

Emotional Intelligence and Its Correlation with Adjustment in Secondary School Students: A Comprehensive Study

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ABSTRACT

This study explores the relationship between emotional intelligence and adjustment among secondary school students in Patiala district, Punjab. Recognizing the importance of emotional intelligence in facilitating positive interpersonal interactions and personal well-being, the research investigates how it influences students' ability to adapt to various life challenges. A sample of 300 secondary school students was examined using the Mangal Emotional Intelligence Inventory (MEII) and the Adjustment Inventory for School Students (AISS). The findings reveal significant gender differences in emotional intelligence, with female students exhibiting higher emotional intelligence than their male counterparts. Additionally, rural students demonstrated greater emotional intelligence compared to their urban peers. However, the correlation between emotional intelligence and adjustment was not statistically significant, suggesting that while emotional intelligence plays a crucial role in personal development, other factors may also influence adjustment. The study highlights the need for targeted interventions by parents and educators to enhance emotional intelligence, thereby supporting better adjustment among students.

Keywords: Emotional Intelligence, Adjustment, Secondary School Students, Gender Differences

INTRODUCTION

Emotional intelligence is increasingly recognized as a vital capacity that shapes interactions with oneself and others, facilitating positive outcomes in relationships. It encompasses the ability to identify, understand, and manage one's emotions, ultimately contributing to personal well-being and the well-being of those around us. This multifaceted construct includes three key psychological dimensions: emotional competency, emotional maturity, and emotional sensitivity. Together, these dimensions empower individuals to

navigate the complexities of human behavior effectively. Recent perspectives on emotions highlight their role as essential signals that guide attention, influence decision-making, and promote goal achievement, underscoring the profound impact emotions have on behavior and personality development.

Scholars like Salovey and John (1990) and Mayer and Peter (1997) define emotional intelligence as a form of social intelligence, emphasizing the ability to monitor one's own emotions and those of others to inform thinking and actions. Goleman (1998) distinguishes between personal and social competence as critical components of emotional intelligence, while various theorists, including Gardner (1983) and Bar-On (2000), explore its implications across multiple intelligences and life contexts. Research has consistently shown that emotional intelligence can be a stronger predictor of success and happiness than traditional measures of intelligence (IQ), indicating that emotional awareness and regulation are crucial for managing personal and interpersonal challenges.

In addition to emotional intelligence, the concept of adjustment plays a significant role in human development. Adjustment refers to the behavioral process of balancing individual needs against environmental demands, facilitating a harmonious relationship between the person and their surroundings. This process encompasses biological, social, and self-adjustments, reflecting the complexities of human experience. As individuals navigate various life circumstances, effective adjustment can lead to improved psychological, emotional, and social well-being. A well-adjusted person can handle stress and interpersonal relationships more adeptly, demonstrating resilience and adaptability in the face of challenges. Thus, the interplay between emotional intelligence and adjustment is critical for understanding overall personal development and success in various life domains.

REVIEW OF RELATED LITRATURE

The review of literature is a critical foundation for planning and executing research, providing researchers with essential insights from prior studies. It enables them to contextualize their hypotheses and clarify the scope of their investigation. As Vockell (1983) noted, a thorough literature review helps identify existing research, gaps, and directions for future studies, saving time and resources by avoiding duplication of efforts. This chapter is organized into two main sections: studies related to emotional intelligence and those concerning adjustment. The reviewed studies encompass a range of topics, including the

correlation between emotional intelligence and academic achievement, the impact of emotional maturity on adjustment, and the relationship between adjustment and various demographic variables. Findings reveal significant patterns, such as the positive correlation between emotional intelligence and academic success among different age groups and the influence of gender and socio-economic status on emotional intelligence levels. Additionally, several studies highlight the importance of adjustment in educational and professional settings, examining factors like resilience, personality traits, and working conditions that contribute to effective adjustment. Overall, this review underscores the interconnectedness of emotional intelligence and adjustment in academic and personal contexts.

