

Study of Emotional Intelligence and Adjustment among Students

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Abstract

Emotional intelligence and adjustment have emerged important variables in psychological research. Studies revealed that the both variables are highly correlated to each other. In every area of life, we need healthy adjustment and high level of emotional intelligence. The present study was conducted with the purpose to find out the study between emotional intelligence and adjustment among students. The study was conducted on a sample of 80 students. The collected data was analyzed with the help of mean, SD, 't', and correlation. The result of the present study showed that high correlation between emotional intelligence and adjustment among students. Further result revealed that here is significant difference between male and female in term of emotional intelligence and adjustment.

Keywords: Emotional intelligence, Adjustment

Emotional intelligence was hypothesized to be a part in victorious life adjustment, among them the victorious achievement of a well-adjusted life with little intervention between works, family, external and internal environment and convenience.

A Human being is an exclusive and exceptional creation of the world. Nature has intelligence, thinking adjustment, emotional feelings to mankind. If the familiar relation between nature and human being is maintained. Most of today's problems become light but unluckily, today's man is habitually going away from nature. This is happening because today's humans mentally and emotionally very upset, and this problem is constantly increasing. In the 21st century, every person in the present competitive age is involved in the goal to get more and more than others. The most important circumstances are the striking desire to make enhancing emotional intelligence and well adjustment in the environment. The perfect adjustment with the Environment is the signal of the height of Satisfaction, and emotional intelligence to make the life meaning full.

Concept of Emotional Intelligence:-

According to Salovey & Mayer,(1990). Emotional Intelligence (EI) relatively new construct compared with intelligence or personality, with the first academic article appearing in 1990. After few years the concept was relatively unrevealed until it was propagated by science journalist Daniel Goleman in his book Emotional intelligence; why it can matter more than IQ (1995). This book stimulated enormous interest from researchers and the general public in the late 1990s. Showed in their study whether a worker has high emotional intelligence, individual's is more likely to be able to express individual's emotions in a healthy way, and understand the emotions of those he or she works with, thus enhancing work relationships and performance.(Kannaiah & Shanthi, (2015). To analyzed the emotional intelligence according to generations. In this study, it is manifested that there is a no significant difference in emotional intelligence among different generations.(Akduman, Hatipoglu, Yuksekbilgili, 2015). To found that emotional intelligence positively correlates with life satisfaction and negatively correlates with perceived stress.(Ishaq

,et al, 2020). There is a predictive relationship between resilience and emotional intelligence with psychological well-being in

medical students. To examine provide vital information about the role of positive growth and psychological health of the medical students in their health professional development.(Bano, Pervaiz 2020). Assessed that ability emotional intelligence was a stronger prophesy of performance in humanities than science. Self-related EI is stronger predictor of grades than standardized test scores. We propose that three mechanisms underline the EI/ Academic performance link. (a) Regulating academic emotions, (b) building social relationships at school and, (c) academic content overlap with EI. Different streams of EI may affect performance through different mechanism. (MacCann,2020). Studies have shown that medical students had significantly higher emotional intelligence. A considerable sample showed the presence of stress, depression, and anxiety. Emotional intelligence and stress depression, anxiety was significantly associated. (Alka D. Gore, et al 2019). Examine that emotional intelligence and self-directed learning readiness is deeply correlated. Further emotional intelligence and GPA. Participants' being from different departments does not have an influence on GPA. (Koc, 2019). Research appeared school teachers with maximum skills at perceiving, understanding, expressing, classifying, managing, and regulating emotions displayed a maximum level of teacher efficacy. Consequently, teacher's emotional intelligence abilities positively impact of teacher efficacy. (Valente .S. et al., 2020) Many studies asserted that EI and its traits are similar in both genders. Training can be incorporated in graduate medical education programs to improve EI in both genders.(Vadivel. K. Kate. N.2019). That research found revealed a positive correlation between career success and emotional intelligence. (Vibhor, Jain, Smrita & Rastogi, Prachi 2020). The result demonstrated a significant relationship between emotional intelligence and job performance of academic workers in private higher educational institutions.(Chong, et al 2020).

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Concept of Adjustment

Adjustment means behavior procedure of repaying conflicting needs, or needs threatened by obstacles in the environment.

According to (Robinson, 2009). Adjustment is a technique of dealing with the tensions, stress, conflicts and meeting the he/she needs. Students come from different backgrounds with their own norms and values, to join a new educational institution they require modeling their behavior to fit in the institutions.

