

**ADJUSTMENT OF ADOLESCENTS IN RELATION TO THEIR EMOTIONAL INTELLIGENCE**

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**ABSTRACT**

*The present research aims at studying the relationship between the adjustment and emotional intelligence of male and female adolescents of government and private schools. The current study earmarked 200 adolescents from government as well as private schools. The data was analyzed statistically by using Pearson's coefficient of correlation ( $r$ ). The research of the study concluded that there was a positive correlation between adjustment and emotional intelligence of male and female adolescents of government and private school. The research recommended that stakeholders in education need to provide an adequate and conducive environment for adolescents to make them emotionally adjusted in every phase of their life.*

**Keywords: Adjustment and Emotional Intelligence**

**INTRODUCTION**

In the present era, socialization, enculturation and communication patterns of children have substantially changed. Nowadays, children are influenced not only by their natural environment but also by their virtual environment. They are also affected by their peers, some of them are classmates and some are friends on social media such as Facebook, WhatsApp, Twitter, Instagram, etc. In today's new normal, interaction with the learners is done with the help of technology, i.e. by the use of some kind of social

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media, which ultimately leads to lack of students' ability to communicate as well as to socialize with others. In order to adapt to the abutting environment, one must be able to have the quality of adjustment. Adolescence is one of the vital phases of human life as it is a period of stress and strain, storm and strive. This period acts as a transition stage for immature modes of life to development of maturity in physical, emotional, social and intellectual aspects of development. Psychologically, adolescence is the marginal situation which involves psychological disturbances and problems of adjustment. It differentiates the childhood behavior from the adult behavior. The one word which best characterizes adolescence is 'change'. The change is psychological, sociological and physiological (Bigge and Hunt, 1968). Adjustment can be interpreted as both, process as well as the outcome of that process in the form of accomplishment. Adjustment is an accomplishment, which essentially means how the effectiveness with which a person can function in altered situations and is, as such, connected to his capability and is regarded as an accomplishment that is able either inadequately or adequately. Halonen and Santrock (1997) "Adjustment was defined as a psychological process of adapting to coping with, managing their problems, challenging, tasks and requirements of daily life." Baker and Syrik (1999) categorized and identified the different type of adjustment; which are academic, social, personal-emotional adjustment, and institution attachment/goal commitment. Emotional intelligence is the ability to understand emotions and their causes, the capability of effectively regulating these emotions in one's self and in others and most importantly being able to use the emotions as a source of information for problem solving, being creative and dealing with social situations. According to Craig et. al., (2013) "Emotional intelligence is the ability to perceive emotions to access and generate emotions so as to assist thought to understand emotions and emotional knowledge and to reflectively regulate emotions so as to promote emotional and intellectual growth." According to Yip, Stein, Cote and Carney (2020) "Emotional intelligence as a set of adaptive skills that involve emotions and emotional

information.”

## **REVIEW OF LITERATURE**

Patel (2013) investigated relationship between emotional intelligence and adjustment of 592 students of 9th Standard. The study found that there was a significant relationship between emotional Intelligence and adjustment of 9th standard students and also concluded that girls had more EQ than Boys.

Nathial (2014) conducted a study on 42 different state and central recognized universities of India from different states to examine the differences between state and central university coaches of India in their level of adjustment and emotional Intelligence. The study explored that a significant difference was found in adjustment scores between state and central university coaches and also found that state and central university coaches did not differ significantly in their level of emotional-intelligence.

Sharma (2019) studied the effects of high and low levels of emotional intelligence on social adjustment in 280 female senior secondary school teachers of four districts of Punjab. The results of the study revealed that there is a significant correlation between social adjustment and emotional intelligence as well as spiritual intelligence.

Singh (2020) investigated adjustment and educational achievement of adolescents in relation to their home environment among the adolescents of Bareilly district. The sample consisted of 299 adolescents from rural areas and 299 adolescents from urban areas. It was found that there is a significant difference in adjustment of adolescents of rural and urban higher secondary school and also among their educational achievement of boys and girls of higher secondary schools. The result also depicted significant relation between adjustment and home environment and also among educational achievement and home environment of adolescents.

Thakur, Lakhani and Maniar (2020) investigated 50 working people (25 females and 25 males) of an organization of Mumbai to check out the relationship between emotional intelligence and job

satisfaction of working people. The study resulted that there is a significant correlation between emotional intelligence and job satisfaction.

Naz, Ahmad and Batool (2021) explored the relationship of emotional intelligence with work balance of working women (N=330) at the university level of Pakistan. The results of investigation concluded that there was a significant correlation between emotional intelligence and work life balance of working women. Hence, emotional intelligence is directly proportional to work life balance.

### **OBJECTIVE OF THE STUDY**

- To find the relationship between adjustment ability and emotional intelligence of adolescents in relation to private schools.
- To find the relationship between adjustment ability and emotional intelligence of adolescents in relation to government schools.
- To find the relationship between adjustment ability and emotional intelligence of adolescent boys.
- To find the relationship between adjustment ability and emotional intelligence of adolescent girls.

