



A Study of Social Adjustment and Social Intelligence among Adolescents of Secondary Stage Schools

Chaturvedi A¹, Kumar A^{2*}

DOI:10.5281/zenodo.17826217

¹ Apoorva Chaturvedi, Ph.D. Scholar, Department of Education, University of Delhi, Delhi, India.

^{2*} Alok Kumar, Ph.D. Scholar, Department of Education, University of Delhi, Delhi, India.

Adolescence represents a pivotal developmental phase characterized by profound physiological, psychological, and emotional changes as individuals transition from childhood to adulthood. This study investigates the dimensions of Social Intelligence and Social Adjustment among secondary school students, aiming to identify differences based on gender and type of educational institution. Social intelligence is defined as the ability to interact effectively with the environment and address social challenges, while social adjustment refers to the balance between individual needs and societal expectations. Using a descriptive survey research design, the researcher executed a purposive sampling technique to select a cohort of 80 secondary stage students (comprising an equal distribution of 40 boys and 40 girls) from both public and private schools in Ajmer. Data were collected using standardized tools developed by N.K. Chadha and Usha Ganesan for social intelligence, and Dr. Ashutosh Kumar for social adjustment. The quantitative analysis focused on testing four distinct hypotheses regarding gender, school type, and family type. The empirical findings reveal a noteworthy homogeneity across the sample. Statistical analysis indicated no significant differences in the mean scores of Social Intelligence or Social Adjustment between male and female students. Furthermore, variables such as the type of school (public vs. private), social category, and family structure did not yield statistically significant disparities in the students' psychosocial adaptability. These findings indicate that, within this demographic, neither gender nor institutional context significantly affects social competence or adjustment. This study concludes that secondary stage students, regardless of gender, exhibit comparable capacities for social intelligence and social adjustment, highlighting the need for educational interventions that support these traits universally.

Keywords: adolescent, intelligence, social intelligence, social adjustment, secondary stage, gender dynamics

Corresponding Author	How to Cite this Article	To Browse
Alok Kumar, Ph.D. Scholar, Department of Education, University of Delhi, Delhi, India. Email: alok6120@gmail.com	Chaturvedi A, Kumar A, A Study of Social Adjustment and Social Intelligence among Adolescents of Secondary Stage Schools. Soc Sci J Adv Res. 2025;5(6):17-25. Available From https://ssjar.singhpublication.com/index.php/ojs/article/view/304	

Manuscript Received 2025-10-03	Review Round 1 2025-10-21	Review Round 2	Review Round 3	Accepted 2025-11-10
Conflict of Interest None	Funding Nil	Ethical Approval Yes	Plagiarism X-checker 3.65	Note



1. Introduction

Different stages of life, such as infancy, childhood, adolescence, and obsolescence, affect human growth. Adolescence, on the other hand, is thought to represent the apex of this growth, development, and learning. Adolescence is a transitional stage between childhood and maturity that occurs in the second decade of life. It is a period of development in all elements of life, including physical, mental, social, and emotional development. This is the stage when an adolescent enters a competitive environment and is subjected to pressure from all sides, including parental and teacher pressure to perform well academically, as well as peer pressure to conform to the peer group. It's no surprise that the adolescent years are known as the "period of anxiety." It is true because today's society is getting increasingly complex, with cutthroat competition, economic upheavals, ecological imbalances, and other factors making adolescents nervous, agitated, and terrified in their quest for survival. As a result, adolescence is distinguished by more upheaval than the stages preceding and following it in life. Adolescence is a time of "storm and struggle", as well as "passion and rebellion".

At every stage of life, social adjustment is essential for a happy and serene life. Because adolescence is the most chaotic time in a person's life, it is critical to make adjustments at this time. The question now is on what is social adjustment predicated? Is it a behavioural, psychological, environmental, or social element or something else entirely? Because adolescence is a period of rapid physical change, heightened emotionality, and intense conflict, it is critical to take a closer look at their world and try to understand how they are coping during this period of upheaval and turmoil. In the modern era, psychologists are concentrating on cognitive aspects such as memory and problem solving from a young age onward. David Wechsler defines intelligence as "the universal capacity of the human being to act purposefully, to think logically, and to deal efficiently with his environment," which includes non-intellective essentials as well as "intellective essentials" and "definite intelligence" (1958). David Wechsle posed the question in the late 1950s, "Is social intelligence simply general intelligence that has been applied to social situations?" It indicates that abstract or general intelligence has transitioned into the realm of social intelligence.

