

## **Adjustment of Shy Adolescents in Relation to their Social Intelligence at Secondary Level of Education**

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**Abstract:** The present study was focus on adjustment ability among shy adolescents' students in relation to their social intelligence. The sample consists of 200 undergraduate students with 100 boys and 100 girls, which were selected randomly from different secondary schools of five districts of Jharkhand. Adjustment Inventory and Social Intelligence Inventory are used to collect the data from the shy adolescent students. Product moment correlation and t-test statistical techniques were employed. The study revealed that male and female shy students of secondary level of education did not differ significantly with regards to their adjustment ability, however, differ significantly with differently social intelligent persons.

**Keywords:** social intelligence, shy adolescents and adjustment.

**Introduction:** Adjustment is a process of major interest of psychologist who wants to understand a person through his behaviour. The way of adjustment with the external environment at any point of time depends upon interaction between the biological factors and social experiences. Gates et.al describes adjustment as a continual process by which a person varies his behaviour to produce a more harmonious relationship between himself and environment. In order to adjustment adequately, one has to make adjustment with one's self and then to one's environment.

### **Shyness among secondary school students:**

It is a common factor for high school students to be shy. Many young people struggle with skills like speaking up in a group or performing in public. Being shy, as a personal quality, isn't in itself a deal breaker when it comes to your child's ability to achieve their goals. In itself, the word "shy" can cover a broad range of feelings and behaviours. Some people are quieter, more introverted, less social, or less interested in certain social settings than others, simply as a matter of human variation, and these aren't intrinsically negative qualities.

### **ADJUSTMENT OF SHY ADOLESCENTS OF SECONDARY SCHOOL**

Adjustment is a common phenomenon in the context of examination-oriented education system in all over the world, especially among high school students who experience intense pressure when preparing for the national college entrance examination. Previous literature suggests that shyness may negatively affect ones' cognition, emotion, and behavioural performance and lead to academic and social maladjustment. Therefore, adjustment among shy high school students is a critical and practical point of inquiry. High school education is a key stage laying a solid foundation for students' lifelong development. High school students are going to face many adaptive and developmental tasks in this stage, while adaptation and development in learning

field is one of the most important development tasks (Deb et al., 2015). The extent to which adolescents succeed in adjustment critically influences their academic achievement, peer relationship, and even subsequent educational opportunities and choices (Farmer et al., 2009; Ryan, 2011), which in turn might facilitate adolescents' adjustment in this period of life. Adjustment refers to the process through which students make efforts to achieve balance in their learning environment and improve their academic performance (Nie et al., 2004), consisting of learning habits, utilization of learning resources, learning motivations, learning satisfactions, learning styles, etc.

According to Bronfenbrenner (1979), individual factors refer to characteristics of individuals, such as gender, race, age, experience, and personality; environmental factors refer to the environmental characteristics of individual survival and development, including macro-environment (socio-cultural background, socio-economic development, etc.) and micro-environment (family, teachers, peers, etc.). Individual factors and environmental factors both play a role in an individual's ability to survive and develop. Environmental factors (such as family socioeconomic status, parenting style, teacher support, peer friendship, and social environment) and individual factors (such as personality, intelligence, achievement motivation, and academic self-efficacy) (Powers et al., 2005; Gunnoe, 2013; Shin) are among the identified factors that affect adjustment among secondary school students. Researchers have discovered that people's levels of adjustment are impacted by shyness as a personality characteristic. This was found to be the case across all personal factors.

## **SOCIAL INTELLIGENCE OF SHY SECONDARY SCHOOL STUDENTS**

Whereas the students are the main column of country's educational system, attention to this population causes society progresses. Buss (1980) believes that shyness can be one of the social stress models. Because social stress appears as a shyness, audience stress, shame and hurry, so most of the researchers such as: Buss (1980), Zimbardo (1977), Lear (1983), believe that shyness is like a mind experience that is along with fear and anger and interpersonal relations. Crozier (2001), Cheek Buss (2006) believe that one of the most important sign of shyness diagnosis, is mind stress and refrain from social behavior. Actually shyness is a social phenomenon which happens in social situations. Source or factors of shyness producer are inside the person and when it happens in social situations, they are important. According to Salovey & Mayer (2002), emotional ability is part of psychological and social compromise besides, emotional disorder mutually has determinant role in psychological disorder and interpersonal difficulties. From the View of Schutt & Malouff (2001), high emotional intelligence has more relation with social skills, and shyness is a kind of fear or stress that make stress inside the person. So that the person avoids to face with unfamiliar person and social relations. shy person don't have enough ability to control their emotions, so in understanding of emotions and its control, they neither understand it logically nor making proper decision acting wisely. Hence it is predicted that emotional intelligence has inverse relation with shyness. Knowing of emotional intelligence different dimensions and trying for its ascension, have important figurative to prevent people to be shy. From the review it is clear that social intelligence have relationship with students' adjustment at secondary level of education.

## **SIGNIFICANCE OF THE STUDY**

Most of the problem students addressed in the classroom strategy study are readily identifiable in classrooms because they frequently behave in ways that are salient as well as undesirable. In contrast, shy students rarely call attention to them and may not even be recognized as problem students unless they also are low achievers or display extreme anxiety or withdrawal symptoms. A student who is relatively inactive in the classroom, there is a range from those who are well adjusted academically and socially but relatively quiet and content to work independently, through those who are problematically shy or withdrawn in varying degrees, to those who are autistic or schizophrenic. This research focused on such students, those who display symptoms of shyness and facing problem of adjustment with others. Such children would commonly be

described as shy children whose adjustment problems can be identified in relation to their degree of shyness.

Shyness is defined according to characteristics such as not wishing to participate in social activities and blushing when communicating. It involves experiencing reticence and anxiety in social situations. Although shy persons may wish to engage in conversations, their approach motivations are often restrained because of anxiety and hesitation (Coplan et al., 2004). The world has become a “global village” because of economic globalization. Therefore, communication skills are crucial for economic and social survival. Thus, in the contemporary society, shy individuals may increasingly experience social adjustment problems.

