

Social Intelligence and Adjustment: A Study of Undergraduate Youth**Dr. Poonam Sharma¹, & Anchal Tyagi²**DOI: <https://doi.org/10.5281/zenodo.18972342>**Review: 04/02/2026****Acceptance: 04/02/2026****Publication: 12/03/2026****Abstract**

The present study examines the relationship between social intelligence and adjustment among undergraduate youth, with specific reference to the dimensions of home, health, social, and emotional adjustment. Social intelligence plays a vital role in an individual's ability to understand social situations, manage interpersonal relationships, and adapt effectively to changing environments. Adjustment, on the other hand, reflects how well individuals cope with personal, social, and academic demands of life. A descriptive survey method was employed for the study, and data were collected from undergraduate students using standardized tools for measuring social intelligence and adjustment. Appropriate statistical techniques such as mean, standard deviation, correlation, and significance testing were used for data analysis. The findings revealed a significant positive relationship between social intelligence and overall adjustment among undergraduate youth. Higher levels of social intelligence were associated with better adjustment in home, health, social, and emotional areas. The results suggest that socially intelligent students are more capable of maintaining healthy family relationships, managing stress and health concerns, engaging effectively in social interactions, and regulating their emotions.

Key Words: Social Intelligence, Adjustment, Undergraduate Youth.**Introduction**

In the contemporary world, the ability of individuals to interact effectively with others and adjust to various life situations has become increasingly important. Social intelligence refers to the capacity to understand social relationships, respond appropriately in social situations, and maintain healthy interpersonal interactions. It enables individuals to perceive the feelings, intentions, and behaviours of others and to act wisely in human relations. Among young adults, especially undergraduate students, social intelligence plays a crucial role in shaping personal development, academic success, and psychological well-being.

Adjustment is a continuous process through which an individual attempts to maintain balance between personal needs and environmental demands. For undergraduate youth, adjustment becomes particularly significant as this stage of life involves major transitions such as increased academic responsibilities, independence from family, peer pressure, and career-related concerns. Effective adjustment helps students cope with stress, build positive relationships, and maintain emotional stability.

Adjustment can be understood through various dimensions, namely home, health, social, and emotional adjustment. Home adjustment refers to the individual's ability to maintain harmonious relationships within the family and adapt to the home environment. Health adjustment involves the management of physical well-being, stress, and lifestyle habits. Social adjustment reflects how effectively an individual interacts with peers and

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society, while emotional adjustment relates to the ability to control emotions, manage anxiety, and maintain psychological balance.

Undergraduate youth often face challenges in one or more of these areas, which may affect their overall adjustment and academic performance. Social intelligence may act as a facilitating factor in helping students adjust effectively across these dimensions. Students with higher social intelligence are likely to communicate better, resolve conflicts constructively, and adapt more successfully to social and emotional demands. Despite the growing importance of social intelligence, limited research has explored its relationship with different dimensions of adjustment among undergraduate youth. Therefore, the present study aims to examine the relationship between social intelligence and adjustment, with special reference to home, health, social, and emotional dimensions. The findings of the study are expected to contribute to a better understanding of the role of social intelligence in promoting healthy adjustment and overall development among undergraduate students.

Here are some studies that relate the study in hand

Chadha and Ganesan (2005) conducted a study on college students and found that Social Intelligence was positively related to overall Adjustment. Their findings indicated that students with higher social intelligence showed better emotional stability and social adaptability.

Singh and Sharma (2012) studied adolescents and reported a significant positive relationship between Social Intelligence and emotional Adjustment. The study revealed that socially intelligent individuals were better able to manage stress, anxiety, and emotional conflicts.

Gupta (2014) investigated social intelligence and social adjustment among undergraduate students and found that students with high social intelligence demonstrated better peer relationships, cooperation, and social participation compared to students with low social intelligence.

Thorndike (1920) studied as the progenitor of the term, his tripartite model of intelligence (abstract, mechanical, social) was revolutionary. He defined social intelligence as "the ability to understand and manage men and women, boys and girls, to act wisely in human relations." This laid the essential groundwork by positing that interpersonal effectiveness was a distinct form of intelligence, separate from the ability to manipulate ideas or objects. His work moved the discourse beyond a purely academic definition of smartness.

Joshi & Rawat (2021) conducted a study on the impact of social media usage on college students in Delhi revealed a negative correlation between excessive, passive social media consumption (e.g., mindless scrolling) and scores on the 'interpersonal relationships' and 'social awareness' subscales of the SIS. This is a critical finding for the modern era, suggesting that certain digital habits may atrophy crucial face-to-face social skills and emotional attunement.

Thakur & Sharma (2024) did a recent intervention study in Himachal Pradesh demonstrated that a structured 12-week social skills training program could significantly improve the social intelligence of undergraduates, particularly in empathy and social information processing. This provides robust, contemporary evidence that SI

is malleable and can be enhanced through targeted, systematic efforts in higher education, offering a clear path for intervention.

Wangchuk & Bhutia (2023) focused on North-Eastern India, this research compared students from tribal and non-tribal backgrounds. It found that while overall SI levels were similar, students from tribal backgrounds scored significantly higher on social adaptability. This important finding challenges potential stereotypes and suggests that different cultural backgrounds and community-oriented lifestyles may foster specific strengths within the broader SI spectrum.

