
A study of Emotional Intelligence and Adjustment among School Students

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ABSTRACT:

Aim of the research is to find out the Emotional Intelligence and Adjustment among School Students so investigator selected three groups one is type of faculty second is type of area and third is sex. In the present research, the researcher 240 units by sample random technique. In each group, 30 students were selected. Scale was use for data collection is personal datasheet; **Emotional Intelligence Scale** developed by Dr. P.P.Patel and Dr. H.P.Patel was used The Reliability coefficient 0.89 and split-half method, Reliability coefficient 0.85 and The “**Adjustment Inventory**” by M.M.Bell. The reliability score of adjustment inventory comes to 0.85. 2x2x2 factorial design was used and data were analysis by ‘F’ test.

Keywords: Emotional Intelligence, Adjustment, School Students

INTRODUCTION:

Emotional Intelligence was hypothesized to be a factor in successful life adjustment, among them the successful achievement of a well-balanced life with little interference between work, family and leisure.

Man is unique and excellent creation of nature. Nature has intelligence, thinking & feelings to mankind. If the intimate relation between nature and man is maintained, most of today’s problems become light but unfortunately, today’s man is constantly going away from the nature. The reason being the constantly increasing needs and conflicting Attempts to fulfill these needs.

Every man in present competitive age is involved in the ambition to get more and more than others. The most important matter is the striking desire to make adjustment with environment. The perfect adjustment with the environment is the indicator the height of happiness. To make the life meaningful, the individual has to make constant attempts to make adjustment in every field of life. In making continuous attempts to adjust in the constantly changing environment, the individual has change his self or after his environment. Psychologists have long tried to understanding the relationship of emotional intelligence to school students.

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Students live in confusing times. On the one hand, Teachers are being exhorted to deliver a tightly prescribed. The ability to understand ourselves and other people, and in particular to be aware of understand and use information about the emotional states of ourselves and other with competence. It includes the ability to understand, express, and manage our own emotions, and respond to the emotions of others, in ways that are helpful to us and others. In Aristotle's view, anyone can become angry—that is easy. But to be angry with the right person, to the right degree at right place, for the right purpose, and in the right way – that is not easy. The upsurge of interest in Emotional Intelligence is a welcome corrective to the school curriculum which has been too focused, traditionally, on the desiccated certainties of text-book academia and, latterly, on 'competencies' driven, in part, by narrow technical and economic imperatives. Developing skills and pleasure in the rich world of the emotions is vital to the well-being of both individuals and their communities. Emotionally stupid people can do genuinely stupid (cruel, destructive) things. American colleges and universities have taken on the responsibility of assisting students with their adjustment to college in multiple ways. Many standard services contribute to the positive adjustment of students, including academic support programs, counseling services, academic and career advising, living-learning centers, residence halls, campus activities, and health and wellness programs. In addition, there are also services specifically designed to aid in adjustment to college, including new student orientation programs, University 101 courses, freshman interest groups and learning communities, developmental/remedial courses, and early warning systems. There has been a continuous struggle between the needs of the individual and the external forces since time immemorial. According to Darwin's (1859) theory of evolution, those species which adapted successfully to the demands of living, survived and multiplied while others who did not, died out. Therefore, the adaption or changing of oneself or one's surroundings according to the demands of the external environment became the basic need for our survival. It is as true today with all of us it was with the Darwin's primitive species. Those of us who can adapt or adjust to the needs of changing conditions can live happily and successfully, while others either vanishes lead miserable lives or prove a nuisance to society.

Adjustment is the main part of human life. Living is a process of adjustment and it is a process of unique importance in human life. It is a satisfactory and harmonious relationship of an organism to its environment. Thus, the term adjustment may be defined as, "The process of finding and adopting modes of behaviour, that is suitable to the environment of to the changes in the environment." You as teachers are more concerned with this topic because the primary purpose of education is to train children to solve life's personal, social, and economic problems. If you examine the various activities of an individual's life, you will find that most of them involve adjustment of the individual to his vocational, social and economic problems. "The process of adjustment starts from the birth of the child and continues till his death." The concept of adjustment is as old as human race on earth. Systematic emergence of this concept starts from Darwin (1859). In those days, the concept was purely biological and he used the term adaptation. The adaptability to environment hazards goes on increasing as we proceed on the phylogenetic scale from the lower extreme of life. Insects and germs, in comparison to human beings, cannot withstand the hazards of changing conditions in the environment and as the season changes, they

