

Emotional Intelligence and Adjustment: An Empirical Survey

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ABSTRACT

Education, as a means of human development, helps in the process of personality development, behavior modification and character formation. It helps to develop an ability to put the ideas and wisdom of thoughts into practice. Human development undergoes varied stages of development, and each stage brings specific changes and modifications to an individual's physical, intellectual, social and emotional structure. Emotional development concerns the emotions and feelings that work as a driving force of human personality. Emotions are an essential constituent of human personality that can be observed and reflected in physical and behavioral responses, and consecutively emotional intelligence is an ability to control emotions with adequate expressions. Emotional stability and control may lead to a better adjustment of an individual to immediate surroundings. Emotional intelligence and adjustment are prerequisites to cope with life's challenges. Thus, the study aims to explore students' level of emotional intelligence and adjustment at the secondary level. It also helps to conceptualize the correlation between emotional intelligence and adjustment of students at secondary level. Sample of the study comprised 56 students studying in varied academic streams. Emotional Intelligence Scale by S.K Mangal & Shubhra Mangal and Adjustment Inventory for School Students by A.K.P Sinha & R.P. Singh was used to collect the data. The study's findings reveal that a maximum number of students are emotionally intelligent and well-adjusted but, significant number of students exhibited a low level of emotional intelligence, and adjustment should be the area of concern. The study also indicates that boys and girls differ in terms of their emotional intelligence and adjustment. Girls at secondary level seem to reflect higher levels of emotional intelligence and adjustment compared to boys. The study's findings also revealed a positive relationship between emotional intelligence and adjustment level of secondary school students.

Key Words: Emotions, Emotional Intelligence, Adjustment

Introduction:

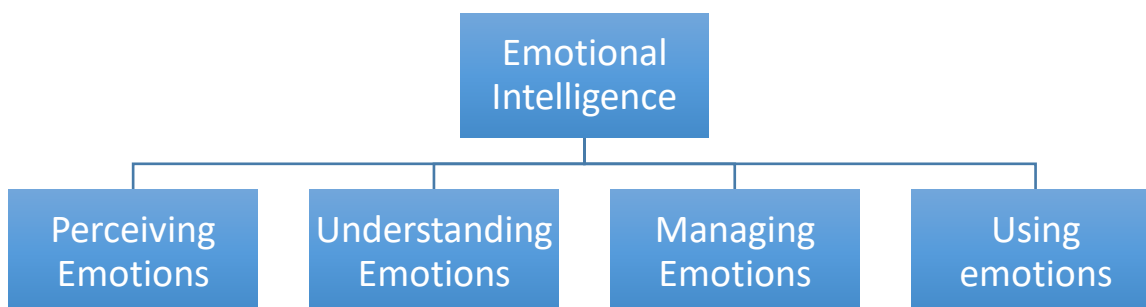
Education is a means of human development and a process to make life complete and meaningful. We put the ideas and wisdom of thoughts into practice through education. Humans undergo a lot of experiences in their life coupled with a variety of problems and challenges. Education is an enrichment of knowledge and experiences by going through the process of thinking, experimentation and drawing a conclusion that enables us to realize the realities of life and to face the challenges by utilizing their experiences. Education is essential in developing personality, behavior modification and character formation that helps an individual adapt and adjust to the environment physically, mentally, socially and emotionally. "Education is the process of development which consists the passage of human being from infancy to maturity, the process whereby he adapts himself gradually in various ways to his physical, social and spiritual environment." (T. Raymont).

Human development undergoes varied stages of development, and each stage brings certain changes and modifications to an individual's physical, intellectual, social and emotional structure. Emotional development is concerned with the emotions and feelings that work as a driving force of human personality. Emotions are defined as "a strong mental or instinctive feeling such as love or fear" (Oxford English Dictionary, 1996). Emotions are an essential constituent of human personality that can be observed and reflected in physical and behavioral responses. The appropriateness of reflected emotion may be determined by the observations and experiences of the child. The level of emotional development may vary in an individual that can be categorized into positive and negative emotions. Positive emotions are largely associated with the pleasurable experiences that evoke an individual for positive responses. Negative emotions are associated with unpleasant experiences that evoke adverse reactions toward an individual or event. A child's emotions and emotional expressions may vary apart from maturation. Learning processes and experiences play a significant role in developing and expressing emotions. Thus, the essential components of emotions are physiological arousal, subjective feeling, cognitive processes and behavioral reactions.

