

Adjustment among Adolescents in Relation to their General and Emotional Intelligence

Tripta

Associate Professor, Malwa Central College of Education for Women, Ludhiana, Punjab, India.

Abstract

Present study was undertaken to investigate the relationship of adjustment among adolescents with their general and emotional intelligence. The data was collected using Adjustment inventory for school students by Singh and Sinha (1998), General Mental Ability Test by Jalota (1992), and Emotional Intelligence Scale by Anukool, Sanjyot and Dhar (2004). The results of the study revealed that Female adolescents have better adjustment as compared to male adolescents. Adolescents with high general intelligence have better adjustment than adolescents with low level of general intelligence. Adolescents with high emotional intelligence have better adjustment than adolescents with low level of emotional intelligence. No significant interaction was found between gender and general intelligence on the variable of adjustment among adolescents. No significant interaction was found between gender and emotional intelligence on the variable of adjustment among adolescents. No significant interaction was found between general intelligence and emotional intelligence on the variable of adjustment among adolescents. Significant interaction was found between gender, general intelligence and emotional intelligence on the variable of adjustment among adolescents.

INTRODUCTION

Life of a person is a beautiful gift awarded to him by the almighty God. With this life starts the process of unending growth, development and learning, the rate of which may vary throughout the lifespan. But it continues to influence human beings at every stage of life, right from conception to birth, infancy, to childhood, extending throughout adulthood till old age and ultimately to death. However, adolescence is a period when this growth, development as well as learning are believed to be at their pinnacle since it's the period of transition of a child into an adult. It is the time during which many developmental changes takes place in the individual like the way he thinks, looks and behaves. Adolescence is the period of time when the surge of life reaches its highest peak (Jersild, 1963).

Adjustment is required for a happy and peaceful living at every stage of life. Since adolescence is the most turbulent period of human life, adjustment at this stage is of vital importance. Adolescence can be a time of high risk for children, where newly found freedom can result in decisions that drastically open up or close off lifetime opportunities. Adjustment during adolescence period can be a stepping stone for the forth coming years. In order to adjust in various life situations intelligence is needed. Intelligence is the general mental adaptability to the new problems and conditions of life. In the process of adjustment, intelligence plays an important role. It seems that a well-adjusted person has the capacity to deal with adverse circumstances by making necessary changes in his behaviour. This necessary manipulation in behaviour is known as intelligence. It helps a

person holds a realistic vision. It is an innate as well as acquired intellectual potential. Intelligence is the aggregate or the global capacity of the individual to act purposefully, to think rationally and to deal effectively with the environment.

Other than intelligence, the human quality that helps students to function better in all spheres ranging from career choices to personal life is emotional intelligence that facilitates the handling of the emotions of self and others effectively. Emotion is a magic word that makes human life dynamic and makes him a multicoloured shell on the shore of the sea of society. Emotions play a key role in providing a particular direction to behaviour and thus shaping personality according to one's development. Emotional Intelligence is required in all people, at all stages but its importance becomes all the more necessary in the life of adolescents because today's adolescent will be tomorrow's workforce.

Review of related literature

Kaur and Chawla (2016) conducted a study to find the gender differences among adolescents on the variable of adjustment. The sample of 30 adolescents aged 14-18 years were taken up from the senior secondary school. In each group, there were fifteen adolescent girls and fifteen adolescent boys. School Adjustment Inventory for school students developed by Sinha and Singh (1998) had been used in the study. The study aimed at examining the gender difference in social, educational and emotional adjustment among the school going adolescents. The findings of the study indicate that there exist significant differences between the secondary school students when compared on the basis of gender.

Dhillon (2016) conducted a study to find the adjustment status and intelligence level of college students and also to know the relationship between the two variables. The study concluded that most of the students either have average or below average level of adjustment and most of the students are average or above average intelligent. Above average intelligent students have better general, home, health and educational adjustment but in social and emotional areas of adjustment, both the above average and below average intelligent students are equally adjusted. Intelligence has shown a significant relationship with adjustment and the environment of the person. Intelligence is one among the internal factors that may assist a person to any degree in the process of making adjustments in life.