SIGNIFICANCE OF THE STUDY

In today's world, children and youth encounter numerous challenges that often lead to adjustment problems. Emotional intelligence plays a crucial role in helping them cope with these issues. As today's children will become tomorrow's adults, neglecting their emotional development is not an option. Therefore, fostering emotional intelligence is vital for secondary school students facing adjustment difficulties. A review of existing literature reveals a significant gap in research on this topic, indicating ample opportunities for further exploration. This study aims to guide parents and teachers in promoting emotional intelligence and better adjustment among students, equipping them to tackle life's challenges. By identifying the factors contributing to low emotional intelligence in students, parents can implement effective strategies to address these issues.

OPERATIONAL DEFINITIONS OF THE TERMS

Emotional Intelligence: It is the capacity to reason with emotions in four areas to perceive emotions (intrapersonal awareness), to integrate it in thoughts (interpersonal awareness), to understand it (intrapersonal management), to manage it (interpersonal management) by Mangal Emotional Intelligence Inventory by Dr. S.K. Mangal (2004)

Adjustment: Adjustment refers to adaptive ability of emotional, social and educational environment as measured by A.K.P. Sinha and Singh in Adjustment inventory of school students (1984)

OBJECTIVES OF THE STUDY

- To study the emotional intelligence and adjustment of secondary school students.
- To study the emotional intelligence of secondary school students in relation to their gender and locale.
- To study relationship between emotional intelligence and adjustment of secondary school students.

HYPOTHESIS OF THE STUDY

- There is no significant difference in emotional intelligence of male and female secondary school students.
- There is no significant difference in emotional intelligence of rural and urban secondary school students.
- There is no significant relation between emotional intelligence and adjustment of secondary school students.

DELIMITATIONS OF THE STUDY

The study was delimited to the secondary school students studying in 9th grade of Patiala district of Punjab.

SAMPLE OF THE STUDY

The population of the study comprised of secondary school students of Punjab. To collect the sample for the present study Patiala district of Punjab was randomly selected. The sample included 300 secondary school students out of which 150 were males and 150 females, 150 were urban and 150 rural.

TOOL USED

- Mangal emotional intelligence Inventory (MEII) by S.K.Mangal (2004)
- Adjustment inventory for School Students (AISS) by A.K.P.Sinha and R.P.Singh (1984)

STATISTICAL TREATMENT

Keeping in view, the objectives of present study, frequency distribution, mean score and standard deviation were computed. To find out the significance difference between mean scores of different groups under study, t-value was calculated. To see the relationship between variables Pearson's product moment correlation was also calculated.

ANALYSIS AND INTERPRITATION

The present study was designed to find out emotional intelligence in relation to adjustment of school students. Keeping in view the objectives of the study, the result pertaining to different variables have been presented in the following heading:

Frequency Distribution of Emotional Intelligence of School Students.

The data gathered from 300 school students which are shown in the table 1.1 with the help of frequency distribution along with percentage and cumulative percentage.

Total no. of students	Mean	S.D
300	70.3	15.8

It may be observed from the table 1.1 that the mean score on emotional intelligence is 70.3 and S.D. = 15.8. The table also shows that the 132 (44%) students lie above the class interval in which mean lies. Whereas 36(12%) students lie in the class interval in which mean lies. The scores of 132(44%) students lie below the class interval in which mean lies. Description of scores also depicted in figure 1.1

