

Relationship of Different Dimensions of Emotional Intelligence with Students' School Adjustment at Secondary Level

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Abstract

Focus of the article was on two very important aspects. These are often neglected at secondary school level, whereas they contribute a lot in personality development. The present study aimed at investigating the relationships of different dimensions of emotional intelligence (self-awareness, managing emotion, empathy, social skills and self-motivation) with school adjustment. All the students studying in secondary classes of district Dera Ismail Khan constituted the population of the study. A sample of 400 girls' students were selected by using LR Gay formula as a sample of the study. Two scales emotional intelligence and school adjustment were developed and made valid with the help of experts in the field of education. The Cronbach alpha value of emotional intelligence and school adjustment was 0.80 and 0.82 respectively. The collected data was analyzed with the help of correlation. The results indicated that the level of emotional intelligence was moderate and there was a positive relationship between dimensions of emotional intelligence (self-awareness, managing emotion, empathy, social skills and self-motivation) and school adjustment. The relationship between self-awareness and school adjustment is stronger than other dimensions of emotional intelligence. It was concluded that higher the level of emotional intelligence better the school adjustment.

Keywords: emotional intelligence, empathy, adjustment, self-awareness, self-motivation.

Introduction

Education now a day is not confined to academic abilities, its responsibility is to develop an individual socially and emotionally (Bers, 1999), increased expectations of achievement means that their contribution to the society. Development of emotion-based intelligence has a lot of contributions to the field of education. Previously general and academic abilities were given more weightage but in recent era emotional intelligence has thought to be a significant part of human intelligence.

The individuals having higher Emotional intelligence have positive relations with others and show better leadership qualities and better job performance.

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Enthusiastic insight has various measurements like social abilities mindfulness about self, inspiration, command over feelings and advancement of better human connections (Cadman & Brewer, 2001)

Iordanoglou (2002) has discussed the significance of emotional intelligence that is positively correlated with effective teaching, better leadership qualities and positive thinking towards the profession. Due to such positive qualities Emotional intelligence has acquired significance among educators, head teachers, and administrators of various associations (Vito Aliaga Araujo & Taylor, 2012)

Educational Psychology has an essential job in understudy's self-awareness and their schooling. The Idea of Emotional intelligence has redirected the possibility of instructors and counselors towards understudies conduct. (Stuart & Paque, 2001).

Now a day's stress is on cognition and students' academics while emotional stability and expressivity which are significant components of EI are often neglected by school teachers. (Stuart & Paque, 2001).

However, it is obvious that EI is not given due weightage by school teachers (Stuart & Paque, 2001). The psychologists have tried to define intelligence and its domains. (Stuart & Paque, 2001).

Along with EI, the students' school adjustment has gained much importance. Students' school adjustment is affected by so many social and emotional factors. These factors are sources of motivation for students learning. A sound schooling system works as reinforces and develop better academic self-concept and high self-confidence and reduces frustration and negative thinking (Lyton & Rommney1994). Well-adjusted teachers inculcate mental and physical health leading towards positive adjustment (Lyton & Rommney1994).

It is also imperative to note that emotionally intelligent students are able to perform well in classroom because they are quickly able to get self-awareness they are experiencing along with their adjustment. Based on the empirical evidence provided in the above section, it can be inferred that a strong relationship exists between student's level of emotional intelligence and their subsequent adjustment in schools.

Problem Statement

Emotional intelligence (EI) is comparatively a novel idea, therefore it is often neglected in the schools. The improper and unsocial conduct of certain understudies may dropout or face disciplinary activities in schools. Numerous understudies are constrained by connections to get admission to a specific school, where they feel awkward bringing about change issues. Because of the meaning of enthusiastic insight and giving significant data about an

adjustment in the school, the scientist expected to deal with a research study identified with these factors. This article is related with girls' students admitted in 10th class in District DIK. It was titled as "Relationship of different dimensions of emotional intelligence with students school adjustment at secondary level"

Objectives

Following are the main objectives related to various components of EI and their relationship with school adjustment of 10th class girls' students.

