



# Emotional Intelligence and Adjustment of 8<sup>th</sup> Standard Students

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## Abstract:

*Present research investigated emotional intelligence and adjustment of 9<sup>th</sup> Standard students' in context to their Gender and Area. Six hypotheses established with the help of the objectives and variables for the study. 100 boys and 100 girls' total 200 students of std-8<sup>th</sup> selected by stratified random sampling. Emotional Intelligence Scale and Adjustment Inventory used for the data collection Mean S.D and t-value calculated for the testing hypothesis.*

**Keywords:** Adjustment, Area, Emotional Intelligence

## 1. Introduction

There is a lots of development in economic, Social, educational and Scientific area in 21<sup>st</sup> century. 21<sup>st</sup> century was the century of the intelligence. In that century I considered those people, who have possessed high I.Q was intelligent but we had found so many examples from the society that those who possessed high I.Q. They might be fail in their real life. The present education system does not give any guarantee for successful life. Every Individual is different from others. Emotional intelligence is also a factor of individual difference. There is a lot of change in human at his development stage. Daniel Goleman (2005) said that "We are being judged by a new yardstick. It's not how smart you are but how you are smart! The technical skills or the business expertise that so often propelled people to the top are not the abilities that make you effective in inspiring people, in guiding people, in coaching, developing and motivating people." Adolescence is the stage of problems and unexpected behavior. Emotional intelligence and adjustment directly correlate each other. Vasava (2005) studied gender had significantly affected students emotional intelligence. Patel (2006) study shown area significantly affected student's emotional intelligence. In past there are several research have been done of emotional intelligence but research selected emotional intelligence and adjustment both together for the study.

## 2. Objectives

Following objectives made for this study.

1. To establish EQ level of the students.
2. To establish Adjustment level of the students
3. To check the effect of gender on students EQ.
4. To check the effect of area on students EQ.
5. To check the effect of gender on students Adjustment.
6. To check the effect of area on students Adjustment.
7. To check the effect of gender on the correlation of EQ and Adjustment of the Students.
8. To check the effect of area on the correlation of EQ and Adjustment of the students.

## 3. Hypotheses

Following hypotheses have been made for the present study.

1. There will be no significant effect of gender on the students EQ.
2. There will be no significant effect of area on the students EQ.
3. There will be no significant effect of gender on the students Adjustment.
4. There will be no significant effect of area on the students Adjustment.

5. There will be no significant effect of gender on the correlation of the students EQ. and Adjustment.
6. There will be no significant effect of area on the correlation of the students EQ and Adjustment.

#### **4. Methodology**

##### **4.1 Method**

Survey method used for this study.

##### **4.2 Population and Sample**

School Students of 8<sup>th</sup> Std. of Prantij were the population of this study. 200 students (100 boys, 100 girls) have been selected by the stratified random sampling of eastern and western area of Himmatnagar District.

##### **5. Tool**

Emotional intelligence scale develops by Jagrutiben S. Thakkar and Adjustment Inventory develops by Dr. K. G. Desai used for the data collection.

##### **6. Analysis and Findings**

One objective of the study was to establish the level of EQ and Adjustment of the students. Researcher calculated P33 and P67 and establish three levels of EQ and Adjustment. To test the null hypothesis researcher calculated mean, S.D and t value and significance of co-relation. 33.25% students had medium level of EQ and 35.98% students had a medium level of Adjustment. Gender had significantly effect on students EQ at 0.01 level and girls had more EQ than Boys. School area had significantly effect on Students EQ at 0.01 level. Gender had significant effect on Students adjustment at 0.01 level. School area didn't affect Students adjustment. Gender and School area significantly effect on the correlation of Students EQ and Adjustment

##### **7. Conclusion**

After the research we know the relationship between Emotional Intelligence and Adjustment. We should make some special efforts to develop emotional intelligence and Adjustment of our students.

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