The term emotional intelligence was first coined by Mayer & Salovey (1990), initially defined "emotional intelligence as a sub-set of social intelligence- "the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions". Later, a more comprehensive definition of emotional intelligence was given - Mayer, Salovey & Caruso (2004) as "the capacity to reason about emotions, and of emotions to enhance thinking. It includes the abilities to accurately perceive emotions, to access and generate emotions to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions to promote emotional and intellectual growth." Goleman (1995) defined "emotional intelligence refers to our ability to control those aspects of our lives which are associated with emotions". Thus, emotional intelligence is the ability to control emotions with adequate expressions. It is an ability to resist and not get affected by diverse and destructive situations.

Components of Emotional Intelligence:

Emotional intelligence is comprehended with four interrelated components, i.e. perceiving, understanding, managing and using emotions.



Components of Emotional Intelligence

Perceiving Emotions: - This is the fundamental capacity to detect and identify our and other people's emotions. Individuals with high emotional intelligence can recognise when they are feeling a particular emotion and can use their vocabulary to describe it. It is a vital ability since it is very challenging to comprehend or modify an emotion without first being able to identify the experience

of that feeling.

Understanding Emotions: -Using the precise information that different emotions convey and understanding how that could influence their behaviour are both covered by this component. Each emotion informs people in a unique way about their surroundings and energises them to take specific actions. People with emotional intelligence are able to "read" this information and use it as a behavioural cue. Our ability to manage how we react to various situations will be made possible by this awareness of how emotions are generated.

Managing Emotions: - It is much simpler to consider the subsequent actions necessary to improve one's behaviour when one can swiftly identify emotions and comprehend their meaning. After recognizing and understanding emotions, it may lead to managing emotions in a certain way like breathing and relaxation exercises, sharing, chatting, apologizing, outing etc.

Using Emotions: - Utilizing one's emotions entails more than merely coping with or controlling them. It encompasses using emotions to improve our reasoning, decision-making, and interpersonal interactions. All people do not possess the same skills in recognizing and controlling their emotions, reflecting the varied nature of coping mechanisms to regulate their emotions in two identical situations. These abilities can be acquired via practice by experience, and systematic instruction.

A significant level of emotional intelligence may influence an individual's capacity for healthy adjustment. Emotional intelligence and adjustment are prerequisites to cope with life's challenges. Adjustment is maintaining equilibrium between demand and the circumstances through various strategies and techniques. As human beings, we face many challenges in life, but a well-adjusted person can cope with these challenges and not get affected by adverse conditions. Thus, adjustment considered a harmonious relationship of an individual with the environment. Adjustment of learners at school may be associated with their multi-dimensional needs, i.e. academic, emotional, social and intellectual, and their level of achievement and satisfaction. The control over the emotion and emotional stability may lead to a better adjustment to the immediate environment.

Review of Related Literature:

Bibi, S. (2016) discovered that students at a Pakistani university had a favourable association between their self-esteem and emotional quotient. Pupils who were female showed greater emotional intelligence than students who were male. **Bala (2014)** conducted a study on values and adjustment problems among high and low achievers. He found no significant difference between high and low achiever groups of students in relation to social and home adjustment.

Devika, R. (2013) in her study comparative study of the adjustment of secondary school students. The results of the study revealed that the level of adjustment of students at the secondary level is average. She found a significant difference in emotional adjustment of males and females. Boys possess better emotional adjustment in comparison of girls. There was no significant difference found among male and female students in relation to family, social, educational and financial adjustment. **Chauhan, V. (2013)** conducted a study on higher secondary school students. The findings of the study revealed that there is no significant difference in adjustment level of students at higher secondary stage whereas the girls showed good adjustment level in comparison of their counterparts. **Makwana (2013)** on the adjustment of secondary school students between urban and rural areas in the Ahmedabad District, there are no appreciable differences in the adjustment of urban and rural students, males and girls, and urban and rural girls. However, there is significant difference in the adjustment of urban and rural boys. **Kaur (2012)** conducted a study on adjustment in concern of gender, locality and achievement of learners. The results revealed that females are more adjusted compared to males and the locality has no significant influence on

