

Emotional Intelligence and Social Adjustment among Adolescents of Arunachal Pradesh

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ABSTRACT:

The capacity to keep track of one's own and other people's feelings and emotions, to recognise differences between them, and to utilise this knowledge to shape one's decisions and behaviour is known as Emotional Intelligence. One definition of adjustment is the process of changing behaviour to achieve harmony with the environment. A healthy connection with society is characterised by a proper awareness of social needs, requirements, and collective objectives as well as a commitment to satisfying the social demands of one's family, peers, culture, and community. Adolescents in our society are presently experiencing a variety of issues at various levels, and it has been determined that their personality disorders are closely related to the causes of these issues. The ultimate purpose of education, according to the current conception of it, is optimum adaptation. The teacher and guidance staff will be better equipped to give pupils with a quality education if knowledge on the adjustment issues of teenage students is available and their wants and feelings are taken into account and understood. The current study assesses the degree and connection between adolescents' Emotional Intelligence and Adjustment. Descriptive Research design has been used for the study. The method of gathering data employed is random sampling. The main conclusions of the current study are that Adolescents' Emotional Intelligence is high, although their degree of Social Adjustment is modest, and that there is a High Correlation between these two variables among the selected samples of Adolescents.

Keywords: Adolescents, Arunachal Pradesh, Emotional Intelligence, Social Adjustment

Introduction

The term "Emotional Intelligence" encompasses the complex facets of both emotion and intelligence. While intelligence rules the brain, emotions dominate the heart. The complementing characteristics are interwoven and significantly affect how individuals live their daily lives. (Kumar, 2019). Stress, adjustment, achievement, and other behavioural issues are major difficulties among adolescent groups today,

which we are routinely witnessing. Emotional intelligence is defined as "a form of social intelligence that involves the ability to monitor one's own and others' emotions, to discriminate among them, and to use the information to inform one's thinking and actions," according to the **Mayer and Solvay (1990)** theory of emotional intelligence. **Goleman (1995)** popularised the term. Emotional Intelligence is the ability to recognize and understand one's own emotions as well as the emotions of others. This skill involves distinguishing between different feelings and using this awareness to guide thinking, decision-making, and behavior. Individuals with high emotional intelligence can accurately interpret emotional cues, manage their own emotional responses, and respond appropriately to the emotions of others. This capability is crucial for effective communication, relationship-building, and conflict resolution, as it enables individuals to navigate social complexities with empathy and insight. Developing emotional intelligence can lead to improved personal and professional interactions, better mental health, and enhanced overall well-being. (**Salovey & Mayer, 1990**). Emotional intelligence defined as the capacity to utilise feelings to support reasoning and to facilitate cognition (**Egbule 2009**). It entails the capacity to effectively notice, comprehend, produce, access, and support feelings or emotions in order to foster emotional and intellectual development (**Onyekuru, 2020**). Individuals with high levels of emotional intelligence have a strong knowledge of their feelings and may improve their moods more rapidly before harm can result (**Ciarrochi et al., 2000**). According to **Mishra and Mohapatra (2011)**, emotional intelligence has three components: emotional competence, emotional maturity, and emotional sensitivity. People that are emotionally intelligent may think critically about their emotions in order to use them successfully. They can also use their emotions to participate in cognitive cognition (**Mayer, Salvey & Caruso, 2000**). The ability to effectively detect other people's emotions and experience what they are feeling, or empathy, is the most crucial component of emotional intelligence, according to (**Goleman 2004**). It has been stated that controlling one's emotions is crucial for adjusting to life in general and to job and performance in particular. (**Goleman, 1995, 1998**). The term "emotional intelligence" refers to the ability to perceive, assimilate, express, regulate, and manage emotions (**Mayer & Cobb, 2000; Mayer et al., 2000**). In the popular press and among human resource experts, the idea has swiftly gained popularity. It is thought to include social and cognitive processes involved in emotion expression (**Schuttle et al., 1998**). People that possess emotional intelligence have been described as being balanced, kind, sincere, persistent, and hopeful (**Mayer et al., 1990; Salvey & Mayer, 1990**).

When physical, psychological, and social changes occur throughout adolescence, there is an increased risk of psychological maladjustment. As a result, adolescents experience emotions more frequently and intensely than children or adults do (**Larson and Lampman-Petratis 1989**). Adjustment is the process of identifying and implementing behavioural modalities that are appropriate for the environment or the changes in the environment (**Good 1959**). A living creature maintains equilibrium between its demands and the external factors that affect how well those needs are met through the process of adjustment (**Mangal, 2002**). Adjustment has an impact on pupils' academic success and personality development (**Anjum & Jemina, 2020**). Adjustment is a continuous process that is integral to human existence. The creation of a

healthy relationship between man and his environment is a constant process. A successful relationship between an organism and its environment is called adjustment (**Symonds, 1949**).