In the realm of education, the rationale for the study of social intelligence has been well discussed, investigated, and is common knowledge at this point. Whether it be entrance to schools, any profession, or any suggested initiatives, etc., the issue of social intelligence is given the foremost place in society, and we typically assign the credit of personal performance to social intelligence data. In this day and age, when the significance of our feelings, consistency, and the capacity to maintain a healthy balance in our social relationships is becoming increasingly apparent to us, we are also curious as to what part, if any, social intelligence plays in our day-to-day lives. It is imperative that we investigate the recently developed ideas in psychology. In India, the study of social intelligence is still in its infant phases, and as a result, there is a pressing need for information about the myriad of elements that contribute to its development at various levels. When it comes to shy adolescents, research in this area becomes all the more desirable because these young people are going through a period of transition in which they are frequently confronted with situations and problems that cannot be solved by intelligence alone.

The present study is a humble attempt to assess the relationship of adjustment and social intelligence of high school shy students. The psychologists developed interest in understanding, promoting and utilizing the individual differences for the development and prosperity of the society. The investigator has reviewed the literature and found it feasible to work on the topic. The study will be the guideline for the teachers, educationists and practitioners, researchers as well as curriculum planners, in order to imbibe coherence and integrity in adjustment and develop social intelligence among the shy high school students so that the students will be able to acquire basic understanding regarding them. These reviews confirm the fact that there is need for research, so researcher considered Adjustment, social intelligence as variables in the present study.

#### **STATEMENT OF THE PROBLEM:**

‘ADJUSTMENT OF SHY ADOLESCENTS IN RELATION TO THEIR SOCIAL INTELLIGENCE AT SECONDARY LEVEL OF EDUCATION.’

#### **OPERATIONAL DEFINITION:**

**Adjustment:** The act of making something different. The behavioral process by which humans and other animals maintain a balance among their various needs and the obstacles of their environments is called adjustment. In this study adjustment is measured in five different areas such as home, school and study, social, religion and moral, emotional and mental, physical and sexual.

**Social intelligence:** Social intelligence is the ability to understand one's own and others' actions. Social intelligence refers to a person's ability to understand and manage interpersonal relationships. It is distinct from a person's IQ or “book smarts.” It includes an individual's ability to understand, and act on, the feelings, thoughts, and behaviours of other people. In this study social intelligence is consists of 4 components namely social adjustment, social skill, social competency and social leadership.

**Secondary school students:** Secondary education refers to the stage of formal education that follows primary education and precedes higher education. It is typically offered to students

between the ages of 14 and 18. A school for students intermediate between elementary school and college; usually grades 9 to 12.

**Shy Students:** Shy implies a timid reserve and a shrinking from familiarity or contact with others. Shyness is an emotion that affects how a person feels and behaves around others. People who feel shy sometimes notice physical sensations like blushing or feeling speechless, shaky, or breathless. In this study shy students were chosen as per the discussion with class teachers, peers and parents.

#### **OBJECTIVES OF THE STUDY:**

1. To study the relationship between adjustment and social intelligence of shy adolescent students in general and dimension wise.
2. To study the difference between high and low adjustment, social intelligence of shy adolescent students.
3. To study the difference between high and low social intelligence of shy adolescent students.
4. To study the difference between adjustment and social intelligence of shy adolescent students in general.

#### **HYPOTHESES:**

1. There exists a significant positive relationship between adjustment and social intelligence of shy adolescent students in general and dimension wise.
2. There exists significant difference between high and low adjustment of shy adolescent students.
3. There exists significant difference between high and low social intelligence of shy adolescent students.
4. There exists significant difference between adjustment and social intelligence of shy adolescent students.

#### **DELIMITATION OF THE STUDY:**

1. Study is delimited to 200 samples only
2. Study is delimited to two main psychological variable only i.e- adjustment, social intelligence
3. Study is delimited to only secondary school shy student.
4. The geographical scope of the study was limited to the state of Jharkhand, The district covers namely: Lohardaga, Gumla, Ranchi, West-Singhbhum, East-Singhbhum.

#### **RESEARCH METHODOLOGY:**

In this study researcher used descriptive survey method to solve this issues. The goal of descriptive research is to describe a phenomenon and its characteristics. One of the main advantages of descriptive research is that it is able to collect data from a large number of participants. The current research aims to examine the relationship between adjustments, social intelligence of shy secondary school students in Jharkhand state of India.

#### **POPULATION**

A population is the complete set group of individuals, whether that group comprises a nation or a group of people with a common characteristic. All the shy secondary school adolescents of Jharkhand are regarded as the population of the present study.

## **SAMPLING AND SAMPLE FOR THE PRESENT STUDY:**

Researcher define sample as a finite part or subset of participants drawn from the target population. A larger sample size can also increase the power of a statistical test. A sample is a subset of individuals from a larger population.

In current study, researcher has chosen 5 districts randomly from total 24 districts of Jharkhand. From each district 4 secondary schools were chosen by applying simple random sampling techniques. And then randomly from each school mostly 10 shy students (5 boys and 5 girls) were chosen with discussion with Teacher, Parents and Peers. In this way researcher taken 10 shy students in each school and from 4 schools 40 shy adolescents were taken as sample for the present study.

**Thematic representation of sample is given in Table--**

### **Jharkhand (24 District)**

<b>Lohardaga</b>	<b>Gumla</b>	<b>Ranchi</b>	<b>West-Singhbhum</b>	<b>East-Singhbhum</b>
(4 school =40shy Std )	(4 school =40shy Std )	(4 school =40shy Std)	(4 school =40shy Std)	(4 school =40shy Std)
<u>1 school 10 shy</u>	<u>1 school 10 shy</u>	<u>1 school 10 shy</u>	<u>1 school 10 shy</u>	<u>1 school 10 shy</u>

### ***Thematic analysis of sample of the study***

## **TOOLS USED IN THE STUDY:**

For collection of data following standardized tools were used for the present study:-

1-Adjustment inventory by Dr.Nilima Deka (2001)

2-Social intelligence scale standardized by S. Mathur (2007):

## **PROCEDURE OF DATA COLLECTION:**

The current study works are attempting to determine the target and objectives regarding dependent variables such as adjustment and social intelligence was the independent variables. After taken permission of school heads data were collected by the researcher in to two phases. In the first phase three questionnaires were distributed to the respondent with proper instruction. In the second phase all the answered questionnaire were collected for tabulation

## **STATISTICAL TECHNIQUES USED:**

Two main statistical methods were used in data analysis: descriptive statistics, which summarizes data using indexes such as mean and median and another is inferential statistics, which draw conclusions from data using statistical tests such as student's t-test. Coefficient of correlation statistical techniques is used in order to know the correlation between variables. It can only be used to measure the relationship between two variables which are both normally distributed.