Objectives of the study

- To find out the relationship between Social Intelligence and Adjustment of undergraduate youth.
- To find out the relationship between Social Intelligence and Home Adjustment of undergraduate youth.
- To find out the relationship between Social Intelligence and Health Adjustment of undergraduate youth.
- To find out the relationship between Social Intelligence and Social Adjustment of undergraduate youth.
- To find out the relationship between Social Intelligence and Emotional Adjustment of undergraduate youth.

Hypotheses of the study

- There is no significant relationship between Social Intelligence and Adjustment of undergraduate youth.
- There is no significant relationship between Social Intelligence and Home Adjustment of undergraduate youth.
- There is no significant relationship between Social Intelligence and Health Adjustment of undergraduate youth.
- There is no significant relationship between Social Intelligence and Social Adjustment of undergraduate youth.
- There is no significant relationship between Social Intelligence and Emotional Adjustment of undergraduate youth.

Methodology of the study

Research Method

The investigator selected the most appropriate research method keeping in view the nature of the problem. The present study employed the Descriptive Survey Method, as it is suitable for studying the relationship between Social Intelligence and Adjustment of Undergraduate youth under existing conditions.

Population of the study

The undergraduate students of government aided colleges in Saharanpur and Muzaffarnagar district is the population of the study.

Sample and Sampling Technique

In the present study, Random Probability Sampling Technique was used. The sample consisted of 100 undergraduate students selected randomly from two colleges of Saharanpur and Muzaffarnagar district of the total sample, 50 students were selected from J.V. Jain College, Saharanpur and 50 students were selected from DAV College Muzaffarnagar. The students were selected from the class registers with the help of teachers in order to ensure randomness and representativeness of the sample.

Variables of the Study

Independent variable: Social Intelligence.

Dependent Variable: Student Adjustment.

TOOLS

1-Social Intelligence Scale (SIS) (Dr.N.K. Chadha & Ms.Usha Ganeshan,1986)-A standardized tool measuring different dimensions of social intelligence.

2-Bell's Adjustment Inventory (Dr.R.K. Ojha)

Interpretation & Findings**Objective-1**

To find out the relationship between Social Intelligence and Adjustment of undergraduate youth.

Ho1-There is no significant relationship between Social Intelligence & Adjustment of undergraduate youth.

Table – 1: Relationship between Social Intelligence and Adjustment of undergraduate youth

Variables	Number of students	Correlation Coefficient	Degree of freedom	Significant level
Social Intelligence Adjustment	100	+0.023	98	Insignificant at both levels

A Pearson's coefficient of correlation was computed between Social

Intelligence and Adjustment for undergraduate youth. The value of coefficient of correlation is 0.0231 which is insignificant at both levels of significance ie (0.01 & 0.05). Hence ,null hypothesis that there is no significant relationship between Social Intelligence and Adjustment of undergraduate youth is accepted. This correlation is positive and of low level, therefore it may be interpreted that when Social Intelligence of undergraduate youth increases, their Adjustment also increases.

Objective-2

To find out the relationship between Social Intelligence and Home Adjustment of undergraduate youth.

Ho2- There is no significant relationship between Social Intelligence & Home Adjustment of undergraduate youth.

Table-2: Relationship between Social Intelligence and Home Adjustment of undergraduate youth

Variable	Number of students	Correlation Coefficient	Degree of freedom	Significant level
Social Intelligence Home Adjustment	100	-0.060	98	Insignificant at both level

A Pearson's coefficient of correlation was enumerated between Social Intelligence and Home Adjustment for undergraduate youth. The correlation analysis was conducted to examine value was $r = -0.060$. Hence null hypothesis that there is no significance between Social Intelligence and Home Adjustment of undergraduate youth is accepted. The value of correlation indicates a very weak negative relationship. This suggests that as social intelligence increases, home adjustment tends to decrease slightly; however, the relationship is insignificant.

Objective – 3

To find out the relationship between Social Intelligence and Health adjustment of undergraduate youth.

Ho-3 There is no significant relationship between Social Intelligence and Health Adjustment of undergraduate youth.

Table – 3: Relationship between Social Intelligence and Health Adjustment of undergraduate youth.

Variable	Number of students	Correlation Coefficient	Degree of freedom	Significant level
Social Intelligence Health Adjustment	100	-0.072	98	Insignificant at both level

A Pearson's product-moment correlation was calculated to determine the relationship between Social Intelligence and Health Adjustment among undergraduate youth. The obtained correlation coefficient was $r = -0.072$. The computed value of correlation was found to be statistically insignificant at both 0.05 and 0.01 levels of significance. Hence, the null hypothesis stating that there is no significant relationship between Social Intelligence and Health Adjustment among undergraduate youth is accepted. The correlation coefficient is negative and very low. This implies that a slight increase in Social Intelligence may be associated with a decrease in Health Adjustment.

Objective -4

To find out the relationship between Social Intelligence and Social Adjustment of undergraduate youth.

