CHAPTER-VI

SUMMARY

Introduction

We are at the beginning of a new century and intelligence and success are not views the same way they were before. New theories of intelligence have been introduced and are gradually replacing the traditional theory. The whole students have become the centre of concern, not only his reasoning capacities, but also his creativity, emotion and interpersonal skills. The multiple intelligence theory has been introduced by Howard Gardner (1983) and the emotional intelligence theory by Mayer and Solvay (1990) then Goleman (1995). IQ alone is no more the only measure for success, emotional intelligence; social intelligence and luck also play a big role in the person success and adjustment Goleman (1995). The purpose of this study is to study whether there is any relations of emotional intelligence on stress, adjustment and academic success i.e. achievements. Do the high achievers in senior secondary have a high emotional intelligence level? Do the high emotional intelligence level students have stress problems, adjustment problems or not? Do any relations of emotional intelligence on stress, adjustment and achievements exist or not? So the population of this study was the senior secondary graders in rural as well as in urban areas.

Statement of the Problem

“A STUDY OF RELATIONSHIP OF EMOTIONAL INTELLIGENCE WITH ADJUSTMENT, STRESS AND ACHIEVEMENT AMONG SENIOR SECONDARY STUDENTS”.
Significance of the Problem

The present study was very much important for those who easily dragged themselves into the stage of maladjustment, into the ocean of stress and shows poor performance in their academics due to maladjustment and under stress. By the use of emotional intelligence how the individual comes out of the stage of maladjustment and stress. By the proper development of the emotional intelligence in an individual he/she can cope with the environment. Stress is a phenomenon which causes physiological as well as psychological problems. Sometime it leads to suicide. It was important to study the emotional intelligence level of the students and how this emotional intelligence can play a significant role to overcome maladjustment, stress and to improve the academic success.

Objectives of the study: -

The present study was designed to realize the following objectives:-

\( O_1 \). To study the relationship between emotional intelligence and stress among senior secondary students.

\( O_2 \). To study the relationship between emotional intelligence and adjustment among senior secondary students.

\( O_3 \). To study the relationship between emotional intelligence and academic achievement among senior secondary students.

\( O_4 \). To study the difference between the mean stress scores of students having high and low emotional intelligence.

\( O_5 \). To study the difference between the mean adjustment scores of students having high and low emotional intelligence.
O₆. To study the difference between the mean academic achievement scores of students having high and low emotional intelligence.

O₇. To study the difference between the mean stress scores of male and female students having high emotional intelligence and low emotional intelligence.

O₈. To study the difference between the mean adjustment scores of male and female students having high emotional intelligence and low emotional intelligence.

O₉. To study the difference between the mean academic achievement scores of male and female students having high emotional intelligence and low emotional intelligence.

O₁₀. To study the difference between the mean stress scores of urban and rural students having high emotional intelligence and low emotional intelligence.

O₁₁. To study the difference between the mean adjustment scores of urban and rural students having high emotional intelligence and low emotional intelligence.

O₁₂. To study the difference between the mean academic achievement scores of urban & rural students having high emotional intelligence and low emotional intelligence.

**Hypotheses of the study:**

The present study has realized the following hypotheses to be formulated:-

**H₁.** There is no significant relationship between Emotional Intelligence and Stress among Senior Secondary Students.

**H₂.** There is no significant relationship between Emotional Intelligence and Adjustment among Senior Secondary Students.

**H₃.** There is no significant relationship between Emotional Intelligence and Academic Achievement among Senior Secondary Students.
H₄. There is no significant difference between the mean Stress scores of students having high and low Emotional Intelligence.

H₅. There is no significant difference between the mean Adjustment scores of students having high and low Emotional Intelligence.

H₆. There is no significant difference between the mean Academic Achievement scores of students having high and low Emotional Intelligence.

H₇. There is no significant difference between the mean Stress scores of rural and urban students having high Emotional Intelligence.

H₈. There is no significant difference between the mean Stress scores of rural and urban students having low Emotional Intelligence.

H₉. There is no significant difference between the mean Stress scores of male and female students having high Emotional Intelligence.

H₁₀. There is no significant difference between the mean Stress scores of male and female students having low Emotional Intelligence.

H₁₁. There is no significant difference between the mean Adjustment scores of rural and urban students having high Emotional Intelligence.

H₁₂. There is no significant difference between the mean Adjustment scores of rural and urban students having low Emotional Intelligence.

H₁₃. There is no significant difference between the mean Adjustment scores of male and female students having high Emotional Intelligence.
**H_{14}.** There is no significant difference between the mean Adjustment scores of male and female students having low Emotional Intelligence.

**H_{15}.** There is no significant difference between the mean Academic Achievement scores of rural and urban students having high Emotional Intelligence.

**H_{16}.** There is no significant difference between the mean Academic Achievement scores of rural and urban students having low Emotional Intelligence.

**H_{17}.** There is no significant difference between the mean Academic Achievement scores of male and female students having high Emotional Intelligence.

**H_{18}.** There is no significant difference between the mean Academic Achievement scores of male and female students having low Emotional Intelligence.