Social Adjustment

Life in the emerging modern era is becoming increasingly complex, problematic, and conflicting with each passing day. And adjustment is a coping mechanism that allows us to deal with the difficult realities of life as they arise. It is regarded as a barometer of harmonious behaviour, through which other members of society can determine whether or not he is well adjusted.

Adjustment is a process of maintaining a balance between one's needs (physical, psychological, and social), as well as the circumstances that influence one's ability to satisfy these needs. It is the process of accommodating changes in external and internal circumstances. It is a dynamic process that results in a more harmonious relationship between a person and his or her surroundings over time. It is a process of directing one's efforts toward the modification of one's behaviour and attitudes. A process of assisting someone in either changing his or her environment or changing their outlook. It is a state of harmony that promotes the well-being and efficiency of the individual in their environment. A healthy sense of social responsibility and acceptance of one's social responsibilities. A psychological process by which people are able to cope with the difficulties of everyday life.

Social Intelligence

Every child develops in the context of a specific social environment. The environment of a specific social setting has a long-term impact on a person's learning experiences and how he or she feels about those experiences and feelings. When a person is born into a culture, and to some extent, a group from which he or she comes from, a set of outlooks and relationships are established that have an impact on the development of social skills, behaviours, and attitudes in that person as they grow older. Normal development necessitates regular social interaction.

The stimulation that the child receives from other people plays a role in his or her development. People's behaviour is shaped and developed as a result of their daily interactions with their parents, siblings, and the wider community. The life of a human being is characterised by a dynamic pattern of social learning and change. Human beings must mature socially and strive to achieve victory in their social relationships in order to flourish.

Social maturity is demonstrated by an individual's ability to make and maintain friendships; as a result, in order to be effective in social relationships, a person must learn and manage the social skills that enable him to interact with others tactfully and compassionately.

Thorndike had asserted that there is a personality trait that can be classified as "social intelligence," which is distinct from "concrete" and "abstract" intelligences, and that this trait can be measured. Political leaders, business leaders, and religious reformers all possess a high level of social intelligence, also known as social tact. Successful social adjustments are determined by social intelligence, and as a result, social intelligence is considered to be practical intelligence in social relationships.

When it comes to interpersonal behaviour, social abilities are included, and a person is deemed socially intelligent based on the level of skill they demonstrate when interacting with others. It assesses intelligence in terms of expressions of the ability of the mental processes to function when dealing with abstract symbolic representations. Although academic and abstract ability is a component of intelligence, it is not the entirety of what can be distinguished as intelligence. Body skills, as well as familiarity with concrete materials, are expected to meet the requirements of larger definitions. Based on this and other considerations, intelligence can be understood as a person's behaviour rather than as a collection of words and other abstract symbols, which is the traditional interpretation. According to a comprehensive definition of intelligence, a human being is considered intelligent based on how well he or she interacts with all of the elements in their environment. The ability of a person to form relationships with other people, things, and ideas is a measure of his or her intelligence.

2. Studies Related to Social Intelligence and Social Adjustment

Vipinder Nagra (2014) studies the social intelligence and adjustment levels of Secondary Schools students with respect to the types of School and gender. He found insignificant differences in social intelligence and adjustment with respect to the types of school and gender.