1. To identify the relationship of self-awareness with school adjustment 10th class students.
2. To explore the relationship of managing emotions with school adjustment of 10th class students.
3. To know the relationship of empathy with school adjustment of 10th class students.
4. To explore the relationship of social skills with school adjustment of 10th class students.
5. To investigate the relationship of dimensions of self-motivation with school adjustment of 10th class students.

Hypothesis

1. There is no significant relationship between self-awareness and school adjustment of secondary school students.
2. There is no significant relationship between managing emotions and school adjustment of secondary school students.
3. There is no significant relationship between empathy and school adjustment of secondary school students.
4. There is no significant relationship between social skills and school adjustment of secondary school students.
5. There is no significant relationship between self-motivation school adjustments of secondary school students.

Significance

The responsibility of a school is to produce balanced personalities. The personality development is not confined only to the academic progress but also to develop the persons socially and emotionally, so that they may become better citizens. Now a days there is stress only on academic progress and the emotional and social development are neglected. This study will prove to be a baseline for student's personality development as a whole. Emotional intelligence is introduced in the study for awareness of students and teachers. The

Educational administration may also be motivated towards the significance of Emotional Intelligence.

Delimitation

The study was delimited to the government schools only

Research Design

The researcher has adopted descriptive research design for the study. Descriptive studies refer to survey research that has a concern with perceptions and views and the data are usually collected by questionnaires.

Population

All the secondary school students studying in class 9th and 10th class for the year 2016-17 constituted the population of the study.

Sampling Technique

The stratified random sampling technique was used for selection of students. Thus, the study involved stratified and random sampling techniques. There were different strata like 9th class students and 10th class students, boys' and girls' students, the students from urban and rural areas and the students enrolled in arts and science subjects.

Sample

A representative sample of the study was 400 female students taken through LR Gay formula.

Instrumentation

A sample of female students was selected through stratified random sampling. These questionnaires were then pilot tested on 40 female secondary school students. Stratified random sampling technique was used and 400 secondary school students were selected using LR Gay formula was applied for investigating the correlation of domains of EI and adjustment of girl's students in schools. The instrument of EI and a questionnaire of girl's students' adjustment were applied. An exhaustive investigation was done for the construction of questionnaires in the light of available literature.

Validity and Reliability

The teachers teaching the subject of Urdu at college were requested for items validity. Essentially hearing the thoughts of the

specialists and subsequent to directing a pilot study, the unwavering quality was assessed through cronbach alpha. SPSS (version 20). The reliability of items of Emotional intelligence was 0.80 and that of social adjustment 31 items questionnaire reliability was 0.82 respectively.

Presentation and Analysis of Data

Table 1

Correlation Coefficient between Self-Awareness and Students School Adjustment

		Self-Awareness	School Adjustment
Self-Awareness	Pearson Correlation	1	0.721**
	Sig.		0.000
	N	400	400
School Adjustment	Pearson Correlation	0.721**	1
	Sig.	0.000	
	N	400	400

**Correlation is significant at the 0.01 level (2-tailed).

Self-awareness as a domain of EI was positively correlated with the adjustment of girls' students admitted in high schools of DIK. The coefficient of correlation was 0.72 resulting in rejection of null hypothesis "There is no significant relationship between self-awareness and school adjustment of secondary school students" is rejected.

Table 2

Correlation Coefficient between Managing Emotions and Students School Adjustment

		Managing Emotions	School Adjustment
Managing Emotions	Pearson Correlation	1	0.456**
	Sig.		0.004
	N	400	400
School Adjustment	Pearson Correlation	0.46**	1
	Sig.	0.004	
	N	400	400

**Correlation is significant at the 0.05 level (2-tailed).

Managing emotions as a domain of EI was positively correlated with the adjustment of girl's students admitted in high schools of DIK. The coefficient of correlation was 0.45 resulting in rejection of null hypothesis.