Singh (2015) conducted a study to investigate the significance of relationship of adjustment with emotional intelligence and mental health of senior secondary school students. The study was conducted on 600 senior secondary school students selected from government schools from seven districts of Punjab. Indian adaptations of Adjustment Inventory by Sharma (1988), Emotional Intelligence scale by Hyde, Pethi and Dhar (2002), and Mental Health battery by Singh and Sengupta (2009) were used for data collection. Results of the study revealed significant positive relationship between adjustment and emotional intelligence.

Objectives

1. To find out the significant difference between adjustment of male and female adolescents.
2. To find the significant difference between adjustment of adolescents with high and low level of general intelligence.

3. To find the significant difference between adjustment of adolescents with high and low level of emotional intelligence.
4. To study the interaction between gender and general intelligence with respect to adjustment.
5. To study the interaction between gender and emotional intelligence with respect to adjustment.
6. To study the interaction between general intelligence and emotional intelligence with respect to adjustment.
7. To study the interaction among gender, general intelligence and emotional intelligence with respect to adjustment.

Hypotheses

- H1 There exists no significant difference between adjustment scores of male and female adolescents.
- H2 There exists no significant difference between adjustment scores of adolescents with high and low level of General Intelligence.
- H3 There exists no significant difference between adjustment scores of adolescents with high and low level of emotional intelligence.
- H4 There exists no significant interaction between gender and general intelligence with respect to adjustment.
- H5 There exists no significant interaction between gender and emotional intelligence with respect to adjustment.
- H6 There exists no significant interaction between general intelligence and emotional intelligence with respect to adjustment.
- H7 There exists no significant interaction among gender, general intelligence and emotional intelligence with respect to adjustment.

Methodology: Descriptive survey method was used in the present study.

Sampling: The investigator has adopted simple random sampling method for obtaining data from 800 adolescents (400 boys, 400 girls) Students of Class-X from Government/ Government aided schools of four districts (Ludhiana, Patiala, Amritsar, and Moga) of Punjab, India.

Tools

1. Adjustment inventory for school students by Singh and Sinha (1998)
2. General Mental Ability Test by Jalota (1992).
3. Emotional Intelligence Scale by Anukool, Sanjyot and Dhar (2004).

Data analysis

Table 1:

Source of Variation				
Main Effects	SS	dr	MSS	F-Value
A : Gender	176.50	1	176.50	5.58*
B : General Intelligence	406.31	1	406.31	12.85**
C : Emotional Intelligence	168.05	1	168.05	5.32*
First Order Interaction				
A x B : (Gender x General Intelligence)	0.021	1	0.021	0.001 (NS)
A x C : (Gender x Emotional Intelligence)	2.93	1	2.93	0.09 (NS)

B x C : (General Intelligence x Emotional Intelligence)	38.53	1	38.53	1.22 (NS)
Second Order Interaction				
AxBxC : (Gender x General Intelligence x Emotional Intelligence)	167.47	1	167.47	5.30*
Within Group (Error)	7049.35	223	31.61	
Total		230		

*Significant at 0.05 level of Confidence, **Significant at 0.01 level of Confidence, NS means non-significant.

Main Effect A: Effect of Gender on the variable of Adjustment

Table 1 reveals that the F-ratio for the difference between the mean scores of adjustment of male and female adolescents came out to be 5.58 which is significant at 0.05 level of confidence. It means that both the groups were significantly different on the mean scores of adjustment. Hence, the null hypothesis stating that there exists no significant difference between adjustment scores of male and female adolescents stands rejected. It may be inferred that the mean scores of male and female adolescent on the variable of adjustment may not be considered equal and are different beyond the contribution of chance.