Ravindra Shinde (2014) aims to examine Emotional Intelligence and Social Intelligence of Adolescents. He revealed that there were significant differences on Emotional Intelligence and Social Intelligence of Adolescents. He also indicated significant differences in the intelligence of boys and girls adolescents. **Lavania, S. & Singh, R. (2014)** investigated the significance between social intelligence of male and female college students. And revealed that there was a significant difference between the social intelligence of male and female college students. **Agarwall and Puri (2017)** conducted a study to determine whether there is a difference in adjustment and happiness between boys and girls enrolled in higher secondary school. They found that girls were better in terms of adjustment than boys. There was a statistically significant difference between the total score of school adjustment for girls and boys. When comparing boys and girls, it was evident that the boys were more successful in school. **Dhillon (2016)** explored that the majority of students either have an average or below average level of adjustment, and the majority of students are either average or above average intelligence. Above average intelligent students have better in terms of general, home, health, and educational adjustment than below average intelligent students, but both above average and below average intelligence students are equally adjusted on social and emotional areas of adjustment. A significant relationship has been found between adjustment and the person's environment. Research consistently identifies social intelligence not merely as a trait but as a dynamic mediator that buffers against stressors and enhances adaptation. **Yu (2024)** investigated 1,537 secondary school students and found that social support serves as a primary predictor of social adjustment, with psychological resilience and subjective well-being functioning as significant partial mediators. This study suggests that external support systems must be internalized into resilient cognitive structures to effectuate positive adjustment. Similarly, **Jiang (2025)** revealed that interpersonal competence is a core facet of social intelligence mediates the relationship between family functioning (cohesion and adaptability) and adolescent adjustment, highlighting that family dynamics influence adjustment primarily by fostering the students' social skills. Furthermore, **Bai (2024)** expanded on the protective function of social intelligence in a study of nursing students,

revealing that higher social intelligence mitigates the adverse effects of social anxiety on mental health, effectively acting as a coping with resource that preserves psychological stability in high-stress environments. Collectively, these studies make significant understanding of the phenomenon of social intelligence, social adjustment and interpersonal competence.

Need and Significance of the Study

It is the primary goal of education to assist students in the development of their whole selves on all levels. Teachers have a significant role to play in the achievement of this goal. Teachers who are socially intelligent assist students in increasing their motivation, increasing their innovation, increasing their performance, making better use of their time and resources, improving their leadership qualities, and improving teamwork. Social intelligence is the concept that helps people understand and manage their own and other people's emotions and relationships. Social intelligence helps people identify and understand their own and other people's emotions and relationships. The necessity of conducting research In our everyday conversation, the researchers frequently make the observation that a particular student or individual, is either extremely intelligent or not intelligent. All of these observations were based on our individual's performance or behaviour with respect to the other members of his group. Causes of an individual to behave or perform well or poorly in his or her group depends on a number of factors. Interest, attitude, a desire for knowledge, communicative ability, and other similar characteristics all contribute to his overall performance or behaviour in some way. However, there is something else that is equally, if not more, responsible for the situation. This is referred to as social intelligence in psychology; in ancient India, our great Rishis and seers referred to it as Viveka. Social intelligence emphasises the individual's ability to change or adapt to his or her environment, whether it is his or her entire environment or only a portion of it.

Objectives of the Study

1. To study Social Intelligence among boys and girls students of secondary stage.
2. To study Social Adjustment among boys and girls students of secondary stage.
3. To compare the Social Intelligence and Social Adjustment among boys and girls students of secondary stage.

Hypothesis

To achieve the objectives of the study; the following hypotheses were formulated and tested empirically-

1. There is no significant difference between the mean score of Social Intelligence of boys and girls students.
2. There is no significant difference between the mean score of Social Adjustment of boys and girls students.
3. There is no significant difference between mean scores of Social Intelligence and Social Adjustment of boys and girls students.
4. There is no significant difference between mean scores of Social Intelligence and Social Adjustment of boys and girls students belonging to different types of school.
5. There is no significant difference among mean scores of Social Intelligence and Social Adjustment of secondary school students belonging to different types of families.

