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RELATION TO EMOTIONAL INTELLIGENCE AND MENTAL HEALTH

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**RESEARCH ARTICLE**

**ADJUSTMENT AMONG SENIOR SECONDARY SCHOOL STUDENTS IN RELATION TO  
EMOTIONAL INTELLIGENCE AND MENTAL HEALTH**

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**ABSTRACT**

Present study was undertaken to investigate the significance of relationship of adjustment with emotional intelligence and mental health of senior secondary school students. The study was conducted on 600 senior secondary school students selected from Government Schools from seven districts of Punjab. Indian adaptations of adjustment inventory Sharma (1988), Emotional intelligence scale by Hyde, Pethi, and Dhar, (2002), and Mental health battery by Singh and Sengupta (2009) were used for data collection. Results of the study revealed significant positive relationship between adjustment and emotional intelligence and also between adjustment and mental health.

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**INTRODUCTION**

Development of technology has shown its effect on every aspect of society. The society is rapidly changing and becoming complex. The adjustment in society is becoming difficult for the people. They are making efforts to adjust and satisfy their needs. According to the Theory of Evolution (Darwin, 1859) only those who adapt successfully survive, those who fail to adapt die out. Adjustment is thus very important for the success of individual.

**Adjustment**

Adjustment is a continuous process of maintaining harmony with attributes of individual and environmental conditions which surround him (Dunn, 1963). Adjustment is satisfactory relationship between individual and environment in respect of five areas of Adjustment i.e. home, health, social, emotional and education (Setia, 1991). Adjustment is the harmonious relationship with environment in which most of the individual's needs are satisfied in socially acceptable ways and resulting in forms of behaviour which may range from passive conformity to rigorous actions (Srivastava, 1996). Adjustment is a process by which a living organism acquires a

particular way of acting or behaving or changes an existing form of behaviour or action (Parameswaran & Beena, 2004).

Sulaiman (2013), Punia and Sangwan (2011), Pandey and Anand (2010), Abdullah, Elias, Mahyuddin, and Uli (2009), Chen, Lin and Tu (2006), Adeyemo, (2005), and Gaikward (2015) have studied adjustment in relation to emotional intelligence.

**Emotional intelligence**

According to Goleman (1998) emotional intelligence is the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships. Singh (2003) defined emotional intelligence as the ability of an individual to appropriately and successfully respond to a variety of emotional stimuli elicited from the inner self and immediate environment. Caruso and Wolfe (2004) defined emotional intelligence as the ability to perceive emotions, access and generate emotions so as to assist thought, understand emotions and emotional knowledge and reflectively regulate emotions so as to promote emotional and intellectual growth. Tiwari and Srivastava (2004) defined emotional intelligence is made up of a set of skills and these skills can be improved through

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education. School serves as the prime location for the promotion of Emotional Intelligence.

Mishra and Sarkar (2015), Singh and Grover (2015), Kaur (2014), Sinha (2012), Pathak (2014), and Singh (2015) have studied adjustment in relation to mental health.

### ***Mental Health***

World Health Organization (2001) defined Mental health is not merely the absence of disease or Infirmity but rather, a state of complete physical, mental and social well being. According to Sharma and Lata (2014) the term "Mental Health" refers to the quantity of wholeness and soundness. Mental health can also be called the process of human self-realization, self-satisfaction and fully successful existence.

## **REVIEW OF RELATED LITERATURE**

### ***Adjustment and emotional intelligence***

Gaikward (2015) conducted a study on 147 college students from arts and science departments and concluded that emotional intelligence is not positively correlated to social adjustment.

Sulaiman (2013) conducted a study on 323 students from Sultan Qaboos University and found positive correlation between emotional intelligence and psychological adjustment.

Punia and Sangwan (2011) conducted a study on 120 students from Hisar district of Haryana and found significant positive relation between emotional intelligence and adjustment.

Pandey and Anand (2010) conducted a study and found that emotional intelligence was positively associated to marital adjustment.

Abdullah, Elias, Mahyuddin, and Uli (2009) conducted a study on 250 first year students attending various undergraduate programmes at Malaysian Public University and concluded that adjustment was significant predictor of emotional intelligence.

Chen, Lin and Tu (2006) conducted a study on 1060 senior high school students in Tiwan and Anhui province in mainland China. A positive and modest correlation was found between the emotional intelligence and life adjustment scores for students in both Taiwan and Anhui.

Adeyemo, (2005) conducted a study on 200 students and concluded that there is significant positive relationship between emotional intelligence and adjustment.

Sulaiman (2013), Punia and Sangwan (2011), Pandey and Anand (2010), Abdullah, Elias, Mahyuddin, and Uli (2009), Chen, Lin and Tu (2006), and Adeyemo, (2005) found significant positive relation between emotional intelligence and adjustment where as Gaikward (2015) no positive relation between emotional intelligence and social adjustment.