## **CORRELATIONAL ANALYSIS**

In this section, Coefficients of correlation are to be obtained between the scores on adjustment and social intelligence overall and its dimensions, Adjustment and internet addiction overall and its dimensions and on social intelligence and internet addiction overall and its dimensions to find out their relationship in the sample as a whole (N=200). It is expected to provide the general trend of relationships.

### **3.1.1 ADJUSTMENT IN RELATION TO SOCIAL INTELLIGENCE OF SECONDARY SCHOOL SHY ADOLESCENCE IN GENERAL.**

In this section, the analysis and interpretation has been done to fulfil the objectives No-1 of the present study i.e. to study the relationship between adjustment and social intelligence of shy adolescent's students. The analysis has been done in to two phases i.e. (1) Adjustment in relation to overall social intelligence and (2) Adjustment in relation to different dimensions of social intelligence of secondary school shy adolescence.

**TABLE-1. COEFFICIENT OF CORRELATION BETWEEN ADJUSTMENT AND SOCIAL INTELLIGENCE OF SECONDARY SCHOOL SHY ADOLESCENCE IN GENERAL**

**Objectives -1-** To study the relationship between adjustment and social intelligence of secondary school shy adolescence in general.

**Hypothesis-1-** There exists a significant positive relationship between students' Adjustment and social intelligence secondary school shy adolescence in general.

Variables	N	Coefficient of correlation	Significance level
Adjustment secondary school shy adolescence	200	0.3753	.001
Social intelligence of secondary school shy adolescence.			

Results of the Pearson correlation indicated that there is a significant medium positive relationship between X and Y, ( $r(198) = .375$ ,  $p < .001$ ).

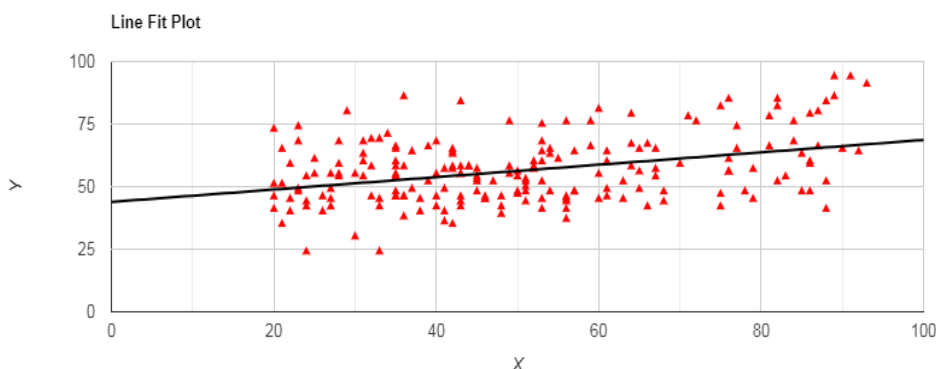


Table -1 indicates that the coefficient of correlation between adjustment and social intelligence secondary school shy adolescence is found to be **0.3753.4488**. It is significant at **.001** level of significance. It indicates that, adjustment is positively related with social intelligence of secondary school shy adolescence. It can be interpreted to mean that high social intelligence greater the Adjustment and low social intelligence lower will be the Adjustment of secondary school shy adolescence. Thus, the hypothesis (Hy-1) of the present study that there exists a significant positive relationship between adjustment and social intelligence of secondary school shy adolescence is retained. Pearson correlation coefficient was used to evaluate adjustment in terms of quantitative variables. This indicated that secondary school students had average level of social intelligence. Hence, hypothesis 1 is accepted. Results of the study by Babu (2007) also reveal average level of social intelligence among senior secondary school students.

**TABLE-2. COEFFICIENT OF CORRELATION BETWEEN ADJUSTMENT AND 'SOCIAL ADJUSTMENT' DIMENSIONS OF SOCIAL INTELLIGENCE OF SECONDARY SCHOOL SHY ADOLESCENCE.**

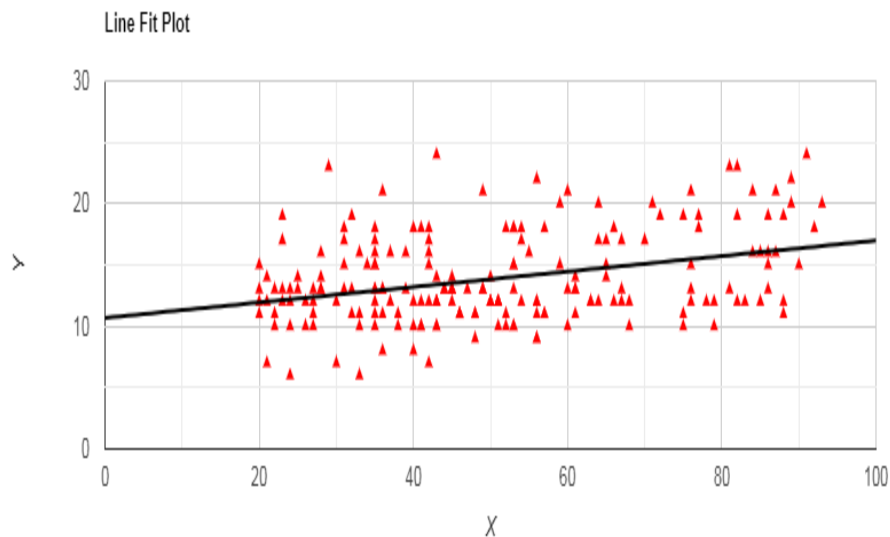
**Objectives-2-** To study the relationship between Adjustment and Social adjustment dimensions of social adjustment of secondary school shy adolescence.

**Hypothesis-2-** There exists a significant positive relationship between students' Adjustment and social adjustment dimensions of social intelligence of secondary school shy adolescence.

Variables	N	Coefficient of correlation	Significance level
Adjustment of secondary school shy adolescence.	200	0.3418	.01

<b>‘Social adjustment’ dimensions of social intelligence of secondary school shy adolescence.</b>			
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Results of the Pearson correlation indicated that there is a significant medium positive relationship between X and Y,  $r(198) = .342, p < .001$ .