3. Methodology

This study employed a Descriptive Survey research approach to understand the social adjustment and social intelligence among secondary school students. The researchers used standardized tools for the two variables: social intelligence and social intelligence, these tools were developed by N.K. Chadha & Usha Ganesan and Dr. Ashutosh Kumar respectively. The data were gathered from 80 students (40 Boys & 40 Girls) of secondary stage of Ajmer from public and private schools. This research design was adopted to comprehensively understand social adjustment and social intelligence among students. A purposive sampling technique was adopted to select students. Data were collected using standardized tools developed by N.K. Chadha & Usha Ganesan and Dr. Ashutosh Kumar. Participation of the students in this study was entirely voluntary, and informed consent was taken before conducting this survey to ensure ethical transparency. Confidentiality and anonymity of the data and the participants were strictly preserved, no personally identifiable information of the students was obtained and mentioned in the report. All data were securely saved and analyzed in aggregate form, in accordance with ethical requirements of research when involving human participation.

Demography of the Sampled Population

A sample is a well-defined small portion of the population that is representative of the population.

However, it is possible to have a sample that accurately represents the entire population only in the case of a homogeneous population. As a result, it is more advantageous to select a sample from the overall population. This study included 80 students from both government and private schools, both male and female, who belonged to the General, OBC, and SC/ST categories. The sample included students from both public and private schools. The frequency distribution of the total sample in terms of school type, gender, category, position, family type is shown in the following tables:

Table 3.1: Types of Schools

School			
	Frequency	Percentage	Cumulative Percentage
Public	40	50.0	50.0
Private	40	50.0	100.0
Total	80	100.0	

Out of the total sample, both government and private schools accounted for 50% of the total.

Table 3.2: Gender of the Students

Gender			
	Frequency	Percentage	Cumulative Percentage
Boys	40	50.0	50.0
Girls	40	50.0	100.0
Total	80	100.0	

Table 4.1: Gender wise Mean and Standard deviation value

Gender		Cooperative	Sensitivity	Confidence Level	Sense of Humour	Memory	Total Social Adjustment	Total Social Intelligence
Boys	Mean	14.53	15.68	15.53	2.43	.98	58.03	49.13
	N	40	40	40	40	40	40	40
	Std. Deviation	1.754	1.509	1.377	.958	.276	7.287	3.065
Girls	Mean	14.23	15.33	15.38	2.53	.93	61.20	48.38
	N	40	40	40	40	40	40	40
	Std. Deviation	1.833	1.774	1.170	1.109	.267	7.201	3.726
Total	Mean	14.38	15.50	15.45	2.48	.95	59.61	48.75
	N	80	80	80	80	80	80	80
	Std. Deviation	1.789	1.646	1.272	1.031	.271	7.373	3.411

Interpretation

A perusal of table 4.1 indicates that secondary school students differ gender wise in their Social Intelligence and social adjustment based on the mean score. The boys are better in social intelligence in comparison to girls with respect to Cooperative (**14.53**), Sensitivity (**15.68**),

Out of a total sample of 80, both boys and girls were 50 percent.

Table 3.3: Sample of Family Type

Nature of the Family			
	Frequency	Percentage	Cumulative Percent
Joint Family	34	42.5	42.5
Nuclear Family	30	37.5	80.0
Single Parents	16	20.0	100.0
Total	80	100.0	

Out of the total sampled population, 42.5% of the samples were from joint family, 37.5% of the samples were from the nuclear family and 20% of the samples were of single parents.

4. Data Analysis and Interpretation

This section includes the Descriptive Analysis of samples. Initially the scores obtained on social intelligence and social adjustments are described based on gender, type of schools, category, and nature of family. To analyse the social intelligence of the students, Social Intelligence Scale (SIS) (adopted by investigators) was administered. The scale has 5(Five) dimensions: cooperativeness, confidence level, sensitivity, sense of humour and memory. The results are depicted in the following dimension wise table.

Confidence (**15.53**) and Memory (**0.98**) dimensions of social intelligence. The girls are better in social intelligence in comparison to boys with respect to the Sense of Humour dimension (**2.53**) of social intelligence. So, the mean score of social intelligence (**49.13**) of boys is better in comparison to the social intelligence (**48.38**) of girls. Similarly, the mean score of social adjustment (**61.20**) of girls is better in comparison to the social adjustment (**58.03**) of boys.

