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## EMOTIONAL INTELLIGENCE AND ADJUSTMENT AMONG ADOLESCENTS

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### ABSTRACT

*This research paper is an attempt to find the levels of emotional intelligence and adjustment among adolescents. The present study consisted of 100 samples equally divided into two groups (boys and girls) further these two groups are divided into two subgroups high socio economic status (HSES) and low socio economic status (LSES). The adjustment inventory constructed and standardized by Dr. H.S. Asthana and emotional intelligence scale developed and standardized by Schutte et al. was used for data collection. Mean, S.D, SE<sub>D</sub> and t-test were applied for data analysis. The results reveal that insignificant difference was found between emotional intelligence scores of boys and girls while as significant difference was found between adjustment scores of the same group. Also insignificant difference was found between emotional intelligence scores & adjustment scores of HSES and LSES students.*

**KEY WORDS:** - Emotional intelligence, Adjustment, Socio economic status and Gender

### INTRODUCTION

In the present world the term "emotional intelligence" received great attention as a factor to understand and predict the individual's performance in every step in life. It was Salovey and Mayer who introduce the concept of emotional intelligence in the early 1990's. Daniel Goleman popularised this concept in his book "*Why it can matter more than IQ*" in 1995. Emotional intelligence is the ability to create positive outcomes in relationships with others and with oneself. Emotional intelligence is 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 (Mayer & Salovey, 1993). Emotional intelligence plays a vital role in determining life success.

### ADJUSTMENT

On the other side adjustment is an essential aspect of one's life. A person who adjusts himself in every situation or environment can never fall in his life as compare to those who find it difficult to adjust themselves in different situations. Those who have sound emotional intelligence can adjust in any environment. Adjustment is an unending process and is bound up with human life. It is continuous process to produce harmonious relationship between man and his environment. Adjustment is a satisfactory relation of an organism to its environment (Symonds, 1949).

Large number of researches and studies has been conducted in the field of emotional intelligence and adjustment in order to highlight various important aspects some are mentioned here. Kalapriya & Anuradha (2015) conducted a study on emotional intelligence and academic achievement among

adolescents. Results revealed that there is significant difference between emotional intelligence and academic achievement among adolescents. Indu Rathee (2015) conducted a study on emotional, social and educational adjustment of adolescents in relation to emotional intelligence. Farah & Sultan (2013) reported that students with high emotional intelligence showed better academic performance than the students with low emotional intelligence. Adeyemo *et al.*, (2008) found a significantly high emotional intelligence in female workers; however, no significant relationship was found between age, marital status, educational qualification and emotional intelligence. Kushwaha (2015) investigated the adjustment level among female hostlers and day scholars. Results revealed that there is significant difference found between the adjustment scores of hostlers and day scholars. Parker *et al.*, (2004) found that emotional intelligence is a predictor in identifying academically successful and academically unsuccessful students during transition period. Findings also show that highly successful students scored higher than the unsuccessful group on emotional intelligence. Sharivastava *et al.*, (1979) studied that the adjustment problems of rural and urban adolescent. Results revealed that rural boy have superior adjustment than their urban counterparts. Urban girl’s scores significantly higher than their rural counterparts on overall adjustment. Finding suggests that child rearing factor must be considered in studying the adjustment problem of rural and urban adolescents. Natraj (1968) studied that the adjustment of adolescent college girls and found that their economical and general adjustments were not satisfactory.

**METHODOLOGY AND DESIGN**

**Problem:** - To study the levels of emotional intelligence and adjustment among adolescents of HSES & LSES students.

**Objectives:-**

1. To study the level of emotional intelligence and adjustment among adolescents.
2. To study the gender difference on emotional intelligence and adjustment.

**Hypotheses:-**

1. There would be no significant difference between mean scores of emotional intelligence of adolescent boys and girls.
2. There would be no significant difference between mean scores of adjustment of adolescent boys and girls.
3. There would be no significant difference between mean emotional intelligence scores of high & low socio economic status subjects.
4. There would be no significant difference between mean adjustment scores of high & low SES subjects.

**Variables:** - The experimental variable was emotional intelligence and adjustment and the criterion variable was gender and economic status.

**Sample:** - The present study consisted of 100 samples equally divided into two groups’ boys and girls further these two groups are divided into two subgroups High SES and Low SES

**Instruments:** - In the present study the investigator used the adjustment inventory constructed and standardized by Dr. H.S. Asthana and emotional intelligence scale developed and standardized by Schutte *et al.* The adjustment inventory consists of 42 items with “Yes” and “No” response. The reliability of the inventory has determined by the split-half method and spearman-brown correlation formula and was found 0.80 and 0.97 respectively. The emotional intelligence scale consists of 33 items. Reliability of the scale was found by split-half method and was found .89.

**Data collection:** - The data was collected from secondary students from Jyoti Senior Secondary school Nehru Nager Rewa M.P.