**Research Design**

**Research method used**

For investigation and collection of the data descriptive survey method was used to find out the relationship between emotional intelligence and stress, emotional intelligence and adjustment, emotional intelligence and achievement, and to find out any significant difference between the mean scores of stress, adjustment and academic achievement of rural/urban and male/female students in relation to high/low emotional intelligence. For the collection of the data the researcher surveyed the different schools located in the Delhi region for urban as well as rural school students and administered the emotional intelligence scale, stress scale and adjustment scale on the students studying in the eleventh standard.
Sampling Strategies

Sample is fundamental to the conduct of research and interpretation of its results. Barring the unusual instance in which a complete sense is taken, research is almost invariably conducted by means of a sample on the basis of which generalization applicable to the population from which the sample obtained is reached.

For collection of 200 senior secondary students from the urban and the rural schools, random sampling was used. Sample for the urban area and rural areas were collected from Delhi region schools. There are eight districts in Delhi. But the sample of the study was drawn from two districts viz., North-West and North-East.

After selection of these two districts, 20 Co-Ed. Government Senior Secondary Schools were selected by using random sampling method. Total numbers of 200 students were selected randomly from these schools. The distribution of samples land the name of the schools from which data were collected are given in figure below and table respectively.

Fig. 2
Total = 200 Students

<table>
<thead>
<tr>
<th>North-East District</th>
<th>North-West District</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 Senior Secondary Schools</td>
<td>10 Senior Secondary Schools</td>
</tr>
<tr>
<td>5 Rural</td>
<td>5 Rural</td>
</tr>
<tr>
<td>5 Urban</td>
<td>5 Urban</td>
</tr>
<tr>
<td>10 students from each school</td>
<td>10 students from each school</td>
</tr>
<tr>
<td>5 Boys and 5 Girls</td>
<td>5 Boys and 5 Girls</td>
</tr>
<tr>
<td>10 Schools x 10 Students=100</td>
<td>10 Schools x 10 Students=100</td>
</tr>
</tbody>
</table>
In view of the importance of sampling the investigator selected the following schools:

### Table-II

**Name and Numbers of Urban Senior Secondary Schools from where data were collected**

<table>
<thead>
<tr>
<th>Sr.no.</th>
<th>Name of the School</th>
<th>Class selected</th>
<th>No. of students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Boys</td>
</tr>
<tr>
<td>1.</td>
<td>Govt. Co-Ed. Sr. Sec. School, Bhajanpura, Delhi.</td>
<td>XI</td>
<td>05</td>
</tr>
<tr>
<td>2.</td>
<td>Govt. Co-Ed. Sr. Sec. School, Loni Road, East Gokulpuri, Delhi.</td>
<td>XI</td>
<td>05</td>
</tr>
<tr>
<td>3.</td>
<td>Govt. Sarvodaya Bal Vidyalaya, Vijay Nagar, Delhi</td>
<td>XI</td>
<td>05</td>
</tr>
<tr>
<td>4.</td>
<td>Govt. Sarvodaya Bal Vidyalaya, Shakti Nagar, Delhi</td>
<td>XI</td>
<td>05</td>
</tr>
<tr>
<td>5.</td>
<td>Govt. Co-Ed. Sr. Sec. School, Roop Nagar No. 4, Delhi.</td>
<td>XI</td>
<td>05</td>
</tr>
<tr>
<td>6.</td>
<td>Govt. Co-Ed. Sr. Sec. School, Nehru Vihar, Delhi.</td>
<td>XI</td>
<td>05</td>
</tr>
<tr>
<td>7.</td>
<td>Govt. Co-Ed. Sr. Sec. School, Partap Nagar, Delhi.</td>
<td>XI</td>
<td>05</td>
</tr>
<tr>
<td>8.</td>
<td>Govt. Co-Ed. Sr. Sec. School, Gopal Park, Delhi.</td>
<td>XI</td>
<td>05</td>
</tr>
<tr>
<td>9.</td>
<td>Govt. Co-Ed. Sr. Sec. School, Shalimar Bagh, Delhi.</td>
<td>XI</td>
<td>05</td>
</tr>
<tr>
<td>10.</td>
<td>Govt. Sarvodaya Bal Vidyalaya, Rana Partap Bagh, Delhi</td>
<td>XI</td>
<td>05</td>
</tr>
<tr>
<td></td>
<td>Total No. of Students</td>
<td>XI</td>
<td>50</td>
</tr>
</tbody>
</table>
### Table-III

