

RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND ADJUSTMENT OF HO TRIBE HIGH SCHOOL STUDENTS IN JHARKHAND

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Abstract

The study aims at investigating the relationship between Emotional Intelligence (EI) and Adjustment of the Ho Tribe High School Students in Kolhan and West Singhbhum District of Jharkhand. The sample consists of 440 Ho tribals students. The investigator has adapted the survey method and the Emotional Intelligence inventory by Arun Kumar Singh & Shruti Narain (1971), and the Adjustment scale by A.K.P Sinha and R.P. Singh (2005). The Percentage Analysis, 't' test and the Correlation analysis are employed for the analysis of data. The findings indicate that the level of Emotional Intelligence and School Adjustment are moderate. The study shows that students from nuclear family are better than Joint family in their understanding of emotions, handling relations and emotional intelligence. The analysis also proves that students from the private school are better than the students from government school in their emotional adjustment. Finally, the result indicates that there is a significant and positive relationship between emotional intelligence and their emotional, social, and educational adjustment.

Key words: Emotional Intelligence, School Adjustment and Handling Relations.

Introduction

The year 1995 was a turning point in understanding the concept "Being Smart". The one who opened the world to this new concept was Dr. Daniel Goleman who held that Emotional Intelligence is the intelligent use of emotion and showcased the world that intentional use of emotions can bring about a win-win situation. He also believed that Emotional Intelligence is malleable, adaptable, and augmentable and could be nurtured and developed. The more one works at it, the more it is going to be benevolent to him/herself. The one who pursues, will eventually become emotionally intelligent and intelligently emotional. In his work on Primal Leadership, he has proved that the corporate world would absorb an emotionally intelligent person rather than a person having concrete intelligence alone.

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Emotional Intelligence is the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well, in ourselves and in our relationships (Daniel Goleman, 1996). This process calls for an adjustment, which means a change in the way a person behaves or thinks. It occurs within the person – in thoughts, emotions, strategies, actions, communication and interactions that facilitate the process of adapting, which is quicker and less time consuming. An individual can be considered adjusted if he is able to adjust to self and to his environment.

This brings the fact that an emotionally intelligent person is the one who adjusts himself to the existing socio-emotional world. Hence the investigator has explored a study on the relationship between emotional intelligence and adjustment.

Significance of the Study

Adolescence is a period of stress and strain, storm and strife, which is true. It is a period of transition from late childhood to adolescence. During this period, the teenagers go through a process of change which calls for emotional and social adjustment that becomes a challenge. The adolescent is left to him/her to establish his/her identity or get into role-confusion, as Eric Erikson puts it. If not guided, the adolescent will get into aggression that will force him/her to be a delinquent child who will go for drug addiction, substance abuse, sex involvement, displaying homicidal and suicidal tendencies. The root of such acts is emotional disturbances, lack of intra cum inter personal relationship, unhappy interactions with the peers and teachers in school. Therefore, the study of the relationship between emotional intelligence and adjustment of adolescents has become quite significant.

OBJECTIVES OF THE STUDY

1. To find out the level of (i) Emotional Intelligence (ii) adjustment of the Ho tribe high school students.
2. To find out whether there is any significant difference between Ho tribe high school students from nuclear and joint families in their emotional intelligence.
3. To find out whether there is any significant difference between Ho tribe high school students from government and private schools in their adjustment.

4. To find out whether there is any significant relationship between emotional intelligence and emotional, social, and educational adjustment of Ho tribe high school students.

HYPOTHESES OF THE STUDY

1. There is no significant difference between Ho tribe high school students from nuclear and joint families in their emotional intelligence.
2. There is no significant difference between Ho tribe high school students from government and private schools in their emotional intelligence.
3. There is no significant difference between Ho tribe high school students from nuclear and joint families in their adjustment.
4. There is no significant difference between Ho tribe high school students from government and private schools in their adjustment.
5. There is no significant relationship between emotional intelligence and emotional, social, and educational adjustment of Ho tribe high school students

METHODOLOGY

The investigator had adapted the survey method for the collection of the data.

AREA AND POPULATION

The area selected for this study was Kolhan and West Singhbhum District of Jharkhand. The population consists of all the IX and X standard Ho tribal high school students studying in Kolhan and West Singhbhum District of Jharkhand.

SAMPLE

The investigator used stratified random sampling technique and selected a sample of 440 Ho tribe students.