Table 4.2: School wise Mean and Standard Deviation Value

School Type		Cooperative	Sensitivity	Confidence Level	Sense of Humour	Memory	Total Social Adjustment	Total Social Intelligence
Public School	Mean	14.30	15.43	15.25	2.50	.93	58.63	48.40
	N	40	40	40	40	40	40	40
	Std. Deviation	2.127	1.810	1.276	1.177	.267	6.515	3.815
Private School	Mean	14.45	15.58	15.65	2.45	.98	60.60	49.10
	N	40	40	40	40	40	40	40
	Std. Deviation	1.395	1.483	1.252	.876	.276	8.104	2.960
Total	Mean	14.38	15.50	15.45	2.48	.95	59.61	48.75
	N	80	80	80	80	80	80	80
	Std. Deviation	1.789	1.646	1.272	1.031	.271	7.373	3.411

Interpretation

Table 4.2 indicates that secondary school students differ school wise in their Social Intelligence and social adjustment on the basis of the mean score. The private school male students are better in social intelligence with respect to Cooperative (**14.45**), Sensitivity (**15.58**), Confidence (**15.65**) and Memory (**0.98**) dimensions of social intelligence.

The government school students are better in social intelligence in comparison to private school students with respect to the Sense of Humour (**2.50**) dimension of social intelligence. Thus, Social intelligence (**49.10**) and social Adjustment (**60.60**) of private school students are better with respect to the social intelligence (**48.40**) and social Adjustment (**58.63**) government school students.

Table 4.3: Family wise Mean and Standard deviation value

Nature of the Family		Cooperative	Sensitivity	Confidence Level	Sense of Humour	Memory	Total Social Adjustment	Total Social Intelligence
Joint Family	Mean	14.65	16.03	15.50	2.62	.97	58.74	49.76
	N	34	34	34	34	34	34	34
	Std. Deviation	1.739	1.586	1.398	1.045	.300	6.925	2.975
Nuclear Family	Mean	14.03	14.93	15.33	2.47	.93	60.50	47.70
	N	30	30	30	30	30	30	30
	Std. Deviation	1.938	1.552	1.269	1.008	.254	6.506	3.834
Single Parent	Mean	14.44	15.44	15.56	2.19	.94	59.81	48.56
	N	16	16	16	16	16	16	16
	Std. Deviation	1.590	1.672	1.031	1.047	.250	9.779	2.966
Total	Mean	14.38	15.50	15.45	2.48	.95	59.61	48.75
	N	80	80	80	80	80	80	80
	Std. Deviation	1.789	1.646	1.272	1.031	.271	7.373	3.411

Interpretation

According to table 4.3 secondary school students differ family wise in their Social Intelligence and social adjustment on the basis of the mean score. The joint family students are better in social intelligence in comparison to nuclear and single parent students with respect to Cooperative (**14.65**), Sensitivity (**16.03**), Confidence (**15.50**), Sense of Humour (**2.62**) and Memory(**0.97**) dimensions of social intelligence.

The single parent students are better in social intelligence in comparison to nuclear family students with respect to Cooperative (**14.44**), Sensitivity (**15.44**), Confidence (**15.56**) and Memory (**0.94**) dimensions of social intelligence except Sense of Humour (**2.19**). Thus, Social intelligence (**48.56**) in relation to social adjustment of nuclear family students (**59.81**) is low with respect to the social intelligence (**49.76**) and Social Adjustment (**58.74**) of joint family students. And with respect to the social intelligence (**48.56**) and Social Adjustment (**59.87**) of single parent students.

Analysis of the Data Based on the Hypotheses and Objectives:

Objective 1: To study Social Intelligence among boys and girls students of secondary stage.

Objective 2: To study Social Adjustment among boys and girls students of secondary stage.

Objective 3: To compare the Social Intelligence and Social Adjustment among boys and girls students of secondary stage.

Hypotheses 1: There is no significant difference between the mean score of Social Intelligence of boys and girls.