**Name and Numbers of Rural Senior Secondary Schools from where data were collected**

<table>
<thead>
<tr>
<th>Sr.no.</th>
<th>Name of the School</th>
<th>Class selected</th>
<th>No. of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Govt. Co-Ed. Sr. Sec. School, Bhorgarh, Delhi.</td>
<td>XI</td>
<td>05 05</td>
</tr>
<tr>
<td>2.</td>
<td>Govt. Co-Ed. Sr. Sec. School, Mukhmail Pur, Delhi.</td>
<td>XI</td>
<td>05 05</td>
</tr>
<tr>
<td>3.</td>
<td>Govt. Co-Ed. Sr. Sec. School, Harewali, Delhi.</td>
<td>XI</td>
<td>05 05</td>
</tr>
<tr>
<td>4.</td>
<td>Govt. Co-Ed. Sr. Sec. School, Holambi Kalan, Delhi.</td>
<td>XI</td>
<td>05 05</td>
</tr>
<tr>
<td>5.</td>
<td>Govt. Co-Ed. Sr. Sec. School, Siras Pur, Delhi.</td>
<td>XI</td>
<td>05 05</td>
</tr>
<tr>
<td>6.</td>
<td>Govt. Co-Ed. Sr. Sec. School, Barwala, Delhi.</td>
<td>XI</td>
<td>05 05</td>
</tr>
<tr>
<td>7.</td>
<td>Govt. Co-Ed. Sr. Sec. School, Singhu Village, Delhi.</td>
<td>XI</td>
<td>05 05</td>
</tr>
<tr>
<td>8.</td>
<td>Govt. Co-Ed. Sr. Sec. School, Ghoga, Delhi.</td>
<td>XI</td>
<td>05 05</td>
</tr>
<tr>
<td>9.</td>
<td>Govt. Co-Ed. Sr. Sec. School, Rani Khera, Delhi.</td>
<td>XI</td>
<td>05 05</td>
</tr>
<tr>
<td>10.</td>
<td>Govt. Sarvodaya Bal Vidyalaya, Nizam Pur, Delhi</td>
<td>XI</td>
<td>05 05</td>
</tr>
<tr>
<td></td>
<td>Total No. of Students</td>
<td>XI</td>
<td>50 50</td>
</tr>
</tbody>
</table>

**Research Tools used and their Descriptions**

The following standardized tools were selected for the study:

- Emotional Intelligence Scale (EIS)
- Bist Battery of Stress Scale (BBSS)
Bell Adjustment Inventory

1) Emotional Intelligence Scale (EIS)-(2007)

This test was originally developed by Anukool Hyde Sanjyot pethe and Upinder Dhar. This test consists of 34 items and measures emotional intelligence through ten factors:

- Self-Awareness
- Empathy
- Self-motivation
- Emotional stability
- Managing relations
- Integrity
- Self-Development
- Value orientation
- Commitment
- Altruistic Behavior

Reliability: - The reliability of the scale was determined by calculating reliability coefficient of a sample of 200 subjects. The split half reliability coefficient was found to be 0.88.

Validity: - Besides face validity, as all items were related to the variable under focus, the scale has high content validity. It is evident from the assessment of Judges/experts that items of the scale are directly related to the concept of emotional intelligence. In order to find out the validity from the coefficient of reliability (Garrette, 1981), the reliability index was calculated, which indicated high validity on account of being 0.93.

Factors of Emotional Intelligence: -
A. **Self-awareness** is being of oneself and is measured by items 6, 12, 18, 29. These items are “I can continue to do what I believe in even under severe criticism,” “I have my priorities clear,” I believe in myself, and “I have built rapport and made and maintained personal friendships with work associates.” This factor is the strongest and explains 26.8% variance and has a total factor load of 2.77. The correlation of this factor with total score is 0.66.

B. **Empathy** is feeling and understanding the other person and is measured by items 9, 10, 15, 20 and 25. These are “I pay attention to the worries and concerns of others,” “I can listen to someone without the urge to say something,” “I try to see the other person’s point of view,” “I can stay focused under pressure, and “I am able to handle multiple demands.” This factor explains 7.3% variance with a total factor load of 3.11. The correlation of the factor with total score is 0.70.

C. **Self-motivation** is being motivated internally and is measured by 2, 4, 7, 8, 31 and 34. These items are “People tell me that I am an inspiration for them,” “I am able to make intelligent decisions using a healthy balance of emotions and reason,” “I am able to assess the situation and then behave,” “I can concentrate on the task at hand in spite of disturbances,” “I think feelings should be managed, and “I believe that happiness is an attitude.” This factor accounts for 6.3% variance and a total factor load of 3.28. Its correlation with total score is 0.77.

D. **Emotional stability** is measured by items 14, 19, 26 and 28. These are “I do not mix unnecessary emotions with issues at hand,” “I am able to stay composed in both good and bad situations,” “I am comfortable and open to novel ideas and information, and “I am persistent in pursuing goals despite obstacles and setbacks.” This factor explains 6.0% variance with a total factor load of 2.51. The correlation of this factor with total score is 0.75.
E. Managing relations is measured by 1,5,11 and 17. The statements that measure this factor are “I can encourage others to work even when things are not favorable, “I do not depend on others’ encouragement to do my work well, “I am perceived as friendly and outgoing, and “I can see the brighter side of any situation”. This factor explains 5.3% variance with a total factor load of 2.38. The correlation of this factor with total score is 0.67.

