

## A Differential Analysis On Social Adjustment Of Higher Secondary Students

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**How to cite this article:** U. Ramachandran, K.K. Rajendran (2024) A Differential Analysis On Social Adjustment Of Higher Secondary Students. *Library Progress International*, 44(3), 15256-15263.

### Abstract

Social adjustment is concerned with one's adjustment to his social surroundings. Such adjustment is as much essential as one's adjustment with his self. Individual's social adjustment starts from his parents, home and extended to the neighborhood, society etc. Social adjustment means reactions to the needs or reactions to the demands and pressures of social environment imposed upon the individual. An individual with a better social adjustment would be better adjusted with the society in which other people have their own personalities, motives and mechanisms of adjustment. The term social adjustment can be defined as the degree to which a person fulfils the normative social expectations, behaviours that constitute his role. It is a continuous process by which a person modifies his behaviour in order to adapt himself to create a more harmonious relationship between himself and his environment. The present study aimed to conduct a differential analysis on the social adjustment of higher secondary students with respect to certain background variables namely, gender (boys & girls) and subject (arts & science) of student and locality (rural & urban), nature (government, govt. aided & self-financed) and type (boys', girls' and co-education) of school. The students studying at higher secondary level in higher secondary schools of Karur District of Tamil Nadu State were the population of the present study. Social Adjustment Inventory developed and validated by **Ramachandran & Rajendran (2020)** was used to measure the Social Adjustment of students. The higher secondary students in the higher secondary schools of Karur District of Tamil Nadu State were the population of the present study. The findings of the present study revealed that there was significant influence of gender of student and locality of school on the social adjustment of higher secondary students. On the contrary, subject of student and nature and type of school did not seem to have any significant influence on their psychological wellbeing. It is assured that the findings of the present study would help teachers and administrators of schools to look for the ways of enhancing social adjustment in students. The findings of the study also would be helpful in imbibing the importance and the needy values of social adjustment in students at all levels.

### INTRODUCTION

Social adjustment is concerned with one's adjustment to his social surroundings. Such adjustment is as much essential as one's adjustment with his self. Individual's social adjustment starts from his parents, home and extended to the neighborhood, society etc. Social adjustment means reactions to the needs or reactions to the demands and pressures of social environment imposed upon the individual. An individual with a better social adjustment would be better adjusted with the society in which other people have their own personalities, motives and mechanisms of adjustment. He lives in perfect harmony with 'himself and his environment and abides by the rules and regulations of the society in which he lives. So life adjustment is considered to be a balance between personal and social adjustments. The term social adjustment can be defined as the degree to which a person fulfils the normative social expectations, behaviours that constitute his role. According to **Arkott (1986)**, "Human beings win family, neighbours, community, job groups and so on." He states that social adjustment is the establishment of a satisfactory relationship with others in the society. It is a continuous process by which a person modifies his behaviour in order to adapt himself to create a more harmonious relationship between himself and his environment. For example, if an individual is well-adjusted in his family environment, his family adjustment will

be good. Social adjustment to other people is general and to the group with which they are identified is particular. So before defining social adjustment it is necessary for us to restrict the area of social adjustment. Social adjustment is concerned with one's adjustment to his social surroundings. Such adjustment is as much essential as one's adjustment with his self. Individual's social adjustment starts from his parents, home and extended to the neighborhood, society etc. Hence social adjustment is meant as the reactions to the needs or reactions to the demands and pressures of social environment imposed upon the individual. An individual with a better social adjustment would be better adjusted with the society in which other people have their own personalities, motives and mechanisms of adjustment. He lives in perfect harmony with 'himself' and his environment and abides by the rules and regulations of the society in which he lives. So life adjustment is considered to be a balance between personal and social adjustments.

## 2. NEED AND SIGNIFICANCE OF THE STUDY

The higher secondary level is considered very crucial stage at educational level due to many reasons. Firstly, it is the stage, which is important for career development of the students, the choices made at this stage and the efforts made to grasp the opportunities at right time build their future life, secondly this stage students are considered as adult in constitutional term and they are considered as responsible citizens of nation capable of participating in political activities of country. So they need to develop the analytical and decision making capabilities for performing their duties in a justified way and play important role in fighting with social taboos and thirdly at this stage students are at later adolescent period and face many of psychological stresses, complexes and they have to resolve various value conflicts positively. The education at higher secondary level is important as it shoulders the responsibility to provide mature, responsible members to the society. Hence, they need to be in complete harmony with the different aspects of their physical, mental and emotional changes to face the challenges of life in a constructive way. On the other side, if the students are maladjusted, then the strength of the society may be weakened and will lack youth force to lead the nation. So it is important to study the social adjustment level of higher secondary students and to provide them with proper guidance in areas where help is needed. At this juncture, social adjustment on the part of adolescents is seriously considered to be one of the most leading public concerns. It is the responsibility of educationists, teachers, parents and care takers to imbibe social values in students at all levels. Given the quantum of gravity and the wider diversity of the problems with reference to social adjustment among adolescents, the Investigator being a higher secondary teacher got enlightened by the discussion and prepared to conduct a differential analysis on social adjustment of higher secondary students based on certain background variables.