According to **Kulshrestha (1979)**, the adjustment process is a person's endeavour to manage stress, tensions, or conflicts and satisfy their requirements. The person works to maintain positive ties with the environment during this process. Every person goes through a long process of changes between their own unique personality and the environment after they leave the home and enrol in school. The psychological process of coping with the challenges that teenagers face on a daily basis is known as social adjustment. (**Sarka, 1989**). Students spend a significant amount of time with classmates every day. Social adjustment "reflects the level of social integration that pupils have achieved, among other types of social integration" (**Crede & Niehorster, 2012**). Adolescents go through a variety of physical and mental changes at this time, which also affects how their family and the rest of society interact with them. This makes adjusting to home and society a challenging process. The social animal is the human. Society has a significant part in adolescents' adjustment, which affects how their personalities develop. Adolescents' ability to acclimatise to society, which plays a significant role in their lives, is influenced by social norms, interactions with society, involvement in social activities, etc. (**Ghatak, 2018**)

Review of Related Literature

A research on adolescent adjustment issues and emotional intelligence was done by **Kour and Soni (2018)**. The Adjustment Inventory constructed and standardised by A.K.P. Singh and R.P. Singh (1983) and the Emotional Intelligence Inventory created by Mangal were the instruments, and the sample size was 100. The findings show a considerable beneficial association between teenage pupils' adaptations and their emotional intelligence.

On a study, **Sanchez et al., (2017)** explored the effect of emotional intelligence in adolescents' psychological adjustment. 211 Spanish adolescents who were at least 13 years old took part in the study. The results showed that psychological adjustment and every measure from the Emotional Intelligence Inventory had a favourable connection (Interpersonal, Intrapersonal, Stress management, Adaptability and General mood).

In her research, **Katanani (2018)** examined the emotional intelligence of University of Jordan students and how it relates to psychological adjustment. According to the findings, social psychological adjustment and emotional intelligence are positively correlated. Females are more psychologically adjusted than males, according to significant gender variations in social psychological adjustment levels. Additionally, the results indicated that study level-related variations in emotional intelligence and social psychological adaptation levels were statistically significant.

In a study, **Ghanawa et al., (2016)** examined the connection between adolescents' emotional intelligence and family functioning. 52 adolescents between the ages of 16 and 18 participated in the study. Purposive sampling was used to select the samples. The results revealed a beneficial relationship between emotional intelligence and family functioning. Hence demonstrating the importance of a stable family structure in improving emotional intelligence.

Bhaska et al.,(2014) performed research to determine the association between adolescent adjustment and stress levels. The boys' and girls' mean scores indicated an ordinary and inadequate degree of adjustment. In the domains of social and domestic adjustment, there were sizable gender differences. Stress and the domains of social, emotional, and overall adjustment had a substantial association.

Rajeswari and Eljo's (2013) study on teenage school students' emotional adjustment also attempted to provide suitable life skill methods to improve those kids' emotional stability and overall development. The study's findings indicated that adolescents in high school pupils have poor emotional resiliency.

Rationale of the Study

Depending on the individual's traits, emotional intelligence might serve as a predicting factor (**Durlak 1998**). Studies on the subject of the function of emotion regulating mechanisms in psychiatric disorders include depression and anxiety (**Silk, Steinberg and Morris, 2003**). Emotional intelligence is the capacity to successfully regulate emotions both internally and in interpersonal relationships. It includes the recognition of one's own feelings as well as those of others. As the young adolescent progresses along this route, emotional intelligence is not only crucial, but also a must for success in school. Students with strong emotional resilience will be better prepared to handle the pressures of peer dynamics, academic challenges, and the temptations of alcohol, drugs, and sex. Emotional stability enables them to navigate difficult social situations with confidence and make informed decisions that prioritize their well-being. This emotional strength also fosters better stress management, leading to a more balanced and successful academic and personal life. In a research by **Kellett et al., (2006)**, empathy—a crucial component of EI—was linked to performance as a leader. It has been discovered that high EI is linked to decreased levels of social anxiety (**Summerfeldt et al., 2006**). Therefore, there is growing evidence for the value of EI, but more study is still required to support the arguments that it is crucial in both professional and personal situations as well as in family and leisure time. (**Rathee, 2014**). The primary objective of the current study was to determine how closely emotional intelligence and adjustment relate among higher secondary school pupils.

