



A study of relationship between Emotional Intelligence and Adjustment of school going children

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Abstract

Emotional intelligence of an individual plays an important role in one's well being and so does adjustment. The present study endeavours to explore the relationship between emotional intelligence and adjustment of school going children using descriptive survey research method on a sample of 50 male students of class IX-XII from government schools. Data was collected by administering Multidimensional Measure of Emotional Intelligence (MMEI) and Bell Adjustment Inventory and was analysed using SPSS statistical software. The study revealed that there is a significant relationship between emotional intelligence and adjustment of school going children.

Keywords

Emotional Intelligence, Adjustment, Relationship, Correlation, School going children

Kiran Narwal is a research investigator, who conducted the research during her academic years as part of her course work in M.Ed. Special Education (V.I.).

Introduction

Many people think that if an individual has a high level of intellect, the individual will have opportunity to achieve better success compared to those with low intellect. However, there are cases where people with high intellect are left behind than those who have low intellect. Science has discovered a tremendous amount about the role emotions play in our lives. Researchers have found that even more than IQ, your emotional awareness and abilities to handle feelings will determine your success and happiness in all walks of life (Gottman, 2011, p. 20). Emotional intelligence was described formally by Salovey and Mayer (1990). They defined it as ‘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’ (p. 189).

Mal-adjustment is a common problem in the present time. Adjustment is to fit, make suitable, adapt, arrange, modify, harmonize or make correspondent. There has been a continuous struggle between the needs of the individuals and the external forces since time immemorial. According to Darwin’s (1859) theory of evolution, those species, which adapted successfully to the demands of living, survived and multiplied while others who did not, died out. Therefore the adaptation or changing of oneself or one’s surroundings according to the demands of the external environment became the basic need for our survival; it is as true today with all of us as it was with the Darwin’s primitive species. Those of us, who can live happily and successfully, while others either vanish, lead miserable live or prove a nuisance to society.

The problem of not being able to adjust is widely seen as a social crisis as well as a problem of individual behavior. When an individual does not succeed in his work regularly then he comes under the area of stress and maladjustment. The concept of emotional intelligence can be used effectively in solving these problems and helps the individual to adjust in the society.

Lopes, Salovey & Straus (2003), tried to relate Emotional Intelligence, personality, and the perceived quality of social relationship in their study. The study explored links between emotional intelligence measured as a set of abilities, and the personality traits. Slaski & Cartwright (2003) examined the role of Emotional Intelligence (EI) as a moderator in the stress process. It was found that training in emotional intelligence resulted in increased EI and improved health and well-being.

Sawhney & Kaur (2016) studied the emotional intelligence in relation to adjustment of secondary school students. Results of the study indicated no significant difference in the emotional intelligence and adjustment of boys and girls of secondary school but significant relationship was found in the emotional intelligence and adjustment of both boys and girls of secondary schools.

Kar, Saha & Mondal (2016) studied the emotional intelligence and adjustment ability among higher secondary school students. The results revealed that Emotional Intelligence affects home, school and peer adjustment indicating that students with high emotional intelligence can take the challenges of life and make successful adjustment in life.

Nathial (2014) examined the differences between state and central university coaches of India in their level of adjustment and emotional Intelligence. A random sample was selected from 42 different state and central recognized universities of India from different states. It was observed that the mean scores of state university coaches in India ($m = 52.4$) was higher than the mean scores of central university coaches in India ($m = 50.29$) which further means that coaches belonging to state universities have better adjustment than the coaches belonging to central universities. It was also found that state and central university coaches did not differ significantly in their level of emotional-intelligence.

Gohm, Corser & Dalsky (2005) suggested that emotional intelligence is potentially helpful in reducing stress for some individuals, but unnecessary or irrelevant for others. Miri, Kermani, Khoshbakht, & Moodi (2013) reported that EI growth in different individuals can promote success, it cannot decrease academic stress by itself, which was particularly significant in females. Therefore, other causes of stress such as individual differences must be taken into consideration. Ramos, Berrocal & Extremera (2007) conducted a study on how perceived emotional intelligence facilitates cognitive-emotional processes of adaptation to an acute stressor. The findings suggest that individuals with higher emotional clarity and repair will experience less negative emotional responses and intrusive thoughts after an acute stressor, which enables them to adept more readily to the experience.

Godati, Bhagyalakshmi & Hemlatha (2015) conducted a study on emotional intelligence and academic stress among adolescent boys and girls. The study revealed that there was no statistically significant difference of emotional intelligence and academic stress between boys and girls. And there was no statistically significant association between level of emotional intelligence and level of academic stress with demographic variables (age, gender, area of residence, religion, medium of instruction, group of study, type of management, educational status of father and mother, occupations of father and mother, birth order, monthly family income, type of college, type of family, total number of children, and academic achievement) among adolescent boys and girls.

Objectives of the study

To investigate the relationship between emotional intelligence and adjustment of school going children

Hypothesis of the study

There is no significant relationship between emotional intelligence and adjustment of school going children

Delimitations of the Study

The study is delimited to:

- (i) a sample of 50 students of Haryana and Chandigarh.
- (ii) a sample of male students only.
- (iii) students studying in class 9th to 12th only.
- (iv) the government schools.

Research Method

For the present study descriptive survey research method was used.

Sample

The sample for the study comprises of 50 male students of 2 general schools from Haryana and Chandigarh consisting 25 students per school.

Table 1 Sample Distribution

Name of School	Place	No. of Respondents
Aarohi Model Sr. Sec. School, Hisar	Hisar, Haryana	25
Jawaharlal Navodaya Vidyalaya	Chandigarh	25

Tools Used

- (i) Emotional Intelligence: For assessing emotional intelligence, Multidimensional Measure of Emotional Intelligence Scale (MMEI) developed by C. R. Darolia (2003) was used.
- (ii) Adjustment: For assessing adjustment, Bell Adjustment Inventory developed by H. M. Bell (1934) was used.

