

## Effect of emotional intelligence on adolescents adjustment

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### ABSTRACT

The study was conducted to evaluate the effect of emotional intelligence on adolescents' adjustment on 120 respondents. The sample was selected randomly from different schools of Kanpur. Two standardized tests "Test of emotional intelligence" designed by Mangal and Mangal (2004) were used to assess the level of adolescent's emotional intelligence and "Adjustment inventory for school students" designed by Sinha and Singh were used to assess the level of adolescents adjustment. The result of the study revealed positively significant relationship between all the areas of emotional intelligence and adjustment of adolescents in both cases (boys and girls).

**KEY WORDS :** Adolescents, Adolescents adjustment, Emotional intelligence

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### 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 relationship, knowing others' emotions and living a successful life.

Children transiting from primary school to secondary school are faced with a lot of challenges as entering secondary school is an adjustment and growth process that takes a lot of efforts and above all require hard work. How we handle ourselves and other make a big difference in our career and in our personal life. This art is known as emotional intelligence.

The term "Adolescence" is the period of transition from dependence to self-dependence (Crow, 1956). The overall growth and development lead adolescents to experience anxieties and uncertainties, which add to the adjustment problems of the youth. According to the studies, the most common cause for all the problems in adolescents is mental illness, poor ability in resolving conflicts and handling emotions (Goleman, 1995). Understanding the characteristics, needs, interests, problems and growth

potentialities of maturing adolescents can help them experience a gradual and relatively peaceful development from early childhood to adulthood.

Pioneers like (Mayer 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) 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) 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). Emotional intelligence has also been identified as the ability to monitor one's own and others'.

Since emotions play a very important role in our lives, it is essential to know how it affects our personal and social adjustments. Adjustment is an important factor to complete a person's goal successfully. It is the process by which a living organism maintains a balance between its

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needs and the circumstances that influence the satisfaction of these needs. Kulshrestha (1979) explained that the adjustment process is a way in which the individual attempts to deal with stress, tensions, conflicts etc., and meet his or her needs. In this process, the individual also makes efforts to maintain harmonious relationships with the environment. Adjustment refers to the ability of an individual to fit into his environment. Behavioural and social problems arise when the person is not able to make appropriate responses.

In recent years, there has been an increased interest in the role of emotional intelligence in both the academic success of students and their emotional adjustment in school. Emotional intelligence in helping the adolescent in adjustment to academic, social and school life, there is a paucity of empirical data in this regard. The purpose of the present study, therefore is to determine the extent of relationship between emotional intelligence and adjustment of school adolescents, so that efforts can be made to develop strategic plan for recommending to the school to improve the emotional intelligence of children and hence, helping the adolescents to make this period a more adjusting and enjoyable time leading to success in adolescents life. Emotional intelligence enables the adolescents to develop very good interpersonal relationship and 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.

## METHODS

The sample comprised of 120 students (16 years and above), 60 boys and 60 girls from different schools of Kanpur.

### Tools used :

- Mangal emotional intelligence inventory (MEII) by Dr. S. Mangal and Mrs. Shubhra Mangal.
- Adjustment inventory for school students (AISS) by A.K.P. Sinha and R.P. Singh.

## OBSERVATIONS AND ANALYSIS

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

- Relationship between inter-personal awareness and emotional adjustment, inter-personal awareness and social adjustment, inter-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.

- Relationship between inter-personal management and emotional adjustment, inter-personal management and social adjustment, inter-personal management and

Area	Emotional intelligence			Adjustment 'z' value			
	Mean and standard deviation	Emotional adjustment		Social adjustment		Educational adjustment	
		Mean and S.D.	Z value	Mean and S.D.	Z value	Mean and S.D.	Z value
Intra-personal awareness	15.2±3.28	3.9±2.81	20.439**	6.3±2.44	16.93**	4.7±3.06	18.18**
Inter-personal awareness	14.8±3.43	3.9±2.81	19.18**	6.3±2.44	15.68**	4.7±3.06	17.04**
Intra-personal management	16.0±4.24	3.9±2.81	18.46**	6.3±3.44	15.30**	4.7±3.06	16.67**
Inter-personal management	15.8±3.66	3.9±2.81	20.00**	6.3±2.44	16.64**	4.7±3.06	17.93**

\* and \*\* indicate significance of values at P=0.05 and 0.01, respectively

Area	Emotional intelligence			Adjustment 'z' value			
	Mean and standard deviation	Emotional adjustment		Social adjustment		Educational adjustment	
		Mean and S.D.	Z value	Mean and S.D.	Z value	Mean and S.D.	Z value
Intra-personal awareness	15.0±2.96	4.2±3.71	17.57**	6.5±3.10	15.35**	5.1±3.58	16.46**
Inter-personal awareness	15.0±2.90	4.2±3.71	17.76**	6.5±3.10	15.55**	5.1±3.58	16.64**
Intra-personal management	17.4±3.02	4.2±3.71	21.34**	6.5±3.10	19.52**	5.1±3.58	20.31**
Inter-personal management	16.8±3.46	4.2±3.71	19.10**	6.5±3.10	17.07**	5.1±3.58	18.07**

\* and \*\* indicate significance of values at P=0.05 and 0.01, respectively

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.

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