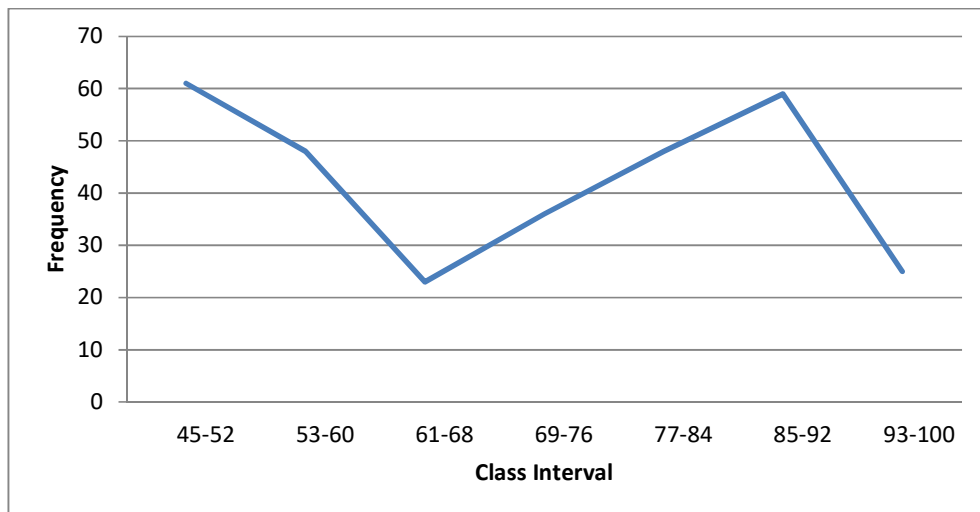


Figure 1.1

FREQUENCY DISTRIBUTION OF ADJUSTMENT OF SCHOOL STUDENTS.

The data on adjustment collected from 300 secondary school students. It is shown in the table 1.2 with the help of frequency distribution and percentage.

Table – 1.2 Mean achievement score of Adjustment of Secondary school students

Total no. of students	mean	S.D
300	19.4	9.3

The table 1.2 showed that the mean score of students on adjustment is 19.4 and S.D. is 9.3. The table also shows that the 117(39%) students lie above the class interval in which mean lies. Whereas 29 (9.6%) students lie in the class interval in which mean lies. The scores of 154 (51.4%) students lie below the class interval in which mean lies. Description of scores also depicted in figure 1.2.

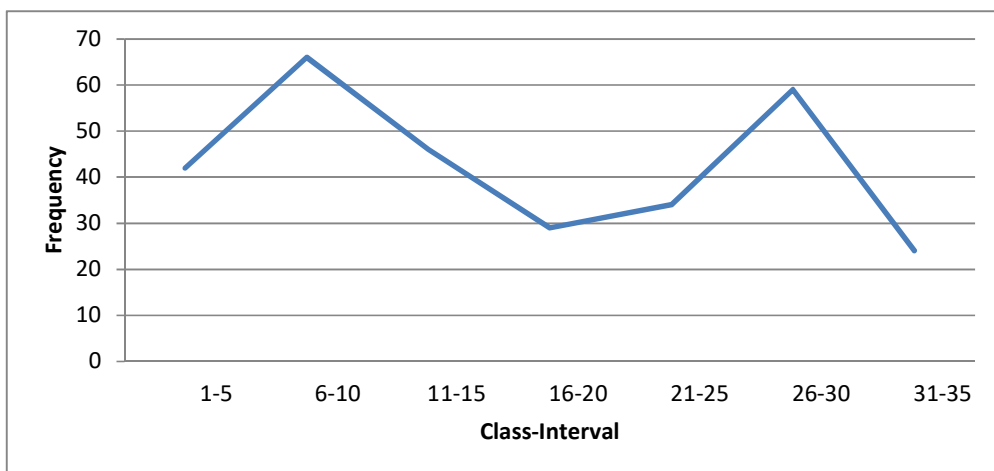


figure 1.2

GENDER DIFFERENCE IN EMOTIONAL INTELLIGENCE AMONG SCHOOL STUDENTS

The mean scores and standard deviation of 150 male students and 150 female students were along with the t-value is shown in the following table 1.3

Table - 1.3 Gender Difference in Emotional Intelligence among School Students

Group	Number	Mean	S.D.	t-value
Female	150	83.76	6.73	23.07**
Male	150	61.5	9.35	

**= Significant at 0.01 level

As shown in table 1.3 out of 300 total students, 150 female and 150 are male students. The mean scores of girls 83.76 is higher as compared to the mean scores of boys 61.5. The t-value testing the significance of mean difference in emotional intelligence of male and female school students came out to be 23.07. This t-value is significant at 0.01 levels. On the basis of these results the hypothesis that “There is no significant difference in emotional intelligence of male and female secondary school students.” is rejected. This means that there is significant difference in emotional intelligence of male and female secondary school students.

