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Effect of emotional intelligence on adolescent adjustment

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Abstract

The aim of this Study is to find out the Effect of Emotional Intelligence on adolescent adjustment was concluded on 120 respondents selected {60 boys and 60 girls} from different school of Kanpur. Two standardized test "test of emotional intelligence designed by Dr. S.K. Mangal and Mrs. Shubhra Mangal (2004) were used to assess the emotional intelligence of the adolescents and Adjustment inventory for school student designed by A.K.P. Sinha and R.P Singh) were used to assess the adjustment level of adolescents. It was found that emotional intelligence of girls was higher than boys and adjustment of boys was higher than girls. We concluded that emotional intelligence were effected the adjustment.

Keywords: Adolescents, emotional intelligence, adjustment

1. Introduction

Modern age is often called the age of transition. Everything in this world is changing at a very rapid pace. Nothing is constant. It is only this phenomenon of change, which has lifted man from the tree top to the surface of moon or planetary world. In the past intelligence was considered to be the sole prime asset. Today in this fast track life, the main asset is the art of handling relationships, knowing others' emotions and living a successful life. Adolescence is such a stage where an individual always faces problems of adjustment in the society. In the developmental milestones, adolescence is a transitional stage of development that occurs between childhood and adulthood. This transition involves biological, social and psychological changes. This is a most crucial for an adolescent in which he faces some typical psycho emotional problems to cope with the immediate and subsequent environment. Pioneers like (Mayor and Salovey 1990) defined Emotional intelligence as the ability to monitor one's own and other's feeling and emotions, to discriminate among them, and to use this information to guide one's thinking and action."Goleman, (1995) [3] popularized the term emotional intelligence in his famous book "Emotional Intelligence" and emphasized more on how people with high emotional intelligence will be more socially effective and successful than others. Emotional intelligence (EI), a concept rooted in the theory of social intelligence (Rehfield, 2002) [9] is defined in a number of ways. One definition denotes emotional intelligence as the combination of factors that allow a person to feel, be motivated, regulate mood, control impulse, persist in the face of frustration and thereby, succeed in day-to-day living (Goleman, 1995) [3]. Emotional intelligence has also been identified as the ability to monitor one's own and others'.

Emotional intelligence is the driving force behind the factors that affect personal success and everyday interactions with others. 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. Emotional intelligence predicts as much as 80% of a person's success in life, whereas Intelligence Quotient predicts about 20%, according to Goleman (1995) [3]. Research indicates that there is a relationship between emotional intelligence and leadership (Bertges, 2002), achievement test scores (Fannin, 2002) [2], and problem solving (Schutte *et al.*, 2000) [10]. A link between parenting and emotional intelligence has been documented in a small number of studies. Emotionally competent parents have more emotionally competent children (Hooven, Katz, & Gottman 1994) [4]. Children of more democratic parents, enjoy better peer competence (Gottman, Katz, & Hooven, 1997; Pearson & Rao, 2003).

Parental availability has been hypothesized to influence human beings' adjustment from infancy to late adolescence.

(Cummings & Davies, 1995; Parmar & 1995; Parmar & Rohner 2005) [1,5].

2. Objectives

- To assess the emotional intelligence of the adolescents. (Boys and Girls)
- To assess the adjustment level of adolescents. (Boys and Girls)

3. Methodology

In this study descriptive research design was used for this purpose (120 students (14-15 years) (60 boys and 60 girls) were selected randomly from Kanpur city. The data was collected through survey methods test of Mangal emotional inventory by Dr. S.K. Mangal and Mrs. Shubhra Mangal and adjustment inventory for school students by A.K.P. Sinha and R.P. Singh were used as the tool for data collection. The data was subsequently analyzed through proper statistical tool and methods.

3. Result and discussion

Table 1: Percentage and Frequency Wise Distribution of the respondents falling under various categories of emotional intelligence

S. No.	Categories	Intra Personal Awareness (N = 120)		Inter Personal Awareness (N = 120)		Intra Personal Management (N = 120)		Inter Personal Management (N = 120)	
		F	%	F	%	F	%	F	%
A	Very Good	-	-	-	-	-	-	1	0.83
B	Good	7	5.83	6	5.00	20	16.67	18	15.00
C	Average	77	64.17	78	65.00	65	54.17	52	43.33
D	Poor	32	26.67	33	27.50	26	21.00	42	35.00
E	Very Poor	4	3.33	3	2.50	9	7.50	7	5.83
χ^2								2d.f	

χ^2 - Intra personal awareness and Inter personal awareness - 0.083
 χ^2 - Intra personal awareness and Intra personal management -7.287*
 χ^2 - Intra personal awareness and Inter personal management - 12.372*
 χ^2 - Inter personal awareness and Intra personal management - 8.734*
 χ^2 - Inter personal awareness and Inter personal management -13.948
 χ^2 - Intra personal management and Inter personal management – 5.485

