

Research Article

A study of relationship of emotional intelligence with adjustment, stress and achievement among senior secondary students.

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ABSTRACT

Prior to the notion of Emotional Intelligence, there existed Intelligence Quotient or IQ. It was originally thought that the person who is more intellectual or has a higher IQ can readily adjust himself or herself in the surroundings. However, it has recently come to light that children who are more clever experience some level of stress as a result of their academic performance and their parents' expectations. As a result, we might conclude that the Intelligence Quotient (IQ) does not fully account for an individual's success or failure in life.

In reality, most social scientists who research intelligence believe that intelligence accounts for just 20 to 30 percent of the result. Even if, as proponents claim, IQ is the best known predictor of things like financial success, these are not the figures you want to bet on.

Interacting with someone who has normal emotions is simple, but dealing with someone who is emotionally unstable is harder. Emotional intelligence is a term that encompasses both emotional and cognitive intelligence. The heart is ruled by emotions, whereas the brain is ruled by intelligence.

The two attributes are inextricably linked, and they have a huge impact on people's daily lives. Intelligence and accomplishment are no longer considered in the same light as they formerly were. New theories of intelligence have been presented, and the classic idea is gradually being replaced. Today, not just his thinking abilities, but also his creativity, emotion, and interpersonal skills, have become the focus of attention.

Emotional intelligence, social intelligence, and chance all play a part in a person's performance and adjustment, and IQ is no longer the primary metric for success.

Today, many behavioural issues such as stress, adjustment, accomplishment, and others are major concerns among adolescent groups, which we observe on a daily basis.

INTRODUCTION

Adjustment is the process through which a person tries to master and transcend life's problems by employing a range of approaches and strategies. It is a type of behaviour in which a person maintains a balance between his numerous wants and environmental barriers.

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"Adjustment" is defined as "a harmonious connection between an individual and his enrollment that allows him to live a pleasant life free of stress, conflict, and dissatisfaction."

(1990, Rao) In this research, the term adjustment generally refers to an individual's ability to cope with inner tension, need conflict, and dissatisfaction while also being able to bring co-ordination between his inner needs and those imposed by the outside environment (external demands).

A well-adjusted individual is one who is unaffected by interactions such as disagreements, emotions, and so on . and whose personality development follows a good socialisation path (Mohiuddin 1975). When an individual is accepted by his cultural group, i.e. if he conforms to his group's traditions, mores, ideas, etc., he is considered well-adjusted. If he does not adhere to the group's mores, customs, conventions, etc., he is labelled maladjusted.

Adjustment has been regarded in psychology from two perspectives: one as a success and the other as a process. The first highlights a person's quality or efficiency in terms of his ability to accomplish his obligations in a variety of situations, while the second emphasises the process by which an individual adjusts to his external environment.

The phrase "adjustment" refers to a healthy interaction between a person and their surroundings. Piaget used the terms "accommodation" and "assimilation" to describe how one adjusts oneself or one's surroundings. An individual's adjustment would be a harmonious interaction with his surroundings that provides him with a pleasant existence. A student's adjustment is linked to achieving a balance between his demands and fulfilment. Individual requirements are multifaceted. Students have a good balance between their academic, intellectual, emotional, social, and other demands and satisfaction in all parts of their lives. When a person is faced with few obstacles, he or she must work hard to overcome them.

The individual's experiences influence and modify the adjustment process. The individual's wants and the forces outside of his surroundings are always in conflict. It is the process of reducing inner demands, stances, and stresses. Individual requirements vary from person to person and throughout time.

As a result, he adapts his local surroundings to fulfil his wants. This causes a loss of emotional control, resulting in emotional instability. Adequate emotional adjustment and a desire to learn in order to fulfil the demands of the environment are essential for life success.

Emotional intelligence is crucial in developing the needed personality and achieving the appropriate level of emotional maturity for the age.

It allows one to express one's feelings and emotions at the proper time, as well as comprehend one's own and others' feelings. A person with emotional intelligence understands how to smile and listen patiently to the problems of others.

NEED OF STUDY

Emotional intelligence is now widely acknowledged as a new metric for career and personal success.

The complexity of life have expanded in today's contemporary era of science and technology, and these complexities contain numerous emotional, problem-solving issues that impact the teaching-learning process.

The teacher's role in the teaching-learning process is critical. Teachers, after all, serve as a link between the educational system and the students.

Most importantly, a high emotionally intelligent teacher can better recognise emotion, apply it in cognition, comprehend its significance, and control emotion than others.

Any innovative educational programme has an influence on the student through the instructor. In conclusion, the performance of a school is directly proportional to the quality of its teachers. As a result, the first and most important step toward vertical education standard mobility should be to generate successful teachers.