### **HYPOTHESES' OF THE STUDY**

- There will be no significant correlation between adjustment ability and emotional intelligence of adolescents in relation to private schools.
- There will be no significant correlation between adjustment ability and emotional intelligence of adolescents in relation to government schools.
- There will be no significant correlation between adjustment ability and emotional intelligence of adolescent boys.
- There will be no significant correlation between adjustment ability and emotional intelligence of adolescent girls.

### **SAMPLE OF STUDY**

In the present study, a random sampling technique was employed in order to collect a sample of 200 adolescents, 100 (50 male and 50 female) from government schools and 100 (50 male and 50 female) from private schools of Chandigarh.

### TOOLS USED

- Adjustment Inventory for School Students (AISS) by Singh and Sinha (2011)
- Mangal Emotional Intelligence Inventory (MEII) by Mangal and Mangal (2009)

### RESULTS AND DISCUSSIONS

#### *Hypothesis 1*

Table 1 shows positive correlation between adjustment and emotional intelligence of adolescents in relation to private schools.

*Table 1: Results showing correlation between adjustment ability and emotional intelligence of adolescents in relation to private schools.*

Dimensions of Adjustment	Emotional Intelligence				
	Intrapersonal Awareness	Interpersonal Awareness	Intrapersonal Management	Interpersonal management	Total Emotional Intelligence
Emotional Adjustment	-0.495**	-0.404**	-0.142	-0.293**	-0.522**
Social Adjustment	-0.265**	-0.223*	-0.35	-0.008	-0.217*
Educational Adjustment	-0.461**	-0.436**	-0.185	-0.337	-0.550**
Total Adjustment	-0.524**	-0.455**	-0.158	-0.283**	-0.557**

\*\* Correlation is significant at 0.01 level (2-tailed)

\* Correlation is significant at the 0.05 level (2- tailed)

#### **Hypothesis 2**

Table 2 shows positive correlation between adjustment and emotional intelligence of adolescents in relation to government schools.

*Table 2: Results showing correlation between adjustment ability and emotional intelligence of adolescents in relation to government schools.*

Dimensions of Adjustment	Emotional Intelligence				
	Intrapersonal Awareness	Interpersonal Awareness	Intrapersonal Management	Interpersonal management	Total Emotional Intelligence
Emotional Adjustment	-0.272**	-0.463**	-0.273**	0.039	-0.107
Social Adjustment	-0.191	-0.127	-0.167	0.239*	-0.279**
Educational Adjustment	-0.298**	-0.245*	-0.271**	-0.169	-0.39**
Total Adjustment	-0.367**	-0.446**	0.009	-0.134	-0.329**

\*\* Correlation is significant at 0.01 level (2-tailed)

\* Correlation is significant at the 0.05 level (2- tailed)

### Hypothesis 3

Table 3 shows positive correlation between adjustment and emotional intelligence of male adolescents.

*Table 3 : Results showing correlation between adjustment ability and emotional intelligence of adolescent boys.*

Dimensions of Adjustment	Emotional Intelligence				
	Intrapersonal Awareness	Interpersonal Awareness	Intrapersonal Management	Interpersonal management	Total Emotional Intelligence
Emotional Adjustment	-0.476**	-0.509**	0.152	-0.10	-0.320**
Social Adjustment	-0.056	-0.024	-0.193	-0.147	-0.177

Educational Adjustment	-0.333**	-0.280**	-0.328**	-0.273**	-0.498**
Total Adjustment	-0.435**	-0.419**	-0.125	-0.177	-0.461**

\*\* Correlation is significant at 0.01 level (2-tailed)

\* Correlation is significant at the 0.05 level (2- tailed)

#### Hypothesis 4

Table 4 shows positive correlation between adjustment and emotional intelligence of female adolescents.

*Table 4: Results showing correlation between adjustment ability and emotional intelligence of adolescent girls.*

Dimensionsof Adjustment	Emotional Intelligence				
	Intrapersonal Awareness	Interpersonal Awareness	Intrapersonal Management	Interpersonal management	Total Emotional Intelligence
Emotional Adjustment	-0.310**	-0.379**	0.209*	-0.118	-0.232*
Social Adjustment	-0.380**	-0.325**	-0.074	-0.150	-0.354**
Educational Adjustment	-0.495**	-0.416**	-0.038	-0.202*	-0.439**
Total Adjustment	-0.502**	-0.487**	0.073	-0.200*	-0.428**

\*\* Correlation is significant at 0.01 level (2-tailed)

\* Correlation is significant at the 0.05 level (2- tailed)

#### CONCLUSIONS

- There was a positive correlation between adjustment ability and emotional intelligence of adolescents in relation to private schools.
- There was a positive correlation between adjustment ability and emotional intelligence of adolescents in relation to government schools.
- There was a positive correlation between adjustment ability and emotional intelligence of adolescent boys.
- There was a positive correlation between adjustment ability and emotional intelligence of adolescent girls.

- It can be interpreted that the students come from varied family backgrounds which makes them emotionally stable and ultimately they are good at adjusting to their environment.

### **EDUCATIONAL IMPLICATIONS**

- In educational institutions, education should be imparted which focuses on cognitive (head) aspect as well as the affective (heart) aspect of the personality of the students.
- The purpose of education should be to prepare the students how to resolve their problems of life and how they make successful adjustment in their life.

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