



THE CORRELATION BETWEEN EMOTIONAL INTELLIGENCE AND ADJUSTMENT AMONG SENIOR SECONDARY SCHOOL STUDENTS

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ABSTRACT

A living thing uses adjustment to keep a balance between its requirements and its environment. Emotional intelligence and adaptability is a prerequisite for leading a happy and fruitful life. From conception to death, every aspect of existence requires appropriate modification. The goal of the current study was to determine how senior secondary school students in Moradabad relate to emotional intelligence and adjustment. A sample of 200 eleventh-grade students from Moradabad government and private schools participated in the study. Coefficient analysis was employed to examine the gathered data. The current study's findings demonstrated that Moradabad senior secondary school students' adjustment was positively correlated with their emotional intelligence.

KEYWORDS: EMOTIONAL INTELLIGENCE, ADJUSTMENT, SENIOR SECONDARY SCHOOL STUDENTS.

1. INTRODUCTION

Adjustment is the process in which a person makes an effort to use a range of methods and strategies in order to master and overcome the problems of life. It's a behaviour mechanism that helps man maintain balance between his many wants and environmental constraints. "A harmonious relationship between an individual and his enrollment that provides him with a comfortable life free from strain, stress, conflict, and frustration" is what is meant by adjustment. In this study, "adjustment" primarily refers to the extent to which a person attempts to manage inner conflict, stress, and dissatisfaction while also managing to bring his inner demands and those imposed by the outside world into harmony (external demands). A well-adjusted individual is one whose personality development follows a healthy path of socialisation and who is not negatively impacted by interactions, conflicts, emotions, etc.

From a cultural perspective, an individual's level of adjustment is evaluated based on whether or not they are accepted by their cultural group. If an individual adheres to the group's beliefs, customs, or other practices, they are accepted; if not, they reject him and label him as maladjusted.

In psychology, adjustment has been regarded from two perspectives: as a process as opposed to an accomplishment. The first viewpoint highlights an individual's capacity or effectiveness in carrying out his responsibilities under various conditions, whereas the second emphasises the method by which an individual adapts to his external surroundings. A harmonious interaction between the individual and the surroundings is referred to as adjustment. Piaget coined the terms "accommodation" and "assimilation" to describe how people adjust by varying either their surroundings or themselves. An individual's adjustment would be a harmonious interaction with his surroundings, which provide him with a comfortable life.

A student needs to find a balance between his wants and his level of satisfaction in order to adjust. An individual has multifaceted demands. Students who balance their academic, intellectual, emotional, social, and other needs with their happiness are well-adjusted in all facets of their lives. When there are few obstacles, it is difficult for the person to overcome them. The experiences of the individual impact and change the adjustment process. The demands of the person and the forces outside his environment are constantly at odds. It involves letting up of internal demands, positions, and tensions. Everybody has different needs, and they change over time. As a result, he adapts to suit his demands in the current environment. This causes emotional instability and a loss of control over emotions. The key to success in life is a sufficient emotional adjustment and a willingness to learn how to adapt to the demands of the surroundings.

The idea of adjustment suggests that a person and his surroundings are always interacting and placing demands on one another. Adjustment can occasionally be achieved by a person giving in and accepting circumstances that are outside of his control. Sometimes it happens when a person's positive actions are supported by their surroundings. Maladjustment is the inability to reach a reasonable compromise, while adjustment is typically a compromise between these two extremes.

In 1989, John Mayer and Peter Salovey created the term "emotional intelligence," which Daniel Goleman popularised in 1995. After IQ, emotional intelligence is a relatively recent idea. Emotional intelligence has become the new benchmark for success in both our personal and professional lives. The ability to manage the emotional components of our lives is referred to as emotional intelligence. In 1997, Mayor and Salovey

updated their approach and provided a four-branch emotional intelligence model. They claim that emotional intelligence skills, such as the capacity to:

1. Recognise the emotion
2. Leverage feelings to help with thinking
3. Control feelings to advance personal development

A kind of social intelligence known as emotional intelligence is the capacity to recognise, distinguish, and utilise information about one's own and other people's emotions to inform decisions and behaviours.

EQ makes us conscious of our own emotions as well as those of others. It endows us with motivation, empathy, compassion, and the capacity to react appropriately to both pleasure and pain.

Dalip Singh (2003, The psychological components of emotional intelligence, such as emotional competency, emotional maturity, and emotional sensitivity, inspire people to lead and manage others and to empathise with them.

