

# Managing Emotions for Better Adjustment and Good Academic Success

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## ABSTRACT

*Emotions are our fundamental needs and Academic success and adjustment are the outcomes of education. The present study was conducted on 100 secondary school students of Varanasi District using Purposive sampling technique. Descriptive survey method was used to collect the data and Product Moment correlation was used for analysing the data. The results of the study indicate positive correlation between EI and adjustment. So, it appears that the higher the EI scores, adjustments may be better. The coefficient of correlation between EI and adjustment is 0.838. Findings of the correlational method were average between EI and adjustment. It appears that there is moderate correlation found between adjustment and academic success. Out of 100 students, 88 students are grouped under average emotional intelligence having 60% to 70% marks secured in their term end examination.*

## 1. Introduction

Man is a social element who holds the credit of the most important invention of the world, education. Without this, there remains no difference between an animal and a human being. Education is the utmost investment and the key required for upward movement in the society. It opens doors for a better job or livelihood, successful and happy life leading to a balanced and a well-adjusted personality. One very pertinent feature of human relationship is to be a man of culture. If education produces such a man it has done its job nicely. A man of culture is an invaluable asset to society. Education develops social efficiency in people which implies social awareness, economic productivity, cultural and moral refinement. Education makes people fit for life. Fitting of the individual for a life with other fellows means that a man should be a good thinker, a good worker, a good leader and a good companion. Education tells the person how to play the game of life wisely and well on three play grounds-senses, skills and the soul (SulaganniManjappa K., 2016).

Emotions are our fundamental needs and the strong impulses that throws us into action without much thinking. When we are aware of our emotions and know how to manage them, how to motivate self, empathetic and successfully handle relationships, then we are emotionally intelligent. But, unlike intelligence quotient (IQ) it can be learned and taught and there is always a scope of improvement with regard to its management.

Goleman(1995) in his book, Emotional intelligence: Why it can matter more than IQ?, made a very provocative chain about the importance of Emotional Intelligence by comparing with IQ. He said that if IQ contributed up to 20% of life-success, the remaining has to be filled in by emotional intelligence. In his book, Goleman discussed at length about the significant contribution of Emotional Intelligence to success at home, at school, and at work. He believed that right decisions about drugs, smoking, sex, and less rudeness or aggressiveness would be associated with high Emotional Intelligence. Romance, intimate relationship, and picking up non-verbal rules in the organizational politics are the other areas where he thought Emotional Intelligence can play a big advantage. Various researches on intelligence have made it clear that a

person's success in career and personal life depends not alone on IQ but also on other factors.

Academic success and adjustment are the outcomes of education. The former is generally achieved as the extent of achieving educational goals which is commonly measured by means of examinations and continuous assessment. Therefore, it can be defined as the excellence in scholastic and non-scholastic activities during an academic session.

Adjustment as an achievement are the indicators of effectiveness with which an individual can perform in a very efficient manner in changed circumstances and is as such related to his adequacy and regarded as an achievement that is accomplished in terms of good and bad. (Lazarus, 1976). Adjustment, although a universal phenomenon can be studied through its various aspects or dimension like health, adjustment, home-adjustment and school or professional adjustment (Sarkar & Banik, 2017). For better adjustment a student needs emotional, social as well as educational adjustment which enables him to maintain a healthy relationship with society, his peer team and with himself. Adjustment is a continuous and a dynamic process in which an individual brings desirable changes in his behaviour in order to attain a harmonious and balanced relationship between him and his environment.

For a student, be it his classroom or sport ground, he needs to have skills of collaboration; working as team, communication, skill of letting go away the personal issues that get in the way of performing. Such skills clubbed together are nothing but a very important life skill, emotional intelligence. Educators also consider it to be a very critical skill for adjustment and academic success. Researches have proved that the ability to empathize, communicate clearly, control impulses, communicate clearly and strongly, make thoughtful decisions and work as a team enables the individual to stand out differently. They tend to lead a happier and satisfied relationship. It was found in a study that there is a positive and significant impact of emotional intelligence towards the social adjustment ability of the students (Hidayat, 2018). In a study (Kumar et al., 2013) results revealed a significant effect of EI on the achievement motivation and educational adjustment of students. However, EI did not have a significant effect on the

emotional adjustment, social adjustment and scholastic performance of students.

With the purpose is to look into the relationship between emotional intelligence and academic achievement and whether emotional intelligence be incorporated in school programs. (Kashani et al., 2012) conducted a correlation study on a sample of 100 individuals using the convenience sampling among the students of Islamic Azad University, Tehran South branch. The results indicated that there is no significant association between emotional intelligence and the students' end-of-the-term and diploma degrees.

