

A Relationship between Emotional Intelligence and Adjustment in Senior Secondary School Students of Delhi

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Abstract

The study was conducted to find the relationship between Emotional Intelligence and Adjustment in Senior Secondary School Students of Delhi. For the purpose of the study 600 students (300 Government + 300 Private) who were studying in XII were randomly selected. The selected samples were administered Mangal's Emotional Intelligence Inventory and Adjustment Inventory for School Students to measure the Emotional Intelligence and Adjustment. Mean, Standard Deviation and Pearson product moment correlation 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, inter personal awareness, intra personal management and inter personal management had significant correlation with the emotional adjustment, social adjustment and educational adjustment.

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

1. Introduction

Adjustment is an important factor to complete a person's goal successfully. It is the process by which a living organism maintains a balance between its needs and the circumstances that influence the satisfaction of these needs. Adjustment refers to the ability of an individual to fit into his environment. In recent years, there has been an increased interest in the role of emotional intelligence in both the academic success of students and their adjustment in school. Indeed, some authors (Romasz et al. 2004) suggest that acquisition of such skills is a prerequisite for students before they can access traditional academic material presented in the classroom. Emotions play a very important role in our lives. It is essential to know how they affect our personal and social adjustments. Emotional intelligence is the driving force behind the factors that affect personal success and everyday interactions with others. Studies of emotional intelligence have shown its relevance to many aspects of life and the role it plays in the interactions and adjustments in daily life. Saifa et al. (2008)¹ investigated the relationship between emotional intelligence and socio-emotional adjustment in pre- university girl students in Tehran. The results of the study showed that there was a significant correlation between emotional intelligence and socio-emotional adjustment. Emotional intelligence has been found to be a predictor of life satisfaction, healthy psychological adaptation, positive interactions with peers and family, and higher parental warmth. Lower emotional intelligence has also been found to be associated with violent behaviour, illegal use of drugs and alcohol, and participation in delinquent behaviour. While it might be correct that there have been a lot of theorizing in the usefulness of emotional intelligence in helping the

¹Saifa, F. A. & Venkateshwarlu, D. (2008). Self-concept of hearing impaired students. Indian Journal of Psychometry and Education, Vol. 39(2), pp. 141-144.

adolescent in adjustment to academic, social and school life, there is a paucity of empirical data in this regard.

As Richardson (2002) opined, the ability of adolescents to cope, to develop their emotional autonomy and to behave in social appropriate and responsible way enable them to more easily accept the socially challenges transition. He therefore suggested the application of emotional intelligence to address the problems associated with adjustment.

The transition into secondary school from primary school marks the end of childhood and the beginning of adolescence. This transition as Goleman (1995) indicated is a difficult challenge in the realm of emotion. The adolescence entering secondary school is faced with an atmosphere where proper social interaction is not so easy for success in life. 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.

It should be realized that one aspect of adolescents is their emotion, 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. However, the more intrinsic aspect of adolescents as well as all of us is usually ignored. It is this aspect that is described as emotional intelligence.

Emotional intelligence has of recent been suggested as a critical factor 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). It is believed to encompass social and cognitive function related to the expression of emotion (Schutte, Marlowff, 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).

2. Objectives and Hypothesis

The study was conducted with the objective to find the relationship between Emotional Intelligence and Adjustment in Senior Secondary School Students of Delhi.. After thoroughly going through the literature it was hypothesized that there would be no significant correlation between Emotional Intelligence and Adjustment in 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 randomly selected. The selected samples were administered Mangal's Emotional Intelligence Inventory and Adjustment Inventory for School Students to measure the Emotional Intelligence and Adjustment. Mean, Standard Deviation and pearson product moment correlation were used as statistical procedure for analyzing the data.

4. Findings of the Study

Table 1: Relationship between Emotional Intelligence and Adjustment in the Senior Secondary School Students of Delhi

Emotional Intelligence Variables	Adjustment Variables		
	Emotional	Social	Educational
Intra Personal Awareness	0.220***	0.171***	0.215***
Inter Personal Awareness	0.283***	0.198***	0.209***
Intra Personal Management	0.106**	0.186***	0.090*
Inter Personal Management	0.320***	0.272***	0.228***

*Significant at 0.05 level

It is evident from table 1 that intra personal awareness had significant negative correlation with emotional adjustment, social adjustment and educational adjustment as the coefficient of correlation (r) obtained were -0.220, -0.171 and -0.215 respectively at $p \leq 0.05$. Similarly, the inter personal awareness had significant negative correlation with emotional adjustment, social adjustment and educational adjustment as the coefficient of correlation (r) obtained were -0.283, -0.198 and -0.209 respectively at $p \leq 0.05$. The intra personal management had significant negative correlation with emotional adjustment, social adjustment and educational adjustment as the coefficient of correlation (r) obtained were -0.106, -0.186 and -0.090 at $p \leq 0.05$ respectively. Similarly, the inter personal management had significant negative correlation with emotional adjustment, social adjustment and educational adjustment as the coefficient of correlation (r) obtained were -0.320, -0.272 and -0.228 respectively at $p \leq 0.05$. The emotional intelligence variables namely intra personal awareness, inter personal awareness, intra personal management and inter personal management had significant positive correlation with the academic achievement as the coefficient of correlation (r) obtained were 0.207, 0.265, 0.369 and 0.320 respectively at $p \leq 0.05$.

5. Conclusion

The results of the study indicated that the emotional intelligence (intra personal awareness, inter personal awareness, intra personal management and inter personal management) had significant correlation with the adjustment (emotional, social and educational). The result of the study supports previous researches that the school students who have lower emotional intelligence are likely to find it hard to adjust in new situations. Hence further it is recommended that teachers should design appropriate training programmes for school children to help them so as to enhance their emotional intelligence and adjustment level.

6. References

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