



A STUDY ON EMOTIONAL INTELLIGENCE AND ADJUSTMENT OF SENIOR SECONDARY SCHOOL STUDENTS

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ABSTRACT :

The present study has been designed to study the Emotional Intelligence among Sr. Sec. School Students in relation to their Gender and Type of School. For this purpose a sample of 640 Sr. Sec. School Students, selected randomly from senior secondary schools of Haryana state. All the secondary school students in Haryana State govt /privateschools, as well as male/female students made up the population of the study. Data was collected by Self developed tool of Emotional Intelligence and adjustment scale by A. K. P. Sinha and R. P. Singh. The result revealed that there is significant difference in emotional intelligence and adjustment of senior secondary school students with respect to nature of the school and there is no significant difference in emotional intelligence and adjustment of senior secondary school students with respect to gender. Significant correlation was found between emotional intelligence and adjustment among Sr. Sec. School Students.

KEYWORDS : *Emotional Intelligence, Adjustment and Senior Secondary School Students.*

INTRODUCTION

Maladjustment is a common problem among adolescent. Life gives a continuous chain of struggle for existence and survival in the present competitive world. Individuals strive and work hard for fulfilling their own needs. Our emotions play an important role in guiding and directing our behaviour for the best and shaping our personality which is beneficial for the society. Individuals who can control and regulate their emotions are healthier because they can ‘accurately perceive and appraise their emotional states’ they better know when and how to express their emotions and can effectively regulate their mood states. An emotionally intelligent person can face life’s challenges in a better way and can control his emotions more efficiently, both of which contribute to good psychological and physical health (Taylor,2001). D.A. Adeyeno & B. Ogunyemi (2005) defined emotional intelligence as “a set of key skills, abilities and competences that, unlike traditional intelligence quotient (IQ) which is primarily innate, can be learned by anyone”. He stated that emotional intelligence includes such skills as being able to motivate one, being persistence in facing obstacles and



achieve goals, controlling impulses and delaying gratification, controlling one’s moods, thinking rationally, empathizing with others. Emotional intelligence as defined by D. Goleman (2006) is the ability to identify, understand, use and manage ones and others emotional state effectively. This involves an intellectual process that leads to the use of emotional feelings to motivate, plan and achieve. Emotional intelligence can be used as a term that refers to the ability to recognize, manage and influence one’s and others emotions (R. J. Keating, S.C. Harper, and O. J. Glew (2013). Therefore, emotional intelligence can basically be described as an

interconnection between feelings and things. **(R.J. Emmerling & R.E. Boyatziz (2012))** felt that emotional intelligence is best understood as a competency. They further described emotional intelligence competency as an individual's. This study is also an attempt to undergo emotional intelligence and adjustment level of senior secondary school students.

Adjustment is a continuous process by which a person makes positive changes in his or her behaviour to produce a more harmonious relationship between himself and his environment. Adjustment is a process that takes us to lead a more happy and contented life. Adjustment gives us the power, strength and ability to bring advisable changes in the conditions of the environment for the betterment of everyone. There are various areas where a person has to adjust with his or her educational, social, emotional, home and health aspects of life as there is no other option. Life is all about adjustment. Adjusting to conditions, situations and diverse ventures of life makes a man strong, confident, happy and adjusted. **Boering et.al.(1960)** defined "adjustment as a process by which a living organism maintains a balance between its needs and the circumstances that influence the satisfaction level of these needs". **Webster (1951)** defined "Adjustment is the establishment of a satisfactory relationship, or representing harmony, conformance, adoption or the like." **Gates (1950)** defined "Adjustment is a continuous process by which a person varies his behavior to create a more harmonious relationship between himself and his environment". The process by which they overcome obstacles to satisfy their needs is termed as adjustment process". **Lehner and Kube(1955)** opine that "adjustment is a continuous process by which a living organism maintains the balance between his needs and circumstances.