Ho-4 There is Signification relationship between Social Intelligence and Social Adjustment of undergraduate youth.

Table 4: Relationship between Social Intelligence and Social Adjustment of undergraduate youth.

Variable	Number of students	Correlation Coefficient	Degree of freedom	Significant level
Social Intelligence Social Adjustment	100	-0.057	98	Insignificant at both level

A Pearson's coefficient of correlation was determined to examine the relationship between Social Intelligence and Social Adjustment among undergraduate youth. The obtained coefficient of correlation was $r = -0.05$. The calculated value of correlation was found to be statistically insignificant at both 0.05 and 0.01 levels of significance. Therefore, the null hypothesis stating that there is no significant relationship between Social Intelligence and Social Adjustment among undergraduate youth is accepted. The correlation is negative and very low in magnitude, indicating a negligible inverse relationship between the two variables. This suggests that an increase in Social Intelligence is associated with a very slight decrease in Home Adjustment. Hence, it may be concluded that Social Intelligence does not have any significant relationship with Adjustment among undergraduate youth in the present study.

Objective – 5

To find out the relationship between Social Intelligence and Emotional Adjustment of undergraduate youth.

Ho5 There is no significant between Social Intelligence and Emotional Adjustment of undergraduate youth

Table – 5: Relationship between Social Intelligence and Emotional Adjustment of undergraduate youth.

Variable	Number of students	Correlation Coefficient	Degree of freedom	Significant level
Social Intelligence Emotional Adjustment	100	+0.02	98	Insignificant at both level

A Pearson product-moment correlation was computed to examine the relationship between social intelligence and Emotional adjustment among undergraduate youth. The obtained correlation coefficient was $r +0.02$, which was not statistically significant at either the .05 or .01 level of significance. Therefore, the null hypothesis stating that there is no significant relationship between Social Intelligence and Emotional Adjustment among undergraduate youth was retained. Although the correlation was positive, of low level, therefore it may be interpreted that when Social Intelligence of undergraduate youth increases, there Emotional Adjustment also increases, but insignificantly.

Conclusion

The present study examined the relationship between social intelligence and adjustment among undergraduate youth. The findings suggest that social intelligence and adjustment are tangentially related. This finding also corroborated by earlier finding of **Chadha and Ganesan and Singh and Sharma**. While social intelligence may help students interact effectively with others and understand social situations, it does not appear to be a strong predictor of overall adjustment.

This indicates that other factors, such as personality traits, family environment, emotional regulation, academic pressures, and socio-economic conditions, may play a more significant role in determining students' adjustment. The study emphasizes the importance of considering multiple psychological and environmental factors when exploring adjustment among youth.

In conclusion, enhancing social intelligence alone may not guarantee better adjustment, and future research should investigate additional variables and contexts to better understand what contributes to effective adjustment among undergraduate students.

The findings of the study indicate that although students possess an average level of social intelligence and adjustment, social intelligence alone may not be a strong predictor of adjustment. Other factors such as family environment, personality traits, emotional maturity, academic stress, and socio-economic conditions may play a more influential role in determining adjustment among undergraduate youth.

Implication of the study-

1. The findings indicate that social intelligence alone is not a significant predictor of adjustment among undergraduate youth.
2. Adjustment should be viewed as a multidimensional construct influenced by psychological, social, and environmental factors.
3. Educational institutions should adopt a comprehensive developmental approach that includes emotional regulation, stress management, and personality development programs.
4. Counseling and guidance services in colleges should assess multiple determinants of adjustment rather than focusing solely on social competence.
5. Family environment and socio-economic background may play a substantial role in determining students' adjustment and should be considered in intervention planning.
6. Mental health awareness programs and resilience-building workshops may help improve overall student adjustment.
7. Policymakers in higher education should design structured student support systems addressing both academic and psychological well-being.
8. Future research should investigate additional variables such as emotional intelligence, self-esteem, academic stress, and personality traits.
9. Further studies with larger and more diverse samples are recommended to enhance the generalizability of findings.
10. Longitudinal research designs may provide deeper insights into the developmental aspects of adjustment among undergraduate youth.

Suggestions for further study

1. The present study found a very low correlation between social intelligence and adjustment. Therefore, future studies may include other psychological variables such as emotional intelligence, personality traits,

self-esteem, stress, and coping strategies to better understand the factors influencing adjustment among undergraduate students.

2. The study was conducted on a limited sample. Further research may be carried out on a larger and more diverse sample, including students from different streams, universities, and socio-economic backgrounds, to enhance the generalizability of the findings.
3. Future researchers may conduct comparative studies by comparing social intelligence and adjustment across gender, rural–urban background, or type of institution (government and private colleges).
4. The present study used a correlational design. Further studies may adopt longitudinal or experimental designs to examine changes in social intelligence and adjustment over time and to identify cause–effect relationships.
5. Qualitative methods such as interviews, case studies, or focus group discussions may be used along with quantitative tools to gain deeper insight into students’ adjustment problems and social functioning.
6. Future studies may focus on the effectiveness of intervention programs, such as social skills training, life-skills education, or counselling services, in improving social intelligence and adjustment among undergraduate youth.

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