Result which we got from the above table 1 the percentage of adolescents were found highest in the category of average in intra personal awareness (64.17%), inter personal awareness (65%), intra personal management (54.17%) and inter personal management (43.33) in both cases (boys and girls), least were found in very poor with intra personal awareness (3.33%), inter personal awareness (2.5%), intra personal management (7.5%) and inter personal management (5.83%) in both cases

(boys and girls). The result also supported with the studies Namdar *et al*, (2008) [7] evolution showed a significant difference between the emotional intelligence scores of students who were satisfied with their family socio -economic status and those who between students emotional intelligence in all categories except empathy, responsibility, flexibility self-regard, interpersonal relationship and emotional self-awareness.

Table 2: Percentage and Frequency Wise Distribution of the respondents falling under total categories of emotional intelligence (boys and girls) according to their sex

S. No.	Emotional Intelligence	Boys (n = 60)		Girls (n = 60)	
		F	%	F	%
A	Very Good	-	-	-	-
B	Good	2	3.33	7	11.67
C	Average	29	48.33	36	60.00
D	Poor	25	41.67	17	28.33
E	Very Poor	4	6.67	-	-
χ^2		5.076* 1d.f			

As shown in the table 2 the percentage of adolescents boys were highest in the category of average (48.33%) in the area of emotional intelligence, least was found in good (3.33%). Whereas the percentage of adolescents girls was highest in the category of average (60%) in the area of emotional intelligence, least was found in good (11.67%). The result also supported with studies Katyal and Awasthi (2005) [5] suggested that females have higher emotional intelligence than

that of males. The observed value of χ^2 was significant at 5.0 percent level of significance at 1 degree of freedom. Thus, it was concluded from the above table that when the emotional intelligence of boys increase, the emotional intelligence of girls also increase.

Table 3: Percentage and Frequency Wise Distribution of the respondents falling under three categories of adjustment

S. No.	Categories	Emotional Adjustment (N = 120)		Social Adjustment (N = 120)		Educational Adjustment (N = 120)	
		F	%	F	%	F	%
A	Excellent	28	23.33	12	10	29	24.17
B	Good	55	45.83	26	21.67	38	31.67
C	Average	20	16.67	44	36.67	24	20.00
D	Unsatisfactory	9	15.00	27	22.50	22	18.33
E	Very Unsatisfactory	7	5.80	11	9.17	7	5.80
χ^2						4d.f	

χ^2 - Emotional and social adjustment 35.256**

χ^2 - Social and Education adjustment 16.580**

χ^2 - Emotional and Educational adjustment 9.007*

From the above table 4.10 the percentage of adolescents were found highest in the category of good in the emotional adjustment (45.83%), social adjustment (36.67%), and educational adjustment (31.67%) in both cases (boys and girls), least were found in unsatisfactory with emotional adjustment (5.8%), social adjustment (9.17%), and educational adjustment (5.8%) in both cases (boys and girls). Yadav and Iqbal (2009) [9] conducted a study to see the impact of like skill training on self-esteem adjustment and empathy among adolescents. The findings concluded that there is significant difference on adjustment of adolescents before and after like skill training in the area of emotional, educational and total adjustment, only in social adjustment findings does not support the expectations. The finding reveal that empathy and interpersonal sensitivity may be turned simply into useful tools for adjusting delinquency or disturb young people to schooling.

Table 4: Percentage and Frequency Wise Distribution of the respondents falling under total categories of adjustment (boys and girls)

S. No.	Adjustment	Boys (n = 60)		Girls (n = 60)	
		F	%	F	%
A	Excellent	1	1.67	4	6.67
B	Good	22	36.67	27	45.00
C	Average	28	46.67	16	26.67
D	Unsatisfactory	7	11.67	8	13.33
E	Very Unsatisfactory	2	3.33	5	8.33
χ^2		5.185 2d.f			

As shown in the table 4 the percentage of adolescents boys were highest in the category of average (46.67%) in the area of adjustment, least was found in excellent (1.67%). Whereas the percentages of adolescent’s girls were highest in the category of good (45%) in the area of adjustment, least was found in excellent (6.67%).

The observed value of χ^2 was non- significant at 5.0 percent level of significance at 2 degree of freedom.

4. Conclusion

On the basis of result in was concluded that emotional intelligence of girls was higher than boys, while the level of adjustment of boys was higher than girls. the Emotional intelligence is an important ability formed by some areas. Different areas of emotional intelligence (intra personal awareness, inter personal awareness, intrapersonal management, inter personal management) and different areas of adjustment (emotional adjustment) social adjustment, educational adjustment) plays some important role in emotional intelligence and adjustment in boys and girls.

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