The term "emotional intelligence" describes our capacity to manage the emotional aspects of our lives. The American psychologist Daniel Goleman's name is specifically linked to the ideas. In the corporate sector, where enhanced personal performance is crucial, his work has gained traction. It has also had a significant impact on the educational community, where it is seen to give strategies for raising students' accomplishment levels and equipping them with skills for both their personal and professional life. Understanding, fostering, and developing emotional intelligence is important. It encompasses both intra- and interpersonal dimensions. Reading comprehension, empathy, and the development of three emotional competencies—emotional awareness, truthful self-evaluation, and self-esteem—should all be encouraged.

1.1 NEED OF THE STUDY

Nowadays, emotional intelligence is thought to be a new barometer of success in both our personal and professional lives. The complexity of life has increased in the current era of science and technology, and these complexities include numerous emotional problems that have an impact on the teaching and learning process. The teacher's role is crucial to the teaching and learning process. Teachers serve as a liaison between the students and the educational system. The ability to sense, use, comprehend, and regulate emotions more

effectively than others is the primary attribute of a highly emotionally intelligent teacher. Any innovative educational program's effect on the student is transmitted through the teacher. In other words, a school's ability to succeed is strongly correlated with the calibre of its teachers. Therefore, training effective teachers should be the top priority in order to promote vertical mobility of the educational standard.

2. REVIEW OF RELATED LITERATURE

Finding information on the studies conducted in the field is aided by related studies. Without first learning about the work that others have done in our field, we are unable to design a research project that will advance our understanding of the subject. However, our understanding of related literature helps us to understand how to get to the frontier in the field of our difficulties.

In their 2007 study, "Adjustment Problems Among School Students," Raju and Rahamtulla discovered that school variables such as the class a student is in, the language of instruction used in the classroom, and the style of administration in place all have a major impact on how well a student adjusts to school. In their 2008 study, *Academic Stress and Adjustment Among High School Students*, Hussain, Kumar, and Husain discovered that while students attending government schools fared better in terms of adjustment, those attending public schools experienced much greater levels of academic stress. In Kisumu District, Kenya, Adhiambo, Odwar, and Mildred (2011) studied the relationship between school adjustment, gender, and academic achievement among secondary school students. Their findings indicated that there were no appreciable differences in school adjustment between boys and girls. In a study on student adjustment in relation to personality and achievement motivation, Devi (2011) discovered that adjustment is unaffected by achievement motivation. When Velmurugan and Balakrishn (2011) looked into how higher secondary students perceived themselves in regard to social adjustment, they discovered that these students had a high degree of social adjustment. In their paper *Adolescent Adjustment in High School Students: A Brief Report on Mid-Adolescence Transitioning*, Louis & Emerson (2012) found that both boys and girls had issues in the emotional, social, and academic domains. There weren't any appreciable gender disparities, though. Basu (2012) investigated *Secondary School Student Adjustment*; the study's conclusions show that, when comparing secondary school students' adjustments based on gender, home structure type, and school language, there are substantial disparities. Yellaiah (2012) looked into the impact of adjustment on academic achievement in high school students and came to the conclusion that while adjustment and academic achievement do not significantly differ between students in government and private schools, rural and urban schools, or between male and female students, they do significantly differ

between these groups of students. A study on the adjustment of higher secondary school students in Durg District was carried out by Chauhan (2013). The findings showed that there is a substantial difference in the adjustment of students in higher secondary schools, with female students demonstrating a better degree of adjustment than male students. A study on the adjustment problems of senior secondary school students was carried out by Gupta (2013), and the findings supported the hypothesis that there were notable differences in the adjustment problems of senior secondary school students. The results of a study on adjustment and academic achievement of higher secondary school students by Mansingbhai & Patel (2013) showed that there are substantial differences between male and female adolescents in terms of health, social, and emotional adjustment. In her Comparative Study of Secondary School Students' Adjustment, Devika (2013) found that secondary school students' adjustment levels are average. Additionally, it was shown that there are notable differences between male and female secondary school students when it comes to family, social, educational, and financial adjustment, as well as a substantial disparity in the emotional adjustment of boys and girls.

3. OBJECTIVES OF THE STUDY

1. To investigate the important connection between senior secondary school students' emotional intelligence and adjustment.
2. Investigating the important link between senior secondary school boys' adjustment and emotional intelligence.
3. To investigate the important connection between senior secondary school girls' emotional intelligence and adjustment.

4. HYPOTHESES OF THE STUDY

- Senior secondary school students' adjustment and emotional intelligence do not significantly correlate.
- There is no discernible link between senior secondary school males' emotional intelligence and their adjustment.
- There is no discernible link between senior secondary school girls' adjustment and emotional intelligence.

