

**RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND
ADJUSTMENT OF SENIOR SECONDARY SCHOOL STUDENTS OF
JIND**

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Abstract

Adjustment is a process by which a living organism maintains a balance between the needs and the circumstances. For living a happy and prosperous life emotional intelligence and adjustment is a pre-requisite condition. In every sphere of life, starting from birth till death we need healthy adjustment. The present study was conducted with the purpose to find out the relationship between emotional intelligence and adjustment of senior secondary school students of jind. The study was conducted on a sample of 200 students of 11th class studying in Government and Private Schools of Jind. The collected data was analyzed with the help of correlation. The results of the present study showed that higher the emotional intelligence higher the adjustment of senior secondary school students of Jind.

Keywords: Emotional Intelligence, Adjustment, senior secondary school students.

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INTRODUCTION

Adjustment is a process by which an individual attempts to cope with master and transcend the challenges of the life by utilizing a variety of techniques and strategies. It is a process behavior by which man keeps equilibrium among his various needs and the obstacles of environments. “Adjustment would be harmonious relationship of an individual to his enrollment which affords him a comfortable live devoid of strain, stress, conflict and frustration”. (Rao 1990)

The term adjustment in this study mostly by refers to the degree of capacity by which an individual tries to cope with inner tension, need conflict, frustration and is simultaneously able to bring co-ordination between his inner demands and those imposed by the outer world (external demands). A well adjusted person is one who does not get affected adversely by the interaction such as conflicts, emotions etc. and whose personality development goes through a healthy course of socialization (Mohiuddin 1975).

From the cultural point of view of adjustment is assessed when an individual is accepted by his cultural group i.e. if he conforms to his group’s contention, mores, ideas etc. if he does not conform the group’s mores customs, conventions etc. he is rejected by the group and considered maladjusted.

Psychology to have interpreted adjustment from two point of views: one adjustment as an achievement and another adjustment as a process. The first point of view emphasizes the quality or efficiency of an individual where he can perform his duties in different circumstances and the seconds lays emphasis on the process by which an individual adjust in his external environment. The term adjustment refers to a harmonious relationship between the individual and the environment. Piaget used the term accommodation and assimilation to represent the alternations of oneself or environment as a means of adjustment. Adjustment would be harmonious relationship of an individual to his environment which offers him comfortable life.

Adjustment of a student is related to arriving at a balanced state between his needs and satisfaction. The needs of individual are multi-dimensional. Students have good adjustment in all the aspects of their life is balance between their academic, intellectual, emotional, social and other needs and their satisfaction. The situation that offers few barriers make the person struggle to overcome them. The adjustment process is affected and modified by the individual’s

experiences. There is a continuous struggle between the needs of the individual and the forces outside his environment. It consists in the reduction of inner needs, stances and strains. Individual needs differ from person to person and from time to time. Accordingly he adjusts himself in the immediate environment to meet his needs. This leads to lack of control over emotions and its results in emotional instability. Adequate emotional adjustment and willingness to learn to meet the requirements of the environment are fundamental success in life.

“The concept of adjustment implies a constant interaction between the person and his environment, each making demands on the other. Sometimes adjustment is accomplished when the person yields and accepts conditions which are beyond his power to change. Sometimes it is achieved when the environment yields to the person’s constructive activities. In most cases adjustment is a compromise between these two extremes and maladjustment is a failure to achieve a satisfactory compromise (White, 1956)”

‘Emotional Intelligence’ was coined by **John Mayer & Peter Salovey (1989)** and was popularized by **Daniel Goleman in 1995**. Emotional intelligence is a new concept after IQ. A new yardstick of emotional intelligence has come to be regarded as a new measure of success on our professional and personal life. Emotional intelligence refers to our ability to control those aspects of our lives which are associated with emotion. **Mayor and Salovey** revised their model in 1997, detailing a four-branch model of emotional intelligence. According to them, Emotional intelligence abilities i.e. the ability to:

- 1) Identify the emotion
- 2) Use emotion to facilitate thought
- 3) Manage emotion to promote personal growth

Emotional intelligence, is a type of social intelligence that involves the ability to monitor one’s own & others emotion to discriminate among and to use the information to guide one’s thinking and action.

EQ gives us awareness of our own and other people's feeling. It gives us empathy, compassion, motivation, and the ability to respond appropriately to pain or pleasure.

Dalip singh (2003), Emotional intelligence consists of psychological dimension such as emotional competency, emotional maturity and emotional sensitivity which motivate an individual to manage and leads other as well as empathize with them.