Objectives

1. To study the level of Emotional Intelligence of adolescent students in relation to Gender and Management
2. To study the level of Social Adjustment of adolescent students in relation to Gender and Management
3. To find out how adolescents' social adjustment and emotional intelligence are related.

Hypothesis

Ho₁: Gender has no effect on the level of emotional intelligence of adolescent students

Ho₂: Management of Schools has no effect on the level of emotional intelligence of adolescent students

Ho₃: Gender has no effect on the level of Social Adjustment of adolescent students

Ho₄: Management of Schools has no effect on the level of Social Adjustment of adolescent students

Ho₅: Emotional Intelligence and Social Adjustment of adolescent students are not related to each other

Methodology

The study employed a Descriptive cum Survey Method under Descriptive Research, focusing on Higher Secondary School students in the Papum Pare district of Arunachal Pradesh. A sample of 100 students from Class XI and XII was selected from six higher secondary schools in the district, comprising three government and three private schools. Data collection utilized the Emotional Intelligence Scale, developed and standardized by Anukool Hyde, Sanjyot Pethe, and Upinder Dhar, which demonstrated a reliability of 0.88 (split-half method) and a validity of 0.93. Additionally, the Adjustment Inventory for School Students, developed and standardized by Prof. A. K. P. Sinha and Prof. R. P. Singh, was used, which is having reliabilities of 0.94 (split-half), 0.93 (test-retest), and 0.93 (K-R Formula-20). Statistical techniques such as mean, standard deviation, t-test, and correlation were applied for data analysis.

Table1: Sample size

Sl. No.	Management	No. of Schools	Gender	
			Male	Female
1	Private	3	25	25
2	Government	3	25	25

Result and Interpretation

The gathered data was meticulously organized and analyzed in line with the study's objectives and hypotheses, utilizing mean, standard deviation, t-test, and correlation techniques. This systematic approach ensured the reliability and validity of the findings, providing a robust framework for interpreting the results. The analysis aimed to draw meaningful insights into the emotional intelligence and adjustment levels of the students, shedding light on potential patterns and correlations. The findings are expected to contribute significantly to the understanding of adolescent emotional and social development in the educational context.

Table 2: Mean Score and SD

N	Variable	Mean	SD	Remarks
100	Emotional Intelligence	117.99	15.77	Above Average
100	Social Adjustment	59.88	19.08	Below Average (Lower the Score is better Adjustment)

Table 2 shows the mean score of Emotional Intelligence and Social Adjustment of Higher Secondary School Students of Papumpare District of Arunachal Pradesh. The normal range for the Emotional Intelligence Scale is 52-84 under the range of score 1-170. It is understood that the level of emotional intelligence is more than the average score. And the Standard deviation is 15.77, which shows that the deviation of score is also under the range as the actual SD for the scale is 16. The range of Social

Adjustment Inventory is 0-120 and for interpretation condition is; lower the score is better adjustment of an individual. It is understood that the level of Social Adjustment is better in the students.

Table 3: Mean, SD and t-value

Gender	N	Cal. Mean	SD	SED	Cal. t-value	Remarks
Male	50	114.5	16.23	3.09	2.25	Significant at 0.05 and not significant at 0.01 level of significance
Female	50	121.48	14.64			

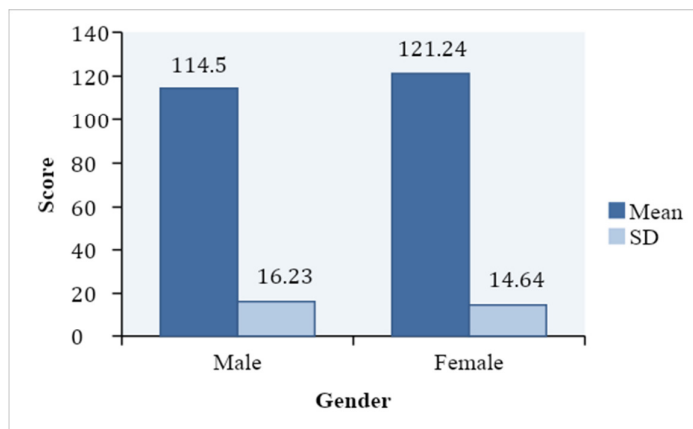


Fig. 1: Emotional Intelligence with respect to Gender

Table 3 shows a significant difference between male and female students at 0.05 level, however, it is not significant at the 0.01 level. The calculated t-value (2.25) for the difference in emotional intelligence levels between male and female students, with a df of 98, is higher than the critical t-value of 1.98. This indicates a substantial difference in emotional intelligence levels, leading to the rejection of the proposed hypothesis at the 0.05 level of significance. Figure 1 illustrates the emotional intelligence levels of both groups. The mean score reveals that female students have a higher level of emotional intelligence than male students, with mean scores of 121.48 and 114.5, respectively.