Found that students with disabilities as a whole reported lower adjustment than did control. (Lipca, o.,et al.(2020). Research have found the effect of social media addiction on adjustment to college work and concluded that social media addiction can cause adjustment problem in college students.(Sankar.k, Sankar, Raghavan (2020). Study asserted generality of students have moderate level of social and academic adjustment; male students have superior social adjustment but both have equivalent academic adjustment boarders have superior social adjustment than day scholars, students of 2nd and 8th semester had equal level of academic adjustment but 8th semester students have superior social adjustment than 2nd semester students.(Ali, Khan, S., 2018). Have noted the significant association of achievement motivation and educational adjustment with the academic performance of the students. However, there was no significant association between emotional and social adjustment with academic performance. (Kumar,V, Tankha.G. 2020). Ensure that significance on the importance of recognizing the student's individual need for adjustments, and on offering flexible support in order to enhance the student-environment-fit and well-being of students in need of special educational support. (lidstrom. H, Hemmingsson. H. Elin Ekbladh 2019). Reported mean, SD, and 'F' values significant difference between male and female college students on home, social, emotional, and health adjustment.(Babasaheb. R.2019). Had conducted the study of the adjustment that the boy high school students of the joint family group are having good adjustment than boy high school students of a nuclear family group.(Prajapati .H. 2019). Found that more male respondents had an excellent level of emotional adjustment than their counterparts, while more female respondents had an excellent level of social and educational adjustments. (Sunny, et al.,2017). Investigator viewed adjustment disorder as a highly relevant mental health outcome of the pandemic that should be addressed by mental health professionals. (Kazlauskas. E. Quero .S. 2020).

Objectives

1. To examine the level of emotional intelligence among male students.
2. To examine the level of emotional intelligence among female students.
3. To examine the level of emotional intelligence among male and female students.

4. To examine the level of adjustment among male students.

5. To examine the level of adjustment among female students.

6. To examine the level of adjustment among male and female students.

7. To examine the significant relationship between emotional intelligence and adjustment Among male students.

8. To examine the significant relationship between emotional intelligence and adjustment Among female students.

9. To examine the significant relationship between emotional intelligence and adjustment Among male and female students.

Hypotheses

The following null hypotheses have been formulated in this paper:

Ho1: Male students would not differ significantly in term of adjustment.

Ho2: Female students would not differ significantly in term of adjustment.

Ho3: There would not significant relationship in adjustment between male and female students.

Ho4: Male students would not differ significantly in term of emotional intelligence.

Ho5: Female students would not differ significantly in term of Emotional intelligence

Ho6: There would not significant relationship in emotional intelligence between male and female students.

Ho7: There would not significant relationship between Emotional intelligence and Adjustment among male students.

Ho8: There would not significant relationship between emotional intelligence and adjustment among female students.

Ho9: There would not significant relationship between emotional intelligence and adjustment among male and female students.

Method

Sample

The sample size was defined based upon the purposive sample technique. The total number of students under study was 80 samples were selected according to the above mentioned sampling technique.

Tools

For evaluating the research variables, two questionnaires relating to EI (emotional intelligence inventory developed and standardized by mangal, 2009), adjustment (Mohsin-Shamshad adaptation of bell adjustment inventory, (Hindi adaptation, 1987), have been used and discussed below:

Emotional Intelligence Inventory

In the present investigation, for measuring emotional intelligence for participants, an inventory for emotional intelligence by S.K Mangal and Shubhra Mangal was used. It consists of 100 items. It consists of 4 components each having 25 items. This

inventory proceeding emotional intelligence in 4 areas namely: a) intra-personal awareness, b) inter-personal awareness, c) intra-personal management, d) inter-personal management. The reliability of this inventory was established through the split-half method with a correlation coefficient of 0.89, K-R formula method with correlation co-efficient of 0.90, and the test-retest with a correlation coefficient of 0.92. The validity of this inventory was established by embracing two different approaches factorial of criterion-related approach.

Bell Adjustment Scale (Hindi Adaptation)

For analyzing the student’s adjustment, bell adjustment scale (Hindi Adaptation) Questionnaire by Mohsin-Shamshad Adaptation of bell adjustment inventory. The test –retest and odd-even reliabilities of the adapted ranged between .70 and .92 for different subscales. Reliabilities of the coefficient and even reliabilities for home adjustment were .70 and .81 respectively, for social adjustment it was .87 and .74, for health adjustment it was .80 and .82, for emotional adjustment it was .92 and .86, whereas it was .93 and .93 for Total adjustment.

Statistical Analysis

After the data was assembled and processed by SPSS software, the research hypotheses were analysed using the descriptive statistical method. In addition mean, standard deviation, and t-test has been applied in descriptive statistical techniques are used to analysed data and assessment of the hypotheses.

and SD is 28.6. The calculated “t” value is 3.99**, which is significant at .01 level. Similar results was found by Singh et al.,(2017) they found that significant difference between boys and girls home adjustment in first year college going students.