Emotional intelligence refers to our ability to control those aspects of our lives which are associated with emotion. The concepts are associated particularly with the name of Daniel Goleman, an American psychologist. His work has been influential in the world of business, where increased personal effectiveness is very important. It has also been influentially educational circle, where it is seen as offering ways of improving pupils' achievement and of providing them with skills for their personal and working lives. Emotional intelligence (which is both intra-and inter-personal) should be acknowledged, nurtured and developed. We should encourage the ability to read and to be sensitive to other people's feeling and encourage the development of three emotional competences: emotional awareness; accurate self-assessment; self-esteem.

Points arising from research

- Research has suggested that no more than 25% of an individual's success in his/her career is attributable to IQ. EQ may a better indication of success in life than IQ.
- Improving pupil's emotional intelligence has been seen to improve academic achievement.
- The concept of emotional intelligence may be seen as an elaboration of Howard Gardener's inter- and intra-personal intelligence (see Toolkit section on Multiple intelligences).
- Strategies to promote Emotional intelligence should involve the family and the wider community.

Emotional intelligence plays a pivotal role in designing the required personality and builds up the emotional maturity suitable to the age. It enables to express one's feeling and emotion at the appropriate occasion, with the understanding of the feeling of self and others, a person with emotional intelligence knows how to smile and how to listen patiently to other's problem.

NEED OF THE STUDY

Emotional intelligence has come to be regarded as a new measure of success in our professional and personal life. Today's modern age of science and technology has increased the complexities of life and these complexities of life contain many emotional, problem & these problems affect the teaching learning process. Role of teacher in teaching learning process is at the pivot place. After all, teacher act as bridge between the educational system and the pupil's. The high emotionally intelligent teacher, most centrally, can better perceive emotion, use them in the thought, understand their meaning and better manage emotion, than other. The impact of any educational programme of innovation on the pupil operates through the teacher. Thus, in brief the success of school depends directly on the quality on its teacher. Therefore, for vertical mobility of the standard of education, the first and foremost steps should be to produce effective teacher.

Review of Related Literature

Related studies help in acquiring information about the studies done in the field. The knowledge of related literature enable us to know the means of getting to the frontier in the field of our problems until we have learnt what others have done in our area, we cannot develop a research project that will contribute to furthering knowledge in this field.

Raju and Rahamtulla (2007) conducted a study on Adjustment Problems among School Students and found that adjustment of school children is primarily dependent on the school variables like the class in which they are studying, the medium of instruction present in the school, and the type of management of the school. Hussain, Kumar and Husain (2008) studied Academic Stress and Adjustment among High School Students and found that magnitude of academic stress was significantly higher among the Public school students whereas Government school students were significantly better in terms of their level of adjustment. Adhiambo, Odwar and Mildred (2011) conducted a study on the relationship among School Adjustment, Gender and Academic

Achievement amongst Secondary School Students in Kisumu District Kenya and their results showed that there were no significant differences between girls and boys in school adjustment. Devi (2011) conducted a study on a study of Adjustment of Students in relation to Personality and Achievement Motivation and found that achievement motivation has no effect on the adjustment. Velmurugan and Balakrishn (2011) investigated self-concept of higher secondary students in relation to social adjustment and found that the level of social adjustment among the higher secondary school student is high. Louis & Emerson (2012) conducted a study on Adolescent Adjustment in High School Students: A Brief Report on Mid-Adolescence Transitioning and their findings revealed that there were problems noted across emotional, social and educational domains in both boys and girls. However, there were no significant gender differences. Basu (2012) studied Adjustment of Secondary School Students and the findings of the study reveal that there exist highly significant differences between the adjustment of secondary school students when compared on the basis of gender, type of family structure and medium of instruction in school. Yellaiah (2012) investigated a study of Adjustment on Academic Achievement of High School Students and concluded that adjustment and Academic Achievement cause significant difference between male and female students, Government and Private Schools students and Rural and urban school students do not cause any significant difference between Adjustment and Academic Achievement. Chauhan (2013) conducted a study on adjustment of higher secondary school students of durg district and results indicated that there is significant difference in adjustment of higher secondary school's students and female students have good adjustment level when compared to the male students. Gupta (2013) conducted a study on Problems of Adjustment of Senior Secondary School Students and their results confirmed all the hypothesis of significant difference between the problems of adjustment among senior secondary school students. Mansingbhai & Patel (2013) conducted a study on Adjustment and Academic Achievement of Higher Secondary School Student and their results revealed that male adolescent differ significantly on health, social and emotional adjustment as compare to female adolescent. Devika (2013) conducted a Comparative Study of the Adjustment of Secondary School Students and analysis revealed that level of adjustment of secondary school students is average. It was also found that significant difference exists in the emotional adjustment of boys and girls and no significant difference was found between male and female secondary school students with regard to Family, Social, Educational and Financial adjustment.