It is examined from the Table 2 that the coefficient of correlation between adjustment and ‘social adjustment’ dimensions of social intelligence of secondary school shy adolescence is found to be **0.3418**. It is significant at .01 level of significance. It showed that Adjustment is positively related to ‘social adjustment’ dimensions of social intelligence of secondary school shy adolescence. It can be interpreted to mean that higher social adjustment greater will be the general adjustment of secondary school shy adolescence and lesser the social adjustment lower will be the general adjustment of secondary school shy adolescence. Therefore, the hypothesis (HY-2) of the present study that there exists a significant positive relationship between adjustment and ‘social adjustment dimensions of social intelligence of secondary school shy adolescence is retained.

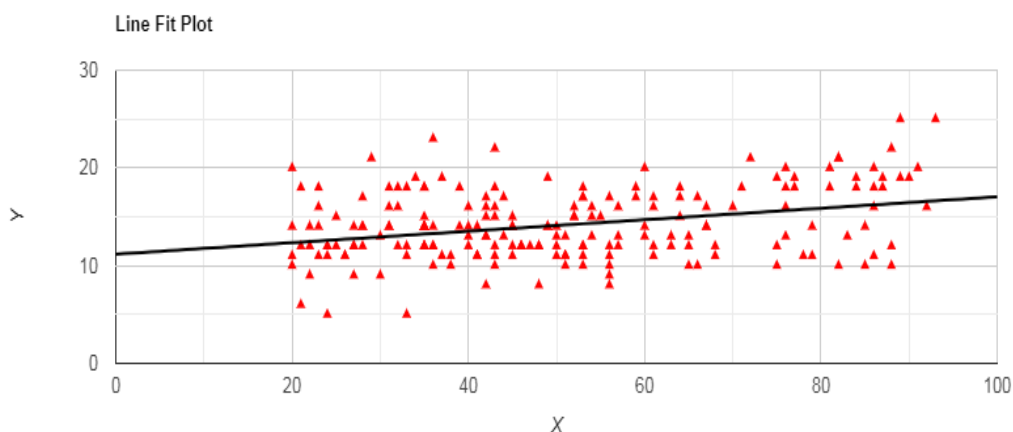
**Table-3. COEFFICIENT OF CORRELATION BETWEEN ADJUSTMENT AND ‘SOCIAL SKILL’ DIMENSIONS OF SOCIAL INTELLIGENCE OF SECONDARY SCHOOL SHY ADOLESCENCE.**

**Objectives-3-** To study the relationship between Adjustment and social skill dimensions of social intelligence of secondary school shy adolescence..

**Hypothesis-3-** There exists a significant positive relationship between students’ Adjustment and social skill dimensions of social intelligence of secondary school shy adolescence

Variables	N	Coefficient of correlation	Significance level
Adjustment of secondary school shy adolescence	200	0.3269	P-value 0.01
Social Skill dimensions of Social Intelligence of secondary school shy adolescence			

Results of the pearson correlation indicated that there is a significant medium positive relationship between X and Y,  $(r(198) = .327, p < .001$



It is depicted from the Table 3 that the coefficient of correlation between adjustment and social skill dimensions of social intelligence of secondary school shy adolescence is found to be **0.3269**. It is significant at P-value 3.111e-7 of significance. It showed that, adjustment is positively related to 'social skill dimensions of social intelligence of secondary school shy adolescence. Such as the act or process of concentrating, direction of attention to a single object, an academic major or area of focus within a major . It can be interpreted to mean that higher social skill greater will be the adjustment social skill dimensions of social intelligence of secondary school shy adolescence and lesser the social skill lower will be the adjustment social skill dimensions of social intelligence of secondary school shy adolescence. Therefore, the hypothesis (HY-3) of the present study that there exists a significant positive relationship between adjustment and social skill dimensions of social intelligence of social intelligence of secondary school shy adolescence is retained. The results of the study showed that there was positive relationship between social skills and social adjustment of secondary school students. Man is social by nature. He /she have to interact with others for his social life as well as daily need.

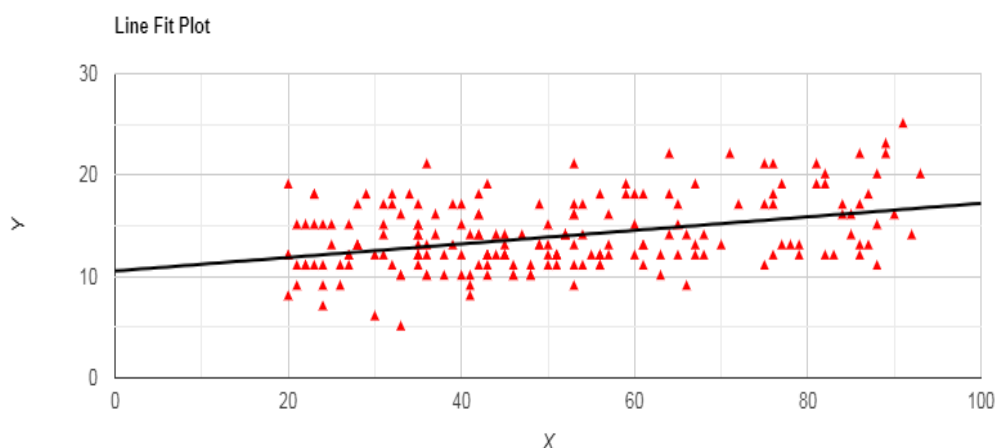
**Table-4. COEFFICIENT OF CORRELATION BETWEEN ADJUSTMENT AND 'SOCIAL COMPETENCY' DIMENSIONS OF SOCIAL INTELLIGENCE OF SECONDARY SCHOOL SHY ADOLESCENCE**

**Objectives-4-** To study the relationship between adjustment and social competency dimensions of social intelligence of secondary school shy adolescence.

**Hypothesis-4-** There exists a significant positive relationship between' Adjustment and social competency dimensions of social intelligence of secondary school shy adolescence.

Variables	N	Coefficient of correlation	Significance level
Adjustment of secondary school shy adolescence.	200	.385	p <.001
Social competency dimension of social intelligence of secondary school shy adolescence.			

Results of the pearson correlation indicated that there is a significant medium positive relationship between X and Y, ( $r(198) = .385, p < .001$ ).