Table 4.4: Gender wise t-values of social intelligence

Variable	Group	N	Mean	SD	t-value	0.05 level of Significance
Social Intelligence	Boys	40	49.13	3.065	0.329	Not Significant
	Girls	40	48.38	3.726		

Interpretation

The objective was to compare mean scores of social intelligence of boys and girls students. The data were analysed with the help of t-Test and the results are given in Table 4.4 it is evident that the t-value is 0.329 which is not significant at 0.05 Level of significance (LoS). It shows that the mean scores of social intelligence of boys and girls do not differ significantly. Thus, the null hypothesis that there is no significant difference among mean scores of social intelligence of boys and girls is accepted.

Hypothesis 2: There is no significant difference between the mean score of Social Adjustment of boys and girls.

Table 4.5: Gender wise t-values of social adjustment

Variable	Group	N	Mean	SD	t-value	0.05 level of Significance
Social Adjustment	Boys	40	58.03	7.29	0.054	Not Significant
	Girls	40	61.20	7.20		

Interpretation

The objective was to compare mean scores of social adjustment of boys and girls students. The data were analysed with the help of t-Test and the results are given in Table 4.5 it is evident that the t-value is 0.054 which is not significant at 0.05 level. It shows that the mean scores of social adjustment of boys and girls do not differ significantly. Thus, the null hypothesis that there is no significant difference among mean scores of social adjustment of boys and girls is accepted.

Hypothesis 3: There is no significant difference between mean scores of Social Intelligence and Social Adjustment of boys and girls.

Table 4.6: Gender wise t-values

Gender	N	Mean	Std. Deviation	Std. Error Mean	
Total Social Adjustment	Boys	40	58.03	7.287	1.152
	Girls	40	61.20	7.201	1.139
Total Social Intelligence	Boys	40	49.13	3.065	.485
	Girls	40	48.38	3.726	.589

Independent Samples Test											
		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
										Lower	Upper
Total Social Adjustment	Equal variances assumed	.020	.887	-1.960	78	.054	-3.175	1.620	-6.400 .050		
	Equal variances not assumed			-1.9609	77.989	.054	-3.175	1.620	-6.400 .050		
Total Social Intelligence	Equal variances assumed	1.035	.312	.983	78	.329	.750	.763	-.769 2.269		
	Equal variances not assumed			.983	75.205	.329	.750	.763	-.770 2.270		

Interpretation

From Table 4.6 it is evident that the t-value of social intelligence is 0.329 and social adjustment is 0.054 which is not significant at 0.05 level with $df=78$. It shows that the mean scores of social intelligence and social adjustment of boys and girls did not differ significantly. Thus, the null hypothesis that there is no significant difference among mean scores of social intelligence and social adjustment of boys and girls is not rejected. Further, the mean score of the social intelligence and social adjustment of boys is 49.13 which is significantly higher than that of girls students whose mean score of social intelligence and social adjustment is 48.38. It may, therefore, be said that boys were found to believe to the same extent in their own adjustment ability to succeed in a situation than their counter girls students but it is not significantly different.

5. Findings & Conclusions

In this study the researchers sampled Secondary School Students to understand the Social Intelligence and social adjustment among adolescent boys and girls students. This study was carried out in order to determine the extent of social intelligence and social adjustment among students from different social categories and different types of families who were enrolled in private and public schools, as well as to examine the level of social intelligence and social adjustment among secondary level males and females in both private and public schools. After the analysis and the interpretation of the relevant data through various tools and techniques the researcher was able to come up with the some following conclusions:

- There is no statistically significant difference in the mean Social Intelligence scores of boys and girls pupils. In this case, Hypothesis 1 is acceptable.
- There is no statistically significant difference in the mean Social Adjustment score between boys and girls students. In this case, Hypothesis 2 is accepted.
- Boys and girls students have similar mean scores on Social Intelligence and Social Adjustment, and there is no statistically significant difference between them. In this case, Hypothesis 3 is accepted.

- Boys and girls students enrolled in different types of schools do not have significantly different mean scores on social intelligence and social adjustment, according to the findings. Hypothesis 4 is accepted in this case.
- There is no statistically significant difference in mean scores of Social Intelligence and Social Adjustment between boys and girls of different social categories and the types of families.

