normal behaviour of adolescent. Social Intelligence is the person's ability to understand and manage other people and to engage in adaptive social interactions (Thorndike, 1920). It is the ability to effectively navigate and negotiate complex social relationships and environment.

*M.Ed, Scholar, Annamal College of Education for Women, Thoothukudi

**Assistant Professor, Annamal College of Education for Women, Thoothukudi

According to Zinkel (2000), social intelligence is closely related to one's own personality and individual behaviour. Those with social intelligence are fully aware of themselves and understand their environment. This enables them to control their emotions, make decisions about social relationship.

Significance of the study

In day-to-day life adjustment is needed for living a stress free life; this adjustment may be anywhere: family, in school or college, in peer groups, in society and in job. Adjusting to the constant changes in their internal as well as external environment becomes a major challenge for the adolescents. The students enrolled in colleges are experiencing the storms and stresses of adolescence, a very critical stage in their lives. During this period, they keep oscillating between being children and being adults. Though adjustment is a major concern at all life stages, it becomes especially critical at the stage of adolescence. Being a phase of rapid growth and development during which physical, sexual and emotional changes occur, adjustment problems are at their peak during this period.

It is difficult to lead a successful life in a society without social intelligence. The college students being in the adolescent period generally are aggressive, frustrated, disobedient, irritated and notorious and they are unable to manage social relationships. Social intelligence helps to develop a healthy co-existence with other people. Socially intelligent students behave tactfully and prosper in life. Ross Honey (1985) believes in social intelligence as an aggregated measure of self- and social-awareness, evolved social beliefs and attitudes, and a capacity and appetite to manage complex social change. Individuals with social intelligence can sense how other people feel, know intuitively what to say in social situations, and seem self-assured, even in a larger crowd. In order to face the social problems in a complex world and to have a harmonious relationship, students should have assertiveness and interpersonal intelligence. Hence there is a need to study about Social intelligence of college students and to find out how they are adjusted. This study is significant, as it helps to understand the relationship between social intelligence and adjustment among college students and thereby it may be helpful to provide necessary guidance and training.

Objectives of the study

The objectives of the study were as follows:

1. To find out the significant difference in social intelligence of arts and science college students with respect to gender and their subject studying;
2. To find out the significant difference in adjustment of arts and science college students with respect to gender and location of the college; and
3. To find out the significant relationship between social intelligence and adjustment of arts and science college students

By using stratified random sampling technique a sample of 250 under graduate students was selected from arts and science colleges in Thoothukudi District.

Tool used in the study

Social Intelligence scale and Adjustment scale prepared and validated by the investigators were used to measure the social intelligence and adjustment of the sample.

Results of the study

Table 1
Difference in the social intelligence of arts and science college students with respect to gender

Gender	Count	Mean	S.D	Calculated 't' value	Table value at 5% level	Remark
Male	68	65.13	6.9	1.254	1.96	NS
Female	182	66.46	7.6			

From the table 1, it is inferred that the calculated 't' value (1.254) is less than the table value (1.96). Hence the null hypothesis is accepted. Therefore it is concluded that there is no significant difference in the social intelligence of arts and science college students with respect to gender.

Table 2
Difference in the social intelligence of arts and science college students with respect to subject chosen

Gender	Count	Mean	S.D	Calculated 't' value	Table value at 5% level	Remark
Arts	148	66.53	7.8	1.105	1.96	NS
Science	102	66.47	6.8			

From the table 2, it is inferred that the calculated 't' value (1.105) is less than the table value (1.96). Hence the null hypothesis is accepted. Therefore it is concluded that there is no significant difference in the social intelligence of arts and science college students with respect to their subject chosen.

Table 3
Difference in the adjustment of arts and science college students with respect to gender

Gender	Count	Mean	S.D	Calculated 't' value	Table value at 5% level	Remark
Male	68	55.21	9.6	3.075	1.96	S
Female	182	59.32	9.3			

From the table 3, it is inferred that the calculated 't' value (3.075) is greater than the table value (1.96). Hence the null hypothesis is rejected. Therefore it is concluded that there is a significant difference in the adjustment of arts and science college students with respect to gender.

Table 4
Difference in the adjustment of arts and science college students with respect to location of the college

Gender	Count	Mean	S.D	Calculated 't' value	Table value at 5% level	Remark
Rural	144	59.5	9.7	2.6	1.96	Significant
Urban	106	56.3	9.1			

From the table 4, it is inferred that the calculated 't' value (2.6) is greater than the table value (1.96). Hence the null hypothesis is rejected. Therefore it is concluded that there is a significant difference in the adjustment of arts and science college students with respect to their location of the college.

