

Adjustment in relation to emotional intelligence of students studying in schools of Ludhiana District

Amrita Sahney

Research Scholar, Department of Education, Kurukshetra University, Kurukshetra, Haryana, India

Abstract

Emotional Intelligence and Adjustment play a very important role in education in the life of the students. Lack of emotional intelligence and maladjustment brings individual- social disintegration in the society. Moreover, the teacher who deals with maladjusted individual need to be thoroughly educated regarding the psychological problems of students. Goleman writes, "You can be a highly effective life long teacher for your child's emotional intelligence for better or worse by how you model emotions and child every day."

KeyWords: Adjustment, Emotional Intelligence.

Introduction

Education is a life-long process. It is a process of development from cradle to grave. Education of man does not begin at school, it begins at birth. It ends not when he graduates from the university but at his death. Hence, education is a life-long process. So it should be updated according to the needs of the society as well as the individual. Education in the contemporary society is not mere acquisition of bookish knowledge, but in fact interaction between the teacher and pupil knowledge, understanding and handling the emotions in the right manner, at the right time, in the right way. Our past experience indicate that the persons with high intellect cannot be always successful. A vacuum is realized over the years. Many people are trying to fill the gap between the success and failure caused by mind and heart. This investigation continues over the years not only in developing countries like India but also all over the world. Psychologists like: John D. Mayer, Peter salovey and Daniel Goleman have come with an answer by introducing the concept of Emotional Intelligence.

Adjustment

Adjustment means reaction to the demands and pressures of social environment imposed upon the individual. The demands may be external or internal to whom the individual has to react. It also means how efficiently an individual can perform his duties in different circumstances. Business, Military, Education and other social activities need efficient and well-adjusted men for the progress of the nation.

Emotional Intelligence

Emotional Intelligence is one of the 'Buzz' word in education. The term emotional intelligence was introduced in 1990 by two American university professors Dr. John Mayer and Dr. Peter salovey in their attempt to develop a scientific measure for knowing the difference in people ability in the area of emotions. It is also defined as the capacity to reason with emotions in four areas: to perceive emotions, to integrate it in thought, to understand it and to manage it.

Review of Related Literature

Mohanty and Mishra (2002) found that as far as the adjustment variables are concerned the traditional and progressive student teachers in the study didn't differ significantly. But the sex differences became evident i.e. the traditional female student teachers were found to be better adjusted than their male counterparts so far as the academic and general environment of the institution is concerned. The fair sex student teachers were also found to have maintained a better professional relationship than their male colleagues.

Parker *et al.* (2004) [7]. Conducted a research work on emotional intelligence and academic success, examining the transition from high school to university and found that academic success was strongly associated with several dimensions of emotional intelligence. Result are discussed in the context of the importance of emotional and social competency during the transition from high school to university.

Mayer (2004) [6] conducted research work on emotional intelligence and its relation to everyday behavior and found significant difference even after statistically controlling for scores on the five scale and academic achievement. In this study, emotional intelligence was significantly associated with maladjustment and negative behavior for college aged males but not for females.

Devi and Mayuri (2005) [4] conducted a study a relationship between emotional intelligence and academic achievement of adolescents and found that five out of fifteen dimensions of emotional Intelligence, assertiveness, problem solving reality, testing, impulsive control and optimism were positively and significantly related to the academic achievement of adolescents.

Kaur (2007) [5] concluded in her study there was no significant difference between emotional intelligence of male and female adolescents. She also concluded that there was significant difference between adjustment of male and female adolescents.

Objectives

1. To study the difference between male and female school students with regard to their adjustment and emotional intelligence
2. To study the relationship between adjustment and emotional intelligence school students studying in Ludhiana District.

Hypotheses

1. There exists a significant difference between male and female school students with regard to adjustment.
2. There exists a significant difference between male and female school students with regard to their emotional intelligence.
3. There exists a positive relationship between adjustment and emotional intelligence of students.

Methodology: Descriptive survey method was used.

Sample of the study:- Simple Random sampling technique was used to select the sample. 100 school student were selected from Ludhiana district. Out of 100 students 50 were male and 50 were female students.

Tools Used

1. Emotional Intelligence Scale by Shruti Narain and A.K. Singh.
2. Adjustment inventory by Sinha and Singh.

Result and Discussions

Hypothesis-1 There exists a significant difference between male and female school students with regard to adjustment.

Table 1: Significance of difference between male and female students with regard to their adjustment

Variables/Dimension	M ₁	M ₂	SD ₁	SD ₂	t-ratio	Significance at 0.05 level
Adjustment	73.20	60.50	8.64	11.64	4.608	Sig.
Social Adjustment	11.89	10.98	2.64	2.01	3.4427	Sig.
Emotional Adjustment	19.20	14.54	4.20	5.00	4.0113	Sig.
Educational Adjustment	15.95	12.98	3.00	3.11	3.7186	Sig.

Table-1 shows that there was significant difference between male and female school students of Ludhiana district in terms of their total adjustment.

Hypothesis-2 There exists a significant difference between male and female school students with regard to their emotional intelligence.

Table 2: Significance of difference between male and female students with regard to their emotional intelligence.

Sr.No.	Variable	M ₁	M ₂	SD ₁	SD ₂	t-ratio	Significance 0.05 level
1.	Emotional intelligence	168.20	172.42	18.98	16.75	.8987	Not.Significant
2.	Self awareness	42.36	43.66	4.06	4.19	.9017	Not.Significant
3.	Managing emotional	38.79	38.96	4.98	4.05	.1396	Not.Significant
4.	Motivating one self	26.72	25.68	4.84	3.65	.6793	Not.Significant
5.	Empathy	29.69	30.79	5.76	3.44	1.4654	Not.Significant
6.	Handling relation ship	28.29	30.86	5.01	2.97	1.701	Not.Significant

Table-2 shows that there was no significant difference between total emotional intelligence of male and female school students of Ludhiana district.

Hypothesis-3 There exists a positive relationship between adustment and emotional intelligence of students.

Table 3: Coefficients of Correlation for Emotional Intelligence and Adjustment

Sr.No.	Variables and its dimension	't'-ratio	Significance at .05 level
1.	Total emotional intelligence Vs. Total adjustment	.2216	Significant
2.	Self Awareness Vs. Total adjustment	.2468	Significant
3.	Managing emotional Vs. Toal adjustment	.2795	Significant
4.	Motivating one-self Vs. Total adjustment	.1219	Significant
5.	Empathy Vs. Total adjustment	.1061	Significant
6.	Handling relationship Vs. Total adjustment	.0846	Significant
7.	Social adjustment Vs. Total emotional	.457	Significant
8.	EmotionaladjustmentVs.Totalemotionalintelligence	.1687	Significant
9.	Educational adjustment Vs. Total emotional intelligence	.2236	Significant

N=100, df=98, Total value-0.195

Table-3 shows that there was a positive and significant relationship between emotional intelligence and adjustment.

students. Teachers will be able to understand the dynamics of emotional intelligence of students in a better way.

Educational Implications: The study would be helpful to the teachers, parents wardens, guidance workers and counselors for providing guidance as well as counseling to the school

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