As a result, in order to be successful in life, children, adolescents, and adults must be able to deal with a diverse variety of sociocultural settings. Everyone's life can be affected by the requirement for social intelligence in practically every aspect of it. Social intelligence should be taught and considered as an important aspect of children's development, and it should be integrated into school curriculum in a positive, supportive and acceptable manner. A child with a low social intelligence level may have fewer opportunities in various situations throughout his life; as a result, social intelligence should be taught and considered as an important aspect of children's development.

The current work will help to increase the social intelligence and social adjustment of secondary students who already have them. The researcher investigated an important field of research, specifically in regard to social intelligence and social adjustment, and came up with some interesting findings.

References

1. Annamalai, K. (2015). *A study on social competence of higher secondary school Students of Villupuram district in relation to social Intelligence social adjustment and social skills*. Ph.D., Annamalai University.
2. Bai, Q. (2024). The mediating effect of social intelligence in the association between social anxiety and mental health. *Nature Scientific Reports*, 14, 26891.
3. Buch, M.B. (1997). *Fifth survey of educational research*. New Delhi: Center Publications.
4. Dr.Bais, N.S. (2008). *Psyco-social bases of learning & teaching*. (1st ed.). Jaipur: Jain Prakashn Mandir.
5. George, D. (2011). *The meaning of intelligence in the classroom*. (3rd ed.). USA: ASCD Publications.

6. Goleman, D. (2000). *Social intelligence: The new science of human relationships Great Britain*. (1st ed.). Bloomsbury Publications.
7. Guilford, JP. (2007). *Personality*. First published by The Macmillan Company New York First Indian Reprint 2007, Surjeet Publications Delhi, pp. 236-268.
8. Jaikumar, S., & Muthumanickam, R. (2010). Social adjustment of higher secondary school students. *International Journal of Recent Scientific Research*, 36-38.
9. Jiang, Y. (2025). How family functioning shapes adolescent adjustment: The mediating role of interpersonal competence. *Journal of Youth and Adolescence*, 54(2), 345-360.
10. Jeremy, V. Ernst. (2013). Social adjustment of at-risk technology education students. *Journal of Technology Education*, 24(2).
11. Mangal SK, & Shubhra Mangal. (2011). *An emotionally intelligent teacher at the heart of successful CCE*. (1st ed.). Edutrack, pp. 8-10.
12. Martin, E.R. (2006). Team effectiveness in academic libraries: A multiple case study. *Journal of the Medical Library Association*, 94(3), 271-278.
13. Patel, R.S. (2008). *Statistical methods for educational research*. (2nd ed.). Jay Publications.
14. Rajiv, D. (2008). A study on Social competence as related to social adjustment. *An International Journal*, 24(3), 40-48.
15. Randall, Edin, T. et al. (2009). Organized activity involvement depressive symptoms and social adjustment in adolescents: Ethnicity and socioeconomic status as moderators. *Journal of youth and adolescence*, 39(9), 1187-1227.
16. Sharma, Y. (2006). *Psychological philosophy of education*. (1st ed.). New Delhi: Kanishka Publishers and Distributors, pp. 127-133, 141-150, 184-204.
17. Sivanandam, K. (2017). *Moral values of prospective Teachers in relation to emotional Intelligence and social intelligence*. Ph.D., Annamalai University.
18. Social Intelligence: Evidence for Multidimensionality and Construct in Dependence. *Journal of Educational Psychology*, 78, 52-58.
19. Uchat, D.A. (2009). Research methodology in education and social science. (1st ed.). Ahmadabad: Sahitya Publications Pvt. Ltd., pp. 46-94, 431-435.
20. Yu, L. (2024). Social support and social adjustment among secondary school students: The mediating roles of subjective well-being and psychological resilience. *Psychology Research and Behavior Management*, 17, 1123-1135.

Disclaimer / Publisher's Note: The statements, opinions and data contained in all publications are solely those of the individual author(s) and contributor(s) and not of Journals and/or the editor(s). Journals and/or the editor(s) disclaim responsibility for any injury to people or property resulting from any ideas, methods, instructions or products referred to in the content.