

**Comparative Study**

## **A Comparative Study of Emotional Intelligence, Psychological Well-Being and Adjustment Levels among Intermediate Students**

Mantun Kumar<sup>1\*</sup>, Dr. Nilmani Kumar<sup>2</sup>

### **ABSTRACT**

**Background:** Adolescences have their own set of issues and adjustment patterns. In adolescent period psychological wellbeing is also considered as an important aspect of healthy overall development. And further research in this aspect relates to emotional intelligence of an individual. Emotional intelligence can be defined as the ability to monitor one's own and other people's emotions, to discriminate between different emotions and label them appropriately and to use emotional information to guide thinking and behavior. Whereas, psychological well-being is the state of good mental and emotional health. **Aim:** The present study has been undertaken to compare the emotional intelligence, psychological well-being and adjustment level among intermediate students. **Methodology:** The current study is a cross sectional study which is done for understanding the relationship between three variables Emotional Intelligence, Psychological Well-being and Adjustment levels. A total of 60 participants, 30 boys and 30 girls from intermediate level was taken from west Singhbhum district. **Tools:** Socio-demographic details were collected with the help of socio demographic data sheet. Then after, Mangal Emotional Intelligence Inventory (MEII), Psychological Well-being Scale (PWBS) and Adjustment Inventory for School Students (AISS) were applied to the participants. **Result and Conclusion:** The Result of the present study revealed that, there was difference between boys and girls on Mangal Emotional Intelligence Inventory and Adjustment Scale. Results also indicate that female subjects exhibited high scores of emotional intelligences in comparison to males. Whereas, boys participants exhibited high score in their adjustment level in comparison to girls participants. The result also shows that there was no difference found between boys and girls on psychological well-being scale.

**Keywords:** *Emotional Intelligence, Psychological Well-Being and Adjustment Level.*

Adolescences have their own set of issues and adjustment patterns. In adolescent period psychological wellbeing is also considered as an important aspect of healthy overall development. And further research in this aspect relates to emotional intelligence of an individual. Emotional intelligence can be defined as the ability to monitor

<sup>1</sup>Ph.D Scholar, Department of Psychology, Ramchandra Chandravansi University Bishrampur, Palamu, Jharkhand, India.

<sup>2</sup>Assistant Professor, Department of Psychology, Ramchandra Chandravansi University Bishrampur, Palamu, Jharkhand, India.

\*Corresponding Author

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one's own and other people's emotions, to discriminate between different emotions and label them appropriately and to use emotional information to guide thinking and behavior. Whereas, psychological well-being is the state of good mental and emotional health.

The concept emotional intelligence (EI) was first proposed by Peter Salovey and John Mayer in the year 1990 in the 'Journal of Imagination and Personality'. Later, Goleman popularized the term by writing his book Emotional Intelligence. The model introduced by Daniel Goleman focuses on EI as a broad range of competencies and skills. Goleman's model outlines five main EI: self-awareness, self-regulation, social skill, empathy and motivation.

Emotional intelligence (EI) is the capability of individuals to recognize their own and other people's emotions, discern between different feelings and label them appropriately, use emotional information to guide thinking and behavior, and manage and/or adjust emotions to adapt to environments or achieve one's goal(s). In the recent field of research on emotional intelligence it is found that emotional intelligence is closely linked to gender and this fact is detected in childhood, adolescence and adulthood also. Grossman and Wood (1993) reported that females rate personal emotions as greater in intensity than males.

Psychological wellbeing or simply the term well-being is a concept that encompasses a well-rounded, balanced and comprehensive experience of life. It includes health in social, physical, mental, emotional, career and spiritual domains. Well-being is a positive outcome that is meaningful for people and for many sectors of society, because it tells us that people perceive that their lives are going well. According to carol ryff (1989) psychological well-being is defined as a state of wellness which consists of both subjective and objective criteria of feeling good.

In psychology, adjustment refers to the behavioral process by which humans and other animals maintain equilibrium among their various needs or between their needs and the obstacles from environments. Thus, Adjustment is the process by which living organism maintains a balance between its need and circumstances that influences the satisfaction of these needs (Shaffer, 1956).

### **METHODOLOGY**

**Aim:** The present study was undertaken to compare the emotional intelligence, psychological well-being and adjustment level among intermediate students.

#### ***Hypothesis***

**The following hypotheses were formulated for the present study:**

There will be no difference between boy's and girl's students on Emotional Intelligence.

There will be no difference between boy's and girl's students on Psychological Well-being.

There will be no difference between boy's and girl's students on Adjustment Level.

#### ***Research Design:***

It was a cross sectional research design.

#### ***Sample:***

The sample consists of 60 intermediate students. Stratified random sampling technique was adopted for collection of data from various college and plus two school of West Singhbhum

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District. Among these 60 participants, 30 were boys and 30 were girls. All the participants taken in the present study were in their intermediate level and from West Singhbhum district.

### ***Tools used***

#### **The following tools were used for data collection:**

1. Socio Demographic and Clinical Data Sheet.
2. Mangal Emotional Intelligence Inventory (Dr. S.K. Mangal).
3. Psychological Well-being Scale (Dr. Devendra Singh Sisodia).
4. Adjustment Inventory for School Students (A. K. P. Sinha).