It is revealed from the Table 4 that the coefficient of correlation between adjustment and social competency dimensions of social intelligence of secondary school shy adolescence is found to be .385. It is significant at P-value  $p < .001$  of significance. It showed that, adjustment is positively related to social competency dimensions of social intelligence of secondary school shy adolescence. It can be interpreted to mean that higher competency greater will be the adjustment of secondary school shy adolescence and less is the competency lower will be the adjustment of secondary school shy adolescence. Therefore, the hypothesis (HY-4) of the present study that there exists a significant positive relationship between adjustment and social competency dimensions of social intelligence of secondary school shy adolescence is retained. Social competence refers to those skills necessary for effective interpersonal functioning. Related study shows that secondary school students of urban area showed higher level of social competence than the students of rural area. Adjustment was found correlated to social competence, Nimisha Beri, 2020.

**Table-5. COEFFICIENT OF CORRELATION BETWEEN ADJUSTMENT AND ‘SOCIAL LEADERSHIP’ DIMENSIONS OF SOCIAL INTELLIGENCE OF SECONDARY SCHOOL SHY ADOLESCENCE.**

**Objectives-5-** To study the relationship between adjustment and social leadership dimensions of social intelligence of secondary school shy adolescence..

**Hypothesis-5-** There exists a significant positive relationship between adjustment and social leadership dimensions of social intelligence of secondary school shy adolescence.

Variables	N	Coefficient of correlation	Significance level
Adjustment of secondary school shy adolescence	200	.3611	$p < .001$
‘social leadership’ dimensions of social intelligence of secondary school shy adolescence			

Results of the Pearson correlation indicated that there is a significant medium positive relationship between X and Y,  $(r(198) = .361, p < .001)$ .

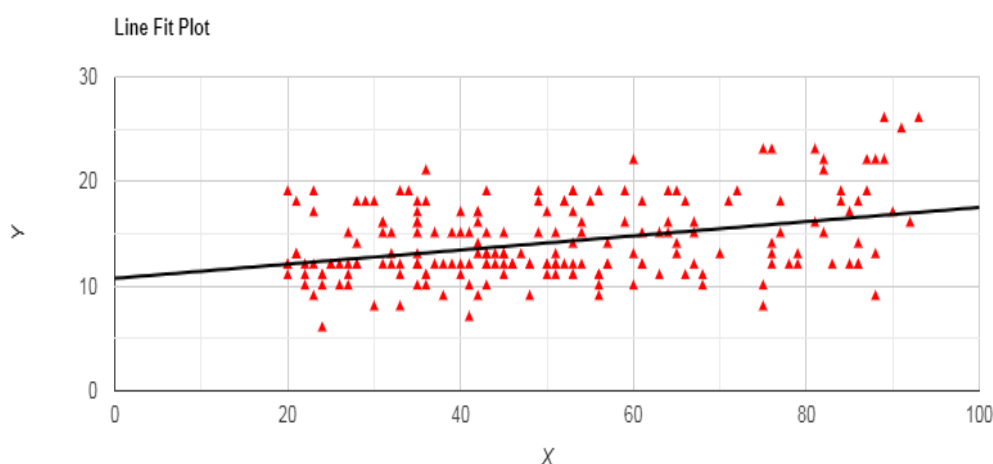


Table -5 indicates that the coefficient of correlation between adjustment and social leadership dimension of social intelligence of secondary school shy adolescence is found to be 0.361. It is significant at P-value  $p < .001$  level of significance. It indicates that, Adjustment is positively related with social leadership dimension of social intelligence of secondary school shy adolescence. It can be interpreted to mean that high social leadership dimension of social intelligence is high adjustment and less social leadership dimension of social intelligence lower will be the adjustment of secondary school shy adolescence. Thus, the hypothesis (Hy-5) of the present study that there exists a significant positive relationship between adjustment and social leadership dimension of social intelligence of secondary school shy adolescence is retained. Dhiman Kar & Prof. Birbal Saha in his study 'leadership style and adjustment ability among undergraduate students: a correlational study' tried to establish the relationship between Adjustment Ability and Leadership style among undergraduate students of West Bengal. The major constructs have been dealt with the Adjustment Ability Inventory (AAI) consisting of 78 items with Cronbach's alpha 0.908 and Leadership style, measured by Leadership Style Inventory (LSI) with 72 items, resulting Cronbach's alpha 0.919. Representative samples were randomly selected from the different undergraduate degree colleges of West Bengal, India. Pearson coefficient correlation was established to interpret the findings of this study. The results revealed that Adjustment Ability is significantly correlated with the Leadership style of undergraduate students of West Bengal. This signifies that, the students who are more adjustable can lead in a better way as the leadership performance deals with the teamwork and psychological adjustment with others.

### Extreme Groups' Study

The total sample is further divided into two groups, to obtain a comparative picture of social intelligence and internet addiction of secondary school shy adolescence at two levels. The students were classified into two groups as high and low social intelligence, and internet addiction. The groups were formed as low and high by adapting the criteria of  $\text{Mean} + \frac{1}{2} \text{SD}$ . In this connection, the cases falling above and below this range are called 'extreme cases'. Students scoring  $\text{Mean} - \frac{1}{2} \text{SD}$  on social intelligence and internet addiction were included in the low social intelligence and internet addiction groups, those scoring  $\text{Mean} + \frac{1}{2} \text{SD}$  were included in the high level of social intelligence and internet addiction groups of secondary school shy adolescence. Table reveals the classification of secondary school shy adolescence on the basis of their score values into two groups viz. low and high groups. On overall academic achievement, the low group comprised of secondary school shy adolescence with score values of  $\text{M} - \frac{1}{2} \text{SD}$  and below 40.694, and below and the high group constituted of secondary school shy adolescence with the score values of  $\text{M} + \frac{1}{2} \text{SD}$  i.e., 60.65 and above.

Table 17 reveals the classification of secondary school shy adolescence on the basis of their score values into two groups viz. low and high groups. On overall adjustment, the low group comprised of secondary school shy adolescence with score values of  $\text{M} - \frac{1}{2} \text{SD}$  and below i.e.,

40.694 and below and the high group constituted of secondary school shy adolescence with the score values of  $M + \frac{1}{2} SD$  i.e., 60.65 and above.

