

Emotional, Social and Educational Adjustment of Adolescents in Relation to Emotional Intelligence

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Abstract

The purpose of this study was to investigate the relationship between emotional intelligence and adjustment of adolescents studying at secondary level. The study is a descriptive survey research in which emotional intelligence stands as the independent variable and adjustment as the dependent variable. Two validated instrument measuring emotional intelligence and adjustment respectively (“Adjustment inventory for schools students” Developed by A.K.P. Sinha and R.P. Singh and “Roqan emotional intelligence test” developed by prof. Roquiya zainuaddin and Anjum Ahmed) were used to collect data from the participants. The research was conducted on 120 adolescents studying at secondary level, out of witch 60 students are male and 60 students are female.

Results: Results show that there was not significant relationship between emotional intelligence and adjustment of adolescents.

KEYWORDS: Emotional Intelligence, Adjustment, and Adolescent.

Introduction

It should be realized that one aspect of adolescents is their emotions, and within schools and the society as a whole, this aspect has more often than not been overlooked. Students are assessed in terms of performance and grade. They are assessed on how well they can play, act and so forth. The concept of emotional intelligence taken together means, how intelligently we can control our emotions. Emotional intelligence (EI) has been defined as the ability to perceive, understand, and manage emotions (Salovey & Mayer, 1989-1990), and is assumed to be related to the ability of self-regulation (Martinez-Pons, 1999-2000) It has been suggested that Emotional intelligence is a factor of paramount importance in adjustment to life in general, and to work and work performance in particular (Goleman, 1995, 1998). Emotional intelligence refers to the emotional information as it relates to the perception, assimilation, expression, regulation and management (Mayer and Cobb, 2000; Mayer, Salovey and Caruso, 2000) . The concept has spread quickly in the popular press and among human resource consultants. It is believed to encompass social and cognitive functions related to the expression of emotion (Schutte, Marlouff, Hall, Cooper, Golden, Dorheim, 1998). Emotionally intelligent person have been described as well adjusted, warm, genuine, persistent and optimistic (Mayer, Dipaolo & Salovey, 1990; Salovey and Mayer, 1990).

Adolescence emerges as a period of increased risk of psychological maladjustment where the physical, psychological, and social transformations lead to adolescents experiencing more frequent and more intense emotions than younger and older individuals (Larson and Lampman-Petratis 1989). Emotional abilities appear as predictive factors, depending on the characteristics of the individual (Durlak 1998). Some research has explored the role of emotion regulation processes in psychological maladjustment, such as depression or anxiety (Silk, Steinberg and Morris, 2003). Emotional intelligence refers to the capacity for recognizing own feelings and those of

others, for motivating ourselves and for managing emotions well in us and in our relationships. As the young adolescent proceeds and progresses on this journey, being emotionally intelligent is not only crucial, but a necessary condition for a successful studentship. Having emotional competencies will enable students to deal better with pressure of peer politics, academic challenges and the temptation of alcohol, drugs and sex. Empathy, a core aspect of EI, was related to success as a leader in a study by Kellett et al. (Kellett, Humphrey, & Sleeth, 2006). High EI has been found to be associated with a low level of social interaction anxiety (Summerfeldt, Kloosterman, Antony, & Parker, 2006). Hence, there is increasing evidence for the importance of EI but there is still a need for more research oriented towards the validation of the claims made for emotional intelligence as important in both occupational and settings and family or leisure life. The purpose of the present study essentially therefore was to determine the extent of relationship between emotional intelligence and adjustment of secondary school students.

Objectives of the Study

- 1) To study the emotional, social and educational adjustment of female adolescents.
- 2) To study the emotional, social and educational adjustment of male adolescents
- 3) To study the relationship between emotional intelligence and adjustment of Adolescents.
- 4) To study the relationship between emotional intelligence and emotional, social and educational adjustment of male adolescents.
- 5) To study the relationship between emotional intelligence and emotional, social and educational adjustment of female adolescents.

Hypotheses of the study

H₁ There is no significant relationship between emotional intelligence and adjustment of adolescents.

H₃ There is no significant relationship between emotional intelligence and emotional, social and educational adjustment of male adolescents.

H₃ There is no significant relationship between emotional intelligence and emotional, social and educational adjustment of female adolescents.

Delimitations of the Study

- The focus of the study was on emotional intelligence and adjustment of male and female adolescents.
- The study was restricted to 7th to 9th class adolescents only.
- The study was delimited to 120 adolescents.
- The study was delimited to Sonapat district of Haryana state only.

Method and Procedure

The study is a descriptive survey research in which emotional intelligence stands as the independent variable and adjustment as the dependent variable.

Sample

Participants in this study were 120 adolescents comprising 60 boys and 60 girls who are secondary school students randomly selected from six secondary schools from Sonapat District of Haryana state.