## 3. STATEMENT OF THE PROBLEM

Social adjustment of an individual is an inherent psychological tendency to cope with life challenges that refer to his/her response to the varying conditions and the dynamic changes that take place in a society. Social adjustment is the most significant aspect of one's personal development and the criteria for measuring the social adjustment of each person could be sought in his/her compatibility with others and his/her environment as well. Such people often exhibit proper behavior in any given situation and the students with high social adjustment have emotional stability and courage in their social relationships as well as interest in their education and institutions in the form of emotional, social and intellectual adjustment. They are highly aware of their strengths and weaknesses and seek to invest in areas they perceive themselves to be talented, while at the same time; they accept their limitations in some other areas where they respect themselves and others. They properly adjust themselves to their family, classmates, relatives, neighbors and other social settings such as school. Having realised the significance of social adjustment of higher secondary students in expressing proper behaviour in any given situation and the most significant aspect of their personal development, the investigators planned to conduct a differential analysis on social adjustment of higher secondary students with respect to certain background variables background variables namely, gender (boys & girls) and subject (arts & science) of student and locality (rural & urban), nature (government, govt. aided & self-financed) and type (boys', girls' and co-education) of school.

## 4. TITLE OF THE STUDY

The title of the present study is precisely stated below:

*"A Differential Analysis on Social Adjustment of Higher Secondary Students"*

## 5. OPERATIONAL DEFINITIONS

### (i) Social Adjustment

According to Adler (1930), "A socially well adjusted person is not only efficient and happy in his environment but also he must have a sense of social feeling, i.e., he must be cooperative and sympathetic"

Social adjustment is an effort made by an individual to cope with standards, values and needs of a society in order to be accepted. It can be defined as a psychological process. The social adjustment refers to a process of interaction between the needs of a person and demands of the social environment in any given situation so that they can maintain a desired relationship with the environment.

## (ii) Higher Secondary Students

In this study 'higher secondary students' refers to those who are studying 11<sup>th</sup> and 12<sup>th</sup> standards in Government, Govt. aided and Self-financed Higher Secondary Schools.

## 6. OBJECTIVES OF THE STUDY

The following are the objectives of the present study:

To find out whether there is any significant difference among higher secondary students in their social adjustment with regard to the background variables namely: (i) Gender (Boys & Girls) and (ii) Subject (Arts & Science) of student and (iii) Locality (Rural & Urban), (iv) Nature (Government, Govt. aided & Self-financed) and (v) Type (Boys', Girls' and Co-education) of School.

## 7. METHOD USED FOR THE STUDY

For the present study, survey method was employed.

## 8. POPULATION

The students studying at higher secondary level in higher secondary schools of Karur District of Tamil Nadu State, India were the population of the present study.

## 9. SAMPLE

The stratified random sampling technique was adopted and the stratification was made on the basis of gender and subject of higher secondary students and nature and locality of school. The sample for the present study consisted of 300 higher secondary students (both boys and girls) from 10 higher secondary schools in Karur District of Tamil Nadu State, India.

## 10. TOOLS USED IN THE STUDY

Social Adjustment Inventory developed and validated by Ramachandran & Rajendran (2020) was used for collecting the data for the present study.

## 11. STATISTICAL TECHNIQUES

For analyzing the data, the Investigators used Mean and 't'-test.

## 12. ANALYSIS OF DATA

### NULL HYPOTHESIS 1.1

There is no significant difference between higher secondary boys and girls in their social adjustment.

**Table 12.1**  
**DIFFERENCE BETWEEN HIGHER SECONDARY BOYS AND GIRLS**  
**IN THEIR SOCIAL ADJUSTMENT**

Variable	Medium	N	Mean	SD	't' Value	Remarks at 5% level
Social Adjustment	Boys	184	112.4674	15.79752	2.168	S
	Girls	116	116.2672	13.01595		

*(The table value of 't' at 5% level of significance is 1.96)*

It is inferred from the Table 12.1 that there was significant difference between higher secondary boys and girls in their social adjustment as the calculated t-value 2.168 was greater than the table value 1.96 at 5% level of significance. While comparing the mean scores, higher secondary girls were rated higher than higher secondary boys in their social adjustment. Hence the null hypothesis 1.1 was rejected.

