

Relationship between Emotional Intelligence and Adjustment among Secondary School Students

Abstract

Emotions influence all aspects of human interaction. Emotional intelligence involves the ability to perceive accurately, the appraisal and expression of emotions, the ability to regulate emotions to promote emotional and intellectual growth. Emotional intelligence was hypothesized to be a factor in successful life adjustment, among them the successful achievement of a well-balanced life with little interference between work, family and leisure. The objective of the present study is to find the relationship between emotional intelligence and adjustment among secondary school students. The samples of 200 students were selected for the study. The stratified random sampling technique was employed to choose the sample. The Emotional Intelligence Scale by (Hyde, Pethe and Dhar, 2001) and Adjustment Inventory for school students by (Sinha and Singh, 2007) were used. The analysis of the obtained data was done by statistics techniques such as mean, standard deviation and t-ratio. The result revealed that there exists no significant difference in emotional intelligence of boys and girls of secondary school students but significant difference in emotional intelligence of government and private secondary school students. On the other side, it was found that there exists significant difference in adjustment of boys and girls of secondary school students but no significant difference in adjustment of government and private secondary school students. It was also found that there exists significant relationship between emotional intelligence and adjustment of secondary school students.

Keywords: Emotional Intelligence, Adjustment

Introduction

Education is a life long process of development which continues from cradle to grave. Emotions and Emotional intelligence play a very important role in education in the life of students. A student with low level of emotional intelligence and poor adjustment brings individual-social disintegration of the society. Emotions influence all aspects of human interaction. Emotional intelligence involves the ability to assess and generate feelings when they facilitate thoughts. The ability to understand our emotions and others emotions and the ability to regulate emotions can promote emotional and intellectual growth. Man is unique and excellent creation of nature but in today's competitive world' intense competition along with speed and swiftness in every field creates its own stress and disturbances. The people living have lost their calm, tolerance and emotional balance. The man constantly going away from the nature to fulfil these needs. The most important matter is perfect adjustment with the environment to achieve level of happiness. An emotional intelligent student know how to handle emotions effectively and adjust in life. Number of factors like stress, family environment, study burden etc effect emotional intelligence. Emotional intelligence was hypothesized to be a factor in successful life adjustment, among them the successful achievement of a well-balanced life with little interference between work, family and leisure. Emotional Intelligence as the ability to know and manage one's emotions, self control, recognize them in others and to handle relationships. Emotional Intelligence in term as being able to monitor and regulate ones own and others feeling and to guide thought and action. While they have continued to fine tune the theory (salovey and mayer1990). According to Trinidad, Unger, Chou and Johnson (2005), "Emotional Intelligence as the ability to appraise, express, and perceive emotions accurately." They include the ability to access and generate feelings in their conceptualization of emotional intelligence, as well as Understanding emotional knowledge,



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and regulating emotions. They also note that emotional intelligence is based on the belief that certain emotional conflicts can be judged to be appropriate or inappropriate.

Adjustment is an important psychological variable and refers to the behavioural process by which humans and other animals maintain equilibrium among their various needs or between their needs and the obstacles of their environments. The dictionary meaning of the word 'adjustment' is, to fit, make suitable, adapt, arrange, modify, harmonize or make correspondent. Drever (1952) defined adjustment as the modification to compensate for or meet special conditions. Adjustment is taken as the ways and means to help the individual to meet the demands of changed conditions by adapting or modifying his previous ways of doing or acting things.

Emergence of the Problem

Emotional intelligence is an ability to understand, interpret one's own emotions and as well as others and responding appropriately to them. Emotional Intelligence is important for students and student life. In the busy schedule of attending classes, tutorials, coaching classes, assignments and exams most of the students not only fail to understand other emotions but forget to take care of their own mental health emotions. Poor control on emotions leads to poor adjustment in life. If the students are not emotionally intelligent and cannot perform well in studies, as well as in life. Emotions do affect how and what we learn. Once we learn to understand our emotions we will be able to communicate better. Adjustment depends upon emotional intelligence and various factor of emotional intelligence. Many studies have done on emotional intelligence, adjustment and other related variables but Limited number of researches have done on emotional intelligence and adjustment of school students of age group 14-16 on the basis of gender and type of school. That is why, the investigator selected the variable emotional intelligence and adjustment. So, the present study has been undertaken with an objective to study the relationship between emotional intelligence and adjustment among secondary school students.