adjustment level of students. **Louis & Emerson. (2012)** An investigation of adolescent adjustment in high school students. Found both boys and girls experienced issues in the emotional, social, and academic realms. There were no appreciable gender disparities, though. **Basu (2012)** conducted a study on adjustment of secondary school students, there are highly significant disparities in secondary school students' adjustment when compared on the basis of gender, type of family structure, and schooling medium. **Yellaiah (2012)** looked into a study on the effects of adjustment on high school student's academic achievement and found considerable differences between male and female students and those who attend government and private schools. **Adhiambo, Odwar, & Mildred. (2011)** study on the association between academic achievement, school adjustment, and gender among secondary school students revealed no significant difference between girls' and boys' school adjustment. **Devi (2011)** in her study adjustment of students in relation to personality and achievement motivation. The findings revealed that there is no significant effect of achievement motivation on the adjustment of students. **Nelis, Quoidbach, Mikolajczak & Hansenne (2009)** study on "Emotional Intelligence Interventions to Increase Student Success" focused on the concept of emotional intelligence (EI), which describes individual differences in the perception, processing, regulation, and utilisation of emotional information. Because it has been demonstrated that these variations significantly affect crucial life outcomes. The study examined whether raising EI using a controlled experimental approach was possible. While control participants carried on with their normal lives, those in the experimental group underwent brief training in emotional intelligence (EI) based on empirical data. According to the researchers, the training group showed a statistically significant improvement in the ability to recognise and control emotions. After six months, follow-up tests showed that these changes had persisted. The control group showed no significant change. **Hussain, Kumar and Husain (2008)** conducted a study on academic stress and adjustment of students in high school. The findings revealed that academic stress was significantly higher among public school students whereas the level of adjustment is considerably better in students studying in government schools. **Raju & Rahamtullah (2007)** conducted a study to find out the adjustment problem of secondary school students. They found that primarily adjustment of students depends on the variable like a medium of instructions, class, type of management etc. **Samiari (2007)** defines emotional intelligence as a type of emotional processing that involves assessing one's feelings and those of others to function more productively and effectively in society. **Samuel (2007)** investigated how the attitudes of secondary school teachers in South Western Nigeria related to their levels of emotional intelligence and self-efficacy. The study's findings showed a strong correlation between secondary school teachers' self-efficacy and emotional intelligence. However, age, gender, and employment history had little impact on this. This study suggested that in order to improve teachers' attitudes about their jobs, emotional intelligence and self-efficacy should be increased. **Upadhyay (2006)** EI is crucial in building pupils' confidence. Students who scored poorly on tests of emotional intelligence also scored poorly on tests of self-confidence. In contrast, students who scored highly on both tests also scored highly on tests of emotional intelligence. **Todd (2006)** carried out research to determine the association between student teachers' performance and emotional intelligence. His study could not discover any conclusive link between instructors' effectiveness and emotional intelligence. **Farooq (2003)** investigated the impact of emotional intelligence on academic achievement. The findings indicated a significant link between academic success and emotional intelligence. He discovered that individuals with high levels of emotional intelligence also performed exceptionally well academically. Interpersonal, adaption, overall mood, and stress management skills were all much higher in those with strong emotional intelligence. **Mayer (1997)** conducted a study on emotional intelligence, excitement, and attitude. The findings revealed that people seek out happy experiences and constantly strive to avoid negative ones. Negative emotions are frequently repressed or hidden by people. Positive psychological effects and increased personality effectiveness from being able to control one's emotions enable people to handle more stress. Other emotional skills, like comprehending and analysing emotions, also indirectly improve the quality of the emotional experience by assisting individuals in self-control. The study came to

the conclusion that attitudes at work are positively impacted by emotional intelligence.

Significance of the study:

Education plays a vital role in human development. It helps to develop an ability to combat life adversity with the right understanding, knowledge and skills. Here, emotional intelligence plays a significant role in the better adjustment of an individual. The learners at the secondary level need to be emotionally intelligent to cope with the challenges of the modern world that may affect their well-being and learning. The review of the related literature signifies the discrepancies in the earlier research findings. Thus, it induces the researcher to investigate the problem selected. This study will be helpful to ascertain the relationship between the variables i.e. emotional intelligence and adjustment and fill the void of knowledge at large.

