



ORIGINAL RESEARCH PAPER

Education

IMPACT OF EMOTIONAL INTELLIGENCE ON ADJUSTMENT PATTERNS OF B.ED. STUDENTS

KEY WORDS:

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INTRODUCTION

Education is the backbone of our progress and student occupies a pivotal position in education. Education is the ability to meet life's situation. Our emotions play quiet a significant role in guiding and directing our behaviour. We know that one's intelligence is an innate as well as acquired intellectual potential. Every child is born with some intellectual potential which grows and develops with the help of maturity and experience. Similarly one is also born with some innate emotional sensitivity, emotional memory, emotional learning ability. Life of a man is simple question, but the answer of it is sometimes very complex. To make everything easy and to lead a satisfactory life by achieving our desired goals, we need education. Intelligence is the capacity to adopt and adjust quickly to varied circumstances of life. **Emotional intelligence** particularly refers to the ability to get along with people and make good personal decisions. This is more essential and required in life than theoretical or abstract intelligence.

One of the main functions of education is to train children to solve their personal, social and economic problems. The process of **adjustment** starts right from the day of birth of the child and continues till his death. In general adjustment is the result of the process by which an individual applies his resources to fulfill his needs while at the same time maintaining harmony with his environment.

NEED OF THE STUDY

Most of the problems in our life whether childhood problems, adolescents or adulthood problems involves sentiment feelings and emotions. Thus, emotional intelligence help the individual not only to understand himself but also his other fellow beings in the right manner. Studying the emotional intelligence as related to the adjustment of B.Ed student is very essential because a well-adjusted and emotionally intelligent individual is considered as a symbol of progress. So emotional intelligence and adjustment plays a paramount role in education and life of student. He/She understand his/her duties to perpetuate the race and develop social usefulness in himself/herself as well as in others.

OBJECTIVES

The present study intends to achieve few objectives such as -

- 1) To study the level of emotional intelligence of B.Ed. students in relation to their gender.
- 2) To study the level of adjustment patterns of B.Ed. students in relation to their gender.
- 3) To study the relationship between the emotional intelligence and adjustment patterns of B.Ed. students.

HYPOTHESES

Study test the following hypotheses-

- 1) There is no significant difference between emotional intelligence of boys and girls in B.Ed. classes.
- 2) There is a significant difference between adjustment pattern of boys and girls.
- 3) There is no relationship effect of emotional intelligence on adjustment patterns.

DELIMITATIONS OF THE STUDY

The study will be delimited to -

- 1) The study is conducted only on B.Ed. students.
- 2) The study is delimited with respect to the sample of 100 B.Ed. students.
- 3) The study is conducted on B.Ed. students of Ferozepur district of Punjab only.

DESIGN

Comparative method is adopted by the investigator for the present study. For the study purpose, a sample of 100 students are selected at random. Out of this sample of 100, 50 are boys and 50 are girls selected as subject for the study purpose.

SAMPLE

The sample for the study is restricted to the Ferozepur district of Punjab only. 50 boys and 50 girls were selected for the study. Purposive random sample technique is employed.

TOOLS USED FOR THE STUDY

For Collection of data suitable tools or tests is of vital importance. Here following tools were used to collect data -

- 1) Emotional intelligence inventory developed by Dr. S.K Mangal.
- 2) Adjustment inventory by Dr. A.K.P Sinha and Dr. R.P Singh.

MAJOR FINDINGS

In the present study the investigator aimed at find out the impact of emotional intelligence on adjustment patterns of B.Ed. students. An attempt has been made to highlight the major findings of the study.

- 1) The level of emotional intelligence of B.Ed. students around 30% are of low emotional intelligence. 24% are of high emotional intelligence and 46% are of average category as far as their level of emotional intelligence is concerned.
- 2) The level of emotional intelligence of B.Ed. students (boys). The main score found to be 77.18 and S.D 9.87. 21% students are having high level of emotional intelligence and 47% students are having average level of emotional intelligence and 32% students are having low level of emotional intelligence. It shows that the majority of students (boys) have average level of emotional intelligence.
- 3) As regards the level of emotional intelligence of B.Ed. students (girls) the mean score found to be 68.04 and SD 14.87. 31% students are having high level of emotional intelligence and 34% students are having average level of emotional intelligence and 35% students are having low level of emotional intelligence. It shows that the majority of girl students have low level of emotional intelligence.

Table 1 Showing the difference between emotional intelligence of boys and girls

S.No.	Variables	N	M	S.D.	S.Ed	T Value	Remarks
1	Boys	50	77.18	9.87	2.52	3.62	Significant difference at both 0.01 and 0.05 levels
2	Girls	50	68.04	14.87			

- 4) The level of adjustment pattern of B.Ed. students 20% students are having low level of adjustment, 65% students

- are having average level of adjustment and 15% students are having high level of adjustment.
- 5) As regards the level of adjustment pattern of B.Ed. students (boys) is concerned the mean score is found to be 77.83 and S.D 9.87. 41% students are having high level of adjustment pattern, 10% students are having low level of adjustment pattern and 49% students are having average level of adjustment. it shows that majority of students (boys) have average level of adjustment.
 - 6) As far as adjustment pattern of B.Ed. (girls) students is concerned the means score is found to be 9.18 and S. D 3.71. 38% students are having high level of adjustment pattern 56% students are having average level of adjustment pattern and 6% students are having low level of adjustment. It shows that the majority of students (girls) have average level of adjustment.

6) Vasanthal (1993) – “Adjustment problems of adolescents students in relation to their achievements”. Journal of community and Research 10 (2). 183 - 183.

Table 2 Shows the difference between adjacent pattern of boys and girls

S.No.	Variables	N	M	S.D.	S.Ed	T Value	Remarks
1	Boys	50	10.86	4.89	0.86	1.95	There is a significant difference at both levels 0.05 and 0.01
2	Girls	50	9.18	3.71			

- 7) The 't' value between the mean scores of emotional intelligence of B.Ed. students (boys and girls) has been calculated to be 3.62 which shows there is significant difference at both 0.05 and 0.01 level. It means that sex have significant impact on emotional intelligence.
- 8) The 't' value between the mean scores of adjustment pattern of B.Ed. students (boys and girls) has been calculated to be 1.95 which is insignificant at both 0.05 and 0.01 level. it means that there is no significant difference between the level of adjustment pattern of B.Ed. students.

On the basis of findings we can draw conclusions that –

- a) There is a significant difference between emotional intelligence of boys and girls.
- b) There is a significant difference found in adjustment patterns of boys and girls.
- c) The impact of emotional intelligence on adjustment patterns is positive but low in the study of B.Ed. students.

EDUCATIONAL IMPLICATIONS

On the basis of conclusion drawn from the study, it is implied that we have entered in the age of Science and Technology. Our lifestyles are constantly changing and these changes are concerned to each and every aspect of our life. Due to these changes at home, school, college and in personal areas of life, a man faces many adjustment problems. So, the success in life depends upon what the person thinks of himself, how much does he understand himself, what is his attitude towards facing and solving that adjustment problems. In fact emotional intelligence and adjustment patterns are the instrumental factors in determining his success. If he will adjust in life consequently one will be more prosperous and happier in life. So, teacher should create such environment in class, which enables the students to know themselves better and develop adjustment pattern. It is essential that the students must be helped to develop emotional intelligence to make better adjustment and to develop better personality.

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