F. Integrity is measured by items 16, 27 and 32. “I can stand up for my beliefs, “I pursue goals beyond what is required of me, and “I am aware of my weaknesses” are the statements that measure this factor. This factor explains 4.6% variance with a total factor load of 1.88.

G. Self-development is measured by item 30 and 33 which are “I am able to identify and separate my emotions and “I feel that I must develop myself even when my job does not demand it” and explains 4.1% variance with a total load of 1.37.

H. Value orientation is measured by items 21, 22. The statements are “I am able to maintain the standards of honesty and integrity, and “I am able to confront unethical actions in others” and explain 4.1% variance with a total factor load of 1.29.

I. Commitment is measured by the items 23 and 24. “I am able to meet commitments and keep promises and “I am organized and careful in my work” measure this factor. This factor accounts for 3.6% variance with a total factor load of 1.39.

J. Altruistic behavior is measured by the items 3 and 13. The items are “I am able to encourage people to take initiative, and” I can handle conflicts around me. “It explains 3.0% variance with a total factor load of 1.3.

2. Bist Battery of Stress Scale (BBSS)-(2006)

This battery was originally developed by Abha Rani Bist, Kumaun University, Almora.

This battery has the following scales in it:
(a) Scale of existential stress (SES)
(b) Scale of achievement stress (SAchS)
(c) Scale of academic stress (SAS)
(d) Scale of self-actualization stress (SSAS)
(e) Scale of physical stress (SPS)
(f) Scale of self-concept stress (SSCS)
(g) Scale of social stress (SSS)
(h) Scale of role stress (SRS)
(i) Scale of institutional stress (SIS)
(j) Scale of family stress (SFS)
(k) Financial stress scale (FSS)
(l) Scale of vocational stress (SVS)
(m) Scale of superstition stress (SSUS)

This battery measures the four components of the stress:

1. Frustration
2. Conflict
3. Pressure
4. Anxiety

**Reliability**

Reliability of the scales of the battery was calculated by three ways for knowing (i) dependability i.e., short-term test-retest correlations, (ii) stability, i.e., retest after a longer interval, and (iii) internal consistency, i.e., split-half correlations and correlation between total scores and scores on each of the component.
Validity

All the scales appear to be having content validity and item validity. The method of selecting items supports this supposition. In addition, construct validity (discriminability) was estimated for all scales in a two-fold fashion. The first type tested if the construct measured differentiated students on some related construct. For this memory was taken. The second type tested if the construct measured by the scales was not related to construct predicted by theory. For this internal evaluation was taken. In both the construct validity was affirmed.

3. Bell Adjustment Inventory

Bell adjustment inventory (student form) is one of the most widely used personality inventories. The inventory was developed by H. M. Bell in the year 1934. In the process of adaptation, the inventory was once again subjected to all the technical procedures for test standardization which renders it especially suitable for use in the Hindi speaking areas. Since the standardization samples comprised undergraduate students of different rural and urban colleges, this inventory can be used in the final classes of the high schools and also in colleges, individual as well as group situations.

Mohsin-shamshad adaptation of Bell adjustment inventory (1969) consists of 135 items, retained as a result of item analysis, out of 140 items. The inventory measures adjustment in four different areas—some home, health, social and emotional—separately, as well as yields a composite score for overall adjustment. Home adjustment is expressed in terms of satisfaction or dissatisfaction with home life; health adjustment in terms of illness; social adjustment in terms of shyness, submissiveness, introversion; and emotional adjustment in terms of depression; nervousness etc. high scores on the inventory indicate low adjustment and low score high adjustment in different specific areas, and also in respect of adjustment taken as a whole. Numbers of items related to
each area of adjustment are as Home (35 items), Health (31 items), Social (34 items) and Emotional (35 items). Three responses categories have been provided for answer to each item.

**Reliabilities:** Both test-retest and odd-even reliabilities of different areas as also of the total test are summarized as:

<table>
<thead>
<tr>
<th>Dimensions</th>
<th>Test-Retest</th>
<th>Odd-even (full-test)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home</td>
<td>.700</td>
<td>.806</td>
</tr>
<tr>
<td>Health</td>
<td>.804</td>
<td>.824</td>
</tr>
<tr>
<td>Social</td>
<td>.868</td>
<td>.738</td>
</tr>
<tr>
<td>Emotional</td>
<td>.919</td>
<td>.855</td>
</tr>
</tbody>
</table>

**Validity:** The items of each sub-scale were selected on the basis of the strength of their association with the total test scores in the sub-test. For this purpose, the method of extreme groups’ comparison was used consisting of the 27% upper and 27% lower scoring groups following Kelley’s (1939) recommendation.

4. **Achievement test**

For measuring the achievement of the students, their previous class marks were taken as their achievement.

**Administration of the Tests and Data Collection**

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 were fixed for the collection of data. The investigator tried his best to build a report with all respondents. All the
three set of tests were given to each student and the instructions were given to the students so that they can finish up their tests at right time and without facing any problem.

**Emotional Intelligence Scale:** For the administration of this test on the students, the investigator gave the instructions as according to the manual. The instructions were as: -

(i) There is no time limit for the completion of this test but it will hardly take 10-15 minutes to finish-up.