REVIEW LITRATURE

Related studies aid in the gathering of information concerning field studies We can't build a research project that will contribute to increasing knowledge in this subject unless we know how to get to the frontier in the sphere of our concerns by reading relevant literature.

In a research on Adjustment Problems among School Students, Raju and Rahamtulla (2007) discovered that school children's adjustment is mostly influenced by school characteristics such as the class in which they are enrolled, the medium of instruction used in the school, and the school's management style.

Academic Stress and Adjustment among High School Students was studied by Hussain, Kumar, and Husain (2008), who discovered that the magnitude of academic stress was significantly higher among public school students, whereas the level of adjustment was significantly better among government school students.

Adhiambo, Odwar, and Mildred (2011) studied the link between School Adjustment, Gender, and Academic Performance.

The findings of a study of secondary school students in the Kisumu District of Kenya revealed that there were no significant differences in school adjustment between females and boys.

Devi (2011) investigated student adjustment in connection to personality and accomplishment motivation and discovered that achievement motivation had no impact on adjustment.

The self-concept of upper secondary students in connection to social adjustment was researched by Velmurugan and Balakrishn (2011), who discovered that the degree of social adjustment among higher secondary school students is high. Adolescent Adjustment in High School Students: A Brief Report on Mid-Adolescence Transitioning was studied by Louis and Emerson (2012), and their findings found that both boys and girls had issues across emotional, social, and educational domains. There were no substantial gender differences, however. Basu (2012) investigated Secondary School Student Adjustment, and the findings revealed that there are extremely significant disparities in secondary school student adjustment when gender, family structure, and school medium of instruction are considered. Yellaiah (2012) conducted a study on the effects of adjustment on academic achievement in high school students and found that adjustment and academic achievement cause significant differences between male and female students, government and private school students, and rural and urban school students.

Chauhan (2013) conducted a study on the adjustment of higher secondary school students in the Durg district, and the findings revealed that there is a significant difference in adjustment between male and female students in higher secondary schools, with female students having a higher adjustment level than male students.

Gupta (2013) did a research on Senior Secondary School Students' Adjustment Problems, and the results validated all of the hypotheses of a substantial difference in adjustment problems among senior secondary school students.

In a research on Adjustment and Academic Achievement of Higher Secondary School Students, Mansingbhai and Patel (2013) discovered that male and female adolescents differ considerably in terms of health, social, and emotional adjustment.

Devika (2013) did a Comparative Study on Secondary School Students' Adjustment, and the results indicated that secondary school students' adjustment is average.

It was also discovered that there is a substantial difference in emotional adjustment between boys and girls, but no significant difference in Family, Social, Educational, and Financial adjustment between male and female secondary school pupils.

Makwana (2013) did a research in Ahmedabad District on Secondary School Student Adjustment between Urban and Rural Areas, and the results suggest that there is no significant difference in Adjustment between Urban and Rural students, males and girls, or Urban and Rural girls.

However, at the 0.05 level, there is a substantial difference in adjustment between urban and rural boys. Kumar (2013) investigated the Adjustment of Secondary School Students of Working Mothers from Joint and Nuclear Families, and found that there is no significant difference in adjustment between students of working mothers from joint and nuclear families.

On the other hand, the mean social adjustment score of boys from nuclear families with working moms is greater than that of boys from joint families.

Academic Adjustment and Problems of Socially Disadvantaged Senior Secondary School Students was studied by Agnihotri (2013), who found that the average academic adjustment scores of rural socially disadvantaged senior secondary school students are higher than those of urban socially disadvantaged senior secondary school students.

Paramanik, Saha, and Mondal (2014) conducted a study on secondary school student adjustment based on gender and domicile, and found no significant differences in adjustments of students living in urban and rural areas.

Makwana and Kaji (2014) did a research on Secondary School Students' Adjustment in Relation to Gender, and the results suggest that there is no significant difference in boys and girls secondary school students' Home, School, and Emotional Adjustment.

However, at the 0.05 level, there is a substantial difference in social adjustment between males and girls in high school. It implies that guys have a better social adjustment.

Rani (2015) looked at a study called Comparative Study of Secondary School Adjustment and discovered that there was no significant difference in males and girls' adjustment levels.

Sharma, Sandhu, and Zarabi (2015) did a study on Adjustment Patterns of Students with Learning Disabilities in Government Schools of Chandigarh, and the results show that all three areas of adjustment are deficient.

The students have significant difficulties with intellectual transition, as well as emotional and social adjustment. We discovered that 51.4 percent, 42.8 percent, and 31.4 percent of kids had inadequate intellectual, emotional, and social adjustment.

Nema and Bansal (2015) looked at the factors that impact adolescent girls' home, health, social, and emotional adjustment. Their findings found that home, health, social, and emotional adjustment are all very relevant factors.