Table 3

Correlation Coefficient between Social Skills and School Adjustment

		Social skills	School Adjustment
Social skills	Pearson Correlation	1	0.515**
	Sig.		0.003
	N	400	400
School Adjustment	Pearson Correlation	0.515**	1
	Sig.	0.003	
	N	400	400

**Correlation is significant at the 0.05 level (2-tailed).

Social skills as a domain of EI was positively correlated with the adjustment of girl's students admitted in high schools of DIK. The

coefficient of correlation was 0.51 resulting in rejection of null hypothesis.

Table 4

Correlation Coefficient between Self-motivation and School Adjustment

		Self-motivation	School Adjustment
Self-motivation	Pearson Correlation	1	0.351
	Sig.		0.015
	N	400	400
School Adjustment	Pearson Correlation	0.351	1
	Sig.	0.015	
	N	400	400

Self motivation as a domain of EI was positively correlated with the adjustment of girl's students admitted in high schools of DIK. The coefficient of correlation was 0.35 resulting in rejection of null hypothesis

Table 5

Correlation Coefficient between Empathy and School Adjustment

		Empathy	School Adjustment
Empathy	Pearson Correlation	1	0.649**
	Sig.		0.000
	N	400	400
School Adjustment	Pearson Correlation	0.649**	1
	Sig.	0.000	
	N	400	400

**Correlation is significant at the 0.01 level (2-tailed).

Empathy as a domain of EI was positively correlated with the adjustment of girl's students admitted in high schools of DIK. The coefficient of correlation was 0.64 resulting in rejection of null hypothesis

Findings

1. It was found that self-awareness a domain of EI is positively correlated with adjustment of girl's students. The coefficient of connection was 0.72. Indicating that higher the self-awareness the better is school adjustment of girl's students of 10th class.
2. It was found that managing emotions domain of EI is positively correlated with adjustment of girl's students. The coefficient of connection was 0.45. Indicating that higher the managing emotions the better is school adjustment of girl's students of 10th class.
3. It was found that social skills a domain of EI is positively correlated with adjustment of girls students. The coefficient of connection was 0.51. Indicating that higher the social skills the better is school adjustment of girls students of 10th class.
4. It was found that self-motivation a domain of EI is positively correlated with adjustment of girls' students. The coefficient of connection was 0.51. Indicating that higher the self-motivation the better is school adjustment of girls' students of 10th class.
5. It was found that empathy a domain of EI is positively correlated with adjustment of girls' students. The coefficient of connection was 0.64. Indicating that higher the empathy the better is school adjustment of girls students of 10th class.

Conclusion

The output of the research study is that higher the emotional intelligence of Secondary School Students, the better is their school adjustment. The same is the case of different categories of students, hence it can be concluded from the findings of the study that different domains of Emotional intelligence i.e. self-awareness, managing emotions, social skills, self-motivation and empathy are positively correlated with adjustment of 10th class girls' students.

Discussion

Findings of the study shows that emotional intelligence is positively correlated with emotions, social skills and adjustment of the students. It means that opinions of respondents about their adjustment is at higher level. A study titled "emotional intelligence as a correlate of social and academic adjustment of first-year university students in

southeast geopolitical zone of Nigeria” Igbo, Nwaka, Mbagwu and Mezieobi (2016b) and the results of this study showed that emotional intelligence correlated positively with social and academic adjustment of first-year students (Igbo, Nwaka, Mbagwu, & Mezieobi, 2016a). The study also indicated that emotional intelligence significantly predicted 1st-year students' social and academic adjustment in schools as reported by Igbo et al., (2016b). Another study titled relationship between emotional intelligence and adjustment of senior secondary school students of jind “conducted by Yadav, (2018) concluded that there is a significant relationship between emotional intelligence and school adjustment of senior secondary school students. He also found that the emotional intelligence of boys, as well as girls, are significantly correlated with their adjustment (Yadav, 2018). In the present study boys, girls, 9th class students, 10th class students, rural-urban students, science and Arts students were significantly correlated with the adjustment.

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