In the current scenario of today's world, school education laid more focus on the learning of knowledge rather than on student's frame of mind. In classroom students feel frustrated, nervous anxious, depressed and abased when instructors ignore their emotions because the study structure is not aligned with mind frame. If student does not receive adequate guidance and direction from school authorities, teachers or their parents, or timely concern from their peers or siblings, in that case their unstable emotions may result in behavioural disorders. This type of disorders may affect students' academic achievements and life adjustment and overall efficiency.

David Akinlolu Adeyemo (2005) conducted a study entitled as "The buffering effect of emotional intelligence on the adjustment of secondary school students in transition". The purpose of the investigator was to investigate the relationship between emotional intelligence and adjustment of students. Findings revealed that a significant relationship between emotional intelligence and adjustment. Findings also revealed that the strengths of emotional intelligence, defined in terms of high, moderate and low. It significantly impacted the adjustment of students in transition from primary to secondary school levels.

Saroja Bai (2011) conducted a study entitled as "An exploratory study of anxiety proneness emotional intelligence, adjustment problems and cognitive styles in relation to academic achievement of pre university students". The data were collected from the 269 male students and 231 female students of government, private and BBMP pre university colleges. The result showed that the male students have higher adjustment as compared to female students. The male and female students of pre-university colleges have similar home adjustment, health adjustment, social adjustment, emotional adjustment and educational adjustment. The female students have higher emotional intelligence as compared to male students. The female students have higher self-awareness, self-regulation, motivation, empathy and social skills as compared to male students. The private, Bruhat Bangalore Mahanagara Palike (BBMP) and government pre-university college students have similar anxiety-proneness, adjustment, emotional intelligence and cognitive styles. The private, Bruhat Bangalore Mahanagara Palike (BBMP) and government pre-university college students have similar home adjustment, health adjustment, social adjustment, emotional adjustment and educational adjustment. The private, Bruhat Bangalore Mahanagara Palike (BBMP) and government pre-university college students have similar self-awareness, self-regulation, motivation, empathy and social skills. The rural and urban pre-university college students have similar self-awareness, self-regulation, motivation, empathy and social skills. The rural pre-university college students have higher adjustment. The rural and urban pre-university college students have similar home adjustment, health adjustment, social adjustment, emotional adjustment and educational adjustment.

Babita Singh (2013) conducted a study entitled as "A Study of student unrest among graduate students in relation to their Gender, Intelligence, Adjustment and Educational stream". The study had been conducted to study the unrest among graduate students in relation to their gender, intelligence, adjustment and

educational stream. Student unrest measuring scale by Dr. Veenita Khanna, The Group General Mental Ability Test by Dr. S. Jalota and Adjustment inventory for college students by Prof. A. K. P. Sinha and Prof. R. P. Singh were administered to a random sample of 180 graduate students. The data was analysed by Mean, Standard Deviation, Correlation and t-test. Findings revealed that there was no significant difference in the level of student unrest between male and female students. There was no relationship between student unrest and their intelligence and no relationship between student unrest and student adjustment but there was more unrest among the students of non-professional stream in comparison to the student of professional stream.

Manoj Kumar Sharma (2013) conducted a study entitled as “A study of relationship of emotional intelligence with adjustment, stress and achievement among senior secondary students”. The finding of the study shown that there was a negative corelationship between emotional intelligence and adjustment. This showed that emotional intelligence directly influences the adjustment among senior secondary students. Findings further revealed that a negative significant relationship between emotional intelligence and home adjustment, emotional intelligence and health adjustment, emotional intelligence and social adjustment & emotional intelligence and emotional adjustment which showed that emotional intelligence directly influences the home adjustment, health adjustment, social adjustment and emotional adjustment among senior secondary students. It means students who have high emotional intelligence have high degree of home, health, social and emotional adjustment in their life.