Objectives

- To study the level of emotional intelligence among secondary school students
- To study the level of Adjustment among secondary school students
- To study the level of emotional intelligence in relation to gender
- To study the level of adjustment in relation to gender
- To study the relationship between emotional intelligence and adjustment
- To study the relationship between emotional intelligence and adjustment of boys
- To study the relationship between emotional intelligence and adjustment of girls

Hypothesis

- There is no significance difference between emotional intelligence of male and female students at secondary level.
- There is no significance difference between adjustment level of male and female students at secondary level.
- There is no significant relationship between emotional intelligence and adjustment of secondary school students.
- There is no significant relationship between emotional intelligence and adjustment of boys at secondary level
- There is no significant relationship between emotional intelligence and adjustment of girls at secondary level

Methodology:

Research Method

It was a descriptive correlational study. Descriptive survey method was adopted to study the existing level of emotional intelligence and adjustment. The correlational method was adopted to study the relationship between emotional intelligence and adjustment.

Population

Population of the study comprise of all students studying at the secondary level and all private and government schools located in Delhi & NCR

Sample

Sample of the study comprised of total 10 (ten) schools and 56 students were selected through a simple random sampling method.

Tools

Emotional Intelligence Scale by S.K Mangal & Shubhra Mangal

Adjustment Inventory for School Students by A.K.P Sinha & R.P. Singh

Analysis & Interpretation:

Data has been analysed qualitatively using basic descriptive statistics i.e., Mean, Percentile, F-test and correlation.

Findings and Interpretation

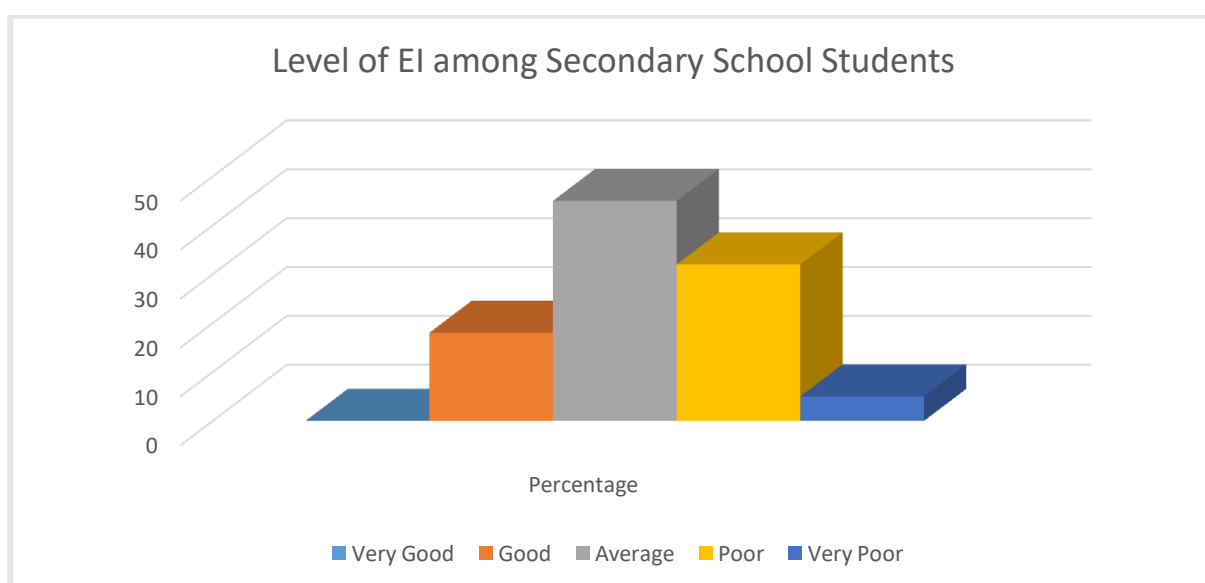
On the basis of systematic analysis of data following findings were reports as mentioned below.

Objectives:1 To study the level of emotional intelligence among secondary school students.

Distribution of scores to study the level of emotional intelligence among secondary school students by addressing the percentage falling under five categories as shown in Table 1

Variable	Mean	SD	Extent	Level	Percentage
	64.00	10.429	88 & above	Very Good	0
Emotional Intelligence			75-87	Good	18%
			61-74	Average	45%
			48-60	Poor	32%
			47 & Below	Very Poor	5%

