



## EMOTIONAL INTELLIGENCE AND ADJUSTMENT ON ACADEMIC ACHIEVEMENT OF SOCIALLY BACKWARD SECONDARY STUDENTS IN PASCHIM MEDINIPUR DISTRICT IN WEST BENGAL: AN ASSESSMENT

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### ABSTRACT

*The present paper tried to examine the impact of emotional intelligence and adjustment on academic achievement of socially backward secondary students of Paschim Medinipur district in West Bengal. For this study, a sample of 204 IX<sup>th</sup> grades SC and ST students were selected from different Government aided schools (Bengali Medium) of Paschim Medinipur district specially Jangal Mahal area. Different statistical techniques were used (namely Mean, SD, SED and Pearson's product moment Correlation) to ascertain the relationship within emotional intelligence, adjustment and academic achievement. Student t-test has been used to examine the discrimination among backward IX<sup>th</sup> grades students. The findings of the study showed that a positive and significant relationship among with emotional intelligence, adjustment and academic achievement. The SC and ST students did not differ significantly in their emotional intelligence and academic achievement.*

**Key words:** Emotional Intelligence, Adjustment, Socially backward, Student's test, Pearson Product moment

**Introduction:** Since the inception of modern education till today, academic achievement has been regarded as the single determinant factor in determining learners' success. In recent times, the importance of academic achievement plays a major role in the learning process of school children. A student's success in learning needs a proof, and academic achievement or more particularly, the scores that the student obtains in different subject areas is one of such proofs and is one of the best proofs that guarantee students learning. In formal education Academic Achievement is the main measure of student's education which ensures better grades and it ultimately brings better job and better life. Several factors affect this. A student's achievement is the result of a plethora of factors which directly and indirectly affects it. Previously it was believed that the performance of students was squarely influenced by intelligence. But later on, with the advancement of researches in the field of education, it has been found out by the researchers that intelligence is not the single factor being responsible or influencing the achievement of student. Carrol, one of the associate of Benjamin Bloom postulated that students' learning are influenced by three factors – learner related variable, teacher related variable and situational variable. Emotional intelligence and adjustment are two independent variables taken by the present researcher coming under the learner related variable paradigm. Studies in the areas of academic achievement show that variables like sex, SES, intelligence, creativity, personality, anxiety, self concept, adjustment etc. affect the performance of students.

The concept Emotional Intelligence was popularized by an American Psychologist Danniell Golman in 1993. Emotional intelligence is a meta-cognitive ability of an individual that helps him or her to appraise, regulate and express one's emotion in the best possible way. It involves four basic components: Self awareness, motivating one self, empathy and handling relationship. Mayer and Salovey (1995) revealed that "Emotion and intelligence may be defined as a capacity to reason with emotion in four areas: to perceive emotion, to integrate thought, to understand it and to manage it. Eva & Romoold (2006) revealed that emotional intelligence brings improvement in students to a manifold. Researchers have found that children with high Emotional Quotient (E.Q.) are more confident, have high self esteem, have optimistic outlook and last but not the least are better learners.

Another component which plays a pivotal role on student's academic achievement is adjustment. Without adjustment man cannot live easily. Unless a person is not able to adjust himself to his

environment he cannot develop his /her wholesome personality. The term ‘Adjustment’ refers to the degree of fit between the demand from the person’s capacity to meet those demands successfully. It also meant that adaptation to physical environment as well as to social demands. According to Cater V Good (1945) “Adjustment is the process of findings and adopting mode of behaviour suitable to the environment or change in the environment. There is a action reaction chain going on between the individual and his environment. Adjustment is also called a continual process in which a person varies his behavior to produce a more harmonic relationship between himself and his environment (Gates and Jersild (1948). Asthana (1993) reported that adjustment with examination, and curriculum, SES, parental encouragement, family atmosphere, lack of facility, poverty, and unrealistic aspirations were prominent among the dropouts at the senior basic level. A socially backward secondary student means those who belong to SC and ST group. Adolescence is the crucial stage where adjustment changes rapidly, and fluctuates. This stage is also crucial to SC and ST students those who belong to backward section of our society. During long time, they have faced multifarious problem in our society. Academic achievement of this student is greatly influenced by such factors.

### **Literature Review**

Education continuously has prepared the students to be socialized by its daily different education programmes. The ultimate aim of education is to train the youth to make proper adjustments to the different types of environment in which they have to live. Petrides et al. (2004) examined that Emotional Intelligence moderated the relationship between academic performance and cognitive ability. Elder (1997) pointed out that emotions have a significant role in student’s ability to learn content well, thus emotions can facilitate learning.

Academic Achievement has been studied by various researchers in relation to Emotional Intelligence, Barton (1972), Vela Jr. (2003), Abdullah (2004), Drago (2004), Vig. (2004) have found that Emotional Intelligence is a significant factor for Academic Achievement. Hence, raising students’ level of academic achievement requires enabling them to manage their emotions well; making them acquire the ability to regulate their fear, worry, and frustration.