**Table -17. DEFFERENTIALS STUDY BETWEEN HIGH & LOW ADJUSTMENT OF SECONDARY SCHOOL SHY ADOLESCENCE IN GENERAL**

**Objectives 17.** To study the difference between high and low Adjustment of secondary school shy adolescence.

**Hypothesis.17.** There exist significant differences between high and low adjustment of secondary school shy adolescence in general.

Groups of Teachers	N	M	SD	t-ratio	Significance
High adjustment of secondary school shy adolescence	59	76.49	9.79	32.69	.05*
Low adjustment of secondary school shy adolescence	70	30.171	6.13		

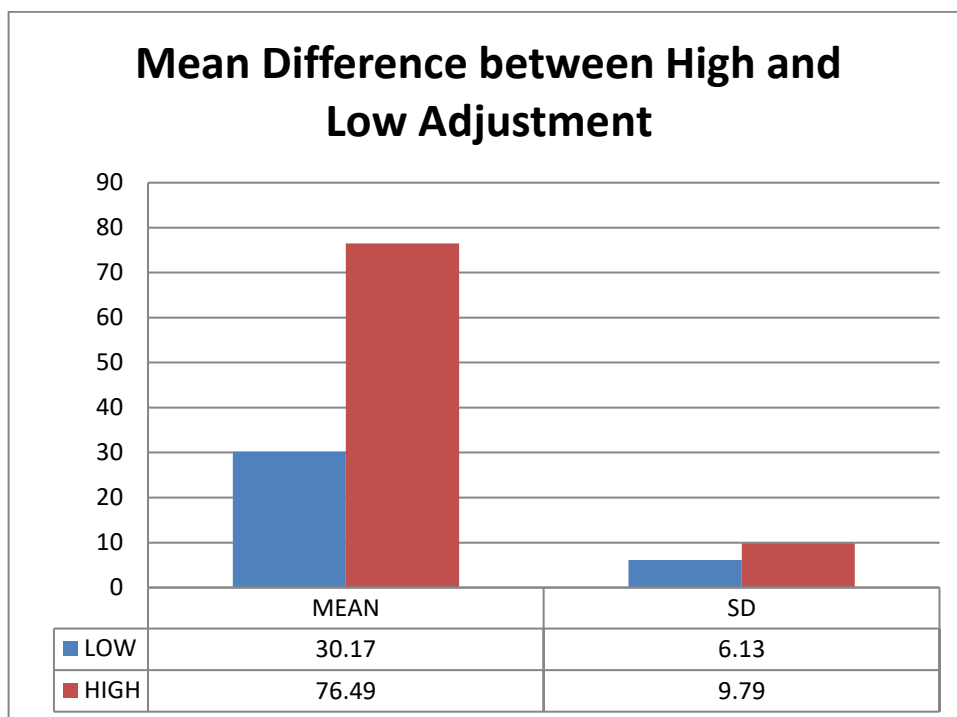


Table17 depicts that the mean scores of adjustment of high and low group of secondary school shy adolescence are found to be 76.49 and 30.171 with SDs 9.79 and 6.13 respectively. The calculated t-value comes out to be 32.69, which is greater than the table value at .05 level of significance. It implies that the high and low adjustment groups differ significantly. The mean adjustment of high group is higher than the lower group. It can be interpreted to mean that of secondary school shy adolescence are found to be high adjustment. Thus, the research hypothesis (17) of the present study that of secondary school shy adolescence will have higher adjustment in comparison to of secondary school shy adolescence with relatively lower level of adjustment is retained. The present study findings revealed that adjustment of the respondents is relatively medium.

Table 18 reveals the classification of secondary school shy adolescence on the basis of their score values in to two group's viz. low and high groups. On overall social intelligence, the low group comprised of secondary school shy adolescence with score values of  $M - \frac{1}{2} SD$  and below i.e., 49.866 and below and the high group constituted of secondary school shy adolescence with the score values of  $M + \frac{1}{2} SD$  i.e., 63.043 and above..

**Table -18. DEFFERENTIALS STUDY BETWEEN HIGH & LOW SOCIAL INTELLIGENCE OF SECONDARY SCHOOL SHY ADOLESCENCE IN GENERAL**

**Objectives20-**To study the difference between high and low social intelligence of secondary school shy adolescence in general.

**Hypothesis-20-** There exist significant differences between high and low social intelligence of secondary school shy adolescence in general.

Groups of student	N	M	SD	t-ratio	Significance
High social of secondary school shy adolescence	61	72.48	8.617	24.09	.05*
Low social intelligence of secondary school shy adolescence	74	53.72	5.76		