OBJECTIVES

Following were the objectives of the present study:

1. To study the difference in emotional intelligence of the students with respect to different demographic factor viz., nature of school and gender at the senior secondary school level.
2. To study the difference in adjustment of the students with respect to different demographic factor viz., nature of school and gender at the senior secondary school level.
3. To find out the relationship between emotional intelligence and adjustment of senior secondary school students.

HYPOTHESES

1. There will be no significant difference in emotional intelligence of senior secondary school students with respect to their demographic factors viz., nature of school and gender.
2. There will be no significant difference in adjustment of senior secondary school students with respect to their demographic factors viz., nature of school and gender.
3. There will be no significant relationship between emotional intelligence and adjustment of senior secondary school students.

RESEARCH DESIGN

SAMPLE: For the present study the descriptive survey method was adopted. A sample of 640 students of senior secondary schools studying in eleventh and twelfth class of Haryana State were selected randomly in which 320 belongs to rural area and 320 belongs to urban area. In 640 students 321 male students and 319 female students were taken as a sample.

TOOLS USED

For measuring the emotional intelligence of senior secondary school students investigator used self-developed emotional intelligence scale and adjustment inventory developed and standardized by A.K.P. Singh and R. P. Sinha was used to collect the data. After the collection of data, the scoring was done according to the instruction given in manual.

STATISTICAL TECHNIQUES USED

Mean, S.D., 't'-test and Correlation were used to analyse the collected data.

ANALYSIS AND INTERPRETATION**Table 1: Showing the mean comparison of government and private senior secondary school students on emotional intelligence**

	Type of school				t-values	Sign. Value
	Private (N-320)		Government (N-320)			
	Mean	S.D.	Mean	S.D.		
Emotional intelligence	111.10	12.915	107.94	14.187	2.949*	Significant

Source: Survey

df=638 *0.05 percent level of significance

Table 1 shows that mean score of emotional intelligence of private senior secondary school students is 111.10 and SD is 12.915 and government senior secondary school students is 107.94 and SD =14.187 respectively. As shown in the table 1 't' value is 2.949 which is greater than the table value 1.96. Thus the difference is significant at 0.05 level of significance. Hence the null hypothesis rejected. i.e., "There is no significant difference in emotional intelligence of senior secondary school students with respect to nature of the school". Emotional intelligence of private school students is better than that of government school students. This result was also in tune with the findings of **Dr. Madhu Gupta & Suman Moun (2014)** they also found that the students belong to private school were more emotionally intelligent than their counterparts.

Table 2: Showing the mean comparison of male and female senior secondary school students on emotional intelligence

	Gender				t-values	Sign. Value
	Male (N-321)		Female (N-319)			
	Mean	S.D.	Mean	S.D.		
Emotional intelligence	109.73	15.304	109.31	11.768	.385	N.S

Source: Survey

df=638 *0.05 percent level of significance

Table 2 shows that mean score of emotional intelligence of male senior secondary school students is 109.73 and SD =15.304 and female senior secondary school students is 109.31 and SD =11.768 respectively. As shown in the table 2 't' value is .385 which is less than the table value 1.96. Thus the difference is not significant at 0.05 level of significance. Hence the null hypothesis accepted. i.e., "There is no significant difference in emotional intelligence of senior secondary school students with respect to gender". This finding is consonance with the finding of **Ms. Rekha Rani (2017)** founds that male and female does not differ significantly in term of emotional intelligence.

Table 3: Showing the mean comparison of government and private senior secondary school students on adjustment

	Type of School				t-values	Sign. Value
	Private School (N-320)		Government School (N-320)			
	Mean	S.D.	Mean	S.D.		
Adjustment	14.50	5.123	13.68	5.079	2.038*	Significant

Source: Survey

df=638 *0.05 percent level of significance

Table 3 shows that the mean score of adjustment of private senior secondary school students is 14.50 and SD = 5.123 and government senior secondary school students is 13.68 and SD = 5.079

respectively. As per adjustment inventory, high score indicates poor adjustment. So government school student's adjustment is better than private school students. As shown in the table 3 't' value is 2.038, which is greater than the table value 1.96. Thus the difference is significant at 0.05 level of significance. Hence the null hypothesis is rejected. i.e., "There is no significant difference in adjustment of senior secondary school students with respect to nature of the school". The result corroborates with the findings of **Anil Kumar Dixit, Neeta Garg (2017), Yellalah (2012)**.