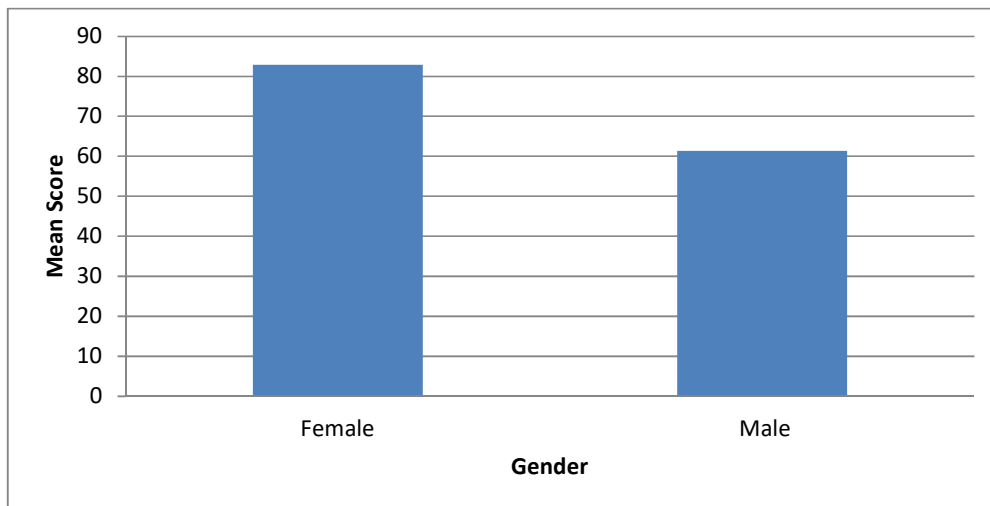


Figure 1.3

LOCALE WISE DIFFERENCE IN EMOTIONAL INTELLIGENCE AMONG SCHOOL STUDENTS

Group	N	Mean	S.D.	t-value
Rural	150	76.8	8.69	13.03**
Urban	150	63	9.53	

** = Significant at 0.01 level

The table 1.4 shows that mean scores of rural govt. school students is 76.8 with S.D. of 8.69 whereas of urban govt. school students is 63. The difference between the mean scores of rural and urban school students is significant at 0.01 level showing that there is significant mean difference of emotional intelligence among rural and urban school students.

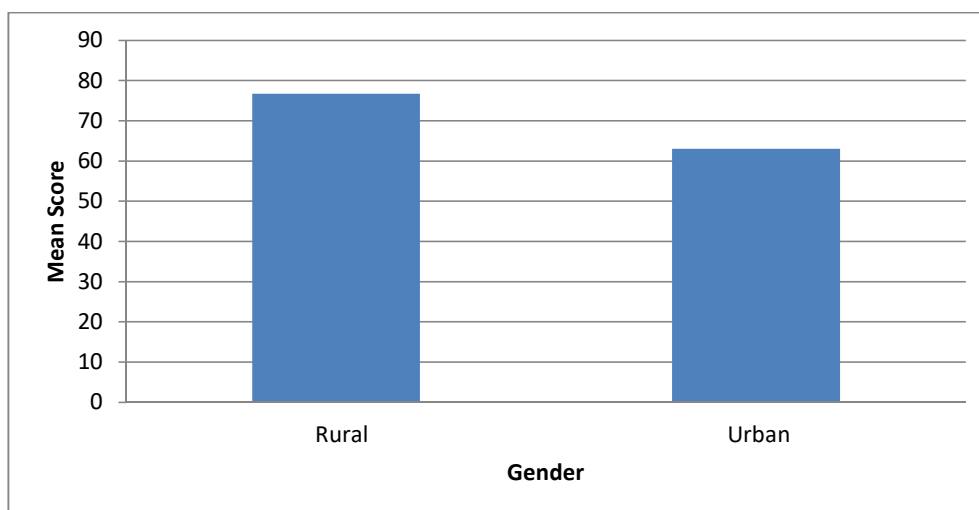


Figure 1.4

CORRELATION ANALYSIS

In order to achieve the objectives of the study, the relationship of different variables of school students were explored by using product moment formula of correlation.