Panth, Chaurasia, and Gupta (2015) conducted a comparative study of adjustment and emotional maturity among undergraduate students by gender and stream, and found that girls have higher levels of emotional maturity and adjustment than boys, and science students have higher AICS and art students have higher EMS. AICS and EMS scores did not differ significantly between boys and girls. In EMS, there was a considerable disparity between art and scientific students, but not in AICS.

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OBJECTIVES

- The purpose of this study is to see if there is a link between emotional intelligence and adjustment in senior secondary school pupils.
- The purpose of this study is to look at the link between emotional intelligence and adjustment in senior secondary school males.
- Investigate the link between emotional intelligence and adjustment in senior secondary school girls.

HYPOTHESES

- There is no correlation between emotional intelligence and senior secondary school pupils' adjustment.
- Boys in senior secondary schools do not have a strong association between emotional intelligence and adjustment.
- Emotional intelligence and adjustment of senior high school females do not have a substantial link.

SAMPLE

Using a simple random selection approach, a sample of 200 students in 11th grade (100 females and 100 boys) from government and private schools in Jind was selected for this study.

TOOLS EMPLOYED

A. K. P. Sinha and R. P. Singh created the Adjustment Inventory, which they standardized (1971).

A.K. Singh and Shruti Narain's Emotional Intelligence Scale (2007)

INTERPRETATION AND RESULTS

Hypothesis 1: Correlation between emotional intelligence and adjustment of senior secondary school students

Pearson's product moment correlation was computed between the scores of emotional intelligence and adjustment of senior secondary school students as follows to test the hypothesis that there is no significant relationship between emotional intelligence and adjustment of senior secondary school students:

Table- 1 Correlation between emotional intelligence and adjustment of senior secondary school students

| Sr. No. | Variables | N | r | Interpretation |
|---------|------------------------|-----|------|--------------------------------|
| 1. | Emotional Intelligence | 200 | 0.78 | Significant at .05 & .01 level |
| 2. | Academic Achievement | 200 | | |

The association between emotional intelligence and adjustment of senior secondary school pupils is 0.78, as shown in table 1.

To be significant at the.05 level of significance and the.01 level of significance, the „r” should be.195 and.254, respectively.

Because the obtained "r" is significantly greater than the calculated values.

As a result, it is determined that emotional intelligence and adjustment in senior secondary school pupils have a substantial beneficial relationship.

As a result, hypothesis -I, "There is no substantial association between emotional intelligence and senior secondary school students' adjustment," is ruled out.

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

Pearson's product moment correlation was computed between the scores emotional intelligence and adjustment of boys in senior secondary schools to test the hypothesis that there is no significant relationship between emotional intelligence and adjustment of boys in senior secondary schools, as detailed below:

Table- II Correlation between emotional intelligence and adjustment of boys of senior secondary schools

| Sr. No. | Variables | N | R | Interpretation |
|---------|------------------------|-----|------|--------------------------------|
| 1. | Emotional Intelligence | 100 | 0.73 | Significant at .05 & .01 level |
| 2. | Academic Achievement | 100 | | |

The link between emotional intelligence and adjustment of males in senior secondary schools is 0.73, as shown in table 1.

To be significant at the.05 level of significance and the.01 level of significance, the „r” should be.195 and.254, respectively. Because the obtained "r" is significantly greater than the calculated values. As a result, it is determined that emotional intelligence and adjustment in senior secondary school males have a substantial positive relationship.

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As a result, hypothesis -II is rejected: "There is no substantial association between emotional intelligence and adjustment of males in senior secondary schools."

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

Pearson's product moment correlation was computed between the scores emotional intelligence and adjustment of girls in senior secondary schools to test the hypothesis that there is no significant relationship between emotional intelligence and adjustment of girls in senior secondary schools, as detailed below:

Table- III Correlation between emotional intelligence and adjustment of girls of senior secondary schools

| Sr. No. | Variables | N | R | Interpretation |
|---------|------------------------|-----|------|--------------------------------|
| 1. | Emotional Intelligence | 100 | 0.79 | Significant at .05 & .01 level |
| 2. | Academic Achievement | 100 | | |

The association between emotional intelligence and adjustment of senior secondary school girls is 0.79, as shown in table 1.

To be significant at the.05 level of significance and the.01 level of significance, the „r” should be.195 and.254, respectively. Because the obtained "r" is significantly greater than the calculated values. As a result, it is determined that emotional intelligence and adjustment in senior secondary school females have a substantial beneficial relationship.

As a result, hypothesis -III is rejected: "There is no significant association between emotional intelligence and adjustment of senior secondary school females."

RESEARCH AND METHODOLOGY

To find out the relationship between emotional intelligence and stress, emotional intelligence and adjustment, emotional intelligence and achievement, and to see if there was any significant difference between the mean scores of stress, adjustment, and academic achievement of rural/urban and male/female students in relation to high/low emotional intelligence, a descriptive survey method was used to investigate and collect the data.