Students on health adjustment mean score in boys is 33.5 and SD is 20.3 like girls mean score is 35.5 and SD is 21. The calculated “t” value is 0.43.This is not significant at .05 or .01 levels.Opposite result finding by Singh et al.,(2017) they found that significant difference between boys andgirls health adjustment in first year college going students.

Students on social adjustment mean score in boys is 54.25 and SD is 9.8 like girls mean score is 57.5 and SD is 16.2. The calculated “t” value is 1.06. This is not significant at .05 or .01 levels. Same result finding was reported by Singh et al., (2017) they found that no significant difference between boys and girls social adjustment in first year going students.

Students on emotional adjustment mean score in boys is 49.25 and SD is 6.1. Like girls mean score is 45 and SD is 13.5. The calculated “t” value is 1.79, which is not significant at .05 or .01 levels. Opposite result found by Singh et al., (2017) this study found that significant difference between boys and girls emotional adjustment in first year going students.

Students on all over adjustment mean score in boys is 42.25 and SD is 10.03.like girls mean score is 47.5 and SD is 10.30. The calculated “t” value is 2.29, whichis significant at .05 level. Same result found

Table 1 Mean,SD and t ratio

Adjustment Areas	Gender	Number of sample	Means	SD	SED	df	t-ratio
Home	Boys	40	30.75	10.09	4.88	78	3.99**
	Girls	40	50.25	28.6			
Health	Boys	40	33.5	20.3	4.67	78	0.43
	Girls	40	35.5	21			
Social	Boys	40	54.25	9.8	3.04	78	1.06
	Girls	40	57.5	16.2			
Emotional	Boys	40	49.25	6.1	2.37	78	1.79
	Girls	40	45	13.5			
Over all	Boys	40	42.25	10.03	2.29	78	2.29*
	Girls	40	47.5	10.30			

*significant at .05 level, ** significant at .01 level

Table 1 indicates level of overall adjustment among boys and girls students. Both the group differed significantly. Girls are seems to be well adjusted as compared to boys, which are evident from their mean score 47.5 and 42.2 respectively.

Further, girls and boys students did not differed significantly on the dimension of health, social and emotional adjustment.

As far as home adjustment is concern, girls and boys differed significantly. Girls seems to be well adjusted as a compared to boys, which are evident from their mean score 50.25 and 30.75 respectively.

Students on home adjustment mean score in boys is 30.75 and SD is 10.09 like girls mean score is 50.25

was reported by Singh et al., (2017) they found in this study significant difference between boys and girls in term of overall adjustment.

Hence hypothesis “There would not significant difference in adjustment between male and female students is “Rejected”.

Table2Shows the difference between male and female student’s emotional intelligence on intrapersonal awareness, interpersonal awareness, intrapersonal management, interpersonal management areas.

Table no: - 2 indicates level of overall emotional intelligence among boys and girls students. Both thegroup differed significantly.(it is significant at .01

value). Boys are seems to be better emotional intelligence as compared to girls, which are evident

this study found that no significant difference between boys and girls adolescent students of senior

Table 2 Emotional Intelligence in students

Emotional intelligence	Gender	Number of sample	Mean	SD	SED	df	t-ratio
Intrapersonal Awareness	Boys	40	18.225	3.54	.78	78	6.57**
	Girls	40	13.10	3.405			
Interpersonal Awareness	Boys	40	17.375	3.15	.75	78	7.61**
	Girls	40	11.67	3.54			
Intrapersonal Management	Boys	40	15.125	2.1	.52	78	2.96**
	Girls	40	13.85	2.52			
Interpersonal Management	Boys	40	13.625	2.73	1.04	78	.50
	Girls	40	14.15	1.89			
Total	Boys	40	61.25	15	2.72	78	2.56*
	Girls	40	48.50	8			

*significant at .05 level, **significant at .01 level

from their mean score 61.25 and 48.50 respectively. Further, girls and boys students did not differed significantly on the dimension of interpersonal management.

As far as emotional intelligence of students with respect to intrapersonal awareness, interpersonal awareness, and intrapersonal management is concerned, girls and boys differed significantly. Boys seems to be greater emotional intelligence as a compared to girls. (it is significant at .05 level), which are evident from their mean score 18.225 and 13.10, 17.375 and 11.67, 15.125 and 13.85 respectively.

Students on intrapersonal awareness mean score in boys is 18.225 and SD is 3.54 like girls mean score is 13.10 and SD is 3.405. The calculated “t” value is 6.57, which is significant at .01 level. Comparable result finding by Tyagi & Komal(2018)they determine significant difference between boys and girls adolescent students of senior secondary school in term of intrapersonal awareness.