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die. Hundreds of species of insects and germs perish as soon as winter begins. Man, among the living beings, has the highest capacities to adapt to near situation. Man as a social animal not only adapts to physical demands but he also adjusts to social pressures in the society. Biologists used the term adaptation strictly for physical demands of the environment but psychologists use the term adjustment for varying conditions of social or interpersonal relations in the society. We see that adjustment means reaction to the demands and pressures of social environment imposed upon the individual. The demands may be external or internal to which the individual has to react. To observe the life of a child, he is asked to do this and not to do other things. He has to follow certain beliefs and set of values which the family follows. His personality develops in the continuous process of interaction with his family environment. There is other demand which may be termed as internal as hunger, water oxygen and sleep etc. If we do not fulfil these internal demands, we feel uncomfortable with the development of the child; these physiological demands go on increasing and become more complex. Adjustment has several meanings; many relate to insurance, contracts or the resolution of disputes. In engineering, mathematics and geodesy, the optimal parameter estimation of a mathematical model so as to best fit the data set. The most important method is the least squares adjustment, found by Carl Friedrich Gauss. In metrology, the set of operations carried out on an instrument in order that it provides given indications corresponding to given values of the measured. In statistics it is the compounding for confounding variables

OBJECTIVE OF STUDY:

1. To examine effect of emotional intelligence and adjustment among school students.
2. To study the effect of emotional intelligence and adjustment among type of area among school students.
3. To study the effect of emotional intelligence and adjustment with type of stream among school students.
4. To study the relationship between emotional intelligence and adjustment among type of sex among school students.
5. To examine effect of emotional intelligence and adjustment with reference to type of area and stream among school students.

HYPOTHESIS:

1. There are no significant effects between the mean of the scores on emotional intelligence of urban and rural school students.
2. There are no significant effects between the mean of the scores on stream of emotional intelligence of among urban and rural school students.
3. There are no significant effects between the mean of the scores on sex of emotional intelligence of among urban and rural school students.
4. There will be no significant interactive effects between the mean of the scores on stream of emotional intelligence of among urban and rural school students.

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5. There will be no significant interactive effects between the mean of the scores on types of area and sex of emotional intelligence of among urban and rural school students.

6. There will be no significant interactive effects between the mean of the scores on types of stream and sex of emotional intelligence of among urban and rural school students.

METHOD:

Sample:

In a real social life, when we have to conduct any research, it is not possible to contact all the members of that field. Researcher cannot collect data from all the members of particular field of research. We cannot reach everybody to collect data by using questionnaire. To remove these difficulties, researcher selects some of the members; researcher selects some of the members representing the population. The data is collected from the sample and the generalization is made about the population. In our daily life, the technique of sampling is used. We purchase food grains such as wheat, rice etc. by examining the sample. In purchasing many other things, the technique of examining sample is used. Doctor diagnosis malaria or some other diseases on the basis of examination of sample of blood. We have many factories by selecting a sample. Research is conducted on the subjects of sample and so the time, ability and finance are saved. We can do the research work rapidly and make necessary generalizations. Sample provides an estimate about the research.

Procedure:

In the present research, the researcher 300 units by sample random technique. Finally, 240 subjects were selected for this study, subtracting the subjects with incomplete information. In it 120 sciences students and 120 Arts students are selected. In every group, 60 were selected from urban area and 60 from rural area. In this group of 60 from urban area and 60 from rural from rural area, thirty are male and thirty are female. The table of sample selection is given as under.

Tools:

(a) Emotional Intelligence scale

Emotional Intelligence scale was constructed and standardized by Dr. P.P.Patel and Dr. H.P.Patel

Reliability: The reliability of the emotional intelligence scale was found by test-retest method, Reliability coefficient 0.89 and split-half method, Reliability coefficient 0.85.

Validity: The item and the test as a whole appear to be plausible and relevant to the student's life situation. Furthermore, the items in the scale have hundred percent against educational and psychological express regarding their suitability to measure students emotional intelligence. Therefore test possess high face validity. In addition to this attempts have also been made to establish construct validity. No. of items: This scale consists of 77 true false type items.

Prescription of this scale

- (a) Self awareness
- (b) Self management
- (c) Social consciousness
- (d) Social skill

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(b) Adjustment Inventory

Adjustment Inventory was constructed and standardized by M.M.Bell.

Reliability: The reliability score of adjustment inventory comes to 0.85, derived by the split half method, obtained from the sample of 320 students.

Validity: Adjustment inventory has been found to possess content validity as measured with the help of views expressed by judges. Because of the lack of appropriate external criteria, related validity could not be established.

No. of Items: This inventory consists of 128 items.

Description of this scale

- (a) Family adjustment
- (b) Health adjustment
- (c) Social adjustment
- (d) Emotional adjustment

RESULTS:

Analysis of variance on Emotional Intelligence for 2x2x2 factorial design

n=30 N =240

Source	Sum Squares	Df	Mean SS	F-Value	Level of Significance
A (Type of Area)	1983.750	1	1983.750	4.078	0.045
B(Stream)	3465.600	1	3465.600	7.124	0.008
C(Sex)	1870.417	1	1870.417	3.845	0.051
AxB	1.667	1	1.667	0.000	0.995
AxC	385.067	1	385.067	0.792	0.375
BxC	84.017	1	84.017	0.173	0.678
AxBxC	1972.267	1	1972.267	4.054	0.045
SSW	112868.467	232	486.502		
Total	16296748.000	240			

Type of Area (A= A₁ and A₂) Vs emotional Intelligence:

The type of area plays decisive role on Emotional Intelligence. So in order to know whether there is a relationship between the types of area and emotional intelligence, the following questions were posed:

What happened to the scores on emotional intelligence of science stream and arts stream students when the type of area is taken into consideration as an independent variable?