These findings suggest that female students in this sample exhibit higher emotional intelligence, which might contribute to better emotional regulation, interpersonal relationships, and academic performance. This disparity in emotional intelligence could be attributed to various socio-cultural factors, educational experiences, and developmental differences between genders. The data underscores the importance of developing targeted emotional intelligence programs that address the unique needs of both male and female students, aiming to enhance their emotional well-being and overall academic success.

Table 4: Mean, SD and t-value

Management	N	Cal. Mean	SD	SED	Cal. t-value	Remarks
Private	50	116.98	15.43	3.16	0.63	Not Significant at both 0.01 and 0.05 level of significance
Government	50	119	16.20			

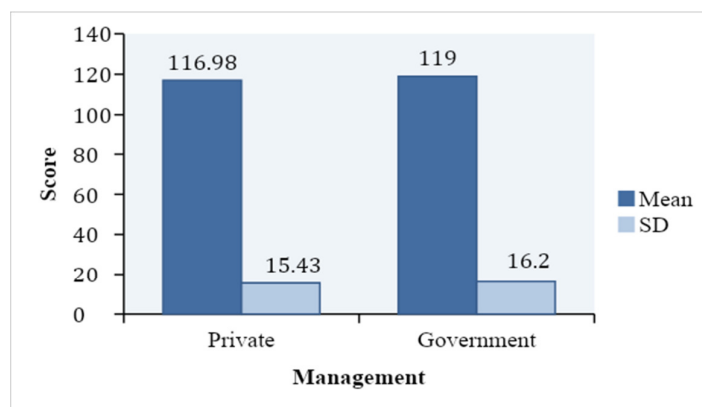


Fig. 2: Emotional Intelligence with respect to Management

According to Table 4, the computed t-value for the difference in emotional quotient between students from private and government higher secondary schools, with a df of 98, is less than the critical t-values of 1.98 at the 0.05 level and 2.63 at the 0.01 level of significance. This indicates that there is no significant difference in the emotional intelligence levels of students from government and private schools, thus accepting the defined hypothesis. Figure 2 illustrates that both groups exhibit almost the same levels of emotional intelligence. However, when examining the mean scores, government school students have a slightly higher level of emotional intelligence compared to private school students, with mean scores of 119 and 116.98, respectively.

These findings suggest that the type of school—whether government or private—does not significantly affect students' emotional intelligence. The slight difference in mean scores, with government school students scoring marginally higher, is not statistically significant but can still provide insights into the nuances of emotional intelligence development among students. This similarity in emotional intelligence levels across school types suggests that factors influencing emotional intelligence are multifaceted and not solely dependent on the school environment.

Understanding that students from both government and private schools have comparable emotional intelligence levels highlights the need for universal emotional intelligence development programs that cater to all students, regardless of their school type. Educators and policymakers can use this information to design and implement strategies that enhance emotional intelligence in diverse educational settings. Recognizing that students from different school backgrounds share similar emotional intelligence levels can lead to more inclusive and effective support systems, fostering students' emotional and social well-being comprehensively.

Table 5: Mean, SD and t-value

Gender	N	Cal. Mean	SD	SED	Cal. t-value	Remarks
Male	50	62.78	19.23	3.79	1.53	Not significant at 0.01 and 0.05 level of significance
Female	50	56.98	18.67			

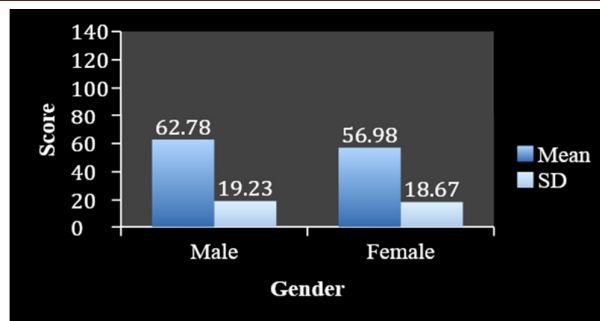


Fig. 3: Social Adjustment with respect to Gender

Table 5 reveals that the calculated t-value (1.53) for the difference in the level of Social Adjustment between male and female students, with a df of 98, is lower than the critical t-values of 1.98 at the 0.05 level and 2.63 at the 0.01 level of significance. This indicates that there is no significant difference between the social adjustment levels of male and female students, thus accepting the formulated hypothesis. Figure 3 depicts the mean scores and standard deviations of both male and female students. Specifically, the mean score for male students' social adjustment is 62.78, while for female students, it is 56.98.