In his study Miglani (2002) found a significant relationship between emotional ability and academic performance in Abohar. Oyesojl et al. in their study found significant positive relationship between emotional intelligence and academic achievement. Considine and Zappala

(2002) argue that families where the parents are advantaged socially, educationally and economically foster a high level of achievement in their children. The researcher agrees with Considine and Zappala (2002) because students from high social economic backgrounds are well exposed to scholastic materials, which aid their intelligence. Adeyemo conducted a study to look at the importance of emotional intelligence for student adjustment in which the results of the study expressed that the existence of relationship between emotional intelligence and overall student adjustment. Mukhopadhyay (1991) reported that there was significance relationship between interest pattern, self concept, the adjustment behaviour and scholastic achievements and attitude towards school of students. Sharma, M. K. (2011) examined that the students who have high emotional intelligence have low degree of stress and better adjustment in their life which is very much useful for achieving success in life. Several studies have been conducted on emotional intelligence, adjustment and academic achievement of secondary students. But there is no such evidence is found the impact of emotional intelligence and adjustment on academic achievement of socially backward secondary students in West Bengal. **So** the researcher intends to study this area.

### **Objective of the study**

The specific objectives were

1. To find out the relationship between emotional intelligence and academic achievement of socially backward secondary level students.
2. To find out the relationship between adjustment and academic achievement of socially backward secondary level students.
3. To find out the significant difference between SC and ST students in their emotional intelligence.
4. To find out the significant difference between SC and ST students in their adjustment.
5. To find out the significant different between SC and ST students in their academic achievement

## Hypothesis

Several hypotheses were drawn on the basis of objectives

1. H<sub>0</sub>1: No significant relationship between emotional intelligence and academic achievement.
2. H<sub>0</sub>2: No significant relationship between adjustment and academic achievement.
3. H<sub>0</sub>3: No significant difference between SC and ST students in their emotional intelligence.
4. H<sub>0</sub>4: No significant difference between SC and ST students in their adjustment.
5. H<sub>0</sub>5: No significant difference between SC and ST students in their academic achievement.

## Population and sample

The population of this study is nine grade secondary students, studying in Bengali medium co-educational secondary schools recognized by the West Bengal Board of Secondary Education (WBBSE) and studying in backward (i.e. Jangal Mahal) area of the district of Paschim Medinipur in West Bengal, India. A Sample of 204 nine grade socially backward secondary students randomly were selected from 5 higher secondary govt. aided schools in Jangal Mahal area for the study.

**Table 1: Showing the sample description of the study**

| Sl. No       | Name of schools                            | Boys | Girls | SC | ST | No. of students |
|--------------|--|------|-------|----|----|-----------------|
| 1            | <b>Pakurseni Ganabharati Vidyaniketan</b>  | 16   | 20    | 18 | 18 | 36              |
| 2            | <b>Bhadrakali Gandhi Vidyapith</b>         | 15   | 12    | 16 | 11 | 27              |
| 3            | <b>Nagripada S. C. High school</b>         | 15   | 13    | 14 | 14 | 28              |
| 4            | <b>Ragra S. C. High School</b>             | 14   | 15    | 16 | 13 | 29              |
| 5            | <b>Nachhipur S. C. High School</b>         | 30   | 20    | 22 | 28 | 50              |
| 6            | <b>Pandit Raghunath Murmur high school</b> | 12   | 22    | 16 | 18 | 34              |
| <b>Total</b> |  |      |       |    |    | <b>204</b>      |

### Tools used for the study

A self developed standardized adjustment test with 54 items was employed to measure adjustment of SC and ST nine grade socially backward secondary students. For measuring emotional intelligence a standardized adopted Bengali version test prepared by Anukool Hyde, Sangyot Pethe and Upinder Dhar was used. It contains 54 items covering ten dimension of emotional intelligence. The percentage of final Examination's result of IX class students of socially backward student of Paschim Medinipur was assigned as Academic Achievement scores. The investigator used descriptive survey method of research for the present study.

### Analysis and Interpretation

The analysis of data was undertaken by two specific ways:

1. Descriptive statistics: to examine the level of adjustment through the calculated values of mean, S.D. and  $SE_D$
2. Inferential statistics i.e., Students t-test: to examine the significant differences in academic achievement and adjustment ability according to gender, caste including relationship between adjustment and academic achievement

**Table - 2: Showing Mean, SD, and 'r' between emotional intelligence and academic achievement of socially backward secondary students**

| Variables              | N   | Mean   | SDs   | 'r'   | $t_r$  | Level of significance |
|------------------------|-----|--------|-------|-------|--------|-----------------------|
| Emotional intelligence | 204 | 85.191 | 25.24 | 0.596 | 13.152 | S                     |
| Academic Achievement   | 204 | 34.032 | 10.33 |       |        |                       |

Source: Author's calculation based on field survey, 2017

Note: 'S' indicates significant

Table-2 showed that the mean score of emotional intelligence and academic achievement are 85.191 and 34.032 respectively. The calculated 'r' is 0.596 or rounded of 0.60 and  $t_r$  is 13.152 which is significant at 0.01 level. That means the correlation between emotional intelligence and academic achievement is highly significant and positive. Thus the null hypothesis is rejected

which leads to conclude that there exist significant relationship between emotional intelligence and academic achievement of socially backward secondary schools students.