Statistical Techniques Used

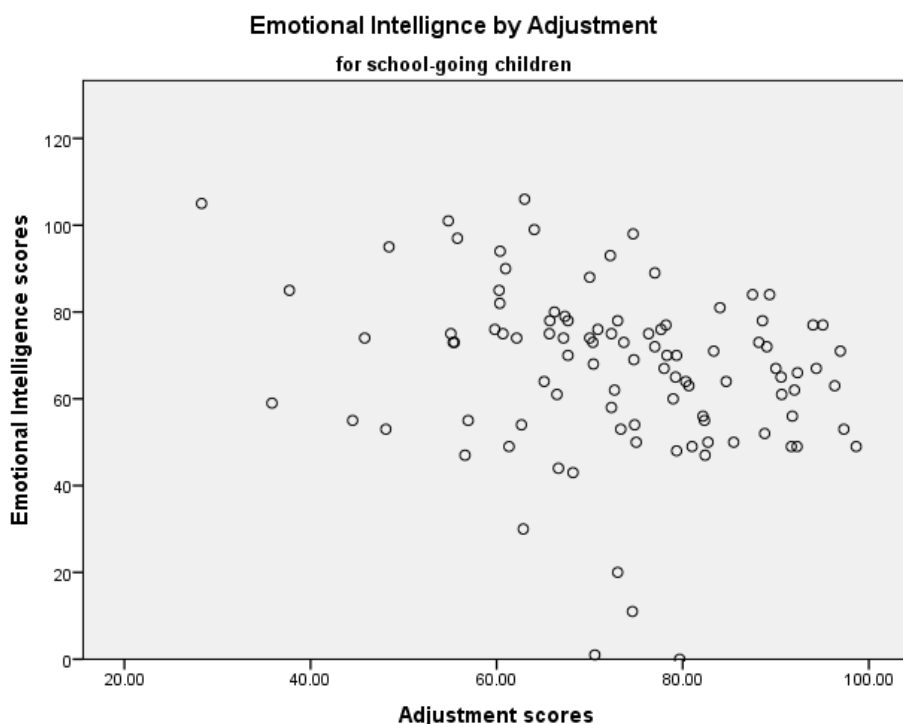
All the statistical techniques were used through SPSS – 20.0 version. Karl Pearson Coefficient of correlation (r) was applied to investigate the relationship between the two variables.

Statistical Analysis

A scatter diagram displaying the relationship between emotional intelligence and adjustment of school going children is shown in

Figure 1, which plots the emotional intelligence scores against adjustment scores for school going children.

Figure 1: Relationship between Emotional Intelligence and Adjustment of School going children



Pearson's Product Moment Correlation was applied in order to investigate the relationship between the scores of emotional intelligence and adjustment of school going children. The corresponding results are highlighted in Table 2.

Table 2: Coefficient of correlation (r) of Emotional Intelligence and Adjustment of school going children

Variables	N	Coefficient of Correlation (r)
Emotional Intelligence	50	-0.24*
Adjustment		

*. Significant at 0.05 level of significance

It is inferred from the above Table 2 that the 'r' value between emotional intelligence and adjustment of students is found to be -0.24 which is non-significant at 0.5 level of significance. Thus, the hypothesis *there exists no significant relationship between emotional intelligence and adjustment of school going children*, is rejected. Hence, there exists a significant negative relationship between emotional intelligence and adjustment of school going children.

Results and discussion

As per our analysis, emotional intelligence and adjustment share a negative relationship with 'r' value -0.24. Thus, there exists a definite but weak negative significant relationship between emotional intelligence and adjustment of school going children.

This shows that emotional intelligence directly influences the adjustment among school-going children. This can be interpreted that as the score of emotional intelligence increases, the adjustment score decreases. Less score of adjustment shows better adjustment. It means that the students who have high emotional intelligence have high degree of adjustment. The students having high emotional intelligence are well adjusted in their life.

Future Directions

- (i) Studies can be performed on both variables along with other psychological variables such as mental health, depression, academic stress etc.
- (ii) Studies can be performed for investigating partial or indirect relationships between the two variables.
- (iii) Studies can be performed taking both variables' dimensions in consideration.
- (iv) The study can be replicated for various disabilities separately and/or in combination.
- (v) Studies can be performed taking different demographic variables, viz., gender, economic conditions, geographic location, caste etc., in consideration.

Implications

- (i) The results can find their implications in special as well as inclusive school settings.
- (ii) Emotional intelligent students are found to adjust well in life. Approaches can be developed keeping this in mind.
- (iii) For enhancing the level of achievement of the students, the teachers and schools should make arrangement for training of emotional intelligence and adjustment.
- (iv) The parents can also find the study significant by realizing the importance of cohesive, caring and stress free family environment, encouraging value education from the family itself.

Conclusion

The person with emotional intelligence can be thought of as having attained at least a limited form of positive mental health. These individuals are aware of their own feelings and those of others.

The emotional intelligent person is often a pleasure to be around and leaves others feeling better (Mayor, 2004). Helping others, which may make one feel better in the long run, may require sacrifice and emotional toughness (Dienstbier, 1988).

The present study investigated the relationship between emotional intelligence and adjustment of school-going children. It was found that there is negative significant relationship between emotional intelligence and adjustment of school-going children. This indicates that higher the emotional intelligence score of a student lower is the adjustment score and vice versa. Since low score on adjustment inventory indicates high adjustment, therefore, we can conclude that emotionally intelligent students possess better adjustment skills and vice versa.

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