These findings suggest that both male and female students have comparable levels of social adjustment, indicating that gender does not play a significant role in this aspect of their development. The slight difference in mean scores, with males scoring marginally higher, may not be statistically significant but can still provide insights into the nuances of social adjustment behaviors among adolescents. Understanding these subtle differences can help educators and counselors tailor interventions and support systems to foster social adjustment skills in students, regardless of gender. This balanced social adjustment among students is crucial for their overall well-being and effective interaction within the school environment.

Table 6: Mean, SD and t-value

Management	N	Cal. Mean	SD	SED	Cal. t-value	Remarks
Private	50	61.46	19.03	3.82	0.83	Not Significant at both 0.01 and 0.05 level of significance
Government	50	58.30	19.19			

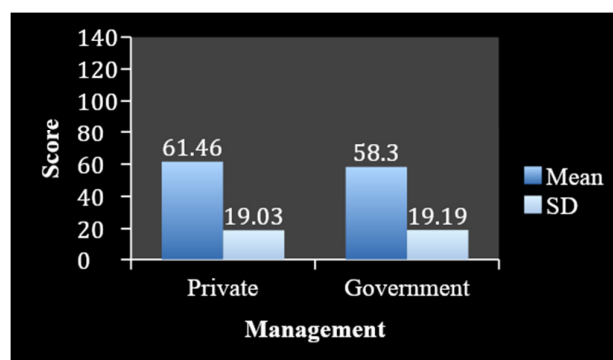


Fig. 4: Social Adjustment with respect to Management

Table 6 demonstrates that the calculated t-value (0.83) for the difference in social adjustment levels between private and government school students, with a df of 98, is lower than the critical t-values of 1.98 at

the 0.05 level and 2.63 at the 0.01 level of significance. This indicates that there is no significant difference in the social adjustment levels of students from private and government schools, leading to the acceptance of the formulated hypothesis. Figure 1 shows that both groups exhibit nearly the same level of social adjustment. However, when examining the actual mean scores, private school students have a slightly lower level of social adjustment compared to government school students, with mean scores of 61.46 and 58.3, respectively.

These results suggest that the type of school—private or government—does not significantly impact students' social adjustment levels. The minor difference in mean scores, with private school students scoring marginally lower, is not statistically significant but may still offer valuable insights. This similarity in social adjustment levels across school types highlights that factors influencing social adjustment are likely more complex and not solely dependent on the school environment. Educators and policymakers can use this information to develop universal strategies for enhancing social adjustment skills that are effective across different school settings. Recognizing that students from both private and government schools share similar social adjustment challenges can lead to more inclusive and effective support programs aimed at fostering students' social and emotional development.

Table 7: Mean, SD and Correlation

Variable	N	Cal. Mean	SD	Correlation	Remarks
Emotional Intelligence	100	117.99	15.78	-0.81	High Correlation (Note: Lower the score better is adjustment)
Social Adjustment	100	59.88	19.08		

The table shows the relationship between Emotional Intelligence and Social Adjustment of Higher Secondary School Students of Papumpare district of Arunachal Pradesh. There is a high correlation $\{r = (-0.81)\}$ between these two variables. It means that those who have high level of emotional intelligence they are having high level of social adjustment (lower the score better is adjustment). From the result it may conclude that those individuals who have better emotional intelligence they can adjust themselves in a better manner in the society.

Discussion and Conclusion

Social Adjustment and Emotional Intelligence are helpful psychological concepts that can promote a good outlook and pleasant interpersonal relationships. Students are therefore required to internalise these virtues in order to foster positive interpersonal relationships and refrain from bullying and antisocial behaviour. A deliberate effort should be made by guidance counsellors, teachers, parents/guardians, and religious leaders to instil in the students the values of emotional intelligence and social adjustment, according to the research, which was cited as justification. This may be accomplished through educating young people, especially the pupils, about virtues like conscientiousness, love, selflessness, and regard for others.

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