



A STUDY OF SECONDARY SCHOOL STUDENTS' ADJUSTMENT IN RELATION TO THEIR EMOTIONAL INTELLIGENCE

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ABSTRACT

The present study is intended to examine the adjustment problems of school students of Faridabad district of Haryana. 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 correlational study was conducted on 300 students selected randomly from 10 secondary schools located in Faridabad district of Haryana. The data were collected with the help of Adjustment Inventory for School Students (AISS) constructed and standardized by Dr. A.K.P. Sinha, Professor Emeritus, Department of Psychology Patna University and Emotional Intelligence Inventory developed By Dr. S.K. Mangal and Mrs. Shubhra Mangal. The data collected were analysed by using statistical techniques such as mean, standard deviation and Pearson's correlational coefficient. The data were analyzed to interpret the influence of emotional intelligence on adjustment. The findings of the study have shown that adjustment of school children is significantly correlated with their emotional intelligence. Therefore, it can be concluded that adjustment of the students is closely related to their emotional intelligence.

KEYWORDS: Adjustment, Emotional Intelligence; Secondary School Students.

INTRODUCTION

Intelligence is characterized the whole behavior of an individual and is a sum of his abilities which are quantitatively differentiable, though it is not simply the sum total of these abilities, for the number, quality, manner, factors and excess ability above that required for intelligence behaviors in one particular ability may add little to the effectiveness of behavior as a whole.

Our emotions play quite a significant role in guiding and directing our behavior. Many times they seem to dominate us in such a way that we have no solution other than behaving as they want us to. On the other hand, if a person has no emotions in him, then he becomes crippled in terms of living his life in a normal way. Thus,

emotions play a key role in providing a particular direction to our personality and behavior. Most of the problems in our life whether childhood problems, adolescent problems, home and family problems or work situation problems are the results of misinterpretation of the involved sentiments, feelings and emotions of the concerned individuals, group of individuals and society. If proper efforts are made for training of emotions and developing proper emotional intelligence potential among the students right from their childhood, then it will surely help in bringing mutual emotional understanding, empathy, accompanied with right actions and behavior on the part of the individuals and groups, to lead a better life in peace and cooperation.



ADJUSTMENT

The Adjustment is a very complex term. It is concern to ones' individuality and situation. Lehner and Cube stated; Personal Adjustment is a process of interaction between us and the environment. In this process we can either adapt to the environment or alter it. Personal Adjustment depends on successful interaction. A person with misadjust often experiences feelings of depression or anxiety or combined depression and anxiety. As a result, that person may act out behaviorally against the "rules and regulations" of family, work, or society. In some people, an adjustment may manifest itself in such behaviors as skipping school, unexpected fighting, recklessness, or legal problems. Other people, however, instead of acting out, may tend to withdraw socially and isolate themselves during their adjustment problems.

Definitions of the Adjustment:-

- 1) The act of adjusting, or condition of being adjusted; act of bringing into proper relations; regulation. "Success depends on the nicest and minutest adjustment of the parts concerned."
- 2) Adjustment is settlement of claims; an equitable arrangement of conflicting claims, as in set-off, contribution, exoneration, subrogation, and marshaling.
- 3) The operation of bringing all the parts of an instrument, as a microscope or telescope, into their proper relative position for use; the condition of being thus adjusted; as, to get a good adjustment; to be in or out of adjustment.

Adjustment is a process of adapting one's behaviour to produce a more harmonious relationship between himself/herself and his/her environment (Gate & Gersild, 1973).

EMOTIONAL INTELLIGENCE

Woodworth (1945) describes that emotion is a 'moved' of 'stirred-up' state of an organism. It is stirred-up state of feeling that is the way it appears to the individual himself. It is a disturbed muscular and glandular activity that is the way it appears to an external observer. McDougall (1949), Emotion is an affective experience that one undergoes during an instinctive excitement. For example, when a child perceives a bull coming towards him (cognition) he experiences an affective experience in the form of the arousal of accompanied emotion of fear and consequently tries to run away (conative aspect of one's behavior).

Emotional intelligence (EI) refers to the ability to recognize and regulate emotions in ourselves and others

(Goleman, 2001). Salovey and Mayer (1990) defined emotional intelligence as a form of intelligence that involves the ability to monitor one's own and others feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions. It is the ability to perceive emotions, integrate emotions, to facilitate thoughts, understand emotions, and to regulate emotions to promote personal growth. Emotional intelligence (EI) has been found to play an important role in the adjustment of individuals. Students with high level of emotional intelligence cope better with life challenges and control their emotions above averagely, both these contribute to good adjustment.

