

A STUDY OF ADJUSTMENT AMONG SENIOR SECONDARY STUDENTS IN RELATION TO THEIR EMOTIONAL INTELLIGENCE

Shobha Upadhyay*

ABSTRACT

The present study is intended to examine the adjustment problems of secondary school students. Adjustment is a process by which a living organism maintains a balance between the needs and the circumstances. The students who are emotionally intelligent, who know how to manage their feelings well will have a better adjustment with themselves as well as with others. Emotionally healthy individuals accept themselves with all their strengths and weaknesses therefore behave in a mature way. A co-relational study was conducted on 100 students. The data were collected with the help of adjustment; inventory for school students constructed by Dr. A.K.P. Sinha, and emotional intelligence inventory developed by Dr. S.K. Mangal and Mrs. Shubra Mangal. The data collected were analyzed by using statistical techniques such as Mean, Standard deviation and t-value. The data were analyzed to interpret the influence of emotional intelligence on adjustment. The findings of the study have shown that adjustment of school students is significantly correlated with their emotional intelligence.

INTRODUCTION

The rapid development of the era is challenging the adolescents to face the wave of globalization. Thus the ability to control the emotions has become important for not carried away by the flow of negative and evil elements. A high emotional intelligence helps to maintain a state of harmony in oneself and finally be more self confident in dealing with the challenges of living and learning in educational institutions.

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 development in understanding the relations between reason and emotions. Emotional intelligence, is thus viewed as a form of social intelligence that involves the ability to monitor one's own and others emotions to discriminate among them, and to use the information to guide one's thinking and actions.

Mayer and Salovey 1993 which can be categorized into five elements:-

1. Self awareness
2. Self management
3. Motivating oneself
4. Empathy
5. Handling relationships

Why do we need Emotional Intelligence

Research in brain-based learning suggests that emotional health is fundamental to effective learning. According to a report from the National Center for clinical infant programs, the most critical element for a students success in school is an understanding of how to learn. From "Emotional Intelligence" by Daniel Goleman the key ingredients for this understanding are:-

1. Confidence
2. Curiosity
3. Intentionality
4. Self Control
5. Relatedness
6. Capacity to communicate
7. Ability to co-operate

CONCEPT OF ADJUSTMENT

In our day to day life we need the adjustment for living a stress free life. Adjustment means adoption to physical environment as well as to social demands. No human being can live apart from his physical environment. There is action and reaction chain going on between the individual and his environment. Then there are social pressures and demands of socialization. To these may be added the individual's personal demands such as the satisfaction of physiological needs. All this compiled functioning of the person's demands adjustment. The process of

*Research Scholar, Jyoti Vidyapeeth Women's University, Jaipur (Rajasthan)

adjustment becomes still more complicated when his interaction with one situation comes into conflict with the requirements of the other situation. One situation may give rise to pleasure where the other may give rise to pain. The resulting tension may cause disturbance in his psyche produce uncomfortable physical symptoms or may even lead to abnormal behaviour.

DEFINITION OF ADJUSTMENT

1. James, Dreyer (1952): Adjustment means the modification to compensate for or meet special conditions.
2. According to Shaffer (1961): Adjustment is the process by which living organism maintains a balance between its need and the circumstances that influence that satisfaction of these needs.

CHARACTERISTICS OF A WELL ADJUSTED PERSON

1. Awareness of one's own strengths and limitations
2. Respecting one's self and the others
3. Adequate level of aspiration
4. Satisfaction of the basic needs
5. Does not possess critical or fault finding attitude
6. Flexibility of his behaviour
7. Capable of struggling with odd circumstances
8. Feeling at home with his surroundings
9. Realistic perception of the world

OBJECTIVE OF THE STUDY

1. To study the relationship between emotional intelligence and adjustment of senior secondary students.
2. To compare the level of emotional intelligence among the senior secondary boys and girls.

HYPOTHESIS

1. There is no significant relationship between the emotional intelligence and adjustment of senior secondary students.
2. There exists no significant difference in the level of emotional intelligence among the senior secondary boys and girls.

SAMPLE

The study was conducted on a random sample of 100 students of Class–XI both boys and girls.

TOOLS USED

In the present study the following tools were used for data collection:

1. Mangal Emotional Intelligence Inventory by S.K. Mangal and Shubra Mangal.
2. Adjustment inventory for school students by Dr.A.K.P. Sinha.

STATISTICAL TECHNIQUES

The investigator used the following statistical techniques in the research:–

1. Mean
2. Standard Deviation
3. t–value
4. Correlation

ANALYSIS AND INTERPRETATION OF THE DATA

Hypothesis–1

To find out relationship between Emotional Intelligence and adjustment of boys and girls of secondary school

Variables	Group	N	M	S.D.	D.F.	r
Emotional Intelligence	Boys	50	130.90	15.85	98	0.080
Adjustment			42.20	12.35		
Emotional Intelligence	Girls	50	128.00	26.25		0.038
Adjustment			39.87	13.39		

Table–1

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

Hence the null hypothesis states that "There is no significant relationship between the emotional intelligence and adjustment of senior secondary school is rejected.

2. To compare the level of emotional intelligence among the senior secondary boys and girls

Table-2
Showing the summary of test of difference of mean scores of emotional intelligence of the adolescent boys and girls

Variables	Group	N	M	S.D.	S.E.D.	t-ratio	Level of significant
Emotional Intelligence	Boys	50	68.09	9.03	1.84	4.90	0.01
	Girls	50	58.02	9.37			

Table-2: Reveals that t-ratio come out to be 1.84 which is significant at 0.01 level of significant it means that there is significant difference in the level of emotional intelligence among the adolescent boys and girls. So the null hypothesis i.e. there exists no significant difference in the level of emotional intelligence among the senior secondary boys and girls is rejected.

CONCLUSION

The relationship of emotional intelligence was observed with adjustment of the senior secondary students. It was observed that whether emotional intelligence has any relations with dependent variables or not. Emotional Intelligence deals with two major aspects of the personality i.e. emotions and cognitive dimensions. Sometimes it happens that a person with high IQ may not be able to adjust in his environment due to lack of control on his emotions. Whereas an Emotionally Intelligent person is able to identify his emotions and their

causes, use them in solving the problems of the life. So, the emotional aspect is much more important than the intelligence only. A balance personality of an individual can only be formed with harmonious and balance co-ordination between the mind and the heart.

REFERENCES

Deshmukh, N.H. & Sawalakhe, S.P. (2010) Self Concept, Emotional Intelligence and Adjustment of Adults, Indian Journal of Psychometry and Education, 41 (2), 181-185.

Goleman D (1995) Emotional intelligence: Why it can matter more than IQ. Bantam Books, New York.

Hyde, Pethe & Dhar (2002). Emotional Intelligence Scale, Lucknow, Vedant Publications.

Hassan, A., Suleiman, T., & Ishak, R. (2009). Philosophy underlying emotional intelligence in relation to level of curiosity and academic achievement of rural area students. Journal of Social Sciences, 5(2), 95-103.

Khan, M. A. & Bhat, N.A. (2013). Emotional Intelligence of adolescent boys and girls. International Journal of Educational Research and Development, Vol. 2(3).pp.067-071.

Salovey, P & Mayer, J.D (1990). Emotional Intelligence, Imagination, Cognition and Personality, 9, 185-211.