The researcher questioned students in the eleventh grade at several schools around the Delhi region, both urban and rural, and administered the emotional intelligence scale, stress scale, and adjustment scale.

The normative approach is used to define and understand what is already available.

It is concerned with the state of existing connections, prevalent behaviours, prevalent beliefs, points of review, or attitudes, continuing processes, and perceived impacts.

When a researcher wishes to collect data on events that can't be witnessed, the normative technique comes in handy.

The current research focuses on a survey that was conducted using a scale.

Furthermore, the research is based on a cross-sectional survey, which is used to gather data about a population at a specific moment in time.

FURTHER STUDIES

- This research may be applied to a broad sample of 200 senior secondary school students from both public and private institutions.
- The purpose of this study is to see how EQ or IQ affects stress levels in secondary school pupils.
- In terms of emotional intelligence, there is a link between stress and academic accomplishment.
- Stress and Adjustment in Relation to Emotional Intelligence and General Intelligence.
- Emotional Intelligence's Effect on Personality Traits in Graduate and Undergraduate Students.
- Emotional intelligence and general intelligence have a relationship.
- Emotional intelligence and social intelligence have a link.
- Emotional intelligence and job happiness are related.
- In terms of emotional intelligence, there is a significant gap between IX grade pupils and undergraduate students.
- It is possible to investigate the association between emotional intelligence and the personality of primary school instructors.
- This research might also be conducted on the teaching profession and teacher adjustment at self-financing institutions.
- Other professions can also benefit from this research in order to make the appropriate adjustments and achieve success in other fields.
- Graduate and postgraduate students from various universities can also be studied.

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CONCLUSION

Interacting with someone who has normal emotions is simple, but dealing with someone who is emotionally unstable is harder.

Emotional intelligence is a term that encompasses both emotional and cognitive intelligence.

The heart is ruled by emotions, whereas the brain is ruled by intelligence.

The two attributes are inextricably linked, and they have a huge impact on people's daily lives. Intelligence and accomplishment are no longer considered in the same light as they formerly were.

Today, not just his thinking abilities, but also his creativity, emotion, and interpersonal skills, have become the focus of attention.

Emotional intelligence, social intelligence, and chance all play a part in a person's performance and adjustment, and IQ is no longer the primary metric for success.

Many behavioural issues, such as stress, adjustment, and accomplishment, are major concerns among the teenage groups that we see on a daily basis.

Emotion, communication, and conflict are three factors that play a role in all human relationships, and they have varying effects on various people.

Raising our emotional intelligence may help us improve our capacity to effectively connect with people, which is one of the most potent tools for personal and professional success.

According to studies, those who are able to properly regulate their own emotions and communicate with others are more likely to have happy lives.

Furthermore, cheerful people are more likely to remember knowledge and do it more successfully than unhappy people.

A figure that will send shivers down your spine: 1.2 lakh individuals in India commit suicide each year.

Aside from that, about four lakh people attempt suicide each year.

The majority of them have been discovered to be suffering from some form of mental illness or stress as a result of which they are unable to adapt to their surroundings.

Today's education concentrates mostly on the cognitive (head) element, with the emotive (heart) aspect receiving less attention.

Everyone agrees that education should assist an individual in overcoming life's problems and making effective adjustments.

The goal of education should not only be to feed the intellect, but also to nourish the heart.

"It is the heart that takes one to the greatest realm where intellect can never go," Swami Vivekananda correctly pointed out.

- Emotional intelligence and senior secondary school pupils' adjustment have a substantial association. The higher the emotional intelligence, the better the kids' adjustment.
- Emotional intelligence and adjustment in senior secondary school males have a substantial association. Boys in senior secondary schools who have stronger emotional intelligence have better adjustment.
- Emotional intelligence and adjustment in senior secondary school females have a substantial association. Girls in senior secondary schools who have stronger emotional intelligence have better adjustment.

EDUCATIONAL IMPLICATIONS

- The current study's findings reveal a substantial association between emotional intelligence and secondary school pupils' adjustment.
- Teachers, school administrators, curriculum planners, and parents may all benefit from the findings of this study.
- The primary job of parents and teachers should be to identify areas where pupils are struggling to adjust and to work to improve the environment for proper adjustment in all areas.
- Because there are gender variations in all three areas of adjustment, namely emotional, social, and educational, the school should provide facilities for children to better adjust in all three areas.
- Students should be given appropriate advice and counseling assistance in all three areas of adjustment.
- The school climate must be kind and welcoming.
- Before enrolling their children in school, parents should be familiar with the school atmosphere and amenities.
- Administrators should hire people who are well-qualified.
- Teachers should provide a welcoming environment for all children and give them equal opportunity to explore.
- Co-curricular activities should be adequately provided at the school.

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