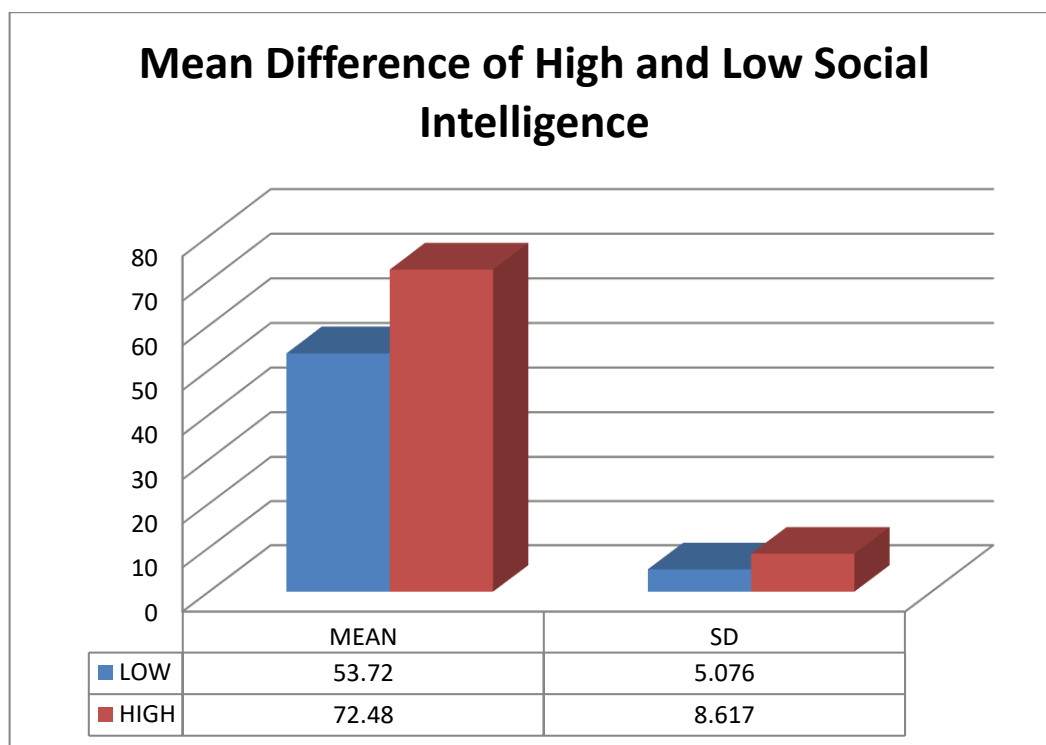


Table-18 depicts that the mean scores of social intelligence of high and low group of secondary school shy adolescence are found to be 72.48 and 53.72 with SDs 8.617 and 5.76 respectively. The calculated t-value comes out to be 24.09, which is greater than the table value at .05 level of significance. It implies that the high and low social intelligence groups differ significantly. The mean social intelligence of high group is higher than the lower group. It can be interpreted to mean that secondary school shy adolescence are found to be higher order social intelligence. Thus, the research hypothesis (18) of the present study that of secondary school shy adolescence will have high social intelligence in comparison to secondary school shy adolescence with relatively lower level of social intelligence is retained.

Table 19 reveals the classification of secondary school shy adolescence on the basis of their score values into two groups viz. low and high groups. On overall internet addiction, the low group comprised of secondary school shy adolescence with score values of  $M - \frac{1}{2} SD$  and below i.e., 50.491 and below and the high group constituted of secondary school shy adolescence with the score values of  $M + \frac{1}{2} SD$  i.e., 69.638 and above.

**Table -19. DEFFERENTIALS STUDY BETWEEN ADJUSTMENT AND SOCIAL INTELLIGENCE OF SECONDARY SCHOOL SHY ADOLESCENCE IN GENERAL.**

**Objectives.22-** To study the difference between adjustment and social intelligence of secondary school shy adolescence in general

**Hypothesis.22-**There exist significant differences between adjustment and social intelligence of secondary school shy adolescence in general

Groups of students	N	M	SD	t-ratio	Significance
adjustment of secondary school shy adolescence	200	50.675	19.96	3.417	.05*
social intelligence of secondary school shy adolescence	200	56.455	13.176		

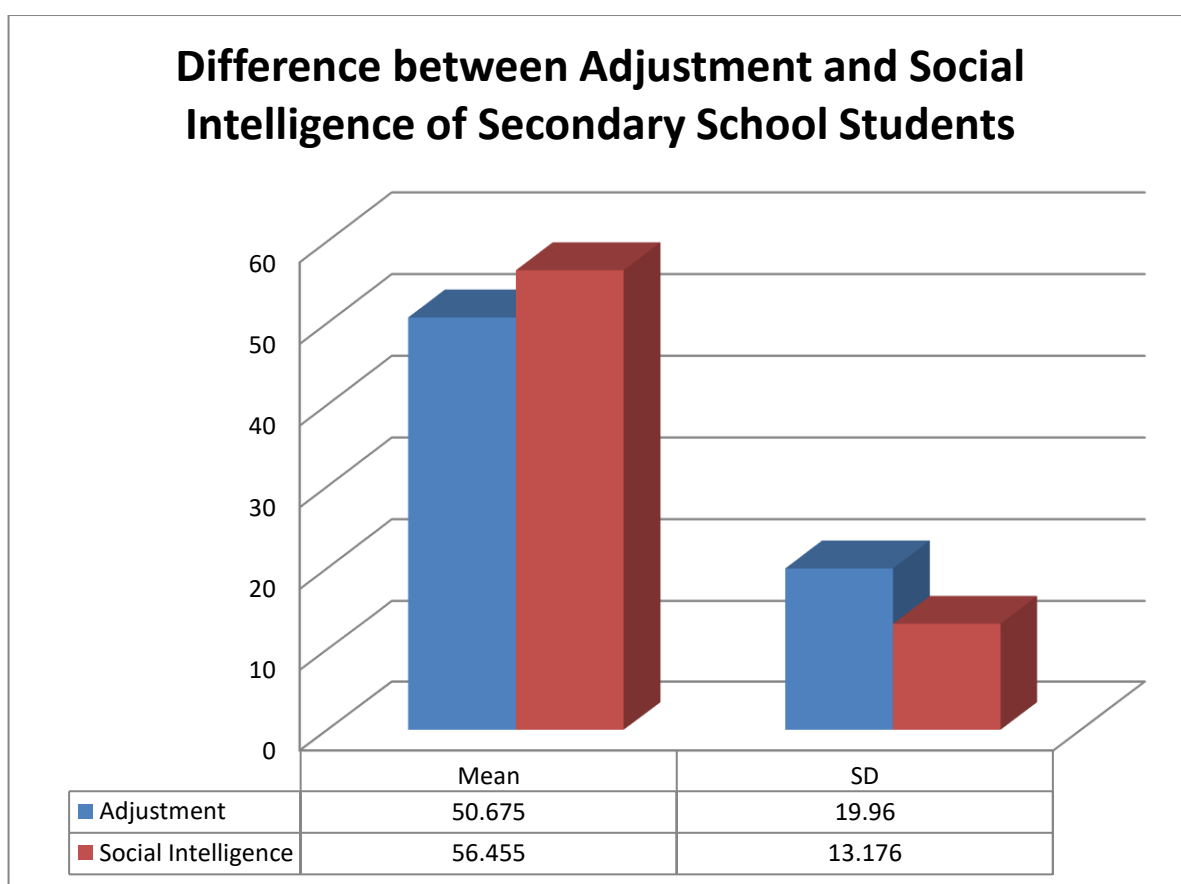


Table-22 examined that the mean scores of adjustment and social intelligence of secondary school shy adolescence are found to be 50.675 and 56.455 with SDs 19.96 and 13.176 respectively. The calculated t-value comes out to be 3.417, which is greater than the table value at .05 level of significance. It implies that the adjustment and social intelligence of secondary school shy adolescence groups differ significantly. The mean of adjustment and social intelligence of secondary school shy adolescence group is higher than the lower group. It can be interpreted to mean that the secondary school shy students are found to be higher adjustment and high social intelligence. Thus, the research hypothesis (22) of the present study that secondary school shy student will have high adjustment in comparison to shy students with relatively lower level of social intelligence is retained.

