“A STUDY OF RELATIONSHIP OF EMOTIONAL INTELLIGENCE WITH ADJUSTMENT, STRESS AND ACHIEVEMENT AMONG SENIOR SECONDARY STUDENTS”

AN ABSTRACT IS SUBMITTED TO MAHARSHI DAYANAND UNIVERSITY, ROHTAK

IN THE PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE DEGREE OF DOCTORATE OF PHILOSOPHY (Ph.D.) IN EDUCATION

Supervisor:
Dr. J. L. Jain
M.Sc., M.Ed., M.Phil., Ph.D.
Associate Professor in Educ.
Hindu College of Education, Sonepat.

Investigator:
Manoj Kumar Sharma
M.Sc., M.Ed., M.Phil, NET
Asstt. Prof. in Education
K.M. College of Educ.

November 2011
DEPARTMENT OF EDUCATION
MAHARSHI DAYANAND UNIVERSITY, ROHTAK
Abstract
Abstract

Before the concept of Emotional Intelligence, there was Intelligence Quotient or “IQ”, it was said in the past that the person who is more intelligent or the person who has more IQ can adjust himself or herself in the environment easily. But in recent years, it also come into light that the students who are more intelligent also leads to some kind or stress related to their academic achievement and their parents expectations. So, we can say that the Intelligence Quotient (IQ) does not wholly account for an individual’s success or failure in the world. In fact, most social scientists who study Intelligence estimate that IQ accounts for only 20 to 30 percent of outcome. Even if, as proponents assert, IQ is the “best known predictor” of things like financial success, these numbers are not the king you would want to wager on. 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. New theories of intelligence have been introduced and are gradually replacing the traditional theory. 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. 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 dissatisfied 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. All human being have emotions and general intelligence within themselves but how many people behaves according to the right Emotions and Intelligence in their 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”.

In this regard, an attempt has been made to study the relationship of emotional intelligence with adjustment, stress and achievement among senior secondary students. The study was conducted on 200 senior secondary students both male and female (17-20 years) from rural and urban area schools located in Delhi region using standardized tests by descriptive survey method. Basic information sheet, emotional intelligence scale, adjustment inventory and stress scale was used to collect the data. For achievement, their previous class scores were used as the data. Data was processed and appropriate statistical analysis was carried out. The following are the key findings from the above study: it 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**”.