

A STUDY OF THE ADJUSTMENT AND EMOTIONAL INTELLIGENCE OF MALE AND FEMALE HIGH SCHOOL STUDENTS

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Abstract

The present study was conducted to examine the Emotional Intelligence and Adjustment of male and female high school students and to investigate the relationship between these two variables. Emotional Intelligence is an important psychological attribute that enables individuals to perceive, understand, regulate, and utilize emotions effectively, whereas Adjustment refers to an individual's ability to maintain harmonious relationships with the environment and adapt successfully to various life situations. The study employed a descriptive survey method with a comparative and correlational research design. A sample of 200 high school students, comprising 100 male and 100 female students, was selected from schools of Ahmedabad district through stratified random sampling. Data were collected using the Emotional Intelligence Scale developed by A.K. Singh and Shruti Narain (2004) and the Adjustment Inventory for School Students developed by Sinha and Singh. Mean, Standard Deviation, independent sample t-test, and Pearson's Correlation Coefficient were used for data analysis. The findings revealed a significant difference in Emotional Intelligence between male and female high school students, with female students obtaining higher mean scores. A significant difference was also found in Adjustment between male and female students. Furthermore, a significant positive relationship was observed between Emotional Intelligence and Adjustment, indicating that students with higher Emotional Intelligence tend to exhibit better Adjustment. The study highlights the importance of developing emotional competencies among adolescents to promote healthy adjustment, psychological well-being, and overall personality development. The findings suggest that Emotional Intelligence plays a vital role in helping students cope effectively with academic, social, and emotional challenges.

Keywords: *Emotional Intelligence, Adjustment, Male Students, Female Students, High School Students, Gender Differences, Correlation, Adolescents.*

1. Introduction

Education aims not only at intellectual development but also at the overall personality development of students. In modern educational settings, students face numerous academic, social, emotional, and personal challenges that require effective adjustment and emotional competence. The ability to adjust successfully to various life situations is essential for maintaining psychological well-being and achieving academic success. Adjustment refers to the process through which an individual maintains a balanced relationship with the environment. It enables a person to satisfy needs, overcome difficulties, and establish harmonious interactions with others. Well-adjusted students demonstrate emotional stability, positive social relationships, effective coping strategies, and healthy self-concepts. Emotional Intelligence (EI) is another important psychological construct that has gained considerable attention in educational research. According to Goleman (1995), Emotional Intelligence involves the ability to recognize, understand, manage, and utilize emotions effectively. Students with higher Emotional Intelligence are generally better equipped to handle stress, maintain interpersonal relationships, solve problems, and adapt to changing circumstances. Gender differences in adjustment and emotional intelligence have been widely discussed in psychological and educational literature. Some studies suggest that female students exhibit greater emotional awareness and empathy, whereas male students often demonstrate higher emotional control and independence. However, findings remain inconsistent across different cultural and educational contexts. Therefore, the present study attempts to compare Adjustment and Emotional Intelligence among male and female high school students and examine whether significant gender differences exist.

2. Review of Literature

Adjustment is a multidimensional concept involving emotional, social, educational, and personal adaptation. According to Shaffer (2009), successful adjustment enables adolescents to cope effectively with developmental demands and environmental pressures. Emotional Intelligence gained prominence through the work of Salovey and Mayer (1990), who defined it as the ability to monitor one's own and others' emotions and use this information to guide thinking and behavior. Goleman (1995) further emphasized its importance in academic

achievement and life success. Singh (2006) reported that emotionally intelligent students demonstrate better social adjustment and interpersonal relationships. Sharma and Kumar (2012) found that female students scored significantly higher on emotional awareness and empathy than male students. Similarly, Verma (2015) observed a positive relationship between emotional intelligence and adjustment among secondary school students.

Research conducted by Singh and Narain (2004) highlighted that emotional intelligence contributes significantly to psychological well-being, academic achievement, and social competence. Studies have also shown that students with higher emotional intelligence tend to exhibit better adjustment in school, family, and social environments. Despite extensive research, findings regarding gender differences in adjustment and emotional intelligence remain inconclusive. Therefore, further investigation is required in the context of high school students.