Tools used

The following tools were used for collecting the required data:

*“Adjustment inventory for schools students” Developed by A.K.P. Sinha and R.P. Singh

*“Roqan emotional intelligence test” developed by prof. Roquiya zainuaddin and Anjum Ahmed

Statistical Techniques used

In order to find out the relationship between Emotional Intelligence and Adjustment of Adolescents, Karl Pearson coefficient of correlation is computed.

Analysis and Interpretation

The investigator has drawn certain tables on the basis of raw scores in order to get the findings and testify the hypothesis. The primary data collected from the adolescents was analyzed extensively with the help of statistical techniques to study the emotional intelligence and adjustment of the teachers.

Table-1: Regarding the Emotional, social and Educational adjustment of female Adolescents.

No. of female Adolescents	Level of adjus.	Emotional	Social	Educational
	Excellent	40%	-	30%
	Good	50%	16.67%	33.33%
60	Average	6.67%	43.33%	26.67%
	Unsatisfactory	3.33%	40%	10%

The above table shows that female adolescents have excellent emotional adjustment. Means, they are emotionally stronger than social and educational point of view.

Table-2: Related to the emotional, social and educational adjustment of Male adolescents.

No. of Male adolescents	Level of adjus.	Emotional	Social	Educational
	Excellent	63.33%	0%	53.33%
	Good	23.33%	23.33%	30%
60	Average	3.33%	50%	13.33%
	Unsatisfactory	6.67%	26.67%	3.33%

The above table shows that male adolescents are more adjustable emotionally and educationally but they are weak in social adjustment from the overall point of view.

Table-3: Significance of 'r' between Emotional Intelligence and Adjustment of 120 adolescents.

Variables	No. of adolescents	'r' value	Remarks
Emotional Intelligence & Adjustment	120	0.0045	Not Significant

Table:3 The coefficient of correlation of Emotional Intelligence and Adjustment of Adolescents is 0.0045, which is negligible and not significant at 0.05 level of confidence. Hence, the hypothesis, there is no significant relationship between emotional intelligence and adjustment of adolescents is accepted.

Table-4: Significance of 'r' between Emotional Intelligence and emotional, social and educational adjustment of 60 male adolescents.

Variable	Emotional Adjustment	Social Adjustment	Educational Adjustment
Emotional Intelligence	0.132	-0.162	0.018

Table -4) The coefficient of correlation of Emotional Intelligence and emotional Adjustment of male Adolescents is 0.132, which is positive low degree of correlation but not significant at 0.05 level of confidence.

The coefficient of correlation of Emotional Intelligence and social Adjustment of male Adolescents is -0.162, which is negative low degree of correlation and not significant at 0.05 level of confidence

The coefficient of correlation of Emotional Intelligence and educational Adjustment of male Adolescents is 0.018, which is positive but negligible degree of correlation and not significant at 0.05 level of confidence

Hence, the hypothesis, there is no significant relationship between emotional intelligence and emotional, social and educational adjustment of adolescents is accepted.

Table-5: Significance of 'r' between Emotional Intelligence and emotional, social and educational adjustment of 60 female adolescents.

Variable	Emotional Adjustment	Social Adjustment	Educational Adjustment
Emotional Intelligence	-0.127	0.069	0.034

Table -5) The coefficient of correlation of Emotional Intelligence and emotional Adjustment of female Adolescents is -0.127, which is negative low degree of correlation and not significant at 0.05 level of confidence.

The coefficient of correlation of Emotional Intelligence and social Adjustment of female Adolescents is 0.069, which is positive but negligible degree of correlation and not significant at 0.05 level of confidence

The coefficient of correlation of Emotional Intelligence and educational Adjustment of female Adolescents is 0.034, which is positive but negligible degree of correlation and also not significant at 0.05 level of confidence

Hence, the hypothesis, there is no significant relationship between emotional intelligence and emotional, social and educational adjustment of female adolescents is accepted.

Conclusion

On the basis of the discussion of results and findings of the study, it is concluded that-

1. Female adolescents are more emotionally adjusted relative to their social and educational adjustment. They are emotionally better adjusted in comparison to their educational adjustment. But their social adjustment is really very downward.
2. On the other hand, the male adolescents are more emotionally and educationally stronger in comparison to female adolescents. But their social adjustment is not at all satisfactory.
3. Although, the correlation between emotional intelligence and adjustment of male and female adolescents is positive but adolescents who are emotionally intelligent might be positively adjusted is not necessary.
4. The emotional, social and educational adjustment of male adolescents is not significantly correlated with emotional intelligence. As far as the emotional and educational adjustment, these are positively correlated with emotional intelligent where social adjustment is negatively correlated in case of male adolescents.

5. On the other hand, the female adolescents are negatively correlated with emotional intelligent in case of emotional adjustment but positively correlated with social and educational adjustment.

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