TOOLS USED

The investigator used Emotional Intelligence Scale developed by Arun Kumar Singh and Shruti Narain (1971) and Adjustment scale developed by A.K.P Sinha and R.P. Singh (2005)

STATISTICS USED

The statistical techniques used for the analysis of the data were percentage analysis, 't' test and Chi-square test.

ANALYSIS OF DATA

TABLE 1
LEVEL OF EMOTIONAL INTELLIGENCE OF THE HO TRIBE HIGH SCHOOL STUDENTS.

Emotional Intelligence	Low		Moderate		High	
	N	%	N	%	N	%
Understanding emotions	64	14.5	250	56.8	126	28.7
Understanding motivation	73	16.6	314	71.4	53	12.0
Empathy	56	12.7	354	80.5	30	6.8
Handling relations	55	12.5	322	73.2	63	14.3
Emotional Intelligence	71	16.1	291	66.2	78	17.7

It is inferred from the above table that 14.5% of Ho tribal high school students have low, 56.8% have moderate and 28.7% have high level of understanding emotions.

Among them 16.6% of Ho tribal high school students have low, 71.4% have moderate and 12.0% have high level of understanding motivation.

Among them 12.7% of Ho tribal high school students have low, 80.5% have moderate and 6.8% have high level of empathy.

Among them 12.5% of Ho tribal high school students have low, 73.2% have moderate and 14.3% have high level of handling relations.

Among them 16.1% of Ho tribal high school students have low, 66.2% have moderate and 17.7% have high level of emotional intelligence.

TABLE 2
DIFFERENCE BETWEEN HO TRIBE HIGH SCHOOL STUDENTS FROM NUCLEAR
AND JOINT FAMILIES IN THEIR EMOTIONAL INTELLIGENCE

Emotional Intelligence	Type of family	N	Mean	SD	Calculated 't' value	Remarks
Understanding emotions	Nuclear	181	6.88	.985	2.528	S
	Joint	259	6.63	1.149		
Understanding Motivation	Nuclear	181	13.42	1.687	1.498	NS
	Joint	259	13.17	1.772		
Empathy	Nuclear	181	17.57	1.634	1.028	NS
	Joint	259	17.41	1.657		
Handling relations	Nuclear	181	15.77	1.567	2.388	S
	Joint	259	15.37	1.928		
Emotional Intelligence	Nuclear	181	53.65	4.329	2.370	S
	Joint	259	52.58	5.108		

(At 5% level of significance the table value of 't' is 1.96)

It is inferred from the above table that there is no significant difference between Ho tribe high school students from nuclear and joint families in their understanding of motivation and empathy. But there is a significant difference between Ho tribe high school students from nuclear and joint families in their understanding of emotions, handling relations and emotional intelligence. While comparing the mean scores of a Ho tribe high school students from nuclear (Mean=6.88, 15.77, 53.65) families are better than Ho tribe high school students from joint (Mean=6.63, 15.37, 52.58) families in their understanding of emotions, handling relations and emotional intelligence.

TABLE 3
DIFFERENCE BETWEEN HO TRIBE HIGH SCHOOL STUDENTS FROM
GOVERNMENT AND PRIVATE SCHOOLS IN THEIR EMOTIONAL
INTELLIGENCE

Emotional Intelligence	Type of School	N	Mean	SD	Calculated 't' value	Remark
Understanding emotions	government	123	6.59	1.254	1.605	NS
	private	317	6.79	1.017		
Understanding Motivation	government	123	13.33	1.697	0.462	NS
	private	317	13.25	1.759		
Empathy	government	123	17.36	1.723	0.887	NS
	private	317	17.52	1.618		
Handling relations	government	123	15.37	2.136	1.198	NS
	private	317	15.60	1.646		
Emotional Intelligence	government	123	52.65	5.700	0.989	NS
	private	317	53.16	4.444		

(At 5% level of significance the table value of 't' is 1.96)

It is inferred from the above table that there is no significant difference between Ho tribe high school students from government and private schools in their understanding emotions, understanding motivation, empathy, handling relations and emotional intelligence.

TABLE 4
LEVEL OF ADJUSTMENT OF THE HO TRIBE HIGH SCHOOL STUDENTS

Adjustment	Low		Moderate		High	
	N	%	N	%	N	%
Emotional	37	8.4	340	77.3	63	14.3
Social	74	16.8	286	65.0	80	18.2
Educational	68	15.5	314	71.3	58	13.2
Adjustment	61	13.9	311	70.7	68	15.4

It is inferred from the above table that 8.4% of Ho tribe tribal high school students have low, 77.3% have moderate and 14.3% have high level of emotional adjustment.