Makwana (2013) conducted a study on Adjustment of the Secondary School Students among Urban and Rural Area in Ahmedabad District and result shows that there is no significant difference in Adjustment of Urban and Rural student, boys and Girls and Urban and Rural Girls. But there is significant difference in Adjustment of Urban & Rural boys at 0.05 level. Kumar (2013) studied Adjustment of Secondary School Students of Working Mothers belonging to Joint and Nuclear Families and conclusion of the study reveals that there is no significant difference between adjustment of students of working mothers belonging to joint and nuclear families. But on the other hand the mean score of social adjustment of boys of working mothers belonging nuclear families is higher than those from joint families. Agnihotri (2013) studied Academic Adjustment and Problems of Socially Disadvantaged Senior Secondary School Students and concluded that the average scores of academic adjustment are higher in the case of rural socially disadvantaged senior secondary school students than urban socially disadvantaged senior secondary school students. Paramanik, Saha & Mondal (2014) conducted a study on Adjustment of secondary school students with respect to gender and residence and study revealed that there is no significant difference between adjustments of students residing either at urban or rural area. Makwana & Kaji (2014) conducted a study on Adjustment of Secondary School Students in Relation to their Gender and result shows that there is no significant difference in Home, School and Emotional adjustment of boys and girls secondary school student. But there is significant difference in Social adjustment of boys & girls secondary school students at 0.05 levels. It means boys are Social adjustment better than girls. Bala (2014) studied Values and Adjustment Problems of High Achievers and Low Achievers. And found high achievers and low achievers are similar as for as social and home adjustment is concerned. High achievers are superior on school adjustment in comparison to low achievers, whereas, low achievers have more adjustment problems on school adjustment scale. Low achievers have more adjustment problems on health and emotional area in comparison to high achievers. High achievers were found adjusted on health and emotional area than low achievers. Gill (2014) investigated Emotional, Social and Educational Adjustment of Visually Handicapped Students of Special Schools students. By the application of mean, standard deviation, and t-test indicated is no significant difference between the educational social and emotional adjustments of special school Students belonging to boys and girls. Rajkonwar, Dutta, & Soni (2015) studied Adjustment and Academic Achievement of Visually Handicapped School Children in Assam and the study reported that the adjustment of

visually handicapped boys and girls was found similar on overall adjustment. Singh (2015) conducted a study on Adjustment among Senior Secondary School Students in relation to Emotional Intelligence and Mental Health and results of the study revealed significant positive relationship between adjustment and emotional intelligence and also between adjustment and mental health. Rani (2015) investigated study on Comparative Study of Adjustment of Secondary School Students and found that there was no significant difference in the adjustment level between boys and girls. Sharma, Sandhu & Zarabi (2015) conducted a study on Adjustment Patterns of Students with Learning Disability in Government Schools of Chandigarh and results indicate a deficit in all three areas of adjustment. The students show severe problems in educational adjustment while there are problems in emotional and social adjustment as well. We found 51.4 percent, 42.8 percent and 31.4 percent students at unsatisfactory level of educational, emotional and social adjustment respectively. Nema & Bansal (2015) investigates Correlates of Home Health Social Emotional Adjustment among Adolescence Girls and results revealed that the highly significant influence on home, health, social and emotional adjustment of adolescence students. Panth, Chaurasia & Gupta (2015) investigated a Comparative study of Adjustment and Emotional Maturity between Gender and Stream of Undergraduate Student and result revealed that the level of emotional maturity and adjustment of girls have high than boys and science students have high AICS and art students have high EMS. There were not significant differences between boys and girls AICS & EMS. There were significant difference between art & science student in EMS but not significant in AICS.

OBJECTIVES

- To study the significant relationship between emotional intelligence and adjustment of senior secondary school students.
- To study the significant relationship between emotional intelligence and adjustment of boys of senior secondary schools.
- To study the significant relationship between emotional intelligence and adjustment of girls of senior secondary schools

HYPOTHESES

- There is no significant relationship between emotional intelligence and adjustment of senior secondary school students.
- There is no significant relationship between emotional intelligence and adjustment of boys of senior secondary schools.
- There is no significant relationship between emotional intelligence and adjustment of girls of senior secondary schools.

SAMPLE

For the present study a sample of 200 (100 girls and 100 boys) students of 11th class studying in government and private schools of Jind has been taken up by adopting simple random sampling technique.

TOOLS EMPLOYED

Adjustment Inventory developed and standardized by A. K. P. Sinha and R. P. Singh (1971).

