

A Study on the Effects of Emotional Intelligence on Adjustment of Higher Secondary School Students



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Abstract

Education is a constructive process which drags a person from darkness, poverty and misery and lead him on the polls of enlightenment, prosperity and happiness by developing his individuality in all its aspects i.e., physical, mental, emotional and social with his type of all-round development he becomes a responsible, dynamic, resourceful and enterprising citizen of strong and good moral character. Emotional intelligence is the ability to use emotions effectively and productively. Adjustment means behavioural reaction to personal and social demands to cope up in our everyday life. Adjustment is the ability that permits people to meet the demands of the environment. Good, Barr and Scates (1954) attempts detailed study to develop proper framework regarding Adjustment. Review of studies reveals that Emotional Intelligence and Adjustment are closely related and almost interdependent factors. Present study is an attempt to study the effect of Emotional Intelligence on Adjustment of higher secondary students. Results of the study indicates that higher emotional level (HEI) students have shown significantly better adjustment. Type of school difference and gender difference have shown no significant effect on adjustment.

Keywords: Emotional Intelligence, Adjustment, Gender Difference, Higher Secondary Students

Introduction

“Education is the most powerful weapon which you can use to change the world”-Nelson Mandela

It is education, which transformed man from a mere two legged animal to human which can think rationally, reason, perceive and to deal effectively with his environment and can do wonders.

Education develops the individuals like a flower which distributes its fragrance all over the environment. In this sense education is that constructive process which drags a person from darkness, poverty and misery and lead him on the polls of enlightenment, prosperity and happiness by developing his individuality in all its aspects i.e., physical, mental, emotional and social with his type of all-round development he becomes a responsible, dynamic, resourceful and enterprising citizen of strong and good moral character. Denial Goleman introduced the term Emotional Intelligence around 1995. Since then it becomes the major area of investigation by the researchers.

Emotional Intelligence

Emotion is a general capacity of an individual consciously to adjust his thinking to new requirements. It is general mental adoptability to new problems and condition of life. Emotional intelligence helps people to understand the various emotions and adapt to the cultural. This requires understanding, patience and feelings of respect to people and then ritual.

Emotional intelligence is the ability to use emotions effectively and productively. “Emotional intelligence is the ability to perceive emotions, to access an degenerate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth”.– Mayer & Salovey, 1997.

There are three models of emotional intelligence. Salovey and Mayer developed ability model, focuses on the individual’s ability to process emotional information. The trait model developed by Konstantin VasilyPetrides, “Encompasses behavioural dispositions and self-perceived

abilities and is measured through self-report". The third one is the mixed model is a contribution of both ability and trait emotional intelligence.

"Our emotional mind will harness the rational mind to its purposes, for our feelings and reactions--rationalizations-- justifying them in terms of the present moment, without realizing the influence of our emotional memory."— Daniel Goleman.

Denial Goleman introduced the term Emotional Intelligence around 1995. Since then it becomes the major area of investigation by the researchers. Emotional intelligence is the capacity to blend thinking and feeling to make optimal decisions.

Hwang (2007) studied the relationship between emotional intelligence and teaching effectiveness and reported strong relationship between these two. Liang (2007) studied the relationship between personality type and emotional intelligence.

Ogrenir (2008) attempts to Investigate the relationships between emotional intelligence and pre-service teachers' views of teacher effectiveness. He reported that pre-service teachers are concerned mostly with teacher related factors, and then student-related factors and the least in other personnel related factors. Robitaille (2008) studied differences in Emotional Intelligence between general and special education teachers. Tiwari and Verma (2008) studied Emotional Intelligence and Coping up strategies among adolescents. They reported positive relationship between EI and controllable coping up whereas negative relationship between EI and threatening perception of situation.

Jain, S., Saxena, S. and Jain, R. (2013) Influence of Thinking Styles on Emotional Intelligence of Teacher Educators. They reported different levels of EI in relation to various thinking styles.

Anna AlkozeiZachary J. SchwabWilliam D. S. Killgore (2016) studiedeffect of Emotional Intelligence while handling with Emotionally Difficult Decision-Making situations.They reportedthat individuals with HEI were likely to utilize minimum facial features while taking an emotional decision-making than those with LEI.

Alkozei et.al. (2018) attempted to see the impact of online training program on Emotional Intelligence and reportedimproved Decision-Making on the Iowa Gambling Task.

Cassandra Baker (2018) wrote a research article 'A Study of Emotional Intelligence and Self Leadership'.He reported based on the

correlation analysis that HEI individuals used more behavior-focused, natural rewards, and constructive thought in self-leadership.