Review of Literature

Singh, R. (2014) investigated and found adolescent boys revealed greater adjustment levels than girls as well as greater abilities in expressing and appraising emotions. Mishra, S.G. (2015) explained the results of relationship between emotional intelligence and social adjustment and it was concluded that socially adjusted students had a higher emotional intelligence and social adjustment plays a significant role in predicting emotional intelligence. Bharvad, M.B.(2015) investigated on emotional intelligence and adjustment of school students and it was found that there is significant difference between emotional intelligence of rural and urban school students and also found that significant relation of emotional intelligence and adjustment. Solanke, V.V. (2015) studied the emotional intelligence, adjustment and self concept among orphan students and normal students. The results revealed that 1) Normal students have significantly high emotional intelligence

than the orphan students 2) Normal students have significantly high adjustment than the orphan students. 3) Normal students have significantly high self concept than the orphan students. Mondal, B. C., Saha, B. and Kar, D. (2016) found that emotional Intelligence affects home, school and peer adjustment. Saber, M.R. (2016) found that the level of emotional intelligence among normal female students and those with social learning disabilities was above median, the study also showed the presence of positive statistically significant correlation between both emotional intelligence, psychological adjustment and academic achievement among the normal female student (without social learning difficulties), with no statistically significant correlation between them among the students with social learning disabilities. Mezieobi, D., Mbagwu, F., Nwaka, R. N. and Igbo, J. N. (2016) found that emotional intelligence correlated positively with social and academic adjustment of first-year students and that emotional intelligence significantly predicted first-year student' social and academic adjustment in school.

Objectives of the Study

1. To study emotional intelligence of secondary school students with respect to their gender.
2. To study emotional intelligence of secondary school students with respect to type of school.
3. To study adjustment of secondary school students with respect to their gender.
4. To study adjustment of secondary school students with respect to type of school.
5. To study relationship between emotional intelligence and adjustment of secondary school students.

Hypotheses of the Study

1. There exists no significant difference in emotional intelligence of boys and girls of secondary school students.
2. There exists no significant difference in emotional intelligence of government and private secondary school students.
3. There exists no significant difference in adjustment of boys and girls of secondary school students.
4. There exists no significant difference in adjustment of government and private secondary school students.
5. There exists no significant relationship between emotional intelligence and adjustment of secondary school students.

Sample

In the present study stratified random sampling technique was employed to choose the sample. The sample of 200 students was drawn from government and private secondary schools of Amritsar district. The sample of 100 boys and 100 girls were selected for the study. Total four schools were taken for the collection of the data. The sample of 25 boys and 25 girls were selected from each school.

Research Tools

1. Emotional Intelligence Scale (Hyde, Pethe and Dhar, 2001)

2. Adjustment Inventory for school students(Sinha and Singh,2007)

Analysis and Interpretation of the Results

The analysis of the obtained data was done by statistics such as mean, standard deviation and t-ratio techniques were used. The results are presented in table 1 and 2 and 3.

Table-1
showing t-value for mean difference scores of emotional intelligence with respect to gender and type of school

Variable	Group	N	Mean	S.D	t-Value	Significance
Emotional Intelligence	Boys	100	137.47	14.13	-1.097	Not Significant
	Girls	100	139.57	12.91		
	Private schools	100	143.32	10.388	5.356	Significant at 0.01 level
	Government schools	100	133.71	14.630		

Fig. 1 Showing Mean Difference Scores of Emotional Intelligence with Respect to Gender

