



# Emotional Intelligence, Adjustment and Anxiety among Standard ten Students: a Co- relational Study

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## Abstract:

*The aim of this present study was to investigate the relationship of emotional intelligence, adjustment and anxiety. For this total number of 60 (sixty) students of standard X were selected. Purposive sampling method was applied to select the samples. Mangal Emotional Inventory, Bell Adjustment Inventory Hindi adaption by Mohsin and Samshad and Sinha anxiety scale was used for the data collection. Pearson Product Moment correlation was applied to investigate the relationship. The result revealed that emotional intelligence and adjustment were significantly and positively correlated. Emotional intelligence was negatively and significantly correlated with anxiety. Furthermore the result also revealed that adjustment and anxiety were negatively and significantly correlated with each other.*

**Keywords:** *Adjustment, Anxiety, Emotional intelligence*

## 1. Introduction

The term emotional intelligence was coined by Peter Salovey and John Mayer (1990) and defined EQ as “the ability to monitor one’s own and other’s feelings, to discriminate among them, and to use this information to guide one’s thinking and actions”. The concept was then popularized by Daniel Goleman in 1995 and defined emotional intelligence EQ as, “the capacity for recognizing our own feelings and those of others, for motivating ourselves, For managing emotions well ourselves and managing the relationships.

More specifically, Mayer and Salovey (1990) divided emotional intelligence abilities into four areas namely (I) perceiving and expressing emotions (ii) assimilating emotions in thought. (iii) self-motivation, (iv) empathy, and (v) managing relationships.

The term adjustment is often used as a synonym for accommodation and adaptation. The term denotes the results of equilibrium, which may be affect by either of these processes (Monroe, 1990). It is used to emphasize the individual’s struggle to along or survive in his or her social and physical environment.

Good (1959) States that adjustment is the process of finding and adopting modes of behavior suitable to the environment. Shaffer (1961) emphasized that adjustment is the process by which a living organism maintains a balance between its needs and 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 relationship with the environment.

Anxiety is a subjective state of internal discomfort. Dread, and foreboding, which manifests itself in cognitive, behavioral, and physiological symptoms. It is a normal emotion with adaptive value, in that it acts as a warning system to alert a person to impending danger. Anxiety often occurs without conscious or apparent stimulus, which distinguishes it from fear (Gurian & Miner, 1991). Cognitive symptoms of anxiety include worrying, impaired attention, poor concentration, and memory problems. Physiological symptoms which as hyperventilation, sweating, diarrhea, trembling, and restlessness also occur. Anxiety may be focused on a specific object, situation, or activity (a phobia) or may be unfocused and expressed as a more general dread.

With the dawn of 21<sup>st</sup> century, the human mind added a new dimension which is now being held responsible more for success than intelligence. This is termed as Emotional Quotient.

A stressed, maladjusted, depressed student community can bring a bad name to the country and may eventually harm the process of development as investors would be unsure of their future and they won't be able to help their country and its economy. However a disciplined, stress free, emotionally and socially adjusted, creative and hardworking student community can show the world of their country's ability to develop and their hunger to achieve the best.

So it is an urgent need of the present hours to investigate the relationship of emotional intelligence, anxiety and adjustment of the school students, by doing this the society, school management and parents can provide students a healthy environment so the students become stress free and well-adjusted in environment, highly motivated and successful in their life.

## 2. Objectives

The objectives of this study were as follows:

- To investigate the relationship between emotional intelligence and adjustment.
- To investigate the relationship between emotional intelligence and anxiety.
- To investigate the relationship between adjustment and anxiety.

## 3. Hypotheses

On the basis of above mentioned objectives following null hypotheses were formulated and tested:

**H<sub>01</sub>:** There is no relationship between emotional intelligence and adjustment among standard ten students..

**H<sub>02</sub>:** There is no relationship between emotional intelligence and anxiety among standard ten students.

**H<sub>03</sub>:** There is no relationship between adjustment and anxiety among standard ten students.

## 4. Methodology

### 4.1 Sample

A total number of 60 students of standard ten were included in this study. All of them were male and studying in different Hindi medium schools of Jamshedpur. All of them were having both parents and living in urban area. Purposive sampling technique was used for sample selection.