**RESULTS**

The present study aimed to study the levels of emotional intelligence and adjustment among adolescents. The obtained scores were assigned for different responses according to the item. Later these scores were arranged in tabular form than Mean, S.D., SE<sub>D</sub> and t- test was applied for statistical analysis. Results are given in tables

**Table 1**

Showing the mean, S.D., SE<sub>D</sub> and t-value of emotional intelligence scores of Boys and Girls

Group	N	M	SD	D	SED	df	t-value	p
Boys	50	69.96	11.95	3.46	2.12	98	1.63	P>0.05
Girls	50	73.42	10.60					

**Table 2**

Showing the mean, S.D., SE<sub>D</sub> and t-value of adjustment scores of Boys and Girls.

Group	N	M	SD	D	SED	df	t-value	p
Boys	50	23.48	5.34	2.52	1.11	98	2.27	P<0.05
Girls	50	20.96	5.86					

**Table 3**

Showing the mean, S.D., SE<sub>D</sub> and t-value of Emotional Intelligence scores of HSES & LSES Students

Group	N	M	SD	D	SED	df	t-value	p
High SES	50	70.84	10.85	1.5	2.28	98	0.65	P>0.05
Low SES	50	72.34	11.97					

**Table 4**

Showing the mean, S.D., SE<sub>D</sub> and t-value of adjustment scores of high HSES & LSES Students

Group	N	M	SD	D	SED	df	t-value	p
High SES	50	22.16	5.10	0.12	1.14	98	0.10	P>0.05
Low SES	50	22.28	6.34					

**DISCUSSION**

The results of present study demonstrated that there is no significant difference between mean scores of emotional intelligence but significant difference between mean of adjustment scores of boys and girls. The study also shows insignificant difference between mean of emotional intelligence scores and adjustment scores of HSES and LSES subjects.

The mean scores for emotional intelligence of boys (69.96) was less than the mean scores of girls (73.42) by a difference (D) of 3.46 and S.D. scores for emotional intelligence of boys (11.95) was found more than the S.D. scores of emotional intelligence of girl’s subjects (10.60). The value of SE<sub>D</sub> score was 2.12 and obtained t-value is found 1.63 with df 98 which is less than tabulation value at 0.05 level which means that our obtained t- value is insignificant at 0.05 level of significance. It indicates that there is a no significant difference found between the mean scores of boys and girls. Therefore the first hypothesis “there would be no significant difference found between mean of emotional intelligence scores of boys and girls” is accepted. Thus on the basis of our findings we may say there is no significant difference between the mean scores of boys and girls subject’s. Similar findings are obtained by Nisha kumari (2010) she found no significant difference between emotional intelligence of male and female students. Also Kumar and Raju (2012) found no significance gender difference in Emotional Intelligence.

The mean of adjustment scores of boys and girls subjects were found 23.48 and 20.96 with a difference (D) of 2.52, with S.D. value of 5.86 and 5.34 respectively the SE<sub>D</sub> value was found 1.11 and the obtained t-value 2.27 with df 98 is found

significant at 0.05 level of significance thus our second hypothesis “there would be no significant difference found between mean of adjustment scores of boys and girls subjects” is rejected. Hence we may say there is significant difference between mean of adjustment scores of boys and girls subjects. These findings are supported by the research conducted by Mankard (1982) he revealed that except in areas of emotional and moral religious problems boys always had more problems than girls in two areas namely , physical health and appearance as well as family and inter personal relationship high school pupils had significantly more problems than college students while in economic area. Malek (2011) in his study found no significant relationship between emotional intelligence and adjustment of adolescents.

In the present study we also found that the mean scores for Emotional Intelligence of HSES subjects (70.84) were less than the mean scores of LSES subjects (72.34) by a difference (D) of 1.5. The S.D. scores for Emotional Intelligence of HSES subjects (10.85) were less than the SD of Emotional Intelligence scores of LSES subjects (11.97) and the value of SE<sub>D</sub> score was 2.28. The obtained t-value 0.65 with df 98 was found insignificant at 0.05 level of significance. Thus our hypothesis “there would be no significant difference between mean emotional intelligence scores of high & low socio economic status subjects” is accepted.

Our fourth hypothesis “there would be no significant difference between mean adjustment scores of HSES & LSES subjects” is also accepted as the obtained t-value is not found significant at any level of confidence. Mean scores of HSES subjects (22.16) is low than mean scores of LSES subjects (22.28) and t-value is 0.10 with df 98. On the basis of

our obtained results we may say there is no significant difference between mean scores of HSES & LSES subjects. Our findings are supported by the previous findings of Kolwadkar (1980), the researcher found that the variables such as socio-economic status (both high and low), father's education, occupation, mother's education, size of the family, ordinal position and health status were significantly related to scholastic achievement. Gifted children were found to be engaged in a great variety of hobbies. The correlation between emotional adjustment and academic achievement was found to be significant.

## CONCLUSION

To conclude the present study demonstrated that there is insignificant difference between emotional intelligence scores of boys and girls but same time there is significant difference between adjustment scores of the same group. Also there is insignificant difference between emotional intelligence scores & adjustment scores of high socio economic status and low socio economic status students.

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