(ii) Before administrating the scale, it is advisable to emphasize orally that responses should be checked as for the same. The responses will be kept confidential.

(iii) It was also emphasized that there is no right or wrong answers to the statements. The statements are designed to understand the differences in individual reactions to various situations. The scale is meant to know the difference between individuals and not meant to rank them as good or bad.

(iv) It was duly emphasized that all statements have to be responded to and no statements should be left unanswered.

(v) Though the scale is self-administering, it has been found useful to read out the instructions printed on the response sheet to the student teachers.

The test was administered to the 200 students in the above-mentioned schools. The above instructions were given to them before administration of the test.

Each item or statement should be scored 5 for strongly agree, 4 for agree, 3 for neutral, 2 for disagree and 1 for strongly disagree.

**Bist Battery of Stress Scales:** For the administration of this test on the students, the investigator gave the instructions as according to the manual. The instructions were as: -

(i) There is no time limit for the completion of this test.
(ii) Before administrating the scale, it is advisable to emphasize orally that responses should be checked as for the same. The responses will be kept confidential.

(iii) It was also emphasized that there is no right or wrong answers to the statements. The statements are designed to understand the differences in individual reactions to various situations. The scale is meant to know the difference between individuals and not meant to rank them as good or bad.

(iv) It was duly emphasized that all statements have to be responded to and no statements should be left unanswered.

(v) Though the scale is self-administering, it has been found useful to read out the instructions printed on the response sheet to the student teachers.

The test was administered to the 200 students in the above-mentioned schools. The above instructions were given to them before administration of the test. The scoring is as follows for the positive statements:

<table>
<thead>
<tr>
<th>Always</th>
<th>Often</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>never</th>
<th>Total</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>too much</td>
<td>Much</td>
<td>Average</td>
<td>Less</td>
<td>Not at all</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For negative statements, it is just vice-versa. The total will be separate for frequency and quantity. The grand total will be the sum of frequency score and quantity score. **High scores indicate high degree of stress.** Each scale will yield:

(d) Frequency of stress score

(e) Quantity of stress score
(f) Total stress score

**Bell Adjustment Inventory:** Instructions for answering the questions were given on the front cover of the test booklet, and the procedures for test administration are described. Although no time limit is imposed, the inventory takes 35 to 40 minutes. After giving the instructions a test booklet of Bell’s adjustment inventory should be supplied to the testee and he should be asked to fill in his name, date and class, and make all other necessary entries. He should then read the instructions silently. He should be instructed not to read the questions unless asked for. Before the test proper begins, it is to be ensured that the instructions have been understood by the testee/testees. The test can be administered to an individual or a group at a time. The inventory is scored simply by counting the number of responses marked in each area of adjustment. The scores are to be given in the manual for each response. Each response has to be given a score of one. **High scores indicate poor adjustment.** The sum of scores in different areas gives measure of total adjustment.

**Statistical Techniques Used**

The following statistical techniques were used for the analysis and interpretation of the data:

- (v) Mean
- (vi) Median
- (vii) t-test
- (viii) Product Moment Correlation

**Analysis and Interpretation of Data**

After administration of the standardized test, the answer sheets were collected and the scoring was done with the help of manual provided with the test series. The mean and standard deviation was collected by separating the each test.
A female and male student, rural and urban area students and then appropriate correlation technique was employed to see the correlation between different variable taken. The Null Hypothesis was tested at 0.01 level and 0.05 levels. The interpretation was done purely on the basis of Objectives & Hypotheses keeping in mind.

Table:-XXII: Compiled Table of Relationship between Variables

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Relationship</th>
<th>Calculated ‘r’ Value</th>
<th>Significance of Correlation Calculated ‘t’ value</th>
<th>Standard Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Emotional Intelligence and Stress</td>
<td>-0.465</td>
<td>7.45*</td>
<td>0.0624</td>
</tr>
<tr>
<td></td>
<td>a) Emotional Intelligence and Academic Stress</td>
<td>-0.5407</td>
<td>9.050*</td>
<td>0.05975</td>
</tr>
<tr>
<td></td>
<td>b) Emotional Intelligence and Family Stress</td>
<td>-0.315</td>
<td>4.690*</td>
<td>0.0671</td>
</tr>
<tr>
<td>2.</td>
<td>Emotional Intelligence and Adjustment</td>
<td>-0.506</td>
<td>8.260*</td>
<td>0.0613</td>
</tr>
<tr>
<td></td>
<td>a) Emotional Intelligence and Home Adjustment</td>
<td>-0.5196</td>
<td>8.574*</td>
<td>0.0606</td>
</tr>
<tr>
<td></td>
<td>b) Emotional Intelligence and Health Adjustment</td>
<td>-0.5293</td>
<td>8.792*</td>
<td>0.0602</td>
</tr>
<tr>
<td></td>
<td>c) Emotional Intelligence and Social Adjustment</td>
<td>-0.4434</td>
<td>6.971*</td>
<td>0.0636</td>
</tr>
<tr>
<td></td>
<td>d) Emotional Intelligence and Emotional Adjustment</td>
<td>-0.3521</td>
<td>5.302*</td>
<td>0.0665</td>
</tr>
<tr>
<td>3.</td>
<td>Emotional Intelligence and Academic Achievement</td>
<td>+0.2633</td>
<td>3.840**</td>
<td>0.0685</td>
</tr>
</tbody>
</table>