Main Effect B: Effect of General Intelligence (high and low) on the variable of Adjustment

Table 1 reveals that the F-ratio for the difference between the mean scores of adjustment of adolescents with high and low level of general intelligence came out to be 12.85 which is significant at 0.01 level of confidence. Hence, the null hypothesis stating that there exists no significant difference between adjustment scores of adolescents with high and low level of general intelligence stands rejected. It may be inferred that the mean scores of adolescents with high and low level of general intelligence on the variable of adjustment may not be considered equal and are different beyond the contribution of chance.

Main Effect C: Effect of Emotional Intelligence (high and low) on the variable of Adjustment

Table 1 reveals that the F-ratio for the difference between the mean scores of adjustment of adolescents with high and low level of emotional intelligence came out to be 5.32 which is significant at 0.05 level of confidence. Hence, the null hypotheses stating that there exists no significant difference between adjustment scores of adolescents with high and low level of emotional intelligence stands rejected. It may be inferred that the mean scores of adolescents with high and low level of emotional intelligence on the variable of adjustment may not be considered equal and are different beyond the contribution of chance.

Interactional Effect (AxB): Effect of Gender and General Intelligence on the variable of Adjustment

Table 1 reveals that the F-ratio for the difference between the mean scores of adjustment of adolescents due to interaction between gender and general intelligence came out to be 0.001, which is non-significant ($p > 0.05$). Hence, the null hypothesis stating that there exists no significant interaction between gender and general intelligence with respect to adjustment stands accepted.

Interactional Effect (AxC): Effect of Gender and Emotional Intelligence on the variable of Adjustment

Table 1 reveals that the F-ratio for the difference between mean scores on adjustment of adolescents due to interaction between Gender and Emotional Intelligence came out to be 0.09, which is non-significant ($p > 0.05$). Hence, the null hypothesis stating that there exists no significant interaction between gender and emotional intelligence with respect to adjustment is accepted.

Interactional Effect (BxC): Effect of General Intelligence and Emotional Intelligence on the variable of Adjustment

Table 1 reveals that the F – ratio for the difference between mean scores on adjustment of adolescents due to interaction between general intelligence and emotional intelligence came out to be 1.22 which is non-significant ($p > 0.05$). Hence, the null hypothesis stating that there exists no significant interaction between general intelligence and emotional Intelligence with respect to adjustment is accepted.

Interactional Effect (AxBxC): Effect of Gender, General Intelligence and Emotional Intelligence on the variable of Adjustment

Table 1 reveals that the F-ratio for the difference between mean scores on adjustment of adolescents due to interaction between gender, general intelligence and emotional intelligence came out to be 5.30 which is significant at 0.05 level of confidence. Hence, the null hypothesis stating that there exists no significant interaction among gender, general intelligence and emotional intelligence with respect to adjustment is rejected.

Conclusion

Female adolescents have better adjustment as compared to male adolescents. Adolescents with high general intelligence have better adjustment than adolescents with low level of general intelligence. Adolescents with high emotional intelligence have better adjustment than adolescents with low level of emotional intelligence. There exists no significant interaction between gender and general intelligence on the variable of adjustment among adolescents. There exists no significant interaction between gender and emotional intelligence on the variable of adjustment among adolescents. There exists no significant interaction between general intelligence and emotional intelligence on the variable of adjustment among adolescents. There exists significant interaction between gender, general intelligence and emotional intelligence on the variable of adjustment among adolescents.

Implications: Adjustment is a vital component of personality of an adolescent which needs special attention at this stage. Children learn adjustment from their parents. Therefore, it is the duty of parents to provide unconditional love, care and congenial environment to their wards to lead balanced and successful life. Rearing of children should be in such a manner that they conform to social norms and values of our culture. Teachers are equally responsible for the wholesome personality development of the child. They should recognize and respect individual differences, also develop good rapport with the students. Efforts should be made by the school to channelize their energy by organizing co-curricular activities and programmes for their overall development, so that they could become an asset for society and the nation.

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