Lely SetyawatiKurniawan (2019) studied regarding Emotional intelligence and marital decision. Researcher reported that most of the decisions of divorce were taken by emotionally unstable persons. The groups that have a good EI level turned out to be 3.5 times easier to feel satisfaction in their marriage.

RafizahMohdRawian (2019) investigated Emotional Intelligence in Classrooms.This paper discusses the significant role of emotional intelligence

in classrooms as well as the effective ways to enhance learners' emotional intelligence.

Checaand Pablo Fernández-Berrocal (2019) studied Effect of the Emotional Content of the Taskon Cognitive Control and Emotional Intelligence. They reported that that HEI and LEI groups did not differ on normal task but on hot tasks the HEI group performed better.

Tissaa Tony. C (2019) investigated relationship of Faith and Emotional Intelligence. Results reveals that faith plays a significant role in developing emotional intelligence.

Some initial work on Emotional Intelligence was done by Nair (2002), Mohanasundaram (2004), Pathan (2004), Sreeja (2005), Romould (2006), Shah (2006), Bindu and Thomas(2006) also.

ADJUSTMENT: The concept of adjustment was first given by Darwin, who used it as adaptation to survive in the physical world. Later on psychology come out with the new term Adjustment with a broader concept. Now Adjustment means behavioural reaction to personal and social demands to cope up in our everyday life. Adjustment is the ability that permits people to meet the demands of the environment.

Adjustment is developing a satisfactory relationship between individual and the social , emotional and educational environment.

Good, Barr and Scates (1954) attempts detailed study to develop proper framework regarding Adjustment.

Agarwal (2002) studied adjustment of failed and passed students showed no significant relationship. Abraham M. (2004) studied and reported poor adjustment witnessed of under achievers.

Ellis &Zabartany, (2007) studied social, behavioural, and academic adjustment.

Farmer et al., (2006) investigated student achievement student adjustment and found significant relationship.

Wentzel, Caldwell, & Barry (2004) conducted research relating to middle school has positively linked children's school affiliations to indices of adjustment such as achievement prosocial activities.

MuntazirMaqbool (2015) studied adjustment problems of college students in relation to gender, socioeconomic status and academic achievement. He reported no significant difference among boys and girls for their adjustment problems. Similar results were observed for different socio-economic status. A negative correlation was evident between academic achievement and adjustment problems.

Fan Yang Xinyin Chen Li Wang (2015) conducted a Four- Way Longitudinal Study on Shyness- Sensitivity and Social, School, and Psychological Adjustment in Urban Chinese Children. They reported that adjustment plays a significant role in the development of shyness-sensitivity.

Tribhuwan Kr. Bhartiya (2017) studied relationship between Adjustment and Environmental Awareness in High School Students of Assam. He reported no significant relationship between these two.

Subhash Sarkar, and SangitaBanik. (2017) studied the relationship of Adjustment and Academic

Achievement of adolescent students. They reported very low correlation between these two.

Reine C. van der Wal (2018) studied Reconciling Mixed Findings on Children’s Adjustment Following High-Conflict Divorce. Results suggest that high-conflict divorce represents a risk for traumatic impact, and, at the same time, children demonstrate resilience.

Hahn, E., et al. (2019) conducted a detailed project on ‘Predictors of Refugee Adjustment: The Importance of Cognitive Skills and Personality’

Yuqing Zhang, Xing Zhang, Liwei Zhang and Cheng Guo (2019) studied Executive Function and Resilience as Mediators of Adolescents’ Perceived Stressful Life Events and School Adjustment. They reported that stressful life leads towards reduced adjustment.

Review of studies reveals that Emotional Intelligence and Adjustment are closely related and almost interdependent factors. Present study is an attempt to study the effect of Emotional Intelligence on Adjustment of higher secondary students

Objectives of the Study

1. To study the effect of Emotional Intelligence on Adjustment of higher secondary school student.
2. To study the effect of emotional intelligence on adjustment in relation to private and Government schools.
3. To study the effect of emotional intelligence on adjustment in relation to gender difference.

Hypotheses:

Following Null Hypotheses formed in the present study:

H1

There will be no significant effect of various levels of emotional intelligence on Adjustment of Higher secondary school students.

H2

There will be no significant effect of emotional intelligence on adjustment for both private and Government higher secondary school students.

H3

Table 2: Significance of Mean Difference of student groups with high and low emotional Intelligence (HEI & LEI) for their Adjustment scores.