### 4.2 Tools used

#### 4.2.1 Emotional Intelligence Inventory

Emotional intelligence inventory developed and standardized by Mangal (2009) was used in this study. This inventory contains 100 items. This scale measures four domains of emotional intelligence viz. intra-personal awareness, inter-personal awareness, intra-personal management and their inter-personal management. The reliability of this inventory was examined through three different methods namely, split half method using Spearman Brown prophecy formula, k-R formula (20) and test retest method. And found split half reliability coefficient .89, k-R formula reliability coefficient .90 and test

retest reliability coefficient .92. the validity coefficient of this inventory was established by using product movement correlation coefficient -0.662.

#### 4.1.2 Bell Adjustment Inventory

Bell adjustment inventory developed and standardized by H.M. Bell (1934) and Hindi adopted by Mohsin – Shamshad. This inventory is consists of 124 items, which measure adjustment, four dimension namely, Home, health, social and emotional. The reliability of this scale is .75 to .89 and the validity of the scale is .58 to .89. Adaption of Bell’s Adjustment Inventory by Mohsin – Shamshad was used for the data collection.

#### 4.1.3 Sinha Anxiety Scale

Sinha Anxiety Scale developed and standardized by D. Sinha (1961) formerly professor and head deptt of Psychology university of Allahabad. The Scale is consists of 100 items. The scale measures anxiety on following ten dimension (1) health, (2) occupation, (3) family anxiety, (4) anxieties regarding friendship and love, (5) social relations and social approval, (6) worries regarding the future, (7) worries about civilization, war, and virtue, (8) guilt and shame, (9) physical and physiological manifestations, and (10) purely psychological manifestation (Sinha, 1961). The split half reliability of the test is 0.86 and test retest reliability found .75. The validity of this scale is .69.

**Table 1: Showing the Correlation of Emotional Intelligence, Adjustment and Anxiety Among Students**

Variables	Emotional intelligence	Adjustment	Anxiety
Emotional Intelligence	.....	.66**	-.72**
Adjustment	.....	.....	-.63**
Anxiety	.....	.....	.....

Note: \*\* Level of significance at .01 level.

### 5. Results

It is clear from the above table that emotional intelligence and adjustment are positively and significantly correlated with each other, thus hypothesis **H0<sub>1</sub>** there is no relationship between emotional intelligence and adjustment stands rejected. The result of this research supports the previous findings of (Mavroveli et.al, 2007), (Sulaiman, 2013), Salguers, Palomera & Fernandez-Berrocal, 2013), and (kumar & Singh, 2013) that emotional intelligence and adjustment positively and significantly correlated with each other. In other words it can be explained that higher the emotional intelligence, higher the adjustment.

The table further shows that emotional intelligence and anxiety are negatively and significantly correlated with each other. In other words, higher the emotional intelligence, lower the anxiety. Thus, null hypothesis **H0<sub>2</sub>** there is no relationship between emotional intelligence and adjustment stands rejected. This finding supports the previous finding by (Nasrin, Esmaeel and Seyran, 2012) and (Joshi, 2013). Nasrin, Esmaeel and Seyran, 2012) conducted a research to study the relationship between anxiety and difficulty of emotional adjustment with students’ life quality among Hamedan Azad University. In their research they found a negative and significant relation between anxiety and emotional adjustment. Joshi (2013) conducted a correlational study to study the relationship of emotional intelligence and anxieties of higher and lower economic strata. He found significant negative correlation between anxieties and emotional intelligence among high economics group.

The above table also presents the relationship between adjustment and anxiety. It shows that adjustment and anxiety are negatively and significantly correlated to each other. It means higher the

adjustment, lower the anxiety. Thus, the null hypothesis  $H_{03}$  there is no relationship between adjustment and anxiety stands rejected. This result supports the previous finding by (Shah and Kataria, 2014) and (Reghuram and Mathias, 2014). Shah and Kataria (2014) found that anxiety and adjustment negatively correlated among school students. Reghuram and Mathias (2014) conducted a correlational study to study the relationship between adjustment and anxiety among nurses. In their study they found a significant negative correlation between adjustment and anxiety.

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