Students on interpersonal awareness mean score in

secondary school in term of intra personal management.

Students on interpersonal management mean score in boys is 13.625 and SD is 2.73 like girls mean score is 14.15 and SD is 1.89. The calculated “t” value is .50, which is not significant at level of .05 or .01. Opposite result finding was reported by Tyagi & Komal (2018) in this study found that more significant difference between boys and girls adolescent students of senior secondary school in term of interpersonal management.

Students on all over components of emotional intelligence mean score in boys is 61.25 and SD is 15 like girls mean score 48.50 and SD is 8. The calculated “t” value is 2.56, which is significant difference at .05 level. Similar result finding was reported by Tyagi & Komal (2018) in this study found that significant difference among boys and girls in term of emotional intelligence.

Hence hypothesis “There would not significant difference in emotional intelligence between male and female students is “Rejected”.

Table3 correlation between emotional intelligence and adjustment of male students

Sr. no	Variables	N	r	Interpretation
1.	Emotional Intelligence	40	.95	Higher correlation
2.	Adjustment	40		

boys is 17.375 and SD is 3.15 like girls mean score is 11.67 and SD is 3.54. The calculated “t” value is 7.61, which is significant at .01 level. Same result finding was reported by Tyagi & Komal (2018) they found significant difference between boys and girls adolescent students of senior secondary school in term of interpersonal awareness.

Students on intrapersonal management mean score in boys is 15.125 and SD is 2.1 like girls mean score is 13.85 and SD is 2.52. The calculated “t” value is 2.96. This is significant difference at level .01. Opposite result reported by Tyagi & Komal (2018) in

It is described from the table 3 that correlation between emotional intelligence and adjustment of male students is 0.95.since ‘r’ is higher correlation between emotional intelligence and adjustment of male students.

Hence hypothesis “Therewould not significant relationship between emotional intelligence and adjustment among male students is “Rejected”.

Same result finding was reported by Yadav(2018)this study found that significant relationship between emotional intelligence and adjustment among boys of senior secondary school.

It is described from the table 4 that correlation between emotional intelligence and adjustment of female students is 0.96. Since 'r' is higher correlation between emotional intelligence and adjustment of female students.

Hence hypothesis "There would not significant relationship between emotional intelligence and adjustment among female students is "Rejected".

Similar result finding was reported by Yadav (2018) this study found that significant relationship between emotional intelligence and adjustment of girls of senior secondary school.

It is described from the table 5 that correlation

the students having high emotional intelligence are well adjusted in their life. And if emotional intelligence is high then adjustment would also be good.

The educations that we communicate today centre of attention much on the psychological and cognitive aspects and we unusually give importance to the intuitive part of human being life. It has been admitted by all that education should help the students enhance academic achievement, and solve the challenges of life's problems and construct fortunate adjustment in life. So this study is greatly beneficial for the students who are cannot to adjust in

Table 4 correlation between emotional intelligence and adjustment of female students

Sr.	Variables	N	R	Interpretation
1.	Emotional intelligence	40	.96	Higher correlation
2.	Adjustment	40		

between emotional intelligence and adjustment of male and female students is 0.77. Since 'r' is more higher correlation between emotional intelligence and adjustment among male and female students.

Hence hypothesis "There would not significant relationship between emotional intelligence and adjustment among male and female students is "REJECTED"

the environment and leads a conflicting and stressful life, through the magnifying their emotional intelligence they can reduce their problems. To enhance emotional intelligence the human being should have manage transversely his emotions. Various steps can be subsequent by the human to have emotional control earlier control beyond control emotions are execute, the human being fundamentally

Table 5 correlation between emotional intelligence and adjustment of male and female students

Sr.	Variables	N	R	Interpretation
1.	Emotional Intelligence	80	.77	Higher correlation
2.	Adjustment	80		

Further many studies have Similar result finding was reported by Yadav (2018) In this study found that significant relationship between emotional intelligence and adjustment of senior secondary school students. Tripathi (2016) found same result reported emotional intelligence and adjustment is significantly (at.01) correlated. Dhingra, Manhas and Jhakur (2005) found similar result there is a significant correlation between EQ and social adjustment. Rankin (2009) also finding positive correlation at .01 level on female college students between emotional intelligence and overall adjustment. Punia and Sangwen(2011) found in this study in Hisar district of Haryana in 2010 on 120 children of age group of 16-18 years. They Found in this study in term of emotional intelligence had significant positive relationship with adjustment of children.

Conclusion

Results of the present study reveal that there is significant relationship between emotional intelligence and adjustment. It means that emotional intelligence directly and indirectly influences the adjustment among male and female students. Hence

come to be emotionally intelligence and achieve their life's goal.

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