

Emotional Intelligence and Social Adjustment Among Adolescent Students

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Abstract

This research examined the relationship between emotional intelligence and social adjustment of adolescent students. Emotional intelligence is the capacity to be aware of, control, and express one's emotions, and to handle interpersonal relationships judiciously and empathetically. Social adjustment is an effort made by an individual to cope with standards, values and needs of a society in order to be accepted. It can be defined as a psychological process. It involves coping with new standard and value. In general the students during adolescence suffer from frustrations, conflicts, complexes, anxieties and worries. They experience problems in physical, mental, social, emotional and other adjustments. This study has been taken to know the relationship between emotional intelligence and social adjustment in adolescent students because emotional intelligence includes traits like self-awareness, social deftness, and the ability to delay gratification, to be optimistic in the face of adversity, to channelize strong emotions and be empathetic with others. It involves recognition, use, understanding and management of one's and others emotional state to solve problems and regulate behavior. In the present study, only high school students those who are in ninth standard were selected. This study is confined only to eight schools in and around Karaikudi, Tamil Nadu, South India. The study was conducted on a random sample of adolescent students in and around Karaikudi area, Sivaganga District, Tamilnadu, India.

Keywords

Emotional Intelligence, Social Adjustment, Frustration, Conflicts and Adolescent Students

Received: March 12, 2018 / Accepted: April 3, 2018 / Published online: May 28, 2018

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1. Introduction

Emotions play a very important role in our lives. It is essential to know how they affect our personal and social adjustments. Adjustment is an important factor to complete a person's goal successfully [1]. It is the process by which a living organism maintains a balance between its needs and the circumstances that influence the satisfaction of these needs. Adjustment refers to the ability of an individual to fit into his environment [3]. In recent years, there has been an increased interest in the role of emotional intelligence in both the academic success of students and their adjustment in school. An adolescent student is the most important period of

human life [5]. Poets have described it as the spring of life of human being and an important era in the total life span. It is a period of positive attainment of growth and of maturation. The period lies between childhood and adulthood and is sometimes called the 'teenage'.

Every child born with some intellectual potential which grows and develops on account of maturity and experiences [2]. Similarly, one is also born with some innate emotional intelligence potential in terms of one's level of emotional sensitivity, emotional memory, emotional processing and emotional learning ability. The potential is liable to be

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developed or damaged as a result of one's life experiences. Emotional Intelligence is a recent development in the area of Intelligence [3]. The concept of Emotional Intelligence implies that human beings are both rational and emotional. Emotional intelligence is the driving force behind the factors that affect personal success and everyday interactions with others [24]. Studies of emotional intelligence have shown its relevance to many aspects of life and the role it plays in the interactions and adjustments in daily life.

2. Need and Significance of the Study

Emotional intelligence has been found to be a predictor of life satisfaction, healthy psychological adaptation, positive interactions with peers and family, and higher parental warmth. Lower emotional intelligence has also been found to be associated with violent behaviour, illegal use of drugs and alcohol, and participation in delinquent behaviour. While it might be correct that there have been a lot of theorizing in the usefulness of emotional intelligence in helping the adolescent in adjustment to academic, social and school life, there is a paucity of empirical data in this regard. Adjustment is a major concern in all developmental stages, but is of great relevance during adolescence. Adapting to the changes within themselves and to the changed expectations of the society is a major developmental task of the adolescent stage. Their happiness, aspirations, motivation levels, emotional wellbeing and subsequent achievements are linked to their adjustments with the ever changing internal and external environment. The purpose of the present study is to determine the extent of relationship between emotional intelligence and social adjustment of adolescent students, so that efforts can be made to develop a strategic plan for recommending to the school to improve the emotional intelligence of children and hence, helping the adolescents to make this period a more adjusting and enjoyable time leading to success in adolescents life.

3. Objectives

1. To study the emotional intelligence and social adjustment of adolescent students.
2. To find out the relationship between emotional intelligence and social adjustment of adolescent students.

4. Hypotheses

1. There is no significant difference in the level of emotional intelligence of adolescent students with respect to gender, locality of school, locality of residence, type of family,

medium of instruction, type of management, fathers educational qualification, mothers educational qualification, parents occupation and parents income.

2. There is no significant difference in the level of social adjustment of adolescent students with respect to gender, locality of school, locality of residence, type of family, medium of instruction, type of management, fathers educational qualification, mothers educational qualification, parents occupation and parents income.
3. There is no significant relationship between emotional intelligence and social adjustment of adolescent students.

