

## Comparison of Emotional Intelligence, Adjustment and Academic Achievements between Government and Private Senior Secondary School Students of Delhi

Payal<sup>a</sup> and Madhu Mathur<sup>b</sup>

<sup>a</sup>Research Scholar, Department of Education, Banasthali University, Rajasthan, India

<sup>b</sup>Dean, Faculty of Education, Banasthali University, Rajasthan, India

### Abstract

The study was conducted to compare the Emotional Intelligence, Adjustment and Academic Achievements between Government and Private Senior Secondary School Students of Delhi. 600 students (300 Government + 300 Private) who were studying in XII were selected as the sample. The selected samples were administered Mangal's Emotional Intelligence Inventory and Adjustment Inventory for School Students to measure the Emotional Intelligence and Adjustment while the academic achievement was measured from the percentage of marks obtained in their previous year examination (XI). Mean, Standard Deviation, Independent sample 't'- test were used as statistical procedure for analyzing the data. The results of the study revealed that the emotional intelligence variables i.e. intra personal awareness (MD-0.557) inter personal awareness (0.760) and adjustment variables i.e. emotional adjustments (0.750) and educational adjustments (0.683) were found significantly higher in private school students as compared to the government school students as the independent t' value obtained were 2.126, 2.454, 3.111 and 3.064 at  $p \leq 0.05$ . It was concluded that emotional intelligence and adjustment plays a vital role in the life of adolescents, hence suitable measures should be followed to attain the optimal level of emotional intelligence and adjustment to live a more proficient life.

**KEYWORDS:** Emotional Intelligence, Adjustment, Intra Personal Awareness, Inter Personal Awareness, Emotional Adjustment, Educational Adjustment.

### 1. Introduction

Senior secondary education spreads over the ages of sixteen to eighteen. These are the years of adolescence and transition; indeed, most crucial years of life. There are steady and fast changes in the body structure transforming to adult form and image of life. At this age, the bodily changes take final shape and stabilize. This is also the stage of emotional transformation and maturity that swings between joy and trauma. Senior secondary education essentially has to be the education of the adolescence. Experiences in schooling have to be designed to be responsive to the needs of transition and stabilization. Since large number of students is likely to transit from education to the world of work, it is also the stage of transition to work. Adolescents are a positive resource for the country, and need to be respected, appreciated and accepted as such. They have unlimited energy, vitality and idealism, as well as a strong urge to experiment and create a better world.

It is in schools that students are assigned explicit tasks where success and failure are most clearly spelled out-even to the extent that parents are supplied a written record of their children's progress. The tasks assigned are not chosen by the pupils, and area of frustration and failure must be faced again and again. The school should concern itself with the whole development of the individual and not remain merely a means of formal instruction. There is a trend towards centering the work of the school more on the child as a growing personality and less on the specific subject matter. More and more attention is given to the mental health of the adolescent with a

view as Thorpe says, “to better personality adjustment, more harmonious inter-personal relationships, socially acceptable recreational pursuits, and creative productivity.

In general, school adjustment has been operationalized as academic achievement; however, in adolescence, adjustment can be actualized in relation to three domains— academic, social, and behavioral (Farmer et al., 2006). Based on the principles of developmental science, adolescents progress along a developmental trajectory as an interconnected whole rather than as distinct elements (e.g., psychologically, physically, socially, and behaviorally). These diverse developmental characteristics function jointly to influence each other as they shape adjustment patterns. Therefore, when adolescents are viewed as educationally capable, they are quite liable to do well socially with other adolescents, participate in practical and constructive activities, conduct themselves pro-socially, and affiliate with other adolescents who encourage the pursuit of educational accomplishment.

## 2. Objectives and Hypothesis

The study was conducted with the objective to compare the Emotional Intelligence, Adjustment and Academic Achievements between Government and Private Senior Secondary School Students of Delhi. After thoroughly going through the literature it was hypothesized that there would be no significant difference in the Emotional Intelligence, Adjustment and Academic Achievements of Government and Private Senior Secondary School Students of Delhi.