NEED AND SIGNIFICANCE OF THE STUDY

The adjustment of secondary school students depend on emotional intelligence and several associated factors. Several studies had provided substantial evidence favouring adjustment, for quality education. Complexity and multi-dimensional nature of adjustment warrants a comprehensive study of the factors related with it. Is there any relation of adjustment with students' emotional intelligence? Can we predict Adjustment from his/her emotional intelligence? These are some of the questions which are to be answered.

A student's emotional intelligence measured through his E.Q. may be a great predictor of success than IQ. One's emotional intelligence is a unitary ability helpful in knowing, feeling and judging emotions in close cooperation with one's thinking process to behave in a proper way, for the ultimate realization of happiness and welfare of the self in tune with others. Emotionally intelligent students who know how to manage their feelings well will have a better adjustment with themselves as well as with others. Emotionally healthy students accept themselves with all their strengths and weaknesses therefore behave in a mature way.

The present study, therefore, is justified on the grounds to explore the relationship between adjustment and emotional Intelligence (EQ) of secondary school students. It may be helpful for teachers, administrators and policy making bodies for framing curriculum for better adjustment of students.

STATEMENT OF THE PROBLEM

A Study of Secondary School students' Adjustment in Relation to their Emotional Intelligence

OBJECTIVES OF THE STUDY

1. To study the adjustment of secondary school students.
2. To study the Emotional Intelligence of secondary school students.
3. To study the relationship between adjustment and emotional intelligence of secondary school students.

HYPOTHESIS

1. There is no significant correlation between adjustment and emotional intelligence of secondary school students.

DESIGN OF THE STUDY

A descriptive survey method was used to find out the relationship between adjustment and emotional intelligence of secondary school students.

Population: The population of the study consisted of the students studying in CBSE affiliated secondary schools located at urban area of Faridabad district of Haryana state.

Sample: The sample of the study consisted of 300 students of 9th class belonging to CBSE affiliated secondary schools of Faridabad district of Haryana state. Equal numbers of male and female students were taken for the study. The selection of schools and the students for the study was made through random sampling technique.

TOOLS USED

1. Adjustment Inventory for School Students (AISS) constructed and standardized by Dr. A.K.P. Sinha, Professor Emeritus, Department of Psychology Patna University.
2. Emotional Intelligence Inventory developed By Dr. S.K. Mangal and Mrs. Shubhra Mangal.

PROCEDURE FOR DATA COLLECTION

First of all, before the collection of data the investigator contacted the principals of the selected schools in order to get permission for data collection, by explaining the purpose of the study. They were assured that the data would be used for research purpose only and the responses would be kept confidential. After getting permission of the principals and winning the co-operation of the teachers all possible efforts were made to ensure the best possible conditions for administering the tests and to make the students feel at ease and to respond to the various tests with full concentration.

DELIMITATION OF THE STUDY

The present study was delimited to:

1. Secondary school students studying in class IX only.
2. CBSE affiliated secondary school students particularly located at Faridabad district of Haryana only.
3. Both male and female students studying secondary schools were taken as sample.

ANALYSIS AND INTERPRETATION OF DATA

The quantitative collected data were analyzed by using statistical techniques like Mean, standard deviation and Pearson’s correlation coefficient were used for analysis of the data and their interpretation.

Relation between Students’ adjustment with their emotional intelligence:

The table-1 given below shows descriptive statistics and correlation coefficient between the adjustment and emotional intelligence of secondary school students.

Tale-1:Coefficient of Correlation between Variables					
Variables	N	Mean	S.D	Correlation Coefficient	Remarks
Adjustment	300	36.50	11.695	0.855	Significant
Emotional Intelligence	300	90.95	32.278		

The mean score of the data of adjustment of 300 students of secondary schools was found to be 36.50 with standard deviation 11.695 and the mean score of the data of emotional intelligence of 300 students of secondary schools was found to be 90.95 with standard deviation 32.278. The coefficient of correlation between adjustment and emotional intelligence of secondary school students was calculated to be 0.855 which is highly significant at 0.01 and 0.05 levels of significance. Interpreting the data

it has come to the conclusion the there is a significant correlation between secondary school students’ adjustment with their emotional intelligence.

MAJOR FINDINGS

1. The mean score of the data of adjustment of 300 students of secondary schools was found to be 36.50 with standard deviation 11.695.



2. The mean score of the data of emotional intelligence of 300 students of secondary schools was found to be 90.95 with standard deviation 32.278.
3. A significant correlation was found between adjustment and emotional intelligence of secondary school students.

RECOMMENDATIONS FOR FURTHER RESEARCH

1. An experimental research of the effects of EI training program and its effect on adjustment of secondary school students may be conducted.
2. India is a vast country, having different areas and regional approaches, cultures civilizations, circumstances and facilities available varying from each other. A similar study may be conducted on a large sample and analyzed.
3. A study may be conducted in relation to demographic variables like status, gender, area, academic status etc.
4. A similar study may be carried out taking the Government and private secondary school students both from rural and urban areas.

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