*negative significant correlation

**positive significant correlation
Table:-XXIII: Compiled Table of Differences between Variables

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Difference between</th>
<th>Calculated ‘t’ value</th>
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<td>Stress of High EI &amp; Low EI Students</td>
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<td>2.96*</td>
<td>1.31</td>
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<td>7.</td>
<td>Stress of High EI (rural &amp; urban students)</td>
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<td>4.61</td>
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<td>8.</td>
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<td>3.19</td>
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<td>9.</td>
<td>Stress of High EI (male &amp; female students)</td>
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<td>4.67</td>
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<td>14.</td>
<td>Adjustment of Low EI (male &amp; female students)</td>
<td>1.23**</td>
<td>2.53</td>
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<td>15.</td>
<td>Academic Achievement of High EI (rural &amp; urban students)</td>
<td>6.86*</td>
<td>1.43</td>
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<td>16.</td>
<td>Academic Achievement of Low EI (rural &amp; urban students)</td>
<td>3.10*</td>
<td>1.88</td>
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<td>17.</td>
<td>Academic Achievement of High EI (male &amp; female students)</td>
<td>2.81*</td>
<td>1.74</td>
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<td>18.</td>
<td>Academic Achievement of Low EI (male &amp; female students)</td>
<td>2.00*</td>
<td>1.86</td>
<td>Significant at 0.05 level</td>
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*significant difference between means & **no significant difference between means

At 0.01 level =2.58
At 0.05 level =1.96

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Main findings

1. There is found **Negative Significant Relationship between Emotional Intelligence and Stress** which shows that emotional intelligence directly influences the stress among senior secondary students. This shows that as the scores of emotional intelligence increases, the stress scores decreases. High value of stress shows high degree of stress. It means that the students who having high emotional intelligence show less degree of stress in his/her life.

- There is found negative significant relationship between emotional intelligence and academic stress which shows that emotional intelligence directly influences the academic stress among senior secondary students. This shows that as the scores of emotional intelligence increases, the academic stress scores decreases. High value of academic stress shows high degree of academic stress. It means that the students who having high emotional intelligence show less degree of academic stress in their life.

- There is found negative significant relationship between emotional intelligence and family stress which shows that emotional intelligence directly influences the family stress among senior secondary students. This shows that as the scores of emotional intelligence increases, the family stress scores decreases. High value of family stress shows high degree of family stress. It means that the students who having high emotional intelligence show less degree of family stress in their life.

2. There is found **Negative Significant Relationship between Emotional Intelligence and Adjustment** which shows that emotional intelligence directly influences the adjustment among senior secondary students. This shows that as the scores of emotional intelligence increases, the adjustment scores decreases. Less score of adjustment shows better adjustment.
It means that the students who have high emotional intelligence have high degree of adjustment. The students having high emotional intelligence are well adjusted in their life.

- There is found negative significant relationship between emotional intelligence and home adjustment, emotional intelligence and health adjustment, emotional intelligence and social adjustment & emotional intelligence and emotional adjustment which shows that emotional intelligence directly influences the home adjustment, health adjustment, social adjustment and emotional adjustment among senior secondary students. It means students having high emotional intelligence have high degree of home, health, social and emotional adjustment in their life.

3. There is found significant **Positive Significant Relationship between Emotional Intelligence and Academic Achievement** among senior secondary students. It means that the students having high emotional intelligence show better academic achievement.

4. There is found **Significant Difference between the Mean Stress Scores of Students having High and Low Emotional Intelligence**. It means that the students with low and high emotional intelligence have high and low degree of stress in their life respectively.

5. There is found **Significant Difference between the Mean Adjustment Scores of Students having High and Low Emotional Intelligence**. It means that the students with low and high emotional intelligence have high and low adjustment in their life respectively.

6. There is found **Significant Difference between the Mean Academic Achievement Scores of Students Having High and Low Emotional Intelligence**. It means that the students have high emotional intelligence have high academic achievement.

7. There is found significant difference between the mean Stress scores of rural and urban students having high Emotional Intelligence.
8. There is found significant difference between the mean Stress scores of rural and urban students having low Emotional Intelligence.

9. There is found no significant difference between the mean Stress scores of male and female students having high Emotional Intelligence.

10. There is found no significant difference between the mean Stress scores of male and female students having low Emotional Intelligence.

11. There is found no significant difference between the mean Adjustment scores of rural and urban students having high Emotional Intelligence.

12. There is found no significant difference between the mean Adjustment scores of rural and urban students having low Emotional Intelligence.

13. There is found no significant difference between the mean Adjustment scores of male and female students having high Emotional Intelligence.