5. Variables

The present investigation is an attempt to study the "Emotional intelligence and Social adjustment of adolescent students. The variables involved are: 1. Emotional intelligence 2. Social adjustment. Intervening variables used in this study are

1. Gender
2. Locality of school
3. Locality of residence
4. Type of family
5. Medium of instruction
6. Type of management
7. Fathers educational qualification,
8. Mothers educational qualification,
9. Parents occupation and
10. Parents income

6. Methodology

The present study attempts to find out the status of Emotional intelligence and Social adjustment of adolescent students. Since the problem is concerned with "survey" type, the investigator has selected the normative survey method for conducting the study. Since this study attempts to bring out relevant details of Emotional intelligence and Social adjustment of adolescent students in high schools. Normative Survey method was found appropriate for this study. Normative survey or studies also serve as direct source of valuable knowledge concerning human behaviour. These studies are helpful for us in planning various educational programme. School surveys are conducted to help solve the problems of various aspects of school i.e. school plants, school maintenance, teaching staff, curriculum, teaching methods, learning objectives etc. Hence the researcher had

used this method to conduct the present study.

6.1. Population

A complete set of elements, persons or objects that possess some common characteristic defined by the sampling criteria established by the researcher is known as population. It consists of all the subjects we want to study. Statistically, it may be defined as a list of elements from which sample is drawn.

6.2. Sample and Sampling Techniques

The process of sampling is one of the most fundamental aspects of the total methodology followed in particular research study. It is an act of determining how many elements in a population are to be sampled and how they are to be selected as sample keeping in mind shortage of time, money and resources. The sample for the present study consisted of 300 high school students in and around of Karaikudi, Sivaganga District, TN, India. The adolescent students of both genders coming from both rural and urban areas were included in the study. The sampling technique employed in the present study was simple random sampling.

6.3. Tools

1. Emotional intelligence Scale was developed and validated by the researcher.
2. Social adjustment Scale was developed and validated by the researcher.

6.4. Delimitation of the Study

1. In the present study, only adolescent students those who studied in ninth standard were selected.
2. This study is confined only to eight high schools, in Karaikudi educational district, Sivaganga, Tamilnadu, SouthIndia.
3. The study was conducted on a random of 300 sample of adolescent students in and around Karaikudi, Sivaganga District, Tamilnadu, India.

6.5. Procedure

The investigator selected adolescent students in eight schools using random sampling technique. A group of ninth standard students from each school was selected in a random manner. Thus the researcher used simple random sampling technique for collection of data from the in and around area of Karaikudi. The investigator went to various schools located in and around Karaikudi area and collected 300 samples from the adolescent students in high schools. The responses of the respondents are recorded and the adolescent students' personal particulars are collected through questionnaire. The

collected data are used for analysis of data.

7. Result and Findings

Table 1. 't' values between the mean score of adolescent students with respect to emotional intelligence from different Intervening variables.

S.NO	Variables	N	Mean	SD	"t" Value
1	Male	150	114.27	8.76	2.15*
	Female	150	113.29	7.66	
2	Rural	149	112.99	7.74	0.63
	Urban	151	113.29	8.46	
3	Rural	161	112.71	8.14	1.11
	Urban	139	113.29	8.42	
4	Girls	25	113.31	5.00	0.008
	Co-education	273	111.00	8.51	
5	Tamil	134	112.52	8.27	1.83
	English	163	117.00	8.24	
6	Nuclear Family	225	113.91	8.59	0.76
	Joint Family	74	102.00	7.21	

(Note. * = p <0.05)

1. There is significant difference between male and female adolescent students with respect to their emotional intelligence.
2. There is no significant difference between rural and urban locality of adolescent students with respect to their emotional intelligence.
3. There is no significant difference between rural and urban residence of adolescent students with respect to their emotional intelligence.
4. There is no significant difference between girls and co-education schools adolescent students with respect to their emotional intelligence.
5. There is no significant difference between Tamil and English medium of adolescent students with respect to their emotional intelligence.
6. There is no significant difference between nuclear family and joint family of adolescent students with respect to their emotional intelligence.

Table 2. 'F' value among various category of high school management of adolescent students with respect to emotional intelligence.

S.No	Sources of Variation	Sum of Square	DF	Mean Square	'F' Value
1.	Between	167.91	2	83.95	1.22
2.	Within	20338.68	297	68.48	

(Note. * = p <0.05)

From the above table, it is observed that the calculated 'f' value 1.22 is less than the table value 3.00 at 0.05 level of significant. Hence, it's found that there is no significant difference among adolescent students with respect to their

emotional intelligence.

Table 3. 'F' value among various religion of adolescent students with respect to emotional intelligence.

S.No	Sources of Variation	Sum of Square	DF	Mean Square	'F' Value
1.	Between	295.93	2	147.96	2.17
2.	Within	20210.66	297	68.04	

(Note. * = p < 0.05)

From the above table, it is observed that the calculated 'f' value 2.17 is less than the table value 3.00 at 0.05. level of significant. Hence, it's found that there is no significant difference among religion of adolescent students with respect to their emotional intelligence.

Table 4. 't' values between the mean score of adolescent students with respect to Social Adjustment from different Intervening variables.