### ***Description of the tools***

- **Socio-demographic and Clinical Data Sheet:** These data sheets were specifically designed to record relevant details of each case. It has included information such as age, sex, education, marital status, occupation, age of onset, duration of illness, number of admission and treatment history, family history of mental illness etc.
- **Mangal Emotional Intelligence Inventory:** Mangal Emotional Intelligence Inventory has been designed by Dr. S.K. Mangal, Department of Education M.D. University, Rohtak and Mrs. Shubhra Mangal, Principal C.R.S. College of Education, Noida (1984). This Inventory has been designed for use with Hindi and English knowing 16+ years age of school, college, and university students for the measurement of their emotional intelligence (total as well as separately) in respect of four areas namely Intra-personal awareness (Knowing about one's own emotions), Inter-personal awareness (Knowing about others emotions), Intra- personal management (Managing one's own emotions), Inter- personal management (Managing others emotions).
- **Psychological Well-being Scale:** The Psychological Well-being Scale has been designed by Dr. Devendra Singh Sisodia (1990) Head Department of Psychology Bhupal Nobles (2019) Girls college M.L.S. University Udaypur, Rajsthan and Ms. Pooja Choudhary, Research Scholar, Department of Psychology M.L.S. University Udaypur, Rajsthan for use Hindi and English knowing person for measurement of their psychological well-being (total as well as separately) in respect of five areas namely: Satisfaction, Efficiency, Sociability, Mental Health, Interpersonal Relations.
- **Adjustment Inventory for School Students:** The Adjustment Inventory has been designed by A. K. P. Sinha (1993), Ex-Professor and Head Department of Psychology Pt. Ravi Shankar Shukla University Raipur and R.P. Singh Ex- Professor and Head Department of Education Patna University, Patna for use Hindi knowing school students of India. The inventory seeks to segregate well-adjusted secondary school students (age group 14 to 18 years) for the measurement of their adjustment (total as well as separately) in respect of three areas namely: Emotional, Social and Educational.

### ***Procedure***

In the present study 60 participants, meeting the inclusion and exclusion criterion were selected through stratified random sampling technique. Out of these 60 participants, 30 participants were boys and 30 were girls. The samples were selected from the West Singhbhum district of Jharkhand. After the selection of participants, socio demographic data was collected from all participants by using Socio-demographic and clinical data sheet.

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Then after, all the participants were assessed by using Mangal Emotional Intelligence Inventory (MEII), Psychological Well-being Scale (PWBS) and Adjustment Inventory for School Students (AISS) data Scale.

### RESULT AND DISCUSSION

**Table- 1: Mean Difference between Boys and Girls of Intermediate Students on Emotional Intelligence**

Variable \ Subject	Boys N=30	Girls N=30	df	t-test
	Mean+SD	Mean+SD		
Mangal Emotional Intelligence Inventory	54.83±9.58	62.00±7.91	58	0.00**

\*\* Significant at 0.01 level

**Table -1** shows the comparison of emotional intelligence between boys and girls of Intermediate Students on Mangal Emotional Intelligence Inventory. The present findings indicate that mean score of boys was 54.83 and for girls was 62.00. Result shows that there was significant difference between boys and girls on Mangal Emotional Intelligence Inventory. Result also indicates that girls subject exhibited high emotional intelligence as well as better emotional intelligence ability in comparison to boy's subjects. This study also supported by Ahuja (2016), Pooja Verma and Pubalin Dash (2014), Dr. Ara Malik Roshan, (2013) and Katyal and Awasthi (2005).

**Table- 2: Mean Difference between Boys and Girls of Intermediate Students on Psychological Well-Being**

Variable \ Subject	Boys N=30	Girls N=30	df	t-test
	Mean+SD	Mean+SD		
Well-Being	185.30±23.86	184.56±19.85	58	0.89 NS

NS- No significant

**Table -2** shows the comparison of Well-Being scale between boys and girls of Intermediate Students on Psychological Well-Being scale. The present findings indicate that mean score of boys was 185.30 and for girls was 184.56. Result shows that there was no difference between boys and girls on Psychological Well-Being scale. This study also supported by Salleh and Mustaffa (2016), Khan et al. (2016), Sana Akhter (2015).

**Table- 3: Mean Difference between Boys and Girls of Intermediate Students on Adjustment Level**

Variable \ Subject	Boys N=30	Girls N=30	df	t-test
	Mean+SD	Mean+SD		
Adjustment	26.13±7.44	18.96±6.01	58	0.00**

\*\* Significant at 0.01 level

**Table -3** shows the comparison of Adjustment Level between boys and girls of Intermediate Students on Adjustment Inventory for School Students. The present findings indicate that

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mean score for boys was 26.13 and for girls was 18.96. Result shows that there was significant difference between boys and girls on Adjustment Inventory for School Students. Result also indicates that boys subject exhibited high Adjustment Level as well as better Adjustment Level ability in comparison to girls subjects. This study also supported by Manoranjan Tripathy and Bisweswari Sahu (2018), Parmar Vishal and Dr. S.M. Kaji (2014), Gehlawat and Manju. (2011), Roy, B., Ekka, A. and Ara, A. (2010),

### CONCLUSION

The present study results reveal that, there is a difference between boys and girls on their Emotional Intelligence and Adjustment levels. Further, the study result indicates that girls exhibited high scores in emotional intelligence whereas boys exhibited high scores in their adjustment level. Moreover, the result also shows that there was no significant difference found between boys and girls on psychological well-being.

Hence, it can be stated from the present study finding that, individual's gender plays a vital role in his/her emotional intelligence as well as adjustment level.

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### ***Conflict of Interest***

The author(s) declared no conflict of interest.

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