Among them 16.8% of Ho tribal high school students have low, 65.0% have moderate and 18.2% have high level of social adjustment.

Among them 15.5% of Ho tribal high school students have low, 71.3% have moderate and 13.2% have high level of educational adjustment.

Among them 13.9% of Ho tribal high school students have low, 70.7% have moderate and 15.4% have high level of adjustment.

TABLE 5
DIFFERENCE BETWEEN HO TRIBE HIGH SCHOOL STUDENTS FROM NUCLEAR
AND JOINT FAMILIES IN THEIR ADJUSTMENT

Adjustment	Type of family	N	Mean	S.D	Calculated 't' value	Remark
Emotional	Nuclear	181	24.05	2.296	0.608	NS
	Joint	259	24.19	2.470		
Social	Nuclear	181	27.62	2.398	0.235	NS
	Joint	259	27.67	2.228		
Educational	Nuclear	181	26.27	2.573	0.734	NS
	Joint	259	26.46	2.820		
Adjustment	Nuclear	181	77.93	5.276	0.728	NS
	Joint	259	78.32	5.528		

(At 5% level of significance the table value of 't' is 1.96)

It is inferred from the above table that there is no significant difference between Ho tribe high school students from nuclear and joint families in their emotional adjustment, social adjustment, educational adjustment and adjustment.

TABLE 6
DIFFERENCE BETWEEN HO TRIBE HIGH SCHOOL STUDENTS FROM
GOVERNMENT AND PRIVATE SCHOOLS IN THEIR ADJUSTMENT

Adjustment	Type of School	N	Mean	S.D	Calculated 't' value	Remarks
Emotional	Government	123	23.64	2.188	2.824	S
	Private	317	24.32	2.452		
Social	Government	123	27.54	2.136	0.673	NS
	Private	317	27.69	2.358		
Educational	Government	123	26.70	2.608	1.587	NS
	Private	317	26.25	2.756		
Adjustment	Government	123	77.88	4.662	0.739	NS
	Private	317	78.27	5.694		

(At 5% level of significance the table value of 't' is 1.96)

It is inferred from the above table that there is no significant difference between Ho tribe high school students from government and private schools in their social, educational and adjustment. But there is a significant difference between Ho tribe high school students from government and private schools in their adjustment. While comparing the mean scores, Ho tribal high school students from private schools (Mean=24.32) are better than Ho tribal high school students from government schools (Mean=23.64) in their emotional adjustment.

TABLE 7
RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND ADJUSTMENT OF
HO TRIBE HIGH SCHOOL STUDENTS

Adjustment	df	Calculated 'γ' Value	Remark
Emotional	438	0.209	S
Social		0.219	S
Educational		0.330	S
Adjustment		0.351	S

(At 5% level of significance, for 438 df the table value of 'γ' is 0.088)

It is inferred from the above table that there is a significant relationship between emotional intelligence of Ho tribal high school students and their emotional adjustment, social adjustment, educational adjustment and adjustment.

FINDINGS OF THE STUDY

- i. The level of emotional intelligence and its dimensions of Ho tribal high school students are moderate.
- ii. The level of adjustment and its dimensions of Ho tribal high school students are moderate.
- iii. The Ho tribal high school students from nuclear families are better than students from joint families in their understanding emotions, handling relations and emotional intelligence.
- iv. The Ho tribal high school students from private schools are better than Ho tribal high school students from government schools in their emotional adjustment.
- v. There is a significant relationship between emotional intelligence and adjustment of Ho tribal high school students and their emotional adjustment, social adjustment, educational adjustment and adjustment.

CONCLUSION

Emotional Intelligence is the prime factor that greatly influences the character, action and the academic achievement of students. It can lead them to success and accomplishment both in their academic and personal life. This study reveals an intrinsic relationship between Emotional Intelligence and Adjustment among Ho tribe high school students. However, the level of emotional intelligence and adjustment of high school students is moderate. So an effective programme on guidance shall be provided to the students for increasing the level of emotional intelligence and adjustment. It will help them to enhance these two capabilities, which is considered to be the determinant of success in their school life.

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