

## Study of Emotional Intelligence in Relation to Adjustment of Secondary School Students

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### ABSTRACT

*Emotional intelligence (EI) is the capability of individuals to recognize their own, and other people's emotions, to discern between different feelings and label them appropriately, to use emotional information to guide thinking and behaviour, and to manage and/or adjust emotions to adapt environments or achieve one's goals (Coleman, 2008). Adjustment can be defined as a process of altering one's behaviour to reach a harmonious relationship with their environment. This is typically a response brought about by some type of change that has taken place. This study was conducted to find out the emotional intelligence and adjustment of boys and girls of secondary school. A sample of 85 students both boys and girls were collected from two government schools of Karnal. Emotional intelligence scale (EIS), Bell Adjustment inventory by H.M was used to collect the data. Mean, standard deviation and correlation were computed to prove the hypothesis. Result of the study indicates no significant difference in the emotional intelligence and adjustment of boys and girls of secondary school but significant relationship was found in the emotional intelligence and adjustment of both boys and girls of secondary schools.*

**Keywords:** *Emotional Intelligence, Adjustment, Senior secondary School, Boys , Girls*

### Introduction

The whole students have become the centre of concern, not only his reasoning capacities, but also his creativity, emotion and interpersonal skills. We are at the beginning of a new century and intelligence and success are not viewed in the same way they were before. New theories of intelligence have been introduced and are gradually replacing the traditional theories. Adolescent is a period of rapid changes in terms of physical, emotional and social aspects of life. One of the major and serious problems of adolescents is of aggression which forces them to do destructive things like, taking drugs, and have homicidal and suicidal tendencies. The source of such acts is emotional disturbance, lack of good interpersonal relationship, unhappy relationship with parents, family and school. Therefore, the need to study emotional intelligence of the teenage group was

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felt. Our emotions play quite a significant role in guiding and directing our behavior. Many a times they are seen to dominate our behavior in such a way that we have no solution other than behaving as per their wish. On the other hand, if a person has no emotional current in him then he becomes crippled in terms of living his life in a normal way. Hence, emotions play a key role in providing a particular direction to our behavior and thus shaping our personality according to their development. In this study we would like to throw light on the emotional aspect of our behaviour

### **Emotional Intelligence**

Emotional intelligence has in recent years, been popularized, and the research into its many components has multiplied. Yet this is a field that has much uncharted territory. It is the latest developments in understanding the relations between reason and emotion. The concept has its roots in the concept of “social intelligence”. **Thorndike (1920)** defines it as “the ability to understand and manage men and women, boys and girls—to act wisely in human relations.”

**Mayer and Salobey (1993)** “Emotional Intelligence is defined as the ability to monitor one’s own and other’s feelings and emotions to discriminate among others, and use this information to guide one’s thinking and action. Emotional intelligence involves the ability to perceive accurately, appraise, and express emotions; the ability to access and /or generate feelings when they facilitate thoughts, the ability to understand emotions and emotional knowledge and intellectual growth.”

Emotional Intelligence is a person’s innate ability to perceive and manage his/her own emotions in a manner that results in successful interactions with the environment, and, if others are present, to also perceive and manage their emotions in a manner that results in successful interpersonal interactions (**Thompson, 2006**).

**Coleman (2008)** defines Emotional intelligence (EI) as the capability of individuals to recognize their own, and other people’s emotions, to discern between different feelings and label them appropriately, to use emotional information to guide thinking and behaviour, and to manage and/or adjust emotions to adapt environments or achieve one’s goal(s).

Five characteristics of Emotional intelligence

1. Self-awareness—knowing your emotions, recognizing feeling as they occur, and discriminating between them.
2. Mood management—handling feelings so they are relevant to the current situation and you react appropriately.
3. Self-motivation—”gathering up” your feelings and directing yourself towards a goal, despite self-doubt, inertia and impulsiveness.
4. Empathy—recognizing feelings in others and tuning into their verbal and nonverbal cues.
5. Managing relationship—handling interpersonal interaction, conflict resolution and negotiations.

### **Adjustment**

Adjustment, in psychology, refers to the behavioral process by which humans and other animals maintain equilibrium among their various needs or between their needs and the obstacles

of their environments adjustment (Searle & Ward 1990)

**Adjustment as achievement :** Adjustment as an achievement means how efficiently an individual can perform his duties in different circumstances. Business, military, education and other social activities need efficient and well-adjusted men for the progress of the nation. If we interpret adjustment as achievement, then we will have to set the criteria to judge the quality of adjustment.

**Adjustment as process:** Adjustment as process is of major importance for psychologists, teachers and parents. To analyse the process we should study the development of an individual longitudinally from his birth onwards. The child, at the time of his birth, is absolutely dependent on others for the satisfaction of his needs, but gradually with the age he learns to control his needs. His adjustment largely depends on his interaction with the external environment in which he lives/ when the child is born, the world, for him, is a big buzzing, blooming confusion. He cannot differentiate among the various objects of his environment but as he matures he comes to learn to articulate the details of his environment through the process of sensation, perception and conception. The child in his infancy can respond and think about only concrete objects of his environment. The process of abstraction comes afterwards. The young children lack the capacity of self control of the instinctive impulses. Anything which appears to their senses bright they try to take hold of it.

Their development is purely on instinctive level. The nature of adjustive process is decided by a number of factors, particularly, internal needs and external demands of the child.

