Study of emotional intelligence of secondary school students of Ferozepur district in relation to their school adjustment

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Abstract

This chapter gives the brief descriptions of all the previous chapters in this thesis, along with the relevance of this study. The restatement of the problem, objectives and hypotheses of the study and a brief description of the procedures adopted for the study are presented for quick reference. The major findings of the present study are portrayed in detail. This chapter concludes with a discussion of the educational implications derived from the present study and the suggestions for future research.

Introduction

Emotional intelligence motivates employees to purpose their unique potential and purpose, and activates innermost potential values and aspirations, transforming them from things they think about, to what they do. Emotional intelligence enables one to learn to acknowledge and understand feelings in ourselves and in others and that we appropriately respond to them, effectively applying the information and energy of emotions in our daily life and work. The ability to act purposefully, think positively and deal effectively with environment. "Without emotional intelligence in medium to long term you will have less balanced personal life and make lots of enemies".

School adjustment is a part of students' adjustment process in the school and it is activities. It is also referred as the process of adapting to the role of being a student and to various aspects of the school environment. It is a broad construct which consists of many different aspects such as academic achievement, School satisfaction, school engagement and social behaviour. School environment has been described as one of the most influential socialization domains in an adolescent's life. Students' experiences at school and adjustment in school can have both positive and negative influence on their development. School adjustment is a major concern in all development stages. But is of great relevance during adolescent. Adjusting to the changes within themselves and to the changed Expectations of the society is a major developmental task of the adolescent stage. Their happiness, aspirations, motivational levels, emotional well being and subsequent achievements are linked to their adjustments in context to the changing environment. Good adjustment makes the students feel proud and self-satisfied. They are motivated for their future success, become confidence and manage their stress in an efficiency manner.

Statement of the Problem

Study of emotional intelligence of secondary school students of Ferozepur district in relation to their school adjustment

Objectives of the Study

- To study the difference between emotional Intelligence of secondary school students in relation to their location
- To study the difference between emotional Intelligence of secondary school students in relation to their gender
- To study the difference between school adjustment of secondary school students in relation to their location
- To study the difference between school adjustment of secondary school students in relation to their gender
- To study the correlation between Emotional intelligence and school adjustment of secondary school students.

Hypotheses

- There is no significant difference between emotional Intelligence of secondary school students in relation to their location.
- There is no significant difference between emotional Intelligence of secondary school students in relation to their gender.

- There is no significant difference between school adjustment of secondary school students in relation to their location.
- There is no significant difference between school adjustment of secondary school students in relation to their gender.
- There is no significant correlation between emotional intelligence and school adjustment of secondary school students.

Delimitation of the Problem
Students studying in class IX in government and private recognized senior secondary schools of Ferozepur were considered.

Reviews of Related Literature
Molla (2018) [3] revealed that there is significant relationship between emotional intelligence and academic achievement motivation among college students. There is no significance relationship between male and female students with respect of emotional intelligences and no significance relationship between male and female students with respect of academic achievements.
Sun, Liu, and Yu (2019) [4] found that emotional intelligence and coping style mediated the link between child neglect and psychological abuse and smart phone addition in a parallel fashion.
Gill (2014) [1] investigated emotional, social and educational adjustment of visually handicapped students of special schools Students. By the application of mean, standard deviation, and T test indicated is no significant difference between the educational, social and emotional adjustment of special school students belonging to boys and girls.
Mishra, H. (2015) [2] conducted a study on 249 secondary school students (109 boys and 140 girls) of Malda district of West Bengal. They concluded that significant positive relationship was found between mental health and school adjustment of boys and total students, where as no significant relation was found between mental health and school adjustment of girls.

Methodology
In the present study, descriptive method of research was used according to the nature of the problem. This method is one of the mostly used approach to educational problem and is found scientific and accurate for the study descriptive method of research has been the most popular and widely used research method in education, because of the ease of this method. Data were collected through emotional intelligence and school adjustment inventory for the study. Descriptive study is concerned with conditions or relationship that exist, opinions that are held, processes that are going on, effects that are evident, or trends that are developing. It is primarily concerned with the present, although it often considers part events and influences as they related to current conditions.