### NULL HYPOTHESIS 1.2

There is no significant difference between arts group and science group higher secondary students in their social adjustment.

**Table 12.2**  
**DIFFERENCE BETWEEN ARTS GROUP AND SCIENCE GROUP HIGHER**  
**SECONDARY STUDENTS IN THEIR SOCIAL ADJUSTMENT**

Variable	Subject	N	Mean	SD	't' Value	Remarks at 5% level
Social Adjustment	Arts	160	113.37	15.17	0.69	NS
	Science	140	114.57	14.56		

*(The table value of 't' at 5% level of significance is 1.96)*

It is inferred from the above Table 12.2 that there was no significant difference between arts group and science group higher secondary students in their social adjustment as the calculated t-value 0.69 was less than the table value 1.96 at 5% level of significance. Hence the null hypothesis 1.2 was rejected.

#### **NULL HYPOTHESIS 1.3**

There is no significant difference between higher secondary students from rural and urban schools in their social adjustment.

**Table 12.3**  
**DIFFERENCE BETWEEN HIGHER SECONDARY STUDENTS FROM RURAL AND**  
**URBAN SCHOOLS IN THEIR SOCIAL ADJUSTMENT**

Variable	Locality	N	Mean	SD	't' Value	Remarks at 5% level
Social Adjustment	Rural	140	111.4214	15.30367	2.770	S
	Urban	160	116.1375	14.17877		

*(The table value of 't' at 5% level of significance is 1.96)*

It is inferred from the above Table 12.3 that there was significant difference between rural and urban higher secondary school students in their social adjustment as the calculated t-value 1.764 was greater than the table value 1.96 at 5% level of significance. While comparing the mean scores, students from urban higher secondary schools were rated higher than their rural counter parts in their social adjustment. Hence the null hypothesis 1.3 was accepted.

#### **NULL HYPOTHESIS 1.4**

There is no significant difference among higher secondary students from government, govt. aided and self-financed schools in their social adjustment.

**Table 12.4**  
**DIFFERENCE AMONG HIGHER SECONDARY STUDENTS FROM GOVERNMENT,**  
**GOVT. AIDED AND SELF- FINANCED SCHOOLS IN THEIR SOCIAL ADJUSTMENT**

Variable	Source of Variance	Sum of squares	Mean square variance	df	'F' Value	Remarks at 5% level
Social Adjustment	Between	868.007	434.003	2	1.974	NS
	Within	65311.790	219.905	297		

*(At 5% level of significance, the table value is 3.04)*

It is inferred from the above Table 12.4 that there was no significant among higher secondary students from government, govt. aided and self-financed higher secondary schools in their social adjustment as the calculated F-value 1.974 was less than the table value 3.04 at 5% level of significance. Hence the null hypothesis 1.4 was accepted.

#### **NULL HYPOTHESIS 1.5**

There is no significant difference among higher secondary students of Boys', Girls' and Co-education schools in their social adjustment.

**Table 12.5**  
**DIFFERENCE AMONG STUDENTS FROM BOYS', GIRLS' AND CO-EDUCATION**  
**HIGHER SECONDARY SCHOOLS IN THEIR SOCIAL ADJUSTMENT**

Variable	Source of Variance	Sum of squares	Mean square variance	df	'F' Value	Remarks at 5% level
Social Adjustment	Between	531.202	265.601	2	1.202	NS
	Within	65648.595	221.039	297		

*(At 5% level of significance, the table value is 3.04)*

It is inferred from the above Table 12.5 that there was no significant difference among higher secondary Boys', Girls' and Co-education higher secondary schools in their social adjustment as the calculated F-value 1.202 was less than the table value 3.04 at 5% level of significance. Hence the null hypothesis 1.5 was accepted.

### 13. MAJOR FINDINGS

The following are the major findings of the present study:

1. There was significant difference between higher secondary boys and girls in their social adjustment. While comparing the mean scores, higher secondary girls were rated higher than boys in their social adjustment.
2. There was no significant difference between arts group and science group higher secondary students in their social adjustment.
3. There was significant difference between rural school and urban school higher secondary students in their social adjustment. While comparing the mean scores, students from urban higher secondary schools were rated higher than rural school higher secondary students in their social adjustment.
4. There was no significant difference among higher secondary students of Boys', Girls' and Co-education schools in their social adjustment.
5. There was no significant difference among higher secondary students from government, govt. aided and private schools in their social adjustment.