Table 1: Level of Emotional Intelligence



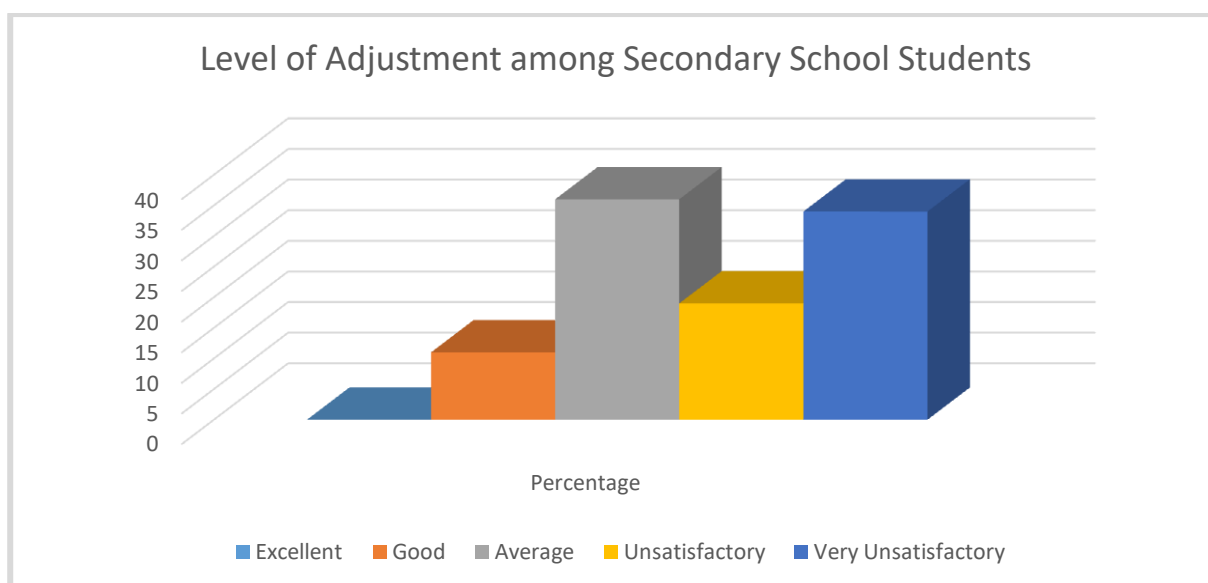
Finding 1: Table 1 shows that 18% of students fall under the category of good, whereas a large number of students fall under the category of average i.e. 45%. It reflects a high and moderate level of emotional intelligence among students at the secondary level. The data also revealed that 32% of students fall under the category of poor, and only 5% fall under the category of very poor, which shows low emotional intelligence among students. Thus, it can be concluded that most of the students are emotionally intelligent. Still, a significant number of students reflect low emotional intelligence may be an area of concern.

Objective: 2 To study the level of Adjustment among secondary school students

Distribution of scores to study the level of adjustment among secondary school students by addressing the percentage falling under five categories shown in table 2

Variable	Mean	SD	Extent	Level	Percentage
	23.79	7.032	5 & below	Excellent	0
Adjustment			6-12	Good	11%
			13-21	Average	36%
			22-30	Unsatisfactory	19%
			31 & above	Very Unsatisfactory	34%

Table: 2 Level of Adjustment



Finding 2: Table 2 reveals that 11% of students fall under the category of good, and none of the student fall under the category of excellent. A large number of students fall under the average category, i.e. 36%. It reflects a high and moderate level of adjustment among students at the secondary level. The data also revealed that 19% of a student fall under the category of unsatisfactory, and 34% of students are falling under the category of very unsatisfactory, which shows low level of adjustment among students.

Objective: 3 To study the level of emotional intelligence in relation to gender

To draw inferences and analyse the gender differences in emotional intelligence of male and female students. The gender difference was computed over the scores of all the dimensions of emotional intelligence as presented in table 3

Variable	Gender	N	Mean	S.Ds	F- Value	D/F
Emotional Intelligence	Female	47	63.55	11.30	15.17	54
	Male	9	66.33	.816		

Table:3 level of emotional intelligence in relation to gender

Finding 3: Table 3 describes the significance difference between the level of emotional intelligence among male and female students at the secondary level. The F- test was applied to compare the mean score of both groups. The results revealed that the F-value for the comparison was 15.17 with a degree of freedom 54. It shows that the difference was significant at 0.01 level of significance leading to the rejection of null hypothesis, Ho1: "There is no significance difference between emotional intelligence of male and female students at secondary level. It shows both groups were different in terms of their emotional intelligence.

