



Effect of Emotional Intelligence and Adjustment on Academic Achievement Secondary School Students of Dharwad District

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Abstract:

Adjustment is a process by which a living organism maintains a balance between the needs and the circumstances. For living a happy and prosperous life emotional intelligence and adjustment is a pre-requisite condition. In every sphere of life, starting from birth till death we need healthy adjustment. The present study was conducted with the purpose to find out the relationship between emotional intelligence and adjustment on Academic Achievement of Pre secondary school students of Dharawad District. The study was conducted on a sample of 100 Boys and Girls students of 9th class studying in Dharawad District. In the present study descriptive survey method was employed the collected data was analyzed with the help of correlation. The results of the present study showed that higher the emotional intelligence and the adjustment on Academic Achievement of Pre secondary school students of Dharawad District.

Keywords: *Emotional Intelligence, Adjustment, Pre secondary school students*

1. Introduction

The root of the world emotion is motere, the Latin verb “to move”, plus the prefix “e” to cannot “move away”, suggesting that the tendency to act is implicit in every emotion. Emotion refers to a feeling and its attendant thoughts, psychological and biological states, and range of impulses to act. The Oxford English dictionary defines emotion as “any agitation or disturbance of Mind, feeling, passion: any vehement or excited mental state”

There is a long-standing debate about which emotions should be considered primary the blue, red, any yellow of feeling from which myriad blends come or if they are primary emotions at all. The argument for a set of core emotions is based to some extent on studies that suggest there are universally recognized facial expressions for four emotions: fear anger, sadness and enjoyment. the university of facial expressions of emotion was probably first noted by Darwin, who saw it as evidence that these signals have been stamped by evolution into the central nervous system. According to some theorists the following families of emotion are universal.

- **Anger:** Fury, Outrage, Resettlement, Wrath, Exasperation, Indignation, Vexation, Acrimony, Animosity, Annoyance, Irritability, Hostility and Perhaps at the Extreme, Pathological Hatred and Violence.
- **Sadness:** Grief, Sorrow, Cheerlessness, Gloom, Melancholy, Self-Pity, Loneliness, Dejection, Despair and When Pathological, Server Depression.
- **Fear:** Anxiety, Apprehension, Nervousness, Concern, Consternation, Misgiving, Wariness, Qualm, Edginess, Dread, Fright, Terror, As A Psychology, Phobia and Panic.
- **Enjoyment:** Happiness, Joy. Relief, Contentment, Bliss, Delight, Amusement, Pride, Sensual, Pleasure, Thrill, Rapture. Gratification, Satisfaction, Euphoria, Whimsy, Ecstasy and At the Far Edge Mania.

- **Love:** Acceptance, Friendliness, Trust, Kindness, Affinity, Devotion, Adoration, Infatuation, Agape.
- **Surprise:** Shock, Astonishment, Amazement, Wonder.
- **Disgust:** Contempt, Disdain, Scorn, Abhorrence, Aversion, Distaste, Revulsion.
- **Shame:** Guilt, Embarrassment, Chagrin, Remorse, Humiliation, Regret, Mortification and Contrition.

2. The Concept of Emotional Intelligence

Emotional Intelligence entails the appropriate awareness management and their expression of the range of these emotions in the sense many psychiatric in the fourth edition of Diagnostic and statistical manual of mental disorder (DSM-IV) - such has the electricity and mood disorder bespeak a deficit in effective self-regulation, which is a key capacity of Emotional Intelligence. To the extent that Emotional Intelligence scale like effective self regulation can be cultivated particularly in young people the risk of developing such psychiatric disorders should be diminished.

2. Meaning of Adjustment

Adjustment he is a household word we speak of people has been world largest adore poorly adjusted. Related to these terms may be notions of being psychologically normal or abnormal, at least to a degree. Will adjusted people are regarded as successful in the act of living. The psychology of Adjustment is in fact, based on our concerned with the quality of life. It focuses on particular aspects of understanding ourselves, understanding others and living in harmony with others and ourselves.

3. Concept of Adjustment

Parents and teachers are obtained by replaced by the unwanted persistent behaviors shown by the child. They try to reduce or eliminate such type of behavior by either rewarding or punishment, if there effort fail, the child concerned is labeled as a “problem child” or Maladjusted child” one often hears various complaints such as Ajay is very aggressive Ajay hits his sister very hard, Ajay cries a lot etc. all such statements reflect Adjustment problems and parents are worried about such behavior as because they don't understand how handle such situation, it should be noted however., that almost on children display some minor behavior “problems”. “Fears”, “anxieties”, etc. in one longitudinal study it was found that the average pre-school child manifested between four and six problems.

4. Need and Significance of the Study

Emotional Intelligence is an attempt to extend the student teachers understanding of Intelligence. When student teachers have a need to solve problems and make key discussions, EQ comes to aid IQ and it will keep them miles away from threats like a frustration and anxiety. So, it is a major factor that enables the student teachers to lead a happy life.