## 3. Procedure and Methodology

For the purpose of the study 600 students (300 Government + 300 Private) who were studying in XII were selected as the sample. They all were administered with Mangal’s Emotional Intelligence Inventory and Adjustment Inventory for School Students to measure the Emotional Intelligence and Adjustment while the academic achievement was measured from the percentage of marks obtained in their previous year examination (XI). Mean, Standard Deviation, Independent sample ‘t’- test were used as statistical procedure for analyzing the data.

## 4. Findings of the Study

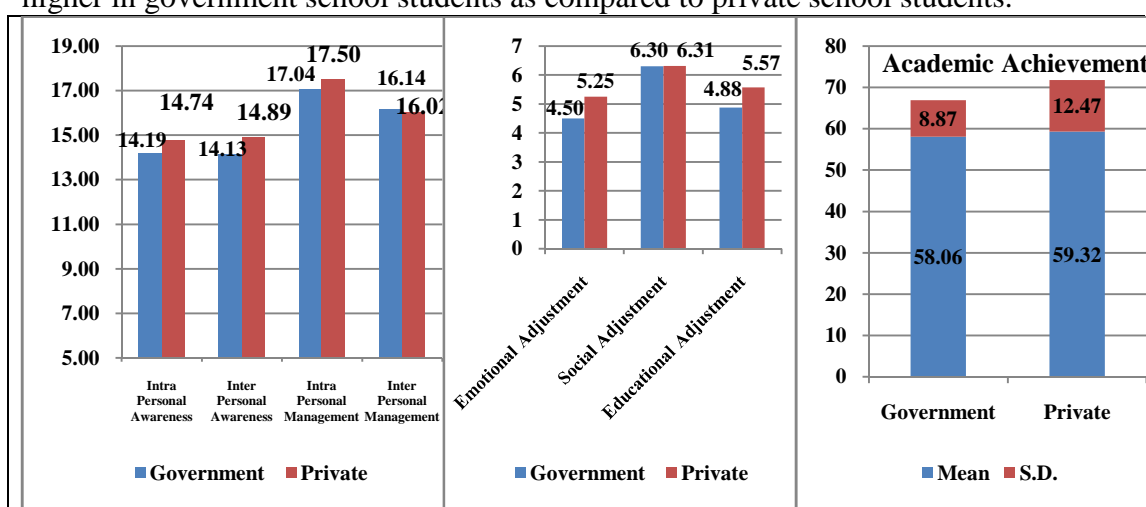
**Table 1: Comparison of Emotional Intelligence, Adjustment and Academic Achievement between Government and Private Senior Secondary School Students of Delhi**

Variables		<u>Government</u> Mean	<u>Private</u> Mean	Mean Difference	t
Emotional Intelligence	Intra Personal Awareness	14.19± 3.20	14.74± 3.21	-0.557	-2.126*
	Inter Personal Awareness	14.13± 3.84	14.89± 3.74	-0.760	-2.454*
	Intra Personal Management	17.04± 3.69	17.50± 3.44	-0.460	-1.579
	Inter Personal Management	16.14± 3.25	16.02± 3.29	0.120	0.450
Adjustmen t	Emotional	4.50± 2.81	5.25± 3.06	-0.750	- 3.111**
	Social	06.30±	6.31± 2.56	-0.003	-0.015

		2.76		
	<b>Educational</b>	04.88± 2.70	5.57± 2.77	-0.683
				- 3.064**
<b>Academic Achievement</b>		58.06± 8.87	59.32± 12.47	-1.258

\*Significant at 0.05 level

It is evident from table 1 that the emotional intelligence variables i.e. intra personal awareness, inter personal awareness and adjustment variables i.e. emotional adjustments and educational adjustments were found significantly higher in private school students as compared to the government school students while intra personal management, social adjustment and academic achievement are higher in private school students than government school students but the difference was found insignificant. The mean score of inter personal management was found insignificantly higher in government school students as compared to private school students.



## 5. Discussion & Conclusion

The results of the study indicated that the private senior secondary school students have higher emotional intelligence (intra personal and inter personal awareness) and adjustment (emotional and educational) as compared to the government senior secondary school students. The result of the study supports previous researches that the government school students have lower emotional intelligence and are found hard to adjust in new situations. Hence further it is recommended that teachers should design appropriate training programmes to help them so as to enhance their emotional intelligence and adjustment level.

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