### **Operational Definition**

**According to Daniel Goleman (1995).** “The capacity for recognizing our own feelings and those of others, for motivating our-selves, and for managing emotions well in our-selves and in our relationships.”

According to **Halonen and Santrock (1997)**, It is the psychological process of adapting in coping with, managing their problem, challenging tasks and requirements of daily life.

**Woolfok (2001).** “Positive adjustment helps one to keep out basic impulses at tolerable levels, to believe in one’s own abilities and to achieve desired goals and to face challenges, pressures and overcome it to accomplish their goals”

**Dickens (2006)** “Psychologically, adjustment helps the organism to cope with the demands and pressures of the outside world as well as the needs, desires and conflicts experiences from within”.

### **Delimitation of the Study**

This study is delimited to rural government schools of Haryana district Karnal.

### **Objectives of the Study**

1. To study the emotional intelligence of boys and girls of secondary school students.
2. To study the adjustment of boys and girls of secondary school students
3. To study the relationship between the emotional intelligence and adjustment of students of secondary schools.

### Hypotheses

1. There is no significant difference between the mean scores of emotional intelligence of boys and girls.
2. There is no significant difference between the adjustment of boys and girls
3. There is no significant relationship between the adjustment score and emotional intelligence of students.

### Sample of the study

Sample of 86 (44 girls+41 boys) students were selected from government school of district Karnal, Haryana

### Tools to be used

1. Emotional intelligence scale (EIS) by Anukool Hyde Samjot and Upinder Dhar, 2007
2. Bell Adjustment inventory by H.M Bell, 1934

### Statistical Technique

To check the mean differences, mean and standard deviation was calculated. Correlation was computed to check the relationship between emotional intelligence and adjustment.

### Interpretation and Analysis of data

1. To find out Emotional Intelligence of students with respect to their gender, mean and SD were calculated and the results have been discussed in Table 1.

**Table 1: Means of Emotional Intelligence score of students with respect to their gender**

Students	N	M	S.D	Df	T value
Boys	44	130.93	15.87	83	0.85
Girls	41	128.07	26.48		

Table 1 shows the statistical calculations for obtaining 't' value with regard to emotional intelligence among boys and girls. It shows that 't' value calculated for the main emotional intelligence of boys and girls come out to be 0.85. The table value of 't' with 83 degree of freedom is 2.36 at 0.1 level and 1.98 at 0.05 level of significance respectively. As the calculated value of 't' is found to be less than the table value of 't' at the both levels of significance, therefore the calculated 't' ratio is found not significant.

This indicates that the Emotional Intelligence of boys and girls does not differ significantly. Thus the null hypothesis which states that "There is no significant difference between the emotional intelligence of boys and girls" is accepted.

2. To find out Adjustment of students with respect to their gender, mean and SD were calculated and the results have been discussed in Table 2.

**Table 2: Means of Adjustment scores of students with respect to their gender**

Students	N	M	S.D	Df	T value
Boys	44	42.45	12.67	83	0.79
Girls	41	40.87	13.57		

Table 2 shows the statistical calculations for obtaining 't' value with regard to adjustment among boys and girls. It shows that 't' value calculated for the adjustment of boys and girls come out to be 0.79. The table value of 't' with 83 degree of freedom is 2.36 at 0.01 level and 1.98 at 0.05 level of significance respectively. As the calculated value of 't' is found to be less than the table value of 't' at the both levels of significance. Therefore the calculated 't' ratio is found not significant.

It means that adjustment of boys and girls do not differ significantly. Thus the null hypothesis which states that "there is no significant difference between the adjustment of boys and girls" is accepted.

3. To find out relationship between Emotional Intelligence and Adjustment of boys of secondary schools, mean, SD and Correlation were calculated and the results have been discussed in Table 3.

**Table 3: Relationship between the score of Emotional Intelligence and adjustment of boys of secondary school**

Variables	N	M	S.D	Df	r
Emotional intelligence	44	130.93	15.87	86	0.082
Adjustment	44	42.45	12.67		

\*\* Significant at 0.01 level of significance.

Table 1.3 given above gives the summary of the statistical calculations for obtaining relationship between emotional intelligence and adjustment of boys of secondary school in term of product moment correlation come out be significant at 0.01 level of significance.

Hence the null hypothesis state that "There is no significant relationship between emotional intelligence and adjustment of boys of secondary schools." is rejected.

4. To find out relationship between Emotional Intelligence and Adjustment of girls of secondary schools, mean, SD and Correlation were calculated and the results have been discussed in Table 4.

**Table 4: Relationship between the score of emotional intelligence and adjustment score of girls of Secondary School**

Variables	N	M	S.D	Df	r
Emotional Intelligence	41	128.07	26.48	80	0.038
Adjustment	41	40.87	13.57		

\*\* Significant at 0.01 level of significance.

Table 1.4 given above gives the summary of the statistical calculations for obtaining relationship between emotional intelligence and adjustment of girls of secondary school in term of product moment correlation come out be significant at 0.01 level of significance.

Hence the null hypothesis state that "There is no significant relationship between emotional intelligence and adjustment of girls of secondary schools." is rejected.

**Findings of the Study**

1. No significant difference was found between the emotional intelligence of boys and girls of secondary schools
2. No significant difference was found between the adjustment of boys and girls of secondary schools.
3. Significant positive relationship was found between emotional intelligence and adjustment of boys of secondary schools.
4. Significant positive relationship was found between emotional intelligence and adjustment of girls of secondary schools.

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