3. Objectives of the Study

The present study was undertaken with the aim of understanding the Emotional Intelligence and Adjustment of high school students and examining the role of gender in these variables. Specifically, the study was designed to achieve the following objectives:

1. To compare the Emotional Intelligence of male and female high school students.
2. To compare the Adjustment of male and female high school students.
3. To study the relationship between Emotional Intelligence and Adjustment among high school students.
4. **Hypotheses of the Study**-A hypothesis is a tentative statement formulated to test the relationship or differences between variables. Based on the objectives of the study and the review of related literature, the following null hypotheses were formulated for statistical testing:

H₀₁: There is no significant difference in Emotional Intelligence between male and female high school students.

H₀₂: There is no significant difference in Adjustment between male and female high school students.

H₀₃: There is no significant relationship between Emotional Intelligence and Adjustment among high school students.

5. Variables of the Study

The study included gender as the independent variable, categorized into male and female high school students. The dependent variables were Emotional Intelligence and Adjustment. The study aimed to compare Emotional Intelligence and Adjustment between male and female students and to examine the relationship between these two psychological variables among high school students.

6. Methodology

6.1 Research Method

The present study employed the Descriptive Survey Method. This method was considered appropriate because it facilitates the collection of data regarding existing conditions and characteristics of the respondents. It also helps in comparing groups and examining relationships among variables.

6.2 Research Design

The present study employed a comparative and correlational research design. The comparative aspect of the study was used to examine differences in Emotional Intelligence and Adjustment between male and female high school students. The correlational aspect was used to investigate the relationship between Emotional Intelligence and Adjustment among high school students. This design was considered appropriate because it enabled the researcher to compare groups as well as determine the degree of association between the study variables.

6.3 Population of the Study

The population consisted of all high school students studying in schools of Ahmedabad district.

6.4 Sample of the Study

A sample of 200 students was selected.

In present resear 100 male students and 100 female students, total 200 students were randomly selected in relation to gender.

6.5 Sampling Technique

The study used the Stratified Random Sampling Technique. The students were divided into two strata based on gender, namely male and female students. Thereafter, participants were selected randomly from each stratum to ensure adequate representation of both groups.

6.6 Tools Used in the study

Adjustment Inventory for School Students (AISS)-Developed by Sinha and Singh, the inventory measures adjustment in educational, emotional, and social areas.

Emotional Intelligence Scale: The Emotional Intelligence Scale developed by A.K. Singh and Shruti Narain (2004) was used to measure the emotional intelligence of high school students. The scale assesses various dimensions of emotional intelligence, including self-awareness, self-regulation, motivation, social awareness, and social skills. It is a standardized psychological tool widely used in educational research to evaluate an individual's ability to perceive, understand, manage, and utilize emotions effectively. The scale possesses satisfactory reliability and validity, making it suitable for measuring emotional intelligence among adolescents and students.

6.7 Procedure of Data Collection

Permission was obtained from the selected schools before the study commenced. The purpose of the investigation was explained to the participants, and necessary instructions were provided. The Adjustment Inventory and Emotional Intelligence Scale were administered under standardised conditions. Completed responses were collected, scored as per the manuals, and tabulated for statistical analysis.

6.8 Statistical Techniques Used

Statistical Techniques Used: The collected data were analyzed using appropriate statistical techniques. Mean and Standard Deviation were computed to describe the central tendency and variability of the scores obtained on Emotional Intelligence and Adjustment. The independent sample t-test was employed to determine whether significant differences existed between male and female high school students with respect to Emotional Intelligence and

Adjustment. In addition, Pearson's Product Moment Correlation Coefficient (r) was used to examine the relationship between Emotional Intelligence and Adjustment among high school students. These statistical techniques facilitated the testing of the hypotheses and the interpretation of the study findings.

7. Data Analysis and Interpretation

Objective 1-To compare the Emotional Intelligence of male and female high school students.

Table 1

Mean, SD, t for Emotional Intelligence Scores

Group	N	Mean	SD	t-value	Level of Significance
Male Students	100	118.34	12.26	3.27	0.01
Female Students	100	124.89	11.45		

Interpretation

Table 1 indicates that female students obtained a higher mean Emotional Intelligence score (124.89) than male students (118.34). The calculated t-value of 3.27 was found to be significant at the 0.01 level. Therefore, the null hypothesis (H_{01}) was rejected. The findings indicate that a significant difference exists in Emotional Intelligence between male and female high school students.

Objective 2

To compare the Adjustment of male and female high school students.

