

educational adjustment were positively significant at 1 per cent level of significance.

Table 2 shows that relationship between intra-personal awareness and emotional adjustment, intra-personal awareness and social adjustment, intra-personal awareness and educational adjustment were positively significant at 1 per cent level of significance.

- Relationship between intra-personal awareness and emotional adjustment, intra-personal awareness and social adjustment, intra-personal awareness and educational adjustment were positively significant at 1 per cent level of significance.

- Relationship between intra-personal management and emotional adjustment, intra-personal management and social adjustment, intra-personal management and educational adjustment were positively significant at 1 per cent level of significance.

Conclusion:

It can be concluded from the study that emotional intelligence plays an important role in the adjustment of adolescent. Findings indicated that positively significant relationship was found in all areas of emotional intelligence with adjustment. The results obtained in this study are in conformity with the findings of Sharma *et al.* (2008), Engelberg and Sjoberg (2004), Adeyeno (2005) and Animasahun (2010). Thus, it can be concluded that emotional intelligence helps the adolescent to develop good interpersonal relationship and enable to have better social support. It is a highly desirable and personally valuable attribute to possess. Through life skills training and scientific guidance, we can improve the emotional intelligence of adolescent and thus we can lead them towards a very successful future life.

LITERATURE CITED

- Adeyeno, D.A. (2005). The buffering effect of emotional intelligence on the adjustment of secondary school students in transition. *Electronic J. Res. Educational Psychol.*, **6** (2) : 79-90.
- Animasahun, R.A. (2010). Intelligence quotient and spiritual intelligence as correlates of Parison Adjustment among inmates in Nigeria. *J. Soc. Sci.*, **22** (2) : 121-128.
- Crow (1956). www.google.com/dspace.vidyanidhi.org.in8080/dspace/bitstream/2009/3000/2/UOM-2004-1718-1pdf.
- Engelberg, E. and Sjoberg, L. (2004). Emotional intelligence affect intensity and social adjustment, *Personality & Individual Difference*, **37** : 533-542.
- Goleman, D. (1995). *Emotional intelligence*. Bantam Books, New York.
- Kulshrestha, S.P. (1979). *Educational psychology*, Loyal Book Depot, Meerut, India.
- Mayer, J.D., Perkins, D.M., Caruso, D.R. and Salovey, P. (2001). Emotional intelligence and giftedness, *Roeper Rev.*, **23** (3) : 131-137.
- Rehfeld, R.E. (2002). Organizational trust and emotional intelligence: An appreciative inquiry into the language of the twenty-first century leader. *Dissertation Abstracts International*, **62** : 11A
- Sharma, S. Hussain, M. and Potni, M. (2008). A study to assess the effect of emotional intelligence level on academic performance and success in professional studies of adolescents. *Res. Kurt.*, **3** (4) : 74-79.