Sample of the Study
Probably no concept is a fundamental to the conduct of research and Interpretation of its result as is sampling. Sampling is advantageous and necessary in every research project. It is not only dissocial but also impossible to include the whole population under study. So, research work has to use in sampling technique to select the representative part of population on the basis of which conclusions are drawn and generalizations are made about whole population. In the present study sample stratified random sampling were used. The sample for present study consists of 200 private secondary students i.e. 100 boys and 100 girls.

Design of the study

Students-200
Urban-100 — Rural-100
50 Boys — 50 Girls — 50 Boys — 50 Girls

Flow chart of sample

The present study was conducted on the basis of stratified random sampling techniques on 200 students. The Data were collected from 10 schools of Ferozepur Distt of Punjab.

3.4 Tool Used
The Topic of research is a study as Emotional intelligence of secondary school students of class IX in relation to their school adjustment.
1. Emotional Intelligence Inventory by S.K. Mangal and Shubhra Mangal
2. Adjustment Inventory for school students" by A.K.P. sinha and R.P.Singh
3. Emotional Intelligence Inventory by S.K. Mangal and Shubhra Mangal

Data Collection Percedure
To ensure better response, Co-operation, genuine interest and personal Contact, the investigator went personally to each school. Principals of these schools were contacted and their help were sought for the administration of the tools and collection of data and dates where fixed for the collection of data. The investigator tried his best to build a report with all respondents. All the two set of tests were given to each student and instructions were given to the students So that they can finish up their test at right time without facings any problem.

Statistical Techniques Used in Study
The following statistical techniques were employed for the analysis and interpretation of data

Mean
Mean is the basic statistics, which gives concise description of the whole group. It may be declined as the sum of total score of other measures divided by their numbers. In this study, Mean has been calculated by using the formula

Standard Divination
In statistical analysis a more accurate measure of variability is on which represents not merely the spread of distribution but the degree to which the scores are clustered around mean. This measure is known as variegation of distribution. It is suffered to as:

Correlation
The statistics that describe the degree of relation between two variables is called correlations. The co-efficient of co-relation was used in this study for testing the relationship between the variables.

T-Test
't' test is the ratio between the difference to two sample means, and the standard error of the mean difference. It is applied to small samples in order to determine the mean significance difference of one group over the other. The provided an idea to determine the main effect of the variables on environment awareness.

Hypothesis 1: There in no significant difference between emotional Intelligence of secondary school students in relation to their location.

Table 1: Comparison between rural and urban students of secondary school in relation to their emotional intelligence

Emotional Intelligence	Rural	Urban
N	100	100
Mean	52.41	51.23
S.D.	11.90	10.23
t-Value	0.453	

*Not significant at 0.05 level.

Table 4.1 shows the mean score of rural students is 52.41, while the mean score of Urban students is 51.23, and their standard deviation are 11.90 and 10.23 respectively. The t-Value between two means is 0.453 which is less than the tabulated value at 0.05 level of significance. There is no significance difference between emotional intelligence of Rural and Urban students. Thus, the null hypothesis is accepted. In this study the mean score of rural students is greater than urban students and hence, it can be said that rural students seem to be better than urban students in their emotional intelligence.

Hypothesis 2: There is no significant difference between emotional Intelligence of secondary school students in relation to their gender.

Table 2: The comparison between Boys and Girls students of secondary school in relation to their Emotional intelligence

Emotional Intelligence	Boys	Girls
N	100	100
Mean	52.03	51.61
S.D.	9.86	12.23
t-Value	0.789	

*Not significant at 0.05 level.

Table 4.2 shows the mean score of Boys students is 52.03, while the mean score of Girls students is 51.61, and their standard deviation are 9.86 and 12.23 respectively. The t-Value between two means is 0.789 which is less than the tabulated value at 0.05 level of significance. There is no significance difference between emotional intelligence of Boys and Girls students. Thus, the null hypothesis is accepted. In this study the mean score of Boys students is greater than Girl's students and hence, it can be said that Boy's students seem to be better than Girls students in their emotional intelligence,

Hypothesis: 3 there is no significant difference between school adjustment of secondary school student in relation to their location.