Emotional intelligence scale by A.K. Singh and Shruti Narain (2007)

INTERPRETATION AND RESULTS

Hypothesis 1: Correlation between emotional intelligence and adjustment of senior secondary school students

To test the hypothesis that there is no significant relationship between emotional intelligence and adjustment of senior secondary school students, Pearson's product moment correlation was computed between the scores emotional intelligence and adjustment of senior secondary school students as per the details given below:

Table- 1 Correlation between emotional intelligence and adjustment of senior secondary school students

Sr. No.	Variables	N	r	Interpretation
1.	Emotional Intelligence	200	0.78	Significant at .05 & .01 level
2.	Academic Achievement	200		

It is depicted from the table 1 that correlation between emotional intelligence and adjustment of senior secondary school students is 0.78. The 'r' in order to be significant at .05 level of significance and .01 level of significance should be .195 and .254 respectively. Since obtained 'r' is much higher than the tabulated values. So it is concluded that there is significant positive correlation between emotional intelligence and adjustment of senior secondary school students.

Hence hypothesis -I, "There is no significant relationship between emotional intelligence and adjustment of senior secondary school students" is rejected.

Hypothesis 2: Correlation between emotional intelligence and adjustment of Boys of senior secondary school students

To test the hypothesis that there is no significant relationship between emotional intelligence and adjustment of boys of senior secondary schools, Pearson's product moment correlation was computed between the scores emotional intelligence and adjustment of boys of senior secondary schools as per the details given below:

Table- II Correlation between emotional intelligence and adjustment of boys of senior secondary schools

Sr. No.	Variables	N	R	Interpretation
1.	Emotional Intelligence	100	0.73	Significant at .05 & .01 level
2.	Academic Achievement	100		

It is depicted from the table 1 that correlation between emotional intelligence and adjustment of boys of senior secondary schools is 0.73. The 'r' in order to be significant at .05 level of significance and .01 level of significance should be .195 and .254 respectively. Since obtained 'r' is much higher than the tabulated values. So it is concluded that there is significant positive correlation between emotional intelligence and adjustment of boys of senior secondary schools.

Hence hypothesis -II, "There is no significant relationship between emotional intelligence and adjustment of boys of senior secondary schools" is rejected.

Hypothesis 3: Correlation between emotional intelligence and adjustment of Girls of senior secondary school students

To test the hypothesis that there is no significant relationship between emotional intelligence and adjustment of girls of senior secondary schools, Pearson's product moment correlation was computed between the scores emotional intelligence and adjustment of girls of senior secondary schools as per the details given below:

Table- III Correlation between emotional intelligence and adjustment of girls of senior secondary schools

Sr. No.	Variables	N	R	Interpretation
1.	Emotional Intelligence	100	0.79	Significant at .05 & .01 level
2.	Academic Achievement	100		

It is depicted from the table 1 that correlation between emotional intelligence and adjustment of girls of senior secondary schools is 0.79. The 'r' in order to be significant at .05 level of significance and .01 level of significance should be .195 and .254 respectively. Since obtained 'r' is much higher than the tabulated values. So it is concluded that there is significant positive correlation between emotional intelligence and adjustment of girls of senior secondary schools.

Hence hypothesis -III, "There is no significant relationship between emotional intelligence and adjustment of girls of senior secondary schools" is rejected.

CONCLUSIONS FROM THE STUDY

- There is a significant relationship between emotional intelligence and adjustment of senior secondary school students. Higher the emotional intelligence higher the adjustment of students.
- There is a significant relationship between emotional intelligence and adjustment of boys of senior secondary schools. Higher the emotional intelligence higher the adjustment of boys of senior secondary schools.
- There is a significant relationship between emotional intelligence and adjustment of girls of senior secondary schools. Higher the emotional intelligence higher the adjustment of girls of senior secondary schools.

EDUCATIONAL IMPLICATIONS

- The results of the present study shows significant relationship between the emotional intelligence and adjustment senior of the secondary school students. The present study has its implication for teachers, educational administrators, curriculum framers and parents.
- The first responsibility of the parents and teachers should be to know the areas where the students lack adjustment and try to give better conditions for proper adjustment in every sphere. As gender differences exists in all the three areas of adjustment i.e., emotional, social and educational, the school should provide facilities for students for their better adjustment in all the three areas.
- Proper guidance and counseling services pertaining to all the three areas of adjustment should be provided to students. School environment must be cordial and congenial.
- There should be proper provision of co-curricular activities in the school.
- Parents should have knowledge of school environment and facilities before getting their wards admitted to schools.
- Administrators should appoint well-qualified staff.
- Teachers should provide congenial environment and equal opportunities to all students for exploration.

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