Objective: 4 To study the level of adjustment in relation to gender

To draw the inferences and to analyse the gender differences exist in adjustment level of male and female students. The gender difference is computed over the scores of all the dimensions of adjustment as presented in table 4

Variable	Gender	N	Mean	S.Ds	F- Value	D/F
Adjustment	Female	47	24.23	7.57	17.35	54
	Male	9	21.44	1.50		

Table:4 level of adjustment in relation to gender

Finding 4: Table 4 describes a significance difference between the level of adjustment among male and female students at the secondary level. The F- test was applied to compare the mean score of both groups. The results revealed that the F-value for the comparison was 17.35 with a degree of freedom 54. It shows that the difference is significant at 0.01 level of significance leading to the rejection of null hypothesis, Ho2: "There is no significance difference between adjustment level of male and female students at secondary level". It shows both groups differed in terms of their adjustment level.

Objective: 5 To study the relationship between emotional intelligence and adjustment

To study the relationship between emotional intelligence and adjustment Pearson's Product Moment Coefficient of Correlation was used as presented in table 5

		EI_Score	AISS_Score
EI_Score	Pearson Correlation	1	.556**
	Sig. (2-tailed)		.000
	N	56	56
AISS_Score	Pearson Correlation	.556**	1
	Sig. (2-tailed)	.000	
	N	56	56

Table:5 Relationship between emotional intelligence and adjustment

Finding:5 above table describes the relationship between Emotional Intelligence and Adjustment scores of secondary-level students. As is evident from the table that the value of Karl-Pearson's Coefficient of Correlation is 0.56, which is highly significant even at 0.01 level of significance leading to the rejection of null hypothesis Ho3 "there is no significant relationship between emotional intelligence and adjustment of secondary school students". So it can be safely concluded that there is a positive relationship between emotional intelligence and adjustment level of secondary school students.

Objective 6: To study the relationship between emotional intelligence and adjustment of boys
To study the relationship between emotional intelligence and adjustment Pearson's Product Moment Coefficient of Correlation was used as presented in table 6

		EI_Score	AISS_Score
EI_Score	Pearson Correlation	1	.023
	Sig. (2-tailed)		.954
	N	9	9
AISS_Score	Pearson Correlation	.023	1
	Sig. (2-tailed)	.954	
	N	9	9

Table: 6 Relationship between emotional intelligence and adjustment of boys

Finding:6 Scores presented in above mentioned table describes the relationship between emotional Intelligence and adjustment scores of secondary level students (Boys). As is evident from the table that the value of Karl-Pearson's Coefficient of Correlation is 0.023 which is not significant even at 0.05 level of significance leading to the non-rejection of null hypothesis Ho4 "there is no significant relationship between emotional intelligence and adjustment of boys at secondary level". So it can be safely concluded that there is no significant relationship between emotional intelligence and adjustment of boys at secondary level.

Objective:7 To study the relationship between emotional intelligence and adjustment of girls.
To study the relationship between emotional intelligence and adjustment Pearson's Product Moment Coefficient of Correlation was used, as presented in table 7

		EI_Score	AISS_Score
EI_Score	Pearson Correlation	1	.554**
	Sig. (2-tailed)		.000
	N	47	47
AISS_Score	Pearson Correlation	.554**	1
	Sig. (2-tailed)	.000	
	N	47	47

N	47	47
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Table: 7 Relationship between emotional intelligence and adjustment of girls.

Finding:7 scores presented in above mentioned table describes the relationship between Emotional Intelligence and Adjustment scores of secondary level students (Girls). As is evident from the table that the value of Karl-Pearson's Coefficient of Correlation is 0.55, which is highly significant even at 0.01 level of significance leading to the rejection of null hypothesis, H_0 "there is no significant relationship between emotional intelligence and adjustment of girls at secondary level." So it can be safely concluded that there is a positive relationship between emotional intelligence and adjustment of girls at secondary level.

Conclusion

The present research focuses on the relationship between Emotional Intelligence and adjustment of secondary school students. The study's findings reveal that a sufficient number of students are emotionally intelligent and well adjusted but, significant number of students exhibited a low level of emotional intelligence, and adjustment should be the area of concern. The study also indicates that boys and girls differ in terms of their emotional intelligence and adjustment. Girls at secondary level seem to reflect higher levels of emotional intelligence and adjustment compared to boys. The study's findings also revealed a positive relationship between emotional intelligence and adjustment level of secondary school students. No significant relationship was found between emotional intelligence and adjustment for boys. However, the girls at secondary school level showed a significant positive relationship between emotional intelligence and adjustment. Thus, it can be concluded from the present study that the more the level of emotional intelligence, the more the level of adjustment among secondary school students.

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