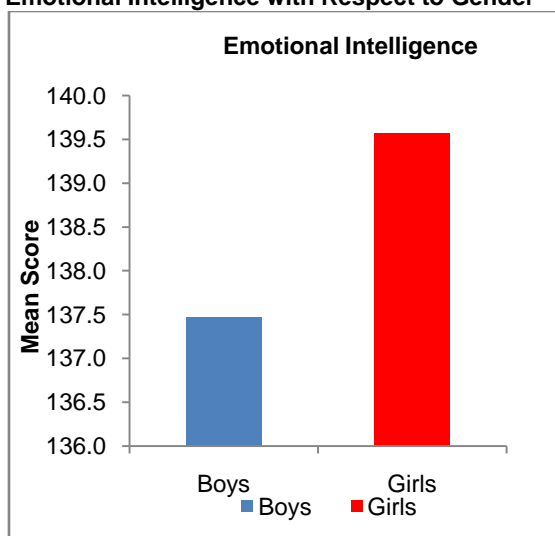


Table and fig. 1 showed mean difference of emotional intelligence with respect to gender and type of school. It is revealed that mean scores of boys is 137.47 and S.D is 14.13. On the other hand, mean scores of girls is 139.57 and S.D is 12.91. The t-value testing the significance of mean difference scores is -1.097. Which was found not significant. It is concluded that hypothesis 1: There exist no significant difference of emotional intelligence of boys and girls, is accepted.

Fig. 2 Showing Mean Difference Scores of Emotional Intelligence With Respect To Type of School

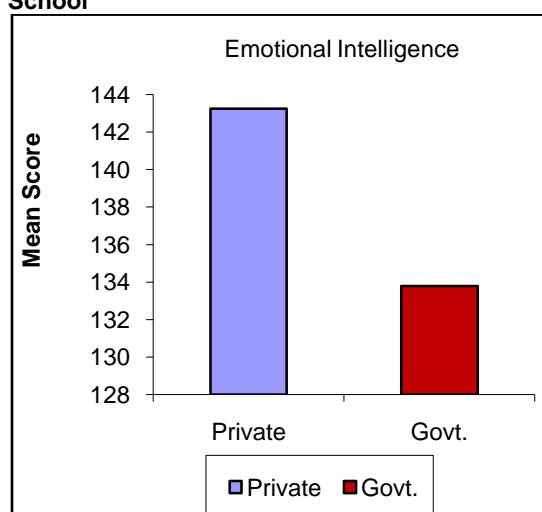


Table 1 and fig.2 also showed mean difference of emotional intelligence of private and government schools. It is revealed that mean scores of private school is 143.32 and S.D is 10.388. On the other hand mean scores of government school is 133.71 and S.D 14.630. That value testing the significance of mean difference score is 5.356 which was found significant. It is concluded that hypothesis 2. There exists no significant difference of emotional intelligence of private and government secondary school students are rejected.

Table 2
Showing t-value for mean difference scores of adjustment with respect to gender and type of school

Variable	Gender	N	Mean	S.D	t-Value	Significance
Adjustment	Boys	100	24.7000	6.05113	4.297	Significant at 0.01 level
	Girls	100	21.2700	5.20655		
	Private School	100	23.2100	6.58326	0.540	Not Significant
	Government School	100	22.7600	5.12100		

Fig. 3 Showing mean difference scores of Adjustment with respect to gender

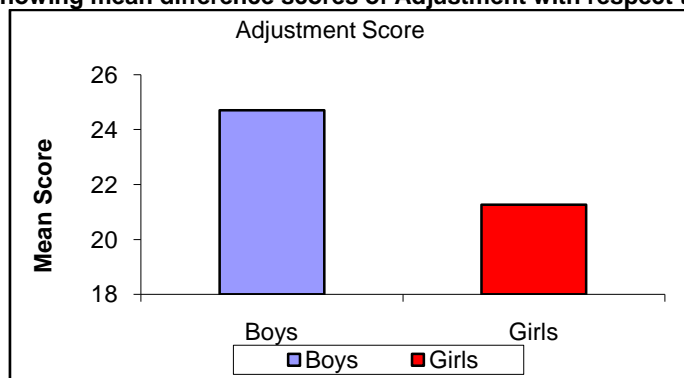


Table 2 and fig. 3 showed mean difference of emotional intelligence with respect to gender and type of school. It is revealed that mean scores of boys is 24.7000 and S.D 6.05113. On the other hand means scores of girls 21.2700 and S.D 5.20655. The t- value testing the significance of mean scores is 4.297 which was found significant. It is concluded that hypothesis 3: there exist significant difference of adjustment of boys and girls is rejected.