### 14. INTERPRETATIONS AND DISCUSSION

**The investigators with their limited observations and field experience have come out with the following interpretations to the findings of the present study.**

The findings of the differential analysis ('t' test) on **social adjustment** revealed that gender (boys & girls) of students seemed to exert significant influence on the social adjustment of higher secondary students. The findings of the present study indicated that higher secondary girls were rated higher than boys in their social adjustment. Generally, girls understand their social environment assumed responsibilities better than boys. The reason might be that girls are cordial and maintain healthy relationships with their friends and peer group members in a better manner than boys. They share their problems and academic activities with their class mates and team members at ease in a more meticulous way rather than boys. When compared with higher secondary boys, girls develop good rapport with their teachers at all levels and execute their academic activities with more diligence and care. This habit of doing academic activities with sincerity and accuracy might be because of better social adjustment they have developed with their fellow beings and environment.

The findings of the present research ('t' test) on **social adjustment** based on locality (urban & rural) of school reported that higher secondary students of urban schools were rated higher in their social adjustment than the students of rural schools. In urban schools every class room would have more number of students than that of rural school class rooms. The higher secondary students from urban schools are exposed to that kind of class room conditions which would help them to imbibe essential components of social adjustment and enable them to cope with stressed conditions prevail in their school environments carefully. On the other hand, the rural school class rooms are with limited number of students and they are rarely exposed to stress conditions that their urban school counterparts experience in their school environments. The urban school students are privileged to develop social adjustment over a period of time and this is denied to rural school students. With reference to higher secondary students, school environment profoundly influences their social adjustment. The urban school students employ coping skills in managing with the school environments in a better way than their rural school counterparts. As they are well adjusted to social and school environments, it is easy for them to move with their class mates, peer group members and teachers comfortably. On the whole, they find it easy to accomplish their academic activities and achieve better than rural school higher secondary students. The findings of the following studies synchronized with the findings of the present study.

The study conducted by **Ramachandran & Rajendran (2020)** on social adjustment of secondary education teachers revealed significant gender based and locality based difference among secondary school teachers in their social adjustment, which was in accordance with the findings of the present study. **Mohd Tahir Shah, Shalini Saxeena & Hemant Khandai (2019)** on social adjustment and academic achievement of male and female secondary level students of Jammu revealed significant mean difference between male and female students in their social adjustment, which agreed with the findings of the present study. Similarly, **Mahmood Alam (2018)** studied adjustment among senior secondary school students and found significant difference across gender (male and female) of students and locality (rural and urban) of schools, which concurred with the findings of the present study. **Kompal Wadhawan (2018)** studied social adjustment of senior secondary students of Panchkula, wherein, urban students were found to be more socially adjusted than their rural

counterparts, which supported the findings of the present study. **Asghar Ali, Mushtaq Ahmad & Saifullah Khan** (2018) conducted a study on social and academic adjustment of the university students and found significant gender based difference among university students. Male students had better social adjustment, which challenged the findings of the present study. **Shankar Srivastava** (2018) studied social adjustment problems of school going academic achievers and found significant difference in the social adjustment between male and female students, which concurred with the findings of the present study. Likewise, **Rakhi Ghatak** (2018) studied social adjustment of adolescents. The finding of the study revealed significance difference in social adjustment between male and female adolescents, which supported the present study. On the contrary, there was no significant difference in social adjustment between urban and rural adolescents, which challenged the findings of the present research. The study conducted by **Kompal Wadhawan** (2018) observed urban senior secondary students to be more socially adjusted than their rural counterparts, which was in accordance with the findings of the present study. Similarly, **Parveen Sharma** (2017) conducted a study of adjustment among guest faculties of government secondary schools and found significant difference between urban and rural guest faculties in their adjustment, which was in accordance with the findings of the present study. **Pooja Bhagat** (2016) studied social adjustment of secondary school students and found significant gender based difference among them in their social adjustment, which supported the findings of the present study. **Satish Gill** (2014) studied social adjustment of visually handicapped students of special school students and the differential analysis reported significant difference between special school boys and girls in their social adjustments. Similarly, **Joseph Catherine** (2014) studied social adjustment among B.Ed. teacher trainees and found significant difference between male and female students in their social adjustment, which concurred with the findings of the present study on the social adjustment of higher secondary students.