14. There is found no significant difference between the mean Adjustment scores of male and female students having low Emotional Intelligence.

15. There is found significant difference between the mean Academic Achievement scores of rural and urban students having high Emotional Intelligence.

16. There is found significant difference between the mean Academic Achievement scores of rural and urban students having low Emotional Intelligence.

17. There is found significant difference between the mean Academic Achievement scores of male and female students having high Emotional Intelligence.

18. There is found significant difference between the mean Academic Achievement scores of male and female students having low Emotional Intelligence at 0.05 level.
Discussion of the findings with review of related literature

A study was done in the year 1999, i.e. relationship between emotional intelligence with health habits. It was found there was a positive relationship between emotional intelligence in the development of good health habits. Here, in this study also the researcher found that those students having high emotional intelligence have good health adjustment in their life. A study was done in the year 2001, there was found a positive correlation between emotional intelligence and the academic achievement. Here also the positive significant correlation was found by the researcher in emotional intelligence and academic achievement. A study in the year 2003 was done which found the positive correlation between the adjustments and academic achievements of the secondary school students. A relationship between emotional intelligence and academic achievements in 11th graders was found significant relationship between emotional intelligence and the academic achievements. Emotional intelligence, cognitive ability and academic performance were found moderate relationship. There was a positive correlation between emotional intelligence and coherence and a negative relationship between trait anxiety, interpersonal intelligence and the stress management subscale. A study in the year 2005 was done on adjustment of the students, it was found that secondary school students with low adjustment; non-residential school students were more adjusted than the residential school students, not significant differences in the level of adjustment possessed by the private and government secondary school students. In the same year a study was done on the effect of emotional intelligence and personality type shows that there is significant effect of emotional intelligence and personality type on role stress, the interaction effect is also found significant. In the same year a study was done on emotional intelligence as correlates to intelligence, creativity and academic achievement, there was found a positive correlation between all the three variables
and inter-relationship between them. A study on stress measurement and management among female smokers was done, in which a sample from smokers and non-smokers was taken and their stress level was measured. A study of relationship of emotional intelligence with physical and psychological health functioning was also done. In 2006, a study was done on emotional intelligence among student teachers in relation to sex, faculty and academic achievement. It was found that there is no significant difference between emotional intelligence of male and female student teachers, there is no significant difference between emotional intelligence of art and science student teachers and there is no significant difference between academic achievement and emotional intelligence among student teachers. In another study it was found that the correlation between emotional intelligence and the total coping resources of stress was found to be positively significant. In the year 2008, a study was done to find out the emotional intelligence among college girls at Raipur University, Chhattisgarh. In the same year, a study on emotional intelligence of self-help group members was done in which it was found that the self-help group members do not differ in their emotional intelligence based on their age, marital status, type of family, community and family status. A study revealed that the students whose mothers are employed have achieved better than that of the students whose mothers are not employed. In the year 2008, a study on emotional intelligence as a correlate of stress of student teachers was also done where it was found that there was a negative correlation between emotional intelligence and stress which shows that those who have high emotional intelligence have low degree of stress. In the year 2009, a study on emotional intelligence, achievement motivation, and academic achievement was done and it was found a positive correlation between all the three variables. In the same year, a study of effect of emotional intelligence on psychological distress of high school students was done and it was found that emotional
intelligence is helpful in reducing psychological distress of students. A study also shows that there is no significant relationship between the emotional intelligence and stress among pupil teachers of B.Ed. it may be due to that one mature enough to handle their stress level despite of their high or low emotional intelligence.

In this study, shows that There is positive correlation between the following variables:- Emotional Intelligence and Academic Achievement, which shows that as the emotional intelligence increases the academic achievement also increases and vice versa. This study also shows the negative correlation between the following variables:- Emotional Intelligence and Stress (Academic stress and Family stress), Emotional Intelligence and Adjustment (Home, Health, Social and Emotional), which shows that the students who have high emotional intelligence have low degree of stress and better adjustment in their life which is very much useful for achieving success in life. In some cases, It also shows that there is Significant Difference between the Mean (Stress and Academic Achievement) Scores of Students having High and Low Emotional Intelligence. The significant difference was found the following variables viz., mean stress scores of students having high and low emotional intelligence, means adjustment scores of students having high and low emotional intelligence, means academic achievement scores of students having high and low emotional intelligence, mean stress scores of rural and urban students having high or low emotional intelligence, mean academic achievement scores of rural and urban students having high or low emotional intelligence and mean academic achievement scores of male and female students having high or low emotional intelligence. And in some cases, It also shows that there is no Significant Difference between the Mean (Adjustment, Stress and Academic Achievement) Scores of Students having High and Low Emotional Intelligence viz., mean stress scores of male and female students having high
emotional intelligence, mean stress scores of male and female students having low emotional intelligence, mean adjustment scores of rural and urban students having high emotional intelligence, mean adjustment scores of rural and urban students having low emotional intelligence, mean adjustment scores of male and female students having high emotional intelligence students and mean adjustment scores of male and female students having low emotional intelligence.

