



## **STUDY OF EMOTIONAL INTELLIGENCE AND SOCIAL ADJUSTMENT OF ADOLESCENTS**

**Mrs. Neetu Khokhar**

*Assistant Professor, Tika Ram College of Education, Sonipat*

### ***Abstract***

*The youth is said to be the future of the nation upon which the destiny of the country depends to a large extent. Most of the students during adolescence suffer from frustrations, conflicts, complexes, anxieties and worries. They experience problems in physical, mental, social, emotional & other adjustments. Since, it is encountered by students during psychologically disturbing and difficult years of their adolescence; it is consequently major mental experience for most of them. However, whatever is needed is an understanding of their adjustment problems and thereby seeking the solution of those problems. Therefore, it becomes an important area of studying their adjustment problems. This study has been taken to know the relationship between emotional intelligence and social adjustment in adolescents 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 channel strong emotions and show empathy towards others. It involves recognition, use, understanding and management of one's and others emotional state to solve problems and regulate behavior.*



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### **INTRODUCTION:**

Education is a never ending process of growth & development. It is through education that man develops his thinking and reasoning, problem solving and creativity, intelligence and aptitude, positive sentiments and skills, good values and attitude.

The most elementary kind of thinking about education involves some understanding of aims and purposes. In one sense, it could be said that philosophizing about education began when man first became conscious about education as a distinct human activity. In earlier times, education was primarily meant for survival. Children were taught the necessary skills for living. Gradually, man began to use education for a variety of purpose. Today, we realize that education may use not only for the purpose of leisure time and in improvements in social and cultural life. We often seem to be more involved with the practical aspects of education, and forget the theories behind it.

Adolescence is the most important period of human life. 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'.

### **EMOTIONAL INTELLIGENCE:**

We know that one's intelligence is an innate as well as an acquired intellectual potential. Every child born with some intellectual potential which grows and develops on account of maturity and experiences. 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 developed or damaged as a result of one's life experiences. Emotional Intelligence is a recent development in the area of Intelligence. The concept of Emotional Intelligence implies that human beings are both rational and emotional.

### **ADJUSTMENT**

Adjustment is a major concern in all developmental stages, but is of great relevance during adolescent. 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.

Adjustment is a popular expression used by people in day today life. For example, while travelling in a bus or a train, we often hear or use this term. Even when a guest comes to stay with us for a few days the researcher have to adjust with him/her in our house, though sometimes the researcher face problems in making those adjustment they are important to maintains personal as well as social peace and harmony. This adjustment maintains peace and harmony in home, school society and in the country.

### **OBJECTIVES:**

1. To study the difference between emotional intelligence of rural and urban adolscents.
2. To study the difference between social adjustment of rural and urban adolscents.
3. To study the relationship/difference between the emotional intelligence and social adjustment of adolescents.

### **HYPOTHESES:**

The following will be hypotheses keeping in view the objectives of the study.

1. There is no significant difference in the emotional intelligence of boys of rural and

urban area.

2. There is no significant difference in the emotional intelligence girls of rural and urban area.
3. There is no significant difference in the social adjustment of boys of rural and urban area.
4. There is no significant difference in the social adjustment of girls of rural and urban area.

5. There is no significant difference/relationship between the emotional intelligence and social adjustment of adolescent boys and girls.

#### **DELIMITATIONS:**

- i) The study will be conducted on the students of Class XI & XII
- ii) The study will be confined to Rohtak District only.
- iii) The study will be confined to adolescent boys & girls.
- iv) The study will be confined to P.S.M school and Govt. Sen. Sec. School of Bhalout.

#### **STATISTICAL TECHNIQUE:**

- ✓ Mean
- ✓ Standard Deviation
- ✓ Correlation

t<sup>2</sup>-test

#### **TOOLS USED:**

The tools used to study the variables under the investigation of the present study are “**MANGAL EMOTIONAL INTELLIGENCE INVENTORY**” by Dr.S.K.Mangal and Mrs. Shubhra Mangal and **Social Adjustment Inventory** by Dr. R.C.Deva.

#### **Analysis and Interpretation of Data:**

##### **Hypothesis 1**

**There is no significant difference between emotional intelligence of boys of rural and urban area.**

**TABLE 1.1 Mean, S. D. and ‘t’ value of boys of rural and urban area**

Boys	Mean	S.D	SED	t-value	Significance
Rural	209.81	18.23	3.003	0.369	*Not Significant
Urban	210.89	18.55			

- Not Significant at 0.05 and 0.01 level

Table 1.1 shows that mean scores of Emotional Intelligence of boys of rural and urban area are 209.81 and 210.89 respectively. The ‘t’ calculated value is 0.369 which is less than the ‘t’ table value at 0.01 & 0.05 level of significance. Hence null hypothesis is accepted which does not indicate a significant difference between emotional intelligence of boys of rural and urban area.