Table 4: Showing the mean comparison of male and female senior secondary school students on adjustment

	Gender				t-values	Sign. Value
	Male (N-321)		Female (319)			
	Mean	S.D.	Mean	S.D.		
Adjustment	14.42	5.294	13.75	4.912	1.647	N.S

Source: Survey df=638 *0.05 percent level of significance

Table 4 shows that the mean score of adjustment for male senior secondary school students is 14.42 and SD = 5.294 and female senior secondary school students is 13.75 and SD = 4.912 respectively. As per adjustment inventory, high score indicates poor adjustment. So female students adjustment is better than male students. As shown in the table 4 calculated 't' value 1.647 which is less than the table value 1.96. Thus the difference is not significant at 0.05 level of significance. Hence the null hypothesis is accepted. i.e. "There is no significant difference in adjustment of senior secondary school students with respect to gender". The result indicates that both male and female students have equal capacities for adjustment. The results of the present investigation are in consonance with the finding of **Manju Gehlawat (2011), Louis, P & Emerson, A. (2012)** they also found no significant differences in the emotional, adjustment of students with respect to their gender.

Table 5 Coefficient of correlation between the Emotional Intelligence and Adjustment

Statement	R	Sign.
Coefficient of correlation between Emotional Intelligence and Adjustment	-.318**	.000

* 0.01 percent level of significance

Table 5 shows that the coefficient of correlation (r) between emotional intelligence and adjustment of senior secondary school students is -.318 and its p value are 0.000 which shows that negative correlation between emotional intelligence and adjustment. This shows that as the scores of emotional intelligence increases, the adjustment scores decreases. As per adjustment inventory less score of adjustment shows better adjustment. It means that the students who have high value of emotional intelligence have low degree of adjustment. It reveals that there is negative significant relationship between emotional intelligence and adjustment of senior secondary school students at 0.01 level of significance and null hypothesis is rejected. This shows that emotional intelligence influences directly the adjustment among senior secondary students. The students who have high emotional intelligence are well adjusted in their life. This result was also in tune with the findings of **David Akinlolu Adeyemo (2005)**.

FINDINGS

- There is significant difference in emotional intelligence of senior secondary school students with respect to nature of the school (government/private school).
- There is no significant difference in emotional intelligence of senior secondary school students with respect to gender (male students/female students)

- There is significant difference in adjustment of senior secondary school students with respect to nature of school (government/private school).
- There is no significant difference in adjustment of senior secondary school students with respect to gender (male students/female students).
- Significant relationship was found between emotional intelligence and adjustment.

EDUCATIONAL IMPLICATION

In present scenario, parents, teachers and the educational institutions are very conscious to empower the cognitive aspects of the children. They should provide more time and put more efforts for developing not only cognitive professional skills but also affective skills for the development of emotional intelligence, as it is very important to strengthen the emotional intelligence for the development of balanced personality and make them well equipped with the skills which are required to face the challenges of a competitive future. So the fact can not be denied that emotional intelligence and adjustment counts significantly towards one's overall success in one's area of achievement, it may help one to step in for the required success. Teachers and Parents should provide tips for resolving conflict and adjust in a trust-building way, it will be very helpful for the development of Emotional Intelligence in children. This will help prevent students' from continually repeating earlier mistakes and develop confidence. As teachers are considered as the second parent of the students, the teachers play a vital role in shaping the behaviour of the future citizens. The teacher's ability to deal with emotional problems and adjustment problem is a powerful factor in developing and moulding the minds of the students. Emotionally intelligent and well-adjusted teachers can make citizens emotionally intelligent and adjustable.

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