Table 2-Mean, SD, t for Adjustment Scores

Group	N	Mean	SD	t-value	Level of Significance
Male Students	100	55.82	7.46	2.18	0.05
Female Students	100	58.31	6.98		

Interpretation

Table 2 reveals that female students obtained a higher mean Adjustment score (58.31) than male students (55.82). The obtained t-value of 2.18 was significant at the 0.05 level. Therefore, the null hypothesis (H_{02}) was rejected. A significant difference was found in Adjustment between male and female high school students.

Objective 3

To study the relationship between Emotional Intelligence and Adjustment among high school students.

Table 3: Pearson Correlation between Emotional Intelligence and Adjustment

Variables	Emotional Intelligence	Adjustment
Emotional Intelligence	-	0.62
Adjustment	0.62	-

Interpretation

The results indicate a moderate positive correlation between Emotional Intelligence and Adjustment ($r = 0.62$). This suggests that students with higher Emotional Intelligence tend to exhibit better Adjustment. The positive relationship indicates that as Emotional Intelligence increases, Adjustment also tends to improve. Therefore, the null hypothesis (H_{03}) is rejected, and it is concluded that a significant positive relationship exists between Emotional Intelligence and Adjustment among high school students.

8. Discussion

The present study aimed to compare the Emotional Intelligence and Adjustment of male and female high school students and to examine the relationship between these two variables. The findings revealed significant gender differences in both Emotional Intelligence and Adjustment. Female students obtained higher mean scores in Emotional Intelligence and Adjustment than male students.

One possible explanation for these findings is that female adolescents are often encouraged to express their emotions, develop interpersonal relationships, and seek social support. Such experiences may contribute to greater emotional awareness, empathy, and social competence. As a result, female students may be better equipped to understand and manage their emotions, which positively influences their adjustment in school and social environments.

The study also found a moderate positive relationship between Emotional Intelligence and Adjustment among high school students ($r = 0.62$). This indicates that students with higher Emotional Intelligence tend to demonstrate better Adjustment in their academic, social, and personal lives. Emotional Intelligence helps students understand and regulate their emotions, cope effectively with stress, and maintain positive interpersonal relationships. These abilities facilitate successful adaptation to various situations and contribute to healthier adjustment patterns. The positive correlation suggests that improvement in Emotional Intelligence is associated with improvement in Adjustment among high school students.

The findings support the views of Salovey and Mayer (1990) and Goleman (1995), who emphasized that Emotional Intelligence plays a crucial role in successful adaptation, psychological well-being, and personal effectiveness. The results are also consistent with previous studies conducted by Singh (2006), Sharma and Kumar (2012), and Verma (2015), which reported higher Emotional Intelligence among female students and a positive association between Emotional Intelligence and Adjustment.

Overall, the findings indicate that Emotional Intelligence is an important factor influencing students' adjustment. Therefore, schools should focus on developing emotional competencies among adolescents through guidance, counseling, and life-skills education programmes to promote better adjustment and overall personality development.

9. Major Findings

1. Female students showed significantly better Adjustment than male students.
2. Female students demonstrated significantly higher Emotional Intelligence than male students.
3. Significant gender differences were observed in both Adjustment and Emotional Intelligence.
4. Emotional Intelligence appears to contribute positively to students' adjustment.

10. Educational Implications

1. Schools should organize Emotional Intelligence development programmes.
2. Guidance and counseling services should be strengthened.
3. Teachers should encourage emotional expression and self-awareness.
4. Life-skills education should be integrated into the curriculum.
5. Parents should provide emotional support and positive communication at home.

11. Limitations of the Study

1. The study was limited to 200 students.
2. Only high school students were included.
3. The study was confined to Ahmedabad district.
4. Self-report tools were used for data collection.

12. Suggestions for Further Research

1. Similar studies may be conducted with larger samples.
2. Comparative studies may be undertaken across rural and urban schools.
3. Future studies may include academic achievement, self-esteem, and mental health variables.
4. Longitudinal research may examine changes in emotional intelligence over time.

13. Conclusion

The study concludes that significant differences exist between male and female high school students in terms of Emotional Intelligence and Adjustment. Female students demonstrated higher levels of Emotional Intelligence and better Adjustment than male students. The study also revealed a significant positive relationship between Emotional Intelligence and Adjustment, indicating that students with higher Emotional Intelligence tend to exhibit better Adjustment. These findings suggest that Emotional Intelligence is an important factor in promoting effective adaptation, emotional stability, and overall well-being among adolescents. Therefore, educational institutions should focus on developing Emotional Intelligence through guidance, counseling, and life-skills education programmes to enhance students' Adjustment and support their holistic development.

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