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## EMOTIONAL INTELLIGENCE AS A FUNCTION OF OVERALL ADJUSTMENT (LIFE-SKILLS) IN ADOLESCENTS

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### Abstract:

*As life is a continuous process of adjustment defined as life skills, this study investigates the effect of levels of Emotional Intelligence on the overall Adjustment in Adolescents. For this purpose, total 100 students ranged from 13 to 19 years were selected. They were given Adjustment Inventory by M.N.Palsane (University of Pune) and Emotional Intelligence Scale by Asst.Prof. Anukul Hyde. In this study, it has been found that students having above average level of Emotional Intelligence have a Better overall adjustment level.*

*Results indicated that girls have a significantly higher Emotional intelligence and better overall adjustment to boys.*

### KEYWORDS:

emotional intelligence, adjustment, adolescent, Life Skills.

### INTRODUCTION & RATIONALE OF THE STUDY:

It is evident that technological advances, modernization and socio-cultural changes have brought about significant changes in the role of adolescents, as well as the piled up expectations from them. School going children/adolescents in this era are gripped with multitude of stresses such as making career choices, attending two schools (regular school and tuition classes), being in the competition, forging a social identity, acquiring a social skill to establish meaningful relationships as well as excelling in the academic pursuit, obviously role of a adolescent, with higher emotional maturity would make a difference in developing this great Nation.

Research has shown that while many adolescents may be able to face the challenges successfully and pass on smoothly into adulthood, there are a significant number of youngsters (About 12-15%) worldwide, who may develop a gnawing frustration that might blaze into aggression, defiance insecurity, loneliness, boredom, and a feeling of being at the brink of crisis, which may not be severe enough to attract medical attention. It has been also reported that in this transition phase, some of the children may be unable to withstand the stresses and develop diagnosable psychiatric disorders.

A WHO sponsored multi-centered study in 4 developing countries reported a prevalence of mental health problems in 12.29% children. It has significantly observed in the society and also supported by studies that students in higher standards are facing psychological problems (Nair, M.K.C., 2005)<sup>1</sup>. There is a peak rise in suicide among males in our country in late adolescences. The causes are found largely to be 'social', with only 3.4% attributed to mental illness (Sharma, 2005)<sup>2</sup>.

Most suicides among children aged up to 14 probably take place in early adolescence, while suicide is rarer still before the age of 12. However, in some countries there is an alarming increase in suicides among children aged less than 15, as well as in the 15- to 19- year age group. A thought worthy finding is that not only academically weak and poor children, but intellectually gifted are also at the risk of committing suicide (Hayes & Sloat (1989)<sup>3</sup>. Surely they lack the emotional maturity, possibly which can be developed during this age.

Title :EMOTIONAL INTELLIGENCE AS A FUNCTION OF OVERALL ADJUSTMENT (LIFE-SKILLS) IN ADOLESCENTS Source:Indian Streams Research Journal [2230-7850] AMAR DAMLE yr:2013 vol:3 iss:5

The present study argues that the High OR low levels of Emotional Intelligence will affect levels of Overall Adjustment of Adolescents. Possibly the same is responsible for framing the educational policies and curriculum.

It was Daniel Goleman(1996)<sup>4</sup> who has pioneered the concept of emotional intelligence. It is increasingly recognized that intelligence (IQ) accounts for only about 20% of a person's success in life. The balance 80% can be attributed to emotional intelligence (EQ). Research and experience clearly demonstrate that while some aspects of our personality are fixed, we may choose the way we want to act these out. In other words, we do not choose our characteristics or many of the events in our life, but we can choose how to react to them.

In simple terms, emotional intelligence can be defined as knowing what feels good, what feels bad, and how to get from bad to good. A more formal academic definition refers to, "Emotional awareness and Emotional management skill which provide the ability to balance emotion and reason, so as to maximize productivity and happiness". Dr. Anand Nadkarni (1998) quotes, "In fact, developed emotional intelligence includes effective regulation of emotions." Traits like self-awareness, social deftness, the ability to delay gratification, to be optimistic in the face of adversity, to channel strong emotions and to show empathy towards others. Goleman identifies the five elements as the components of emotional intelligence: Self-awareness, Self-regulation, Motivation, Empathy, and Social Skills.

#### IMPORTANCE OF THE STUDY:

Today's fast & materialistic life have left out the emotional part of humans. The Society is considered a more conducive place for the cultivation of certain non-academic goals that are more needed in the present day adjustment to the environment. It is very much evident that turmoil period of adolescence is undergoing tremendous change these days. Parenting trends are facing new challenges regarding the up-brining of new generation. Educational policies makers are also trying to come out with something more insightful. Innovations and experiments are getting the attention of educationalists and teachers.

Role of appropriate training in developing Emotional Intelligence is well accepted by everyone in research field, but needs to be socially accepted.

On one hand, counselors and psychologists, as well as pediatricians are coating the various behavioral and psychological problems among children; on the other hand very few attempts are made for developing the life skills of these adolescents. As all round and balanced personality development of students is the ultimate aim, (termed by the WHO as life Skills). This study intends to understand the extent of effect of Emotional Intelligence on the development of Life Skills.