There are lots of studies which have been done on emotional intelligence and achievement, intelligence and emotional maturity, emotional intelligence correlates to intelligence, creativity and academic achievements, relationship between anxiety, emotional maturity with academic achievement etc., but a very few researches found on emotional intelligence in relation to stress, adjustment, and academic achievement on senior secondary students have been done.

The education that we impart today focuses much on the cognitive (head) aspect and we seldom give importance to the affective (heart) aspect. It has been accepted by all that education should help the student to solve the challenges of life and make successful adjustment in life. The purpose of education should not be to simply provide food for the brain but it should replenish the heart as well. So this study is very much useful for the students who are unable to adjust in the environment and leads a stressful life, by enhancing their emotional intelligence they can come out of such problems. Similarly this study is very much useful for the teachers as will, how a teacher can enhance the emotional intelligence of his students for their effective adjustment and understand their emotions for taking them a right decision in their life. In this regard, Swami Vivekananda has given a very nice quotation i.e. “It is the heart which takes one to the highest place where intellect can never reach”.

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Suggestions for further studies

- This study can be applied on a large sample of 500 senior secondary students of government and private schools students.
- To study the effect of EQ or IQ on the stress level among secondary school students.
- Correlation between Stress & Academic achievement with respect to emotional intelligence.
- Correlation between Stress & Adjustment with respect to emotional intelligence and general intelligence.
- Effect of emotional intelligence on the personality traits among graduate and undergraduate students.
- Relationship between emotional intelligence and General intelligence.
- Correlation between Emotional intelligence and Social Intelligence.
- Relationship between emotional intelligence & Job satisfaction.
- Significant difference between IX grade students & the undergraduate student’s with respect to emotional intelligence.
- The relationship between emotional intelligence & personality of primary school teachers can be studied.
- This study can be also being done on teaching profession and the adjustment of the teachers in self-financing institutions.
- The study can also be done on other professions for their right adjustment and getting success in those professions.
- The study can also be done on graduate and Post graduate students on different universities.
• Nature of human behavior with relation to emotional intelligence can be effectively studied.

• To study the relevance of IQ and EQ (Emotional Quotient) with leadership trait.

• To study the effectiveness of IQ and EQ in the modification of Behavioural aspect.

• To study the adjustment of the Govt. School teachers and the private school teachers on the basis of their Emotional Intelligence.

• Emotional Intelligence: Analytic change in the curriculum.

Conclusion

It is easy to interact with the person with normal emotions but to deal with the person who is emotionally imbalance is very difficult. Emotional Intelligence is a phrase that incorporates the intricate aspects of both emotion and intelligence. Emotions rule the heart while intelligence reigns supreme in the brain. The twin qualities are inseparable and they exercise tremendous influence in the everyday lives of individuals. Now, intelligence and success are not viewed the same way they were before. Today, the whole students have become the centre of concern, not only his reasoning capacities, but also his creativity, emotion and interpersonal skills. IQ alone is no more the only measure for success, emotional intelligence; social intelligence and luck also play a big role in the person success and adjustment. Today there are lots of behavioural problems like stress; adjustment, achievement etc are main concerns among the teenage groups which we are observing regularly. Emotion, communication and conflict are the three things present in all human interactions and they impact each person differently. The ability to properly interact with others is one of the most powerful tools for personal and professional success which can be enhanced by raising our emotional intelligence. Researches have concluded that people who manage their own feelings well and deal effectively with others are more likely to live
content lives. Plus, happy people are more apt to retain information and they do so more effectively than unsatisfied people. It is a number that will send a chill down your spine: as many as 1.2 lakh people end their lives every year in India by committing suicide. Besides that, more than four lakh people attempt to commit suicide. A majority of them have been found to be suffering from some sort of mental disorder or stress, due to that they are unable to adjust in the environment. The education that we impart today focuses much on the cognitive (head) aspect and we seldom give importance to the affective (heart) aspect. It has been accepted by all that education should help the individual to solve the challenges of life and make successful adjustment in life. The purpose of education should not be to simply provide food for the brain but it should replenish the heart as well. Swami Vivekananda had rightly pointed our, “It’s the heart which takes one to the highest place where intellect can never reach”.

This study shows that emotional intelligence has direct influence on the stress, adjustment and academic achievement on senior secondary students. Adolescence is a stage of stress and strain. So, this study was very much useful for these students. As it was found in this study that those students who have high emotional intelligence, have less stress in their life they live a stress free life, have better adjustment and they have a good academic achievement. Researches found that IQ has only 20% role in achieving the success in the life and other 80% role is played by emotional intelligence. It means emotional intelligence is a good predictor of success as well.

**Delimitations**

- The present study was confined to Co-Ed. Senior Secondary students only.
- The sample was restricted to 200 students from class XI.
- The age group of the sample was restricted to 17-20 years.
• The present study was confined to ten urban and ten rural area schools only.

• Sample for urban schools and rural schools were confined to Delhi region.

• For measuring achievement of a particular student, their previous class result was taken.

• Stress was confined to academic stress and family stress.