Table 5
Relationship between social intelligence and adjustment of arts and science college students

Variables	Calculated 'γ' value	Df	Table 'γ' value	Remarks
Social Intelligence	0.144	248	0.113	S
Adjustment				

From the table 5, it is inferred that the calculated 'γ' value (0.144) is greater than the table value (0.113). Hence the null hypothesis is rejected. Therefore it is concluded that there is a significant relationship between social intelligence and adjustment of arts and science college students.

Findings and discussions

- No Significant difference is observed in the social intelligence of arts and science college students with respect to gender and their subject chosen.
- A significant difference is noticed in the adjustment of arts and science college students with respect to gender. Female students are better in adjustment than the male students.

Menaga and Chandrasekaran (2015) found that male college students have better adjustment than the female. But the findings of the present study contradict the above findings. Generally female students have better emotional attachment with

relatives and friends and they are conscious of maintaining their social relationship

than male. To maintain a harmonious and peaceful relationship with others they have to make lot of compromises. This may be the reason for their better adjustment.

- A significant difference is observed in the adjustment of arts and science college students with respect to location of the college. Rural college students are better in adjustment than urban college students.

Social adjustment involves changes in the individual's relationship with other people and changes in emotions. Rural students have more ability to mingle and establish relationship with others due to the nature of the environment they are brought up. Also their expectation from the society is low and they have higher level of acceptance regarding social relationship and shortcomings. But urban students may have various needs and requirements to satisfy and live a luxurious life in the society. Since the rural students' social expectation is low and social interaction is high, they have better adjustment than urban college students

- A significant relationship exists between social intelligence and adjustment of arts and science college students.

Students who have high social intelligence are fully aware of themselves and understand their environment. This enables them to control their emotions, make decisions about social relationship. To be well adjusted, to survive in the complex world, an individual has to be intelligent so that he can think rationally, act purposefully and deal effectively with the environment. The social skills like patience, cooperativeness, and tactfulness, sensitivity to the situation, confidence, memory and sense of humor help the students in their adjustment. The above may be the reason for the significant relationship between social intelligence and adjustment of arts and science college students.

Recommendations

- Opportunities should be provided for the college students to develop more positive feelings about themselves, neighbours, family and college. Group activities are to be created for students to improve their social skills and adjustment.
- Personality development programmes, Yoga and meditation should be organised for the college students.
- Counselling services should be made available to all college students who are having emotional and adjustment problems. A well trained counsellor should be appointed for giving guidance and counselling service and to initiate remedial and follow up programmes.

- The staff should be given special orientation programme on adjustment and social skills so that they could help the students.
- Efforts and necessary steps should be taken to improve the adjustment ability of female and rural college students

References

Pandey, J. (1968). Adjustment problems of adolescents in relation to their personality variables. Unpublished Ph.D thesis, Varanasi.

S.K. Mangal (2010), Second Advanced Educational Psychology, published by Asoke K. Ghosh, PHI Learning private Ltd., New Delhi. ISBN(978-81-203-2038-3).

Al Makahleh, A.A.A. & Ziadat, H.A. (2012). Social Intelligence and Personal Characteristics of Talented Secondary School Students in King Abdullah II. Educational Research, Vol. 3(10), 785-798.

Babu, M.S. (2007). Social Intelligence and Aggression among Senior Secondary School Students. Retrieved from www.eric.ed.gov/ERIC Web Portal/Record Detail Accno=ED.

Beheshtifar, M. Roasaei, F. (2012). Role of Social Intelligence in Organizational Leadership. European Journal of Social Sciences, 28 (2), 197-203.

Dogan, T. & Cetin, B. (2008). The investigation of Relationship between Social Intelligence, Depression and Some Variables and University Students. Journal of Human Sciences.

Saxena, S and Jain, R.K. (2013). Social Intelligence of Undergraduate Students In Relation To Their Gender and Subject Stream , IOSR Journal of Research & Method in Education 1(1), pp. 01-04.

Pramanik, J, Saha, B. and Mondal, B.C. (2014). Adjustment of Secondary School Students with Respect to Gender and Residence, American Journal of Educational Research, 2014, Vol. 2, No. 12, 1138-1143.

Rai, R., Singh, M., A (2014). Study of Social Intelligence among College Students in Relation to their Subject Stream in Bijnor District, International Journal of Languages, Education and Social Sciences, Vol. 08, Issue 01, pp. 1-7.