Relationship between Emotional Intelligence and Adjustment

On the basis of school students emotional intelligence and adjustment were correlated by using Pearson's product moment formula of correlation. The results of the correlation are presented in the table 1.4.

Table- 1.4 Relationships between Emotional Intelligence and Adjustment

Variables	Number	Coefficient of correlation
Emotional intelligence/adjustment	300	-0.74

Not Significant at 0.05 level.

Table 1.4 which indicates that the correlation of emotional intelligence and adjustment is - 0.76. It is not significant at 0.05 levels. On the basis of results the hypothesis that "there is no significant relation between emotional intelligence and adjustment" is accepted.

RESULTS OF THE STUDY

1. **Emotional Intelligence Scores:** The mean score for emotional intelligence among the 300 students was 70.3 (SD = 15.8). A notable 44% of students scored above the mean, indicating a relatively good level of emotional intelligence among the majority.
2. **Adjustment Scores:** The mean score for adjustment was 19.4 (SD = 9.3). Over half of the students (51.4%) scored below the mean, pointing to potential challenges in adjustment.
3. **Gender Differences:** Female students had a significantly higher mean emotional intelligence score (83.76) compared to male students (61.5), with a t-value of 23.07, indicating a strong gender difference.
4. **Locale Differences:** Rural students had a higher mean score of 76.8 compared to urban students at 63, with a significant t-value of 13.03, highlighting a significant difference based on geographic area.
5. **Correlation Analysis:** The correlation coefficient between emotional intelligence and adjustment was -0.76, indicating no significant relationship at the 0.05 level.

FINDING OF THE STUDY

- **Emotional Intelligence and Adjustment:** While emotional intelligence is critical for personal and interpersonal success, this study reveals no significant direct relationship with adjustment, suggesting that other factors may influence a student's ability to adjust effectively.
- **Impact of Gender and Locale:** Gender and geographic location play significant roles in shaping emotional intelligence among secondary school students, emphasizing the need for tailored educational approaches.
- **Educational Implications:** Findings suggest that emotional intelligence can be improved through targeted interventions, including parental support and school counseling, to foster better adjustment among students.

CONCLUSION

This study highlights the crucial relationship between emotional intelligence and adjustment among secondary school students. The findings demonstrate that emotional intelligence significantly varies by gender and locale, with female students exhibiting higher levels of emotional intelligence compared to their male counterparts. Additionally, students from rural areas showed greater emotional intelligence than those from urban settings. Despite the overall findings, no significant correlation was established between emotional intelligence and adjustment, suggesting that while emotional intelligence is important, other factors may influence adjustment levels among students.

EDUCATIONAL IMPLICATIONS

- The findings of the present study indicate that not significant relationship between emotional intelligence and adjustment of the students should be improved if they become more emotionally intelligent.
- Parents should provide proper care and attention to their children to improve their emotional intelligence.
- The school should provide proper counseling session to students in order to maintain a good level of emotional intelligence.
- The result of the present study help administrators policy makers and researchers at different levels.
- In order to maintain good level of emotional intelligence and adjustment among the students there may be counseling session for parents and teachers.

SUGGESTIONS FOR THE FURTHER RESEARCH

The present study was confined to emotional intelligence and adjustment of school students. Analysis of data was being done by t-test and correlation. Keeping in view the delimitations of the study following suggestions may be laid down for further research.

- The present study was confined to govt. schools of Patiala district of Punjab. The study can be extended to other districts of Punjab.
- The present study was confined to school students. Similarly study can be undertaken to college and university students.

- Socio-economic status of students can be studied because it may be crucial factor intensifying emotional intelligence and adjustment.
- The study can be undertaken on different age groups as like adults, old age group.
- Other psychological factors like study habits, intelligence, academic achievement, personality may also have an impact on the study of school students, so, these should be explored in further research.

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