**Table - 3: Showing Mean, SD, and ‘r’ between emotional intelligence and academic achievement of socially backward secondary students**

| Variables            | N   | Means  | SDs   | ‘r’   |        | Level of significance |
|----------------------|-----|--------|-------|-------|--------|-----------------------|
| Adjustment           | 204 | 14.20  | 3.86  | 0.610 | 10.940 | S                     |
| Academic achievement | 204 | 34.032 | 10.33 |       |        |                       |

Source: Author’s calculation based on field survey, 2017

Note: ‘S’ indicates significant

Table-3 showed that the mean score of adjustment and academic achievement are 14.20 and 34.032 respectively. The calculated ‘r’ is 0.610 and  $t_r$  is 10.940 which is significant at 0.01 level. That means the correlation between adjustment and academic achievement is positive and highly significant. Thus the null hypothesis is rejected which leads to conclude that there exist significant relationship between adjustment and academic achievement of socially backward secondary schools students.

**Table- 4: Showing Mean, SD, SED and ‘t’ of emotional intelligence of SC and ST socially backward secondary students**

| Caste | N   | Means  | SDs   | SE <sub>D</sub> | ‘t’ value | Level of significance |
|-------|-----|--------|-------|-----------------|-----------|-----------------------|
| SC    | 102 | 85.309 | 27.11 | 3.543           | 0.065     | NS                    |
| ST    | 102 | 85.078 | 23.35 |                 |           |                       |

Source: Author’s calculation based on field survey, 2017

Note: NS indicates insignificant

The table 4- depicts that the mean score of SC and ST are 85.309 and 85.078 respectively. The ‘t’ value (i.e. 0.065) is less than the table value which is statistically insignificant. That means the null hypothesis  $H_03$  is retained at 0.05 level. This indicates that there is no significant difference between SC and ST students in their emotional intelligence.

**Table- 5: Showing Mean, SD, SED and‘t’ of adjustment of SC and ST socially backward secondary students**

| Caste | N   | Means  | SDs   | SE <sub>D</sub> | ‘t’ value | Level of significance |
|-------|-----|--------|-------|-----------------|-----------|-----------------------|
| SC    | 102 | 14.80  | 3.57  | 0.536           | 2.225     | S                     |
| ST    | 102 | 13.607 | 4.069 |                 |           |                       |

Source: Author’s calculation based on field survey, 2017

Note: S indicates significant

The table-5 showed that the mean score of SC and ST students of adjustment are 14.80 and 13.607 respectively. The ‘t’ value (i.e. 2.225) is higher than the table value which is statistically significant. That means the null hypothesis H<sub>04</sub> is rejected at 0.05 level. This indicates that there is significant difference between SC and ST students in their adjustment.

**Table- 6: Showing Mean, SD, SED and‘t’ of Academic achievement of SC and ST socially backward secondary students**

| Caste | N   | Means  | SDs    | SE <sub>D</sub> | ‘t’ value | Level of significance |
|-------|-----|--------|--------|-----------------|-----------|-----------------------|
| SC    | 102 | 34.289 | 10.167 | 1.44            | 0.357     | NS                    |
| ST    | 102 | 33.774 | 10.572 |                 |           |                       |

Source: Author’s calculation based on field survey, 2017

Note: NS indicates insignificant

The table-6 showed that the mean score of SC and ST students of academic achievement are 34.289 and 33.774 respectively. The ‘t’ value (i.e. 0.357) is less than the table value which is statistically insignificant. That means the null hypothesis H<sub>05</sub> can easily be accepted at 0.05 level. This implies that there exists no significant difference between SC and ST students in their academic achievement.

### Conclusion

Results of the present study reveal that there is significant relationship between emotional intelligence and academic achievement and with also adjustment. It means that emotional intelligence and adjustment have positive impact on academic achievement of socially backward



secondary students. Thus, the students having high emotional intelligence and adjustment are well academic achievement. It is also mentioned that SC and ST students have no significant difference in their emotional intelligence and academic achievement of Jangal Mahal area in Paschim Medinipur District. Only in adjustment capacity, there exists significant difference between SC and ST students.

### **Remarks**

Specific remarks are drawn under the background of the study:

- Socially backward secondary students have significant relationship between emotional intelligence and academic achievement.
- There exist positive relationship between adjustment and academic achievement.
- There is no significant difference between SC and ST students in their emotional intelligence.
- .There exist significant different between SC and ST students in their adjustment.
- There is no significant difference between SC and ST students in their academic achievement.

### **Policy suggestion**

The following suggestions can be drawn to conduct further study:

1. This study deals with a few demographic areas. So a comprehensive study can also be done on adjustment in relation to psychological variables such as personality trait, intelligence, creativity. Self concept, etc.
2. It is also recommended that sample size may be enlarged in other classes (college level, University level, secondary level).
3. Again this work may be conducted in different types of school i.e. non government; school etc and it can also be conducted on different age group students of school level.
4. It will be worthwhile if the study is conducted on all the areas covering social, educational, health, and house.

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