S.NO	Variables	N	Mean	SD	"t" Value
1	Male	150	92.43	9.91	3.00*
	Female	150	93.94	7.22	
2	Rural	149	94.50	7.74	1.13
	Urban	151	93.94	9.70	
3	Rural	161	95.01	7.65	1.95
	Urban	139	93.94	9.85	
4	Girls	25	93.71	8.70	1.60
	Co-education	273	91.00	8.80	
5	Tamil	134	93.01	8.64	2.01*
	English	163	93.00	8.90	
6	Nuclear Family	225	92.87	8.92	1.24
	JointFamily	74	92.00	8.40	

(Note. * = p < 0.05)

1. There is significant difference between male and female adolescent students with respect to their social adjustment.
2. There is no significant difference between rural and urban locality of adolescent students with respect to their social adjustment.
3. There is no significant difference between rural and urban residence of adolescent students with respect to their social adjustment.
4. There is no significant difference between girls and co-educational schools adolescent students with respect to their social adjustment.
5. There is significant difference between Tamil and English medium of adolescent students with respect to their social adjustment.
6. There is no significant difference between nuclear family and joint family of adolescent students with respect to their social adjustment.

Table 5. 'F' value among various category of high school management of adolescent students with respect to social adjustment.

S.No	Sources of Variation	Sum of Square	DF	Mean Square	'F' Value
1.	Between	750.021	2	375.011	4.98*
2.	Within	22350.89	297	75.25	

(Note. * = p < 0.05)

From the above table, it is observed that the calculated 'f' value 4.98 is greater than the table value 3.00 at 0.05. level of significant. Hence, it's found that there is significant difference among adolescent students with respect to their social adjustment.

Table 6. 'F' value among various religion of adolescent students with respect to social adjustment.

S.No	Sources of Variation	Sum of Square	DF	Mean Square	'F' Value
1.	Between	244.97	2	122.48	1.59
2.	Within	22855.94	297	76.95	

(Note. * = p < 0.05)

From the above table, it is observed that the calculated 'f' value 1.59 is less than the table value 3.00 at 0.05. level of significant. Hence, it's found that, there is no significant difference among religion of adolescent students with respect to their social adjustment.

Table 7. The relationship between Emotional Intelligence and Social Adjustment of adolescent students.

S.No	Variables	Number	'r' value
1	Emotional Intelligence	300	0.153*
2	Social Adjustment	300	

(Note. * = p < 0.05)

The above table shows that the calculated 'r' value 0.153 is greater than the table value 0.088 at 0.05 level of significance. There is significant relationship between Emotional Intelligence and Social Adjustment of adolescent students. Hence, it's found that, there is significant relationship between Emotional Intelligence and Social Adjustment of adolescent students.

8. Educational Implications

1. Managing one's own emotions is a huge task for a growing adult. Lot of young people are facing both development and well as social adjustment and challenges today. The pressure is immense on both the academic goals and emotional challenges.
2. Emotional Intelligence with respect to social and emotional learning processes are the need of the hour in schools today.
3. Emotional well-being, positively predictive not only

academic achievement but also satisfactory and productive experiences in the world of social adjustment and human relationships.

4. The researcher in the present study made an attempt to understand the growing emotional challenges of secondary school students with respect to coping management of destructive emotions.
5. The life skills education program is a big attempt in most of the schools today with regard to social and emotional development of students.
6. Knowing oneself through the social and emotional learning program is an eye opener for students in this study. A lot of such programs need to be a part of school mental health. Skills like empathy, co-operation, self control, and responsibility are the four essentials in the social and emotional learning of students.
7. Coping with management of destructive emotions is very important as a part of emotional development. And schools today have entered into a curriculum development program where equal importance is given to life skills and attitudes development along with scholastic grades and achievements.

9. Suggestions for Further Researches

From the findings of the study and on the basis of the observations made by the investigator during the study, a few recommendations are made for further researches.

1. Social and Emotional Learning (SEL) programs should start early in schools. The research can be carried out for primary schools too.
2. The present study was delimited to students of class IX of seven schools only. The students from other classes too could be identified for management of destructive emotions as emotional enhancement and emotional literacy can be seen across all age groups.
3. Further research should be on interpersonal relationships and emotional learning in associate environmental influences.
4. The same study may be undertaken with group learning, focusing on individuals for a longer period of time to yield better results on emotional enhancement and social adjustment.

10. Conclusion

From studies conducted around the world, researches have crystallized a number of factors that enable children of

misfortune to beat the heavy odds against them. One factor turns out to be the predominant in the lives of a charismatic adult – a person with whom they can identify and from whom they gather strength. In a surprising number of cases, that person turns out to be a teacher. In the present study, the students experienced a life of change with a difference. The social adjustment through emotional intelligence helped them in knowing themselves better. Their counterparts - fellow students, parents and teachers, all of them acted as social change agents along with the emotional development of each student. The emotional Intelligence skills with regard to empathy, compassion, love, self respect and respect for others, decision making skills and problem solving skills with anger management are to be individually exercised and nurtured.

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