A study was conducted to find out the emotional intelligence and adjustment of boys and girls of secondary school. Emotional intelligence scale (EIS), Bell Adjustment inventory by H.M was used to collect the data. Result of the study indicated no significant difference in the emotional intelligence and adjustment of boys and girls of secondary school but significant relationship was found in the emotional intelligence and adjustment of both boys and girls of secondary schools (Sawhney & Kaur, 2016).

Another study investigated the association between emotional intelligence and academic success among undergraduates of Kohat University of Science & Technology (KUST), Pakistan. The findings revealed that there was a strong positive relationship. The findings also suggest that the emotional intelligence of the undergraduate students may be further improved so that their academic performance may further be enhanced (Suleman et al., 2019).

The findings of the above mentioned researches indicate that EI has significant effect on the achievement motivation and educational adjustment of students. However, EI did not have a significant effect on the emotional adjustment, social adjustment and scholastic performance of students, there is no significant association between emotional intelligence and the students' end-of-the-term and diploma degrees, no significant difference in the emotional intelligence and adjustment of boys and girls, significant relationship was found in the emotional intelligence and adjustment of both boys and girls of secondary schools and emotional intelligence of the undergraduate students may be further improved in order to enhance the academic performance. Since the results indicate a mixed type of effect on the variables, this study was conducted to have a better understanding of the effect of the considered variables on one another.

## 2. Rationale of the Study

Emotional intelligence (EI) means understanding and managing your own emotions effectively and using that knowledge in day-to-day interactions with peers, co-workers, friends, family, and clients. The knowledge of which provides the key to success both in our personal lives and at work. Educational adjustment is the ability to respond positively to the academic and non-academic activities in an educational environment. Stanley Hall has rightly called the age of adolescents as 'stage of stress and storm'. This stage is marked with the arrival of many problems thus affecting the mental, social, physical and academic life of the student. Having stated this, it becomes pertinent that the various behavioural patterns of the students be studied and proper guidance be imparted for adequate adjustment at all the fronts.

With the onset of 21st century, life is moving at a very fast rate. We are heading to post modern society from modern society, the industrialization, westernization, globalization have their own subsequent problems and challenges. No life has remained untouched with these processes, and so are the adolescents. They are facing numerous problems in adjusting to this changing time. Therefore, it becomes very crucial to find out about relationship of emotional intelligence with adjustment and academic success.

## 3. Objectives of the Study

1. To study the relationship between emotional intelligence and adjustment of secondary school students.
2. To study the relationship between emotional intelligence and academic success of secondary school students.
3. To study the relationship between adjustment and academic success of secondary school students.

## 4. Hypotheses of the Study

1. There will be no significant relationship between emotional intelligence and adjustment of secondary school students.
2. There will be no significant relationship between emotional intelligence and academic success of secondary school students.
3. There will be no significant relationship between adjustment and academic success of secondary school students.

## 5. Methodology and Tools Used

The sample of 100 students was selected using purposive sampling technique from two schools of Varanasi district. It included 50 male students and 50 female students. Descriptive survey method was used to collect the data. This research was performed using Mangal Emotional Intelligence Inventory for collecting data related to emotional intelligence by S.K. Mangal and Mrs. Shubhra Mangal and Adjustment Inventory by H.S. Asthana for collecting data for adjustment. Term end examination marks were used for the assessment of academic success of the students. Product moment correlation was used for analysing the data.

## 6. Result and Discussion

Table-1: Mean and SD of Variables

	MEAN	S.D.	TOTAL NO. OF SCORES
EI	69.36	6.17	100
AS	276.78	25.11	100
ADJUSTMENT	23.06	2.22	100

The mean obtained from the sample of 100 students was 69.36 for Emotional Intelligence, 276.78 for academic Success and 23.06 for Adjustment. The standard deviation was 6.17, 25.11 and 2.22 respectively for Emotional Intelligence, Academic Success and Adjustment respectively.

TABLE-2: Co-relational Matrix of EI, Academic Success and Adjustment

	EI	AS	ADJ.
EI	-	0.668	0.838
AS	0.668	-	0.678
ADJ.	0.838	0.678	-

This table shows the correlation between the three variables of the study, i.e., Emotional Intelligence, Academic Success and Adjustment. The correlation between Emotional Intelligence and Academic Success of the students is 0.668. The correlation between Emotional Intelligence and Adjustment of the students is 0.838. The correlation between Academic

Success and Adjustment of the students is 0.678. Magnitude of correlation varies from -1.00 to +1.00. All the above three correlational values between EI and Adjustment, EI and Academic Success and Academic Success and Adjustment are more towards +1.00 side. Therefore, there is positive correlation between the three variables.