#### AIM OF STUDY:

To measure the Emotional Intelligence of subjects and find out the extent to which the overall adjustment (life Sills) in Adolescent Boys and Girls is influenced by Emotional Intelligence in Nagpur city.

#### OBJECTIVES AND SCOPE OF THE STUDY:

Beyond doubt the Parents, teachers and the society at large is responsible for either developing or reducing the interest of students in studies. The increased violence amongst adolescents, Increased Juvenile Delinquencies, Higher number of Suicides in youngsters, increased levels of frustrations, indicates lack of emotional education, amongst students as well their teachers. The present study is a small attempt to study the effect of Level Emotional Intelligence on Overall adjustment (Life Skills) among the adolescents (13 yrs to 19 yrs) in Nagpur.

Research in the field has highlighted the dynamic importance development of the emotional, social, intellectual growth of Adolescents. It is also quite apparent to study the factors related to the mental well beings of the adolescent in the present era.

Thus, this study aims to measure the emotional intelligence of the subjects, and investigate whether the males & females differ significantly from each other on Emotional Intelligence. Also to assess the overall adjustment i.e. Life Skills of Adolescents in Nagpur and examine the effect of Emotional Intelligence on Life Skills.

#### HYPOTHESE:

To serve the purpose, following hypotheses have been propounded:

1. The Emotional Intelligence of females is significantly better than that of the male adolescents.
2. Female adolescents have significantly higher levels of overall adjustment as compared to the boys.
3. It is expected that the adolescents, those who have a higher level of emotional intelligence develop significantly better levels of Adjustment.

**VARIABLES: -**

Emotional Intelligence is an independent variable and adjustment is the dependent variable and age, socio-economic status is control variable.

**METHODOLOGY:**

**SAMPLE:**

For the proposed study, partially purposive sampling was done. The total target sample of 100 Adolescents, (male-female ratio was 1:1) from High Schools in Nagpur were randomly selected.

**RESEARCH DESIGN:**

This study proposed to Co-relate the levels of Emotional Intelligence & Levels of Overall Adjustment in male & female adolescents. Thus t-Test & correlation was applied.

**TOOLS:-**

To assess the variables like Emotional Intelligence, and Adjustment following tools were used:-

Adjustment Inventory for College Students (A.K.Sinha & R.P.Singh)

This inventory has been designed for use with Hindi and English knowing college and university subjects. Four aspects of Emotional Intelligence namely, Intrapersonal Awareness, Interpersonal Awareness, Intrapersonal Management, and Interpersonal Management are measured in this Inventory. The test has 100 Items, 25 each from the four area to be answered either Yes, OR No. The reliability of this inventory with split half method is 0.89 and test retest method is 0.92. The validity for this inventory has been established by adopting two different approaches namely, factorial & criterion related approach, and was found to be substantially high

**Emotional Intelligence Scale (Anukool Hyde & Sanijot Pethe): -** This inventory as been designed for use with Hindi and English knowing subjects. Ten aspects of Emotional Intelligence namely, Self-awareness, Empathy, Self motivation, Emotional stability, Managing relations, Integrity, self-development, Value orientation, Commitment, Altruistic behavior, are measured in this Inventory. The test has 34. There is no right or wrong answer to the statement. The statements are designed to understand the differences in individual reactions to various situations. The reliability of this inventory with split half method is 0.88 and Validity is 0.93. Manual scoring is done conveniently, hence no scoring key is provided. Each item or statement should be scored 5 for strongly agree, 4 for agree, 3 for neutral, 2 for disagree and 1 for strongly disagree.

**STATISTICAL TREATMENT OF DATA:**

In accordance with hypotheses, the data was subjected to treatment with t-test and correlation was employed.

Variables	Boys	Girls	Significance Level with t test
Emotional intelligence	Mean=68.2 SD=10.10	Mean=70.08 SD=9.81	df= 98 t= 0.34 **
Overall adjustment	Mean=17.88 SD=4.18	Mean=19.44 SD=4.94	df=98 t=0.21 **
Correlation (r )	0.15	0.12	r=0.11

\* Significance of 0.05 level, \*\* significance of 0.01 level

#### DISCUSSION:-

Present investigation was conducted to measure the Emotional Intelligence of Male & Female adolescents and the effect of level of significance of Emotional Intelligence on the overall adjustment (Life Skills) in Adolescent Boys and Girls.

The first correlation was calculated for understanding how girls and boys differ to emotional intelligence and adjustment. [Boys (r) = 0.15, Girls (r) = 0.12], Results indicate that girls have a significantly higher Emotional intelligence to boys (df=98, t<0.01) with significance at 0.01 levels.

The second correlation was calculated between emotional intelligence and adjustment. Result shows that emotional intelligence and adjustment is positively correlated [r=0.11] but there is a weak co-relation., [df=98, t= 0.21]. It may be concluded that, there is a positive but weak co-relation between emotional intelligence and overall adjustment in the subjects.

#### CONCLUSION:-

1. Emotional intelligence and Overall adjustment was positively but weakly correlated.
2. Emotional intelligence of girls is significantly higher than that of the boys.
3. A significantly higher overall adjustment was observed in the girls than that of the boys.

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