Table 3: The comparison between Rural and Urban students of secondary school in relation to their school adjustment

School Adjustment	Rural	Urban
N	100	100
Mean	29.11	29.1
S.D.	6.13	7.07
t-Value	0.991	

*Not significant at 0.05 level.

Table 4.3 shows the mean score of rural students is 29.11, while the mean score of Urban students is 29.1, and their standard deviation are 6.13 and 7.07 respectively. The t-Value between two means is 0.991 which is less than the tabulated value at 0.05 level of significance. There is no significance difference between School adjustment of Rural and Urban students. Thus, the null hypothesis is accepted. In this study the mean score of rural students is greater than urban students and hence, it can be said that rural students seem to be better than Urban students in their school adjustment.

Hypothesis: 4 There is no significant difference between school adjustment of secondary school student in relation to their gender.

Table 4: The comparison between Boys and Girls students of secondary school in relation to their school adjustment

School Adjustment	Boys	Girls
N	100	100
Mean	29.17	29.04
S.D.	6.20	7.01
t-Value	0.889	

*Not significant at 0.05 level.

Table 4.4 Shows the mean score of Boys students is 29.17, while the mean score of Girls students is 29.04, and their standard deviation are 6.20 and 7.01 respectively. The t-Value between two means is 0.889 which is less than the tabulated value at 0.05 level of significance. There is no significance difference between School adjustment of Boys and Girls students. Thus, the null hypothesis is accepted. In this study the mean score of Boys students is greater than Girls students and hence, it can be said that Boys students seem to be better than Girls students in their School adjustment

Hypothesis: 5 There is no significant correlation between emotional intelligence and school adjustment of secondary school students.

Table 5: Correlation between emotional intelligence and school adjustment of secondary school student

Variable	Mean	S.D.	Correlation
Emotional Intelligence	51.82	11.086	-0.038
School Adjustment	29.105	6.60	

In the present study, high scores on adjustment inventory for school students indicate lack of adjustment among secondary school students. But, in the emotional intelligence inventory, high scores indicate high E.Q. among secondary school students. This indicates that there will be negative correlation between emotional intelligence and school adjustment because of different nature of scales. Table 4.5 very clearly shows that there is negligible negative correlation between emotional intelligence and school adjustment. From the above results, it seems that there is no significant correlation between emotional intelligence and school adjustment. Thus, the hypothesis is accepted.

Conclusions
1. In this study, the mean score of rural students is greater than urban students and hence, it can be said that rural students seem to be better than urban students in their emotional intelligence.
2. In this study, the mean score of Boys students is greater than Girls students and hence, it can be said that Boys students seem to be better than Girls students in their emotional intelligence.
3. In this study, the mean score of rural students is greater than Urban students and hence, it can be said that Rural students seem to be better than Urban students in their School adjustment.
4. In this study, the mean score of Boys students is greater than Girls students and hence, it can be said that Boys students seem to be better than Girls students in their School adjustment.
5. It very clearly shows that there is negligible negative correlation between emotional intelligence and school adjustment from the above results, it seems that there is no significant correlation between emotional intelligence and school adjustment.

Educational Implications
1. The present study will help the teacher to find the different attitude of different secondary boys and girls towards the emotional intelligence in relation to school adjustment
2. Parent teacher meetings can be brought about frequently at school where the parents can be provided with information regarding the interests of students in emotional intelligence in relation to their school adjustment.
3. Exhibitions can be organized at school level to satisfy emotional intelligence in instinct of students.
4. Opportunities for self-expression can be provided to the students both at the school at home.

Suggestions for the Further Study
1. The sample taken were only 200 students, study can be performed on large sample also.
2. The present study is confined to Ferozepur District only. The large area like comparative study of two districts can be undertaken.
3. A Similar research work can be carried out by taking some other standardized tools.
4. It is suggested that similar investigation may be extended to different age groups which may be desirable to take up more variables.

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