5. SAMPLE

Using a straightforward random selection technique, 200 students from Moradabad government and private 11th-grade schools—100 females and 100 boys—were selected as the study's sample.

5.1 TOOLS EMPLOYED

K. P. Sinha and R. P. Singh (1971) created and standardised the Adjustment Inventory. A.K. Singh and Shruti Narain's emotional intelligence scale, published in 2007

6. INTERPRETATION AND RESULTS

The Pearson's product moment correlation was calculated between the emotional intelligence and adjustment scores of senior secondary school students in order to test the hypothesis that there is no significant relationship between the two variables. The results are provided below.

TABLE- 1 CORRELATION BETWEEN EMOTIONAL INTELLIGENCE AND ADJUSTMENT OF SENIORSECONDARY SCHOOL STUDENTS

| Sr. No. | Variables | N | r | Interpretation |
|---------|------------------------|-----|------|--------------------------------|
| 1. | Emotional Intelligence | 100 | 0.74 | Significant at .05 & .01 level |
| 2. | Academic Achievement | 100 | | |

Table 1 shows that there is a 0.78 association between senior secondary school students' emotional intelligence and adjustment. For a significance level of .05, and a significance level of .01, the corresponding r_{α} should be .195 and .254, respectively. The computed "r" value is significantly greater than the tabulated values. Thus, it can be said that there is a strong positive relationship between senior secondary school students' emotional intelligence and their adjustment.

Therefore, the first hypothesis—that there is no meaningful correlation between senior secondary school students' emotional intelligence and adjustment—is disproved.

Hypothesis 2: Correlation between emotional intelligence and adjustment of Boys of senior secondary school students

The following information was used to calculate the Pearson's product moment correlation between the emotional intelligence and adjustment scores of boys in senior secondary schools in order to test the hypothesis that there is no significant relationship between the two variables: emotional intelligence and adjustment.

TABLE- 2 CORRELATION BETWEEN EMOTIONAL INTELLIGENCE AND ADJUSTMENT OF BOYS OF SENIORSECONDARY SCHOOLS

| Sr. No. | Variables | N | R | Interpretation |
|---------|------------------------|----|------|--------------------------------|
| 1. | Emotional Intelligence | 50 | 0.71 | Significant at .05 & .01 level |
| 2. | Academic Achievement | 50 | | |

Table 2 shows that there is a 0.73 association between boys' adjustment and emotional intelligence in senior secondary schools. For a significance level of .05, and a significance level of .01, the corresponding r_{table} should be .195 and .254, respectively. The computed "r" value is significantly greater than the tabulated values. Therefore, it can be said that there is a strong positive relationship between boys' adjustment in senior secondary schools and their emotional intelligence.

Thus, the second hypothesis—that there is no meaningful correlation between boys' adjustment and emotional intelligence in senior secondary schools—is disproved.

Hypothesis 3: Correlation between emotional intelligence and adjustment of Girls of senior secondary school students

The Pearson's product moment correlation between the emotional intelligence and adjustment scores of senior secondary school girls was calculated in order to test the hypothesis that there is no significant relationship between the two variables. The details of the computation are provided below.

TABLE- 3 CORRELATION BETWEEN EMOTIONAL INTELLIGENCE AND ADJUSTMENT OF GIRLS OF SENIORSECONDARY SCHOOLS

| Sr. No. | Variables | N | R | Interpretation |
|---------|------------------------|----|------|--------------------------------|
| 1. | Emotional Intelligence | 50 | 0.77 | Significant at .05 & .01 level |
| 2. | Academic Achievement | 50 | | |

Table 3 shows that there is a 0.79 association between girls' adjustment and emotional intelligence in senior secondary schools. For a significance level of .05 and a significance level of .01, the corresponding r should be .195 and .254, respectively. The computed r value is significantly greater than the tabulated values. Thus, it can be said that there is a strong positive relationship between senior secondary school girls' emotional intelligence and their adjustment.

Thus, the third hypothesis—that there is no meaningful correlation between girls' adjustment and emotional intelligence in senior secondary schools—is disproved.

7. CONCLUSIONS FROM THE STUDY

1. Senior secondary school students' adjustment and emotional intelligence are significantly correlated. Students' adjustment is positively correlated with their emotional intelligence.
2. There is a strong correlation between senior secondary school boys' emotional intelligence and their adjustment. Boys in senior secondary schools adjust better when they have stronger emotional intelligence.
3. There is a strong correlation between senior secondary school girls' emotional intelligence and their adjustment. Girls in senior secondary schools who possess higher emotional intelligence also tend to be better adjusted.

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