Group	N	M	SD	‘t’ value	Significance	Result
HEI	68	10.20	4.63	2.78 (df =158)	Significant at .01 level	Ho1 Rejected
LEI	92	12.96	7.92			

{Expected values at 158df, at .05 level = 1.98& at .01 level = 2.61}

From Table-2 it is evident that the ‘t’-value 2.78 is significant at .01 level of confidence thus the null hypothesis Ho1 is rejected. It reveals that students with high emotional intelligence (HEI) tends to have better adjustment.

Verification of HO2

While comparing HEI students of Private and Govt. schools for their Adjustment, the Mean scores

Table 3: Significance of Mean Difference of students of Private and Govt. schools with high emotional Intelligence and low emotional intelligence (HEI& LEI) for their Adjustment scores

Groups	N	M	SD	‘t’ value	Significance	RESULT
HEI, Priv.	39	10.20	5.22	‘t’= .54 (df=66)	Insignificant	Ho2 Accepted
HEI, Govt.	29	10.96	5.96			
LEI, Priv.	43	13.20	6.63	‘t’= .155 (df=90)	Insignificant	
LEI, Govt.	49	12.96	7.92			

There will be no significant effect of emotional intelligence on adjustment for both boy and Girl students of higher secondary schools.

Population and Sample

Population of the present study was class 9th to class 12th students of randomly selected 5 Private and 5 Government Higher secondary schools. On the basis of stratified random sampling 160 students (80 male and 80 female) were selected as sample of this study from this selected population.

Table No. 1

Sample Distribution

Gender	Type of School		Total
	Private	Government	
Male	40	40	80
Female	40	40	80
Total	80	80	160

Tools

In the present study two standardised tools were used. Emotional Intelligence Inventory developed by Hyde and Pathe (2002) and Adjustment Inventory developed by Sinha and Singh. For scoring one mark is to be provided for the response indicating presence of emotional intelligence and zero for the absence of emotional intelligence. Thus high score indicates high Emotional Intelligence. For any answer indicative of adjustment zero is given, otherwise a score of one is awarded, thus low score indicates better adjustment.

Data Analysis and Results

Initially mean of Emotional Intelligence scores was calculated and total sample was divided into high emotional intelligence (HEI) and low emotional intelligence (LEI) group. Mean Adjustment scores of these two groups were compared in accordance with the objectives and hypotheses were verified to obtain some results.

Verification of HO1

While comparing HEI and LEI groups for their Adjustment, the Mean scores of HEI have shown superior adjustment then the LEI group. Data and results shown in table 2.

of Private school have shown slightly better adjustment then the Govt. school students (table 3a) Data and results shown in table 2. Similar comparison was done for LEI students, again negligible mean difference witnessed between Private and govt. school student’s adjustment (table 3b)

Insignificant 't'-value shown in both tables (3a & 3b) clearly leads towards the result of retaining null hypothesis Ho2 and it can be inferred that Private and Govt. school difference does not make any difference in adjustment ability.

Verification of HO3

While comparing HEI Male and Female students of higher secondary schools for their Adjustment, the Mean scores no remarkable difference was evident for both HEI and LEI students. Data and results are shown in table-4.

Table 4: Significance of Mean Difference of Male and Female students for their Adjustment scores of under High Emotional Intelligence (HEI) and Low Emotional Intelligence (LEI) categories

Groups	N	M	SD	't' value	Significance	RESULT
HEI, BOYS	37	09.72	6.28	't'=1.23 (df=66)	Insignificant	Ho2 Accepted
HEI, GIRLS	31	10.97	5.76			
LEI, BOYS	43	12.98	6.36	't'=.50 (df=90)	Insignificant	
LEI, GIRLS	49	13.46	7.55			

Insignificant 't'-values shown in table-4 clearly leads towards the result of retaining null hypothesis Ho3. It is inferred that gender difference does not make any difference in adjustment ability.

Result Based Generalizations:

1. High Emotional Intelligence students have better Adjustment then Low Emotional Intelligence students.
2. Private and Govt. students does not differ clearly in their Adjustment ability. This fact can be find in both High emotional Intelligence and Low Emotional Intelligence students.
3. On account of Gender difference no remarkable difference in their Adjustment ability was evident. This fact can be find in both High emotional Intelligence and Low Emotional Intelligence students.
4. A person's ability to adjust with surrounding atmosphere depends only on the emotional intelligence of the individual. It is found that students are with more emotional intelligence adjusts also with the society very well.
5. A person's ability to adjust with the surrounding atmosphere depends only on the emotional intelligence of the individual. It is found that students are with more emotional intelligence adjusts also with the society very well.

Some Suggestions

1. Parents should be emotionally interactive to help children to improve make them emotionally strong and could develop values of adjustment.
2. The family, school and society should develop a child into a mature human being. The welfare of whole community depends on every persons emotional intelligence.

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