### ***Adjustment and mental health***

Mishra and Sarkar (2015) 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.

Singh and Grover (2015) conducted a study on 100 college students from Bathinda and Muktsar district of Punjab. They found significant relation between mental health and adjustment.

Singh (2015) conducted a study on 150 college students from science and arts stream from Bhivani district of Haryana. He found no significant relationship between mental health and adjustment.

Kaur (2014) conducted a study on 100 secondary school students from Gurdaspur district of Punjab and found a significant positive relation between adjustment and mental health.

Sinha (2012) conducted a study on 37 male prisoners of district Dhanbad of Jharkhand and found significant association between adjustment and mental health of the prisoners.

Pathak (2014) conducted a study on 90 college students from Junagadh city of Gujarat. He found significantly high correlation between mental health and social adjustment.

Mishra and Sarkar (2015), Singh and Grover (2015), Kaur (2014), Sinha (2012), and Pathak (2014) found significant positive relationship was found between mental health and school adjustment of boys and total students, where as Mishra and Sarkar (2015) found no significant relation was found between mental health and school adjustment of girls, Singh (2015) also found no significant relationship between mental health and adjustment.

### ***Emergence of the problem***

Review of the related literature reveals that not much research work is done on the relationship of adjustment with emotional intelligence and mental health in state of Punjab. Investigator did not find any study conducted on the Government Senior Secondary School Students from the proposed five districts of Punjab. The study thus seems fully justified.

### ***Objectives***

1. To investigate the significance of relationship between adjustment and emotional intelligence of senior secondary school students.
2. To investigate the significance of relationship between adjustment and mental health of senior secondary school students.

### ***Hypotheses***

***H<sub>01</sub>*** There exists no significant relationship between adjustment and emotional intelligence of senior secondary school students.

**H<sub>02</sub>** No significant relationship exists between adjustment and mental health of senior secondary school students.

**Sample**

Sample of the study consisted of 600 senior secondary school students selected from Government Schools of 5 districts (Moga, Ludhiana, Ferozepur, Faridkot, and Jalandhar) of Punjab.

**Tools**

1. Indian adaptations of adjustment inventory Sharma (1988) (Revalidated by the investigator).
2. Emotional intelligence scale by Heyde *et al* (2007).
3. Mental health battery by Singh and Sengupta (2009).

**Results and discussion**

To investigate the significance of relationship between adjustment and emotional intelligence of senior secondary school students Pearson’s coefficient of correlation was employed and the result is given in table1 below:

**Table 1** Relationship between adjustment and emotional intelligence (N=600)

Variables	r
Adjustment and emotional intelligence	-0.182*

\*Significant at 0.01 level of significance

Table 1 reveals that the value of correlation between adjustment and emotional intelligence is -0182 which is significant 0.01 level of significance. This leads to the conclusion that when the scores of emotional intelligence are high the scores of adjustment are low. According the adjustment inventory low scores means better adjustment. High emotional intelligence is thus associated to better adjustment. This leads to rejection of null hypothesis H<sub>01</sub> which states that ‘There exists no significant relationship between adjustment and emotional intelligence of senior secondary school students’. This finding is well supported by the studies conducted by Sulaiman (2013), Punia and Sangwan (2011), Pandey and Anand (2010), Abdullah, Elias, Mahyuddin, and Uli (2009), Chen, Lin and Tu (2006), and Adeyemo, (2005).

To investigate the significance of relationship between adjustment and mental health of senior secondary school students Pearson’s coefficient of correlation was employed and the result is given in table 2 below:

**Table 2** Relationship between adjustment and mental health (N=600)

Variables	r
Adjustment and mental health	-0.487*

\*Significant at 0.01 level of significance

Table 2 reveals that the value of correlation between adjustment and mental health is -0487 which is significant 0.01 level of significance. This leads to the conclusion that when the scores of mental health are high the scores of adjustment are low. According the adjustment inventory low scores means better adjustment. Good mental health is thus associated to

better adjustment. Thus null hypothesis H<sub>02</sub> which states that ‘No significant relationship exists between adjustment and mental health of senior secondary school students’, is rejected. This finding is well supported by Mishra and Sarkar (2015), Singh and Grover (2015), Kaur (2014), Sinha (2012), and Pathak (2014).

**Implications**

Results of the study reveal significant positive relation of adjustment with emotional intelligence and mental health. To improve adjustment of secondary school students their emotional intelligence and mental health need to be improved. It thus suggested to the parents, teachers and school authorities to create conditions conducive for the development of emotional intelligence and the mental health. Every school must have counselor and facility of guidance and counselling must be provided to students. This will help in the improvement of their emotional intelligence and mental health and will lead to better adjustment of the students.

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