On the contrary, **Prem Shankar Srivastava** (2018) studied social adjustment problems of school going academic achievers and found no significant gender (boys & girls) based and locality (urban & rural) of school based differences in their social adjustment problems, which did not support the findings of the present study. **Rakhi Ghatak** (2018) found that there was no significant difference between urban and rural school adolescent students in their social adjustment, which did not support the findings of the present study. **Priya Packiaselvi & Malathi, V.A** (2017) studied social adjustment among higher secondary students and the results reported no significant gender based and location of school based differences in the social adjustment of higher secondary school students, which did not support the findings of the present study. Likewise, **Mohamed Moshahid** (2017) studied adjustment among government and private secondary school teachers and the study revealed that there was no significant difference between male and female secondary school teachers in their adjustment, which challenged the findings of the present study. **Peyvastegar Mehrangiz & Moharramzadeh Souri** (2016) conducted a comparative study of social adjustment among internet-user and internet-non-user students and the results showed no significant difference between the two groups in their social adjustment. **Shabir Ahmad Bhat & Anoop Beri** (2016) studied social adjustment and job performance of college teachers. The results of the study didn't differ significantly in respect of gender. Similarly, **Jarrar Ahmad & Mohammed Ahmad Khan** (2016) studied adjustment of secondary school teachers and observed no significant difference based on the locality of school, which did not concur with the findings of the present study. **Sudeep Kaur** (2015) studied social adjustment among college going students and found no gender based and locality of school based differences in the social adjustment of college students, which challenged the findings of the present study. **Yogeshkumar V. Pathak** (2014) studied social adjustment of college students and found no significant difference between college boys and girls in their social adjustment, which did not support the findings of the present study on social adjustment of higher secondary students.

To conclude, the findings of the differential analyses ('t' test) on social adjustment of higher secondary students in respect of subject (arts & science) did not seem to have any significant influence on the social adjustment of higher secondary students. Further, the findings confirmed that nature (government, govt. aided & self-financed) and type (boys', girls' & co-education) of school did not have exerted any significant influence on the social adjustment of higher secondary students. It is assured that the findings of the present study would help teachers and administrators of schools to look for the ways of enhancing social adjustment in students. The findings of the study also would be helpful in imbibing the importance and the needy values of social adjustment in students at all levels.

## 15. RECOMMENDATIONS AND IMPLICATIONS

**Based on the findings of the present study, the following recommendations are made:**

- 1. The teachers must be well adjusted with their institutions, colleagues, students and parents. Unless teachers lead dedicated, adjusted and committed lives as teachers, they cannot have a good rapport with their students and develop social adjustment in them.**
- 2. The management of institutions can better shape healthy school or college environments for both teachers and**

students to promote better social adjustment in them.

3. The teacher is potentially the integrator of personalities, the counsellor and guide to his students and the developer of good citizens. It is possible only when a teacher has good social adjustment in him and able to develop the same in his students.
4. Through personality development programmes, orientation programmes, field trips, workshops and seminars, one can develop social adjustment in students at all levels.
5. Through sports activities and tour programmes, one can develop social adjustment in students.
6. Teachers who are properly trained in educational sociology may help their students to develop ample social adjustment in them.
7. Cultural festivals and competitions may be organized in schools and colleges to cultivate social adjustment in students and help teachers to cultivate social adjustment in their students.

#### 16. CONCLUSION

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Social adjustment in adolescent students doing higher secondary education is one of the issues, which has caught the interest of many sociologists, psychologists and educators in recent decades. It is the most important sign of their mental health as adolescence is deemed a highly sensitive and stressful period during which they are subject to extremely intense physical, mental and emotional changes. Similar to those changes, social adjustment in adolescent students, a continuous process is gradually achieved and perfected naturally throughout their life. The attributes that decide the social adjustment of adolescent students are acceptance by family members and friends, satisfaction with their personal traits like physical and mental health, intelligence, emotional stability, confidence, enthusiasm etc. A teacher is more concerned with the social adjustment of his students in school because the primary purpose of education is to train the students to be successful in their social life as it influences academic achievements and personality developments of the students in school. At first, the teacher must have high level social adjustment and emotional stability and must demonstrate their students how to make adjustments with others. Teachers are the greatest role models for their students in making them sound in their social adjustments and better in their academic achievements. This can be done through community involvement, community work and integrating methods like collaborative and cooperative learning. The students should be given platforms for social interchange and opportunities to be involved in social activities so that they can be well trained in social skills. All higher secondary schools must provide counselling services to those adolescent students who are having intense emotional and adjustment problems. A well trained counsellor should be appointed in all educational institutions for giving guidance and counselling services to the students. Some of the enrichment programmes like street play, group assignment, group learning, group dance and other team works may be conducted to improve social adjustment of students with their family members, friends, peer groups and teachers.

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