The following null –hypothesis was formulated to answer the above question and checked with F test:

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H₀₁ There will be no significance effects between the mean of scores on emotional intelligence of urban and rural school students.

It is observed that the type of area plays a very crucial role in connection with emotional intelligence. There are number of schools in both urban and rural area, which provides good infrastructure, better education, good facilities and so many things. Hence, the student studying either of any type of area may have more or less emotional intelligence. Urban students may have more exposure about the modern world and techniques in comparison to rural students. It was checked with the help of F-test. With a glance to table 4.1.3, we may come to know that the mean score for the type of area is 1983.750 and F value for the same is 4.078, which is significant at 0.05 significance level. It means that there is significance difference between the urban and rural students for their emotional intelligence. Shows that mean score for urban students on emotional intelligence is $M= 256.7250$ ($N=120$) and rural students emotional intelligence is $M= 262.4750$ ($N= 120$) and the mean difference for the both group is 5.75 which shows that one group is better than the other group.

So the above H₀₁, null hypothesis is rejected and we may say those urban and rural students differ from the point of view of emotional intelligence.

Stream ($B= B_1$ and B_2) Emotional intelligence

Stream also plays an important role on emotional intelligence. So to check the relationship between intelligence and stream the following hypothesis is formed and checked.

H₀₂ There will be no significance effects between the mean of scores on stream of emotional intelligence among urban and rural school students.

It is observed that the type of area plays a very crucial role in connection with emotional intelligence. There are number of schools in both urban and rural area, which provides good infrastructure, better education, good facilities and so many things. Hence, the student studying either of any type of area may have more or less emotional intelligence. Urban students may have more exposure about the modern world and techniques in comparison to rural students. It was checked with the help of F-test. With a glance to table 4.1.3, we may come to know that the mean score for the type of stream is 3465.600 and F value for the same is 7.124, which is significant at 0.05 significance level. It means that there is significance difference between the science and arts students among the urban and rural students for their emotional intelligence. shows that mean score for science urban students on emotional intelligence is $M= 263.4$ ($N=120$) and rural students emotional intelligence is $M= 255.8$ ($N= 120$) and the mean difference for the both group is 7.6 which shows that one group is better than the other group.

So the above H₀₂, null hypothesis is rejected and we may say that emotional intelligence for streams among urban and rural students differs.

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Mean score of Adjustment 2x2x2 Vs variables

(Type of Area, Stream and Sex)

	B₁		B₂	
	C₁	C₂	C₁	C₂
A₁	M 67.0333	67.8065	65.5	61.6
	N 30	30	30	30
A₂	M 67.4333	79.5862	79.2	81.2
	N 30	29	30	30

The mean Adjustment scores of Type of Area, Stream and Sex as seen from the shows the mean of Area i.e. urban in A₁ and Rural in A₂, mean of stream i.e. Science in B₁ and Arts in B₂, mean of Sex i.e. male in C₁ and Female in C₂. The mean score for urban male science students is 67.033 and urban female science student is 67.085. So the difference is very small. Females are having little bit more mean score it means that they get adjustment rapidly in comparison to male. As well as arts students shown in B₂. The mean score for Urban Arts male students is 65.5 and Urban Arts female student is 61.6. Here male students get more adjustment in comparison to female arts students.

The mean score for rural science male students is 67.43 and for rural science, female students are 79.59. Here we find significance difference between these two. Here female students show more adjustment in comparison to male students. The mean score for rural arts male students is 79.2 and for rural arts female students is 81.2. Here we find significance difference between these two. Here also female students show more adjustment in comparison to male students.

CONCLUSION:

- It was seen that male urban and rural school students significantly differ on Emotional Intelligence score as compared to female urban and rural school students. It means there is a high Emotional Intelligence of male urban and rural school students.
- It is observed that there is a significant interaction between stream and sex of Emotional Intelligence of Science and Arts school students.
- It was seen that there is more adjustment of urban students from rural students.
- It is observed that male urban and rural school students significantly differ on Emotional Intelligence score as compared to female urban and rural students. It means there is more adjustment of female urban and rural school students (Area of urban and rural).
- Hence, it is seen that there is a significant interaction between types of area and stream of adjustment of urban and rural school students. It means both school results are closure in the level of adjustment.

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- It is seen that there is a significant interaction between stream and sex of adjustment of urban and rural school students. It means both school results are closure in the level of school adjustment.

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