TABLE-3: Scatter gram of EI and Adjustment

		ADJUSTMENT				
EI	CI	17-21	22-26	27-31	f	
	80-89		1	4	5	
	70-79		39	2	41	
	60-69	13	34		47	
	50-59	6	1		7	
	F	19	75	6	100	

This scatter gram represents the paired EI and adjustment of 100 students of secondary school. According to Mangal Emotional Intelligence Inventory, scores ranges from 63-76 indicates average EI. So, 41 students out of 100 shows average emotional intelligence and they are also highly adjusted. Only 5 students out of 100 shows well adjusted. It indicates positive correlation between EI and adjustment. So, it appears that the higher the EI scores, adjustments may be better. The coefficient of correlation between EI and adjustment is 0.838. Findings of the correlational method were average between EI and adjustment was also proved by many researchers. Manral(1988) investigated the several factors like emotional maturity and prolonged deprivation on university

students' indisciplined behaviour in relation to their academic achievement . Myhill et al(2004) also studied the adjustment problems of intermediate students in relation to gender, type of college, management, education and occupation of parents. Results revealed that boys have more adjustment problems compared to girls and students of private college have more problems than those of government colleges. The students, whose parents were educated and the students, whose parents were employed securely, were found to be facing more adjustment problems. These studies show that there is relationship between emotional intelligence and adjustment of students of secondary schools.

TABLE-4: Scatter gram for Adjustment and Academic Success

		ACADEMIC SUCCESS							
ADJUSTMENT	CI	230-249	250-269	270-289	290-309	310-329	330-349	350-369	F
	17-21	6	10	3					19
	22-26	1	24	31	9	6	4		75
	27-31			2	2			2	6
	F	7	34	36	11	6	4	2	100

The scatter gram indicated that the paired adjustment and academic success of 100 students of secondary schools. This correlation chart denotes that 75 students out of 100 secured about 49% to 60%, show better adjustment. It appears that there is moderate correlation found between adjustment and academic success.19 students show good adjustment but they are not academically sound. Only 6 students are well adjusted having good Academic record. This finding was also

supported by several studies as Kaul (1991) showed that better the adjustment, better the academic achievements of the students, better family relationship leads to better academic achievement move the child is accepted by the parent better is the academic achievement and Doyle(1986) studied socio-emotional skills and emotional skills reduce discipline problems in school and home both.

TABLE-5: Scatter gram of EI and Academic Success

		ACADEMIC SUCCESS							
EI	CI	230-249	250-269	270-289	290-309	310-329	330-349	350-369	F
	80-89			3				2	5
	70-79		6	18	9	5	4		42
	60-69	2	27	14	2	1			46
	50-59	6	1						7
	f	8	34	35	11	6	4	2	100

The correlation of EI and academic success is moderate. The calculated 'r' is 0.668. It shows emotional intelligence and academic success are related but does not affect very much because there is only average EI scores obtained by students of secondary school, only 5 students out of 100 indicate highly emotional intelligence and 7 students out of 100 show low emotional intelligence. 88 students are grouped under average emotional intelligence having 60% to 70% marks secured in their term end examination. Similarly, Barchard(2003) conducted the study 'Does EI assist in the prediction of academic success?', Meena et al(2005) studied gender differences on EI and scholastic achievement in school going adolescents, Giota(2006) also studied the interrelation between goal orientation, academic achievement and self-evaluation/well-being in school and Parker et al (2006) examined the relationship between emotional intelligence and academic retention. Results revealed that students who persisted in their studies were significantly higher than those who withdrew on a broad range of emotional and social competencies. All the above studies show that there is significant relation between emotional intelligence and academic success.

## 7. Conclusion

In the present study, the researchers have tried to see the relationship of academic success and adjustment with respect

to emotional intelligence of secondary school students of Varanasi district. After the intensive study of the data, it is concluded that there is relationship among Academic success, Adjustment and Emotional Intelligence. It is also revealed by the study that emotional intelligence plays a very important role in adjustment and academic success of the secondary school students. Struggle for adjustment is not any issue of a particular phase of life, rather it is a lifelong and never ending process. But, if one learns how to adjust with the struggles of life along with mental balance and success, battle of life is almost won. So, if the students of secondary school get adjusted properly with their environment, their chances of success automatically increase. For this, they need to be trained for their emotional intelligence also along with guidance and counselling and unconditional continuous assistance from parents and teachers should be provided whenever they need. The students have ample opportunities and platforms to express and discuss their feelings and problems in the school authorities. This will enhance self-confidence, confidence towards school and a mental satisfaction among the students leading to a happy and healthy adjustment along with good mental health.

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