EQ can be developed even in adulthood and can prove beneficial to one's performance, physical and mental health and relationship. As a teacher plays important role in shaping the pupil's behavior, an emotionally balanced and strong teacher is the need of the Hour. By improving Emotional Intelligence, the student teacher's ability to think independently is increased and they develop as responsible teachers and complete citizen.

5. Objectives

The present study was designed with the following objectives in view: -

1. To comparison between Boys and Girls in respect of their Adjustment.
2. To comparison between Boys and Girls introspective of their Emotional Intelligence.
3. To comparison between Boys and Girls in respect of their Academic Achievement.

6. Hypothesis

Ho₁: There is no significant difference between Boys and Girls in respect of their Adjustment.

Ho₂: There is no significant difference between Boys and Girls and respect of their Emotional Adjustment.

Ho₃: There is no significant difference between Boys and Girls and respect of their Academic Achievement.

7. Methodology

In the present study descriptive survey method was employed

8. Sample

For the purpose of the study 100 secondary school students when selected from Dharwad district.

9. Tools

The following tools were used to collect the essential data,

1. **Emotional Intelligence Scale:** This scale was developed by Anukool hyde and Sanjyot Pethe (2001).
2. **Adjustment Scale:** The Adjustment inventory has been designed for use with Hindi knowing college student of India. The test seeks to segregate normal from poorly adjusted college students of all grades in respect of five areas of Adjustment (Hone, Health, Social, Emotional and Educational). The test is helpful in screening the poorly adjusted students who many need further psycho diagnostic study and counseling.

10. Statistical Technique Used

To make the analysis of the enter data the following Statistical Techniques were used.

't' test to know the difference between two groups.

Correlation techniques to know the difference between two groups.

Analysis of data pertaining to 'Boys and Girls students'

Table-1: Comparison of Boys and Girls with respect to Adjustment

Gender	n	Mean	SD	't' value	'p' value	Signi.
Boy	47	74.7085	7.6337	0.8004	>0.05	NS
Girl	53	73.3340	9.3498			

The above table reveals that the obtained 't' values is smaller than the tabled 't' valued (1.97) at 0.05 level of significance. Therefore, it is the concluded that the two groups do not differ significantly in respect of the variable under consideration. Hence, the Adjustment of Boys and is greater than that of Girls. It shows that the mean Scores of Boys are greater than the mean score of Girls. This further indicates that Boys have more Adjustment then Girls.

Findings: - Boys and Girls do not differ significantly in respect of their Adjustment. Boys have more Adjustment than the Girls.

Null Hypotheses

There is no significant difference between Boys and Girls in respect of their Adjustment.

Alternative Hypothesis

There is no significant difference between Boys and Girls in respect of their Adjustment.

Table-2: Comparison of Boys and Girls with respect to Emotional Intelligence.

Gender	n	Mean	SD	't' value	'p' value	Signi.
Boy	47	146.0000	13.5363	-0.3807	>0.05	NS
Girl	53	127.1321	12.4956			

The above table reveals that the obtained 't' value is smaller than the tabled 't' valued (1.97) at 0.0 level of significance. Therefore, it is concluded that the two groups do not differ significantly in respect of the variable under consideration. Hence, the Emotional Intelligence of Boys is greater than of Girls. It shows that the mean Scores of Boys are greater than the means Scores of Girls. This further indicates that Boys have more Emotional Intelligence then Girl.

Findings

Boys and Girls do not differ significantly in respect of their Emotional Intelligence. Boys have more Emotional Intelligence then the Girls.

Null Hypothesis

There is no significant difference between Boys and Girls in respect of their Emotional Intelligence.

Alternative Hypothesis: - There is no significant difference between Boys and Girls in respect of their Emotional Intelligence.

Table-3: Comparison of Male and Females with respect to Academic Achievement.

Gender	n	Mean	SD	't' value	'p' value	Signi.
Boy	47	71.4957	9.7415	0.45	>0.05	NS
Girl	53	70.4585	11.6027			

The above table reveals that the obtained 't' value is smaller than the tabled 't' valued (1.97) at 0.05 level of significance. Therefore, it is concluded that the two groups do not differ significantly in respect of the variable under consideration. Hence, the Academic Achievement of Boys is greater than that of Girls. It shows that the mean Scores of Boys are greater than the means Scores of Girls. This further indicates that Boys have more Academic Achievement then Girl.

11. Findings

- Boys and Girls do not differ significantly in respect of their Adjustment.
- Boys have more Academic Achievement then the Girls.
- Boys and Girls do not differ significantly in respect of their Adjustment Boys have more Adjustment than the Girl.
- Boys and Girls do not differ significantly in respect of their Emotional Intelligence.
- Boys have more Emotional Intelligence and the Girls.
- Boys and Girls do not differ significantly in respect of their Adjustment.
- Boys have more Academic Adjustment than the Girls.

12. Conclusion

From the present investigation the investigator concluded that Boys and Girls do not differ significantly in respect of their Adjustment and Emotional Intelligence Boys have more Adjustment and Emotional Intelligence then the Girls. Boys and Girls do not differ significantly in respect of their Adjustment. Boys have more Academic Adjustment then the Girls.

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