### **CORRELATIONAL RESEARCH FINDINGS**

1. There exists a significant positive relationship between adjustment and social intelligence of secondary school shy adolescence is retained. Pearson correlation coefficient was used to

evaluate adjustment in terms of quantitative variables. This indicated that secondary school students had average level of social intelligence.

2. It can be interpreted to mean that higher social adjustment greater will be the general adjustment of secondary school shy adolescence and lesser the social adjustment lower will be the general adjustment of secondary school shy adolescence. So, the present study that there exists a significant positive relationship between adjustment and 'social adjustment dimensions of social intelligence of secondary school shy adolescence is retained.
3. The findings of the present study that there exists a significant positive relationship between adjustment and social skill dimensions of social intelligence of social intelligence of secondary school shy adolescence are retained.
4. There exists a significant positive relationship between adjustment and social competency dimensions of social intelligence of secondary school shy adolescence is retained. Social competence refers to those skills necessary for effective interpersonal functioning.
5. There exists a significant positive relationship between adjustment and social leadership dimension of social intelligence of secondary school shy adolescence is retained.

#### **DIFFERENTIAL RESEARCH FINDINGS:**

6. The present study revealed that that of secondary school shy adolescence will have higher adjustment in comparison to of secondary school shy adolescence with relatively lower level of adjustment is retained.
7. It implies that the high and low social intelligence groups differ significantly. The mean social intelligence of high group is higher than the lower group. It can be interpreted to mean that secondary school shy adolescence is found to be higher order social intelligence.
8. It implies that the adjustment and social intelligence of secondary school shy adolescence groups differ significantly. The mean of adjustment and social intelligence of secondary school shy adolescence group is higher than the lower group. It can be interpreted to mean that the secondary school shy students are found to be higher adjustment and high social intelligence.

#### **EDUCATIONAL IMPLICATIONS OF THE STUDY:**

Students understood that shy students lose their confidence in the classroom, experience lack of confidence which leads shy students towards absence of confidence. Students demonstrate shyness in the classroom due to fear feelings. Teachers can help out students to overcome their shyness. Students have higher expectations from their teachers. Majority of students remained ready to demonstrate shyness or experiences shyness during their classroom interactions. Majority believe that shyness behavior is a natural phenomenon. Students not believe that students belonging to rural areas feel shy in the classroom. Students with shyness behavior experience hesitation to communicate with others in the classroom. There is a dire need to motivate and train teachers to cope with shy behaviors. Usually teachers criticize students with shy behavior. Results of many studies cited in the literature review endorse that students feel shy due to hesitation and fears. Parents should support their students in difficult situation when their yards are failed to perform. Peers also help their friends and encourage them to do well in the activity.

The shy students studying from secondary schools are in a need of some psychological support from their parents as well as teachers. So, the parents and teachers must give more guidance and supportive care to the students who are in their school studies. All the higher secondary schools must give importance to providing counseling service to the students who are having emotional and adjustment problems. A well trained counselor should be appointed for giving guidance and counseling services. The schools must not give importance only to high achievement of their students, but must give importance to teaching to adjust with oneself and with their environment. The schools must often conduct meetings with the parents of the students and make them to

know about their child's status. The schools must maintain a separate record for the students' behavior inside the school and must find out the emotionally immature students. This will help them to give counseling. All the government schools must be modified with all the facilities like good laboratory, library and well-structured classrooms. Some of the enrichment Programmes may be conducted to improve the adjustment of the students with their peer groups and with their family like street play, group assignment, group learning, group dance and other team works. Teachers are the greatest role model for their students. So, at first the teacher must have high level adjustment and emotional stability and must show their students how to adjust with others.

### **SUGGESTION FOR FUTURE RESEARCH:**

1. The scope of the study might be expanded to include the later periods of childhood and adulthood.
2. Other researchers might find the personality correlations of internet addiction and the elements that contribute to it to be interesting.
3. In the future, study might focus on the quality of life, anxiety, and depression among those who are hooked to the internet.
4. Intervention Programmes such as interpersonal psychotherapy, cognitive behavioral therapy, or rational emotive behavior therapy can be used to test the efficacy of such therapies in reducing internet addiction.
5. Researchers have the ability to devise therapies based on evidence to combat the negative impacts that the internet has on early adolescents.
6. The parenting styles that adolescents think their parents have may be linked with the parenting styles that their parents really have, as stated by the parents' perspective, and then their association with shyness could be investigated.
7. A comparison of the ways in which early and late teenagers view their parents' parenting practises might be investigated.
8. An investigation on the participants' perceptions of parenting techniques, based on their respective gender roles (masculinity and femininity), might be carried out.

From the present study, it is confirmed that, there is a low positive relationship exist among social intelligence and internet addiction of secondary school shy students in relation to their adjustment. These findings confirm the findings of Mansingbhai & Yasvantbhai (2014), Yellaiah (2012) & Kumar & Dhillon (2010).

### **LIMITATION:**

1. Present study should be under taken with a large sample. Sufficient sample size for statistical measurements is the need for any research. When conducting a study, it is important to have a sufficient sample size in order to draw valid conclusion.
2. It was difficult in the part of the researcher to identify the shy students with discussion with teachers, parents an peers in a limited time.
3. Researcher is bound by deadlines when it comes to completing their studies. Sometimes, time constraints can affect research negatively. Data collection institutions provide limited time to researcher to conduct this study.
4. Biased views can affect the research findings. it is difficult on the part of the researcher to controlled biased answer which is given by the respondent

### **CONCLUSION:**

Overall study states that shy students are related with their adjustment problems, but depends on the degree of shyness of students. If they are of high degree of shyness then they are facing more adjustment problems but if they are of less degree of shyness then they are facing less adjustment

problems. This study investigated the relation between shyness and adjustment in high school students and found that shyness not only predicted maladjustment but indirectly predicted maladjustment through the multiple mediating roles of social intelligence. Findings suggest that shyness may negatively affect ones' social maladjustment. Furthermore, these findings provided a useful reference point for subsequent intervention on adjustment of shy high school students. Students who are shy in nature are less socially intelligent or interactive and less adjusted whereas less shy students are more socially intelligent or interactive and well adjusted.

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