**Hypothesis 2**

**There is no significant difference between emotional intelligence of girls of rural and urban area.**

**TABLE 1.2 Mean, S.D., SED and t-value of emotional intelligence of girls of rural and urban area**

Girls	Mean	S.D	SED	t-value	Significance
Rural	17.28	5.80	0.867	0.242	*Not Significant
Urban	17.07	4.77			

\*Significant at 0.05 & 0.01 level

Table 4.2 shows that mean of Emotional intelligence of girls rural and urban area is 17.28 and girls is 17.07 89 respectively. The ‘t’ calculated value is 0.867 which is less than the ‘t’ table value at 0.01 & 0.05 level of significance. Hence null hypothesis is accepted which does not indicate a significant difference between emotional intelligence of girls of rural and urban area.

**Hypothesis No 3:**

**There is no significant difference between social adjustment of boys of rural and urban area.**

**Table 1.3 Mean, S.D., SED and t-value of social adjustment of girls of rural and urban area**

Boys	Mean	S.D	SED	t-value	Significance
Rural	104.4	22.82	4.39	2.72	Significant
Urban	117.76	7.75			

**Interpretation:**

Table 4.3 shows that mean of Social Adjustment of boys rural and urban area is 104.4 and girls is 117.76 respectively. The ‘t’ calculated value is 2.72 which is greater than the ‘t’ table value at 0.01 & 0.05 level of significance. Hence null hypothesis is rejected which indicates a significant difference between social adjustment of boys of rural and urban area.

**Hypothesis No 4:**

**There is no significant difference between social adjustment of girls of rural and urban area.**

**Mean, S.D., SED and t-value of social adjustment of girls of rural and urban area**

**Table 1.4**

Girls	Mean	S.D	SED	t-value	Significance
Rural	87.43	39.40	9.87	.49	*Not Significant
Urban	82.58	40.80			

**Interpretation:**

Table 4.4 shows that mean of Social Adjustment of girls rural and urban area is 87.43 and girls is 82.58 respectively. The ‘t’ calculated value is .49 which is less than the ‘t’ table value at 0.01 & 0.05 level of significance. Hence null hypothesis is accepted which does not indicate a significant difference between social adjustment of girls of rural and urban area.

**Hypothesis No. 5:**

**There is no significant difference/relationship between emotional intelligence and social adjustment of adolescent boys and girls.**

**Mean, S.D., CORRELATION, SED and t-value of Emotional Intelligence& Social Adjustment of adolescent boys & girls**

**Table 1.5**

Adolescent	Mean	S.D	CORRELATION	SED	t-value	significance
Boys	210.35	18.214	(-)0.142	1.54	<b>125.44</b>	*Significant
Girls	17.17	4.984				

\*Significant at 0.05 level

Table 4.3 shows that mean of Emotional Intelligence of adolescents (boys & girls) is 210.35 and mean of Social Adjustment of adolescents (boys & girls) is 17.17 which can be interpreted as good as given in manual. ‘T’-value is 125.44 which is significant at 0.05 and 0.01 level of significance. It can be said that there is significant difference between the emotional intelligence and social adjustment of adolescents.

**CONCLUSION:**

1. Adolescent have average Emotional Intelligence (boys & girls)
2. There is no significant difference in emotional intelligence of adolescent boys and girls.
3. Adolescent possess good social adjustment (boys & girls).
4. There is no significant difference in social adjustment of adolescent boys and girls.
5. There is no relationship or correlation between emotional intelligence and social adjustment of adolescents.

Hence, it can be inferred that Emotional Intelligence has no role in the Social Adjustment of adolescents.

However, Emotional Intelligence is an important component of the educational domain. It plays a vital role in the achievement and success of the individual. It is recommended that teachers should be trained to measure emotional intelligence of their students and handle them according to their EQ level. Unlike Intelligence, emotional intelligence is not innate. It can be enhanced with proper guidance and training. Goleman has stated 80% success is attributed to emotional intelligence so it becomes the duty of the curriculum planners to

include the teaching and measurement of emotional intelligence as an integral part of our curriculum and implement it in our educational set up.

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