Fig. 4 Showing mean difference Scores of Adjustment with respect to type of school

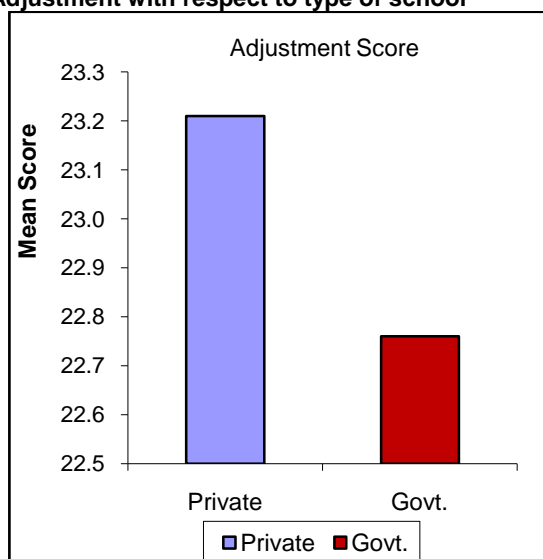


Table 2 and fig. 4 also showed mean difference of adjustment of private and government schools. It is revealed that mean scores of private school is 23.2100 and S.D. is 6.58326. On the other hand mean scores of government school is 22.7600 and S.D is 5.12100. The t- value testing the significance of mean difference score is 0.540. which was found not significant. It is concluded that hypothesis 4: There exist no significant difference of adjustment of private and government secondary school students, is accepted.

Table 3

Showing Correlation between Emotional Intelligence and Adjustment of Secondary School Students.

Variables	N	r	Significance
Emotional Intelligence	200	0.42	Significant
Adjustment	200		

The result showed in the table 3 that value of r to be 0.42, which is significant, indicating that there is significant relationship between emotional intelligence and adjustment of secondary school students. Hence the hypothesis 5; there exist no significant relationship between emotional intelligence and adjustment of secondary school students, is rejected.

Findings of the Study

1. There exists no significant difference in emotional intelligence of boys and girls of secondary school students.
2. There exists significant difference in emotional intelligence of government and private secondary school students.
3. There exists significant difference in adjustment of boys and girls of secondary school students.
4. There exists no significant difference in adjustment of government and private secondary school students.
5. There exists significant relationship between emotional intelligence and adjustment of secondary school students.

Conclusion of the Study

The results of the present study showed that there is no significant difference in emotional intelligence of boys and girls of secondary school students but significant difference in emotional intelligence of government and private secondary school students. The studies are supported by the Mishra, S.G. (2015) that socially adjusted students had a higher emotional intelligence and social adjustment plays a significant role in predicting emotional intelligence. It is also found that there exists significant difference in adjustment of boys and girls of secondary school students and no significant difference in adjustment of government and private secondary school students. Many studies supported this study like Singh, R. (2014) investigated and found adolescent boys revealed greater adjustment levels

than girls as well as greater abilities in expressing and appraising emotions.

Educational Implications

1. The present study will help the teacher to find out the causes of low adjustment and low emotional intelligence and guide them appropriately.
2. Parent teacher meetings should be brought about frequently at schools, where the parent should be educated or provided with information regarding the improvement of emotional and social adjustment at home.
3. Moral value programs should be organized by school for good adjustment.
4. Teachers should design their instruction in such a way that class room environment remains congenial where students can perform their academic tasks comfortably. So that both students with high adjustment levels and low adjustment levels are satisfied.

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