

Original Research Article

Emotional Intelligence as Related To Adjustment: A Study of Tribal Nontribal Adolescents of Ranchi (Jharkhand) District

Ira Tripathi

Assistant Professor, Department of Psychology, Nirmala College, RU, Ranchi.

Received: 04/03/2016

Revised: 19/03/2016

Accepted: 21/03/2016

ABSTRACT

This empirical paper was aimed to investigate the relationship between emotional intelligence and adjustment in tribal- nontribal adolescent group. Several studies showed that emotional intelligence works as a buffer in case of adjustment. Keeping this in mind, present study was undertaken to see the effect of emotional intelligence on adjustment in tribal-nontribal adolescent group of Ranchi district. The sample for the study was comprised of 200 male and 200 female plus two students from Ranchi district. Male and female students were further divided in male tribal, male nontribal and female tribal, female nontribal groups. Students were selected from various schools of the city. REIT-Roquiya Zaninuddin test of emotional intelligence and Bell Adjustment Inventory were administered on above mentioned groups. Results revealed that emotional intelligence and adjustment is significantly (at. 01 level) correlated. This was true for all the groups. It was also found that there is different pattern of emotional intelligence and adjustment in tribal- nontribal group. One striking finding is that tribal adolescents have more emotional intelligence score than non tribal group and they are better on adjustment scale. These findings can be explained in the terms of technological and civilization after effect.

Key words: Emotional intelligence, Adjustment, Adolescence, Tribal - nontribal group.

INTRODUCTION

Emotional intelligence refers to the mental processes involved in the recognition, use, understanding and management of one's and other's emotional state to solve the problem and regulate behavior. It is the ability to monitor one's own and other emotions, to discriminate among them and to use the information to guide one's thinking and actions (Mayer and Salovey, 1997). It is a cross section of interrelated emotional and social competencies, skills and facilitators that determine how effectively we understand and express ourselves, understand others and relate with them and cope with daily demands and pressure (Bar-On, 2006).

Adjustment according to Shafter (1968) is a process by which a living

organism maintains balance between its need and the circumstances that influence the satisfaction of these needs. Thus a person's adjustment depends upon the following grounds - harmony in a person's desires, goals, ideals, motives etc. and in their ways to satisfaction, - the extent of satisfaction of desires, wishes and motives, - similarly of aspirations, wishes, desires and motives with the norms and ideals of the society. From this definitional analysis of emotional intelligence and adjustment it can be assumed easily that goal of adjustment can be derived efficiently with the weapon of emotional intelligence.

Adolescence in a period during which a young person learns who he is and what he/she really feels. It is a crucial time for young people to develop their capacity

for empathy, abstract thinking and future time perspective; a time when the close and dependent relationship with parent begin to give way to more intense relationship with peers and other adults. It has been regarded as a group searching for them to find some form of identity and meaning in their lives (Erickson, 1968). Regarding the parents emotional state of adolescents Golemen (1995) cited that “there is a worldwide termed for the present generation to the more trouble emotionally then the last, more lonely and depressed; more angry and unruly, more impulsive, more nervous and prone to worry (Salovey & Mayer, 1990). Thus adolescence in the most vulnerable stage to the emotional problem, thus teaching adolescents about emotional and how they deal with other as well as their action can be very useful in their daily activities and maintaining good relation and adjustment. In this respect emotional intelligence can be a boon for adolescents in adjusting with their difficult worlds.

Studies on emotional intelligence and adjustment show very clearly that there is significant positive relation between them. Suri (2008) investigated the impact of emotional intelligence and adjustment of adolescents (N-400) studying in class XII. Result revealed that there is significant correlation between emotional intelligence and adjustment among the students. So, it was thought to investigate the relationship of EI and adjustment in tribal, non tribal adolescent group of particularly Ranchi District.

Objective: The objective of present study was to explore the relationship between emotional intelligence and adjustment in tribal - non tribal adolescent group of students in Ranchi district.

METHODOLOGY

Sample

The sample of the present study was comprised of 400 adolescent children. These adolescent children were selected from various schools of Ranchi district. All the children were from urban area and were

studying in class XI. Age group of adolescent was 17-18 years. Out of 400, 200 adolescent were from tribal group and 200 were from non tribal group. In each group, 100 adolescent were male and 100 were female. All the children were studying under Jharkhand academic council JAC board. Age group, area and board all were kept similar for tribal and non- tribal adolescent group.

Instrument

In this study two instruments were used.

REIT

It is a scale of Emotional Intelligence. Hindi version of this scale was developed by Prof. Roquiya Zaninuddin and Anzum Ahmad of Aligarh Muslim University, Aligarh. This test was developed on the basis of Mark Daniel test. This test of Emotional Intelligence comprises of five dimensions naming - self awareness, self regulation, motivation, empathy and social skills. This scale has 30 items and each item has 3 alternatives. Respondents have to tick mark on appropriate one according to them. The reliability (0.7) and validity (0.83) of this scale was found to be reasonably high.

Bell adjustment inventory

Modified version form 1987 adopted by Mohsin Samshad. Bell adjustment inventory is a very popular test in this area. In this modified version form has 124 items and three response category. Items congaing home, health, Social and emotional adjustment designated क, ख, ग & घ respectively.

Test retest reliability of this scale is 0.876 and split half reliability is 0.921. Both are quite high. Validity coefficient is also found to be high and norms are established.

Procedure

Responses were collected on Emotional Intelligence scale through personal interview. Adolescent tribal and non-tribal, boys and girls of Ranchi district were approached personally by hired investigator. These adolescents were taken from different schools of the city. All of the subjects were informed about the purpose of

the research and then asked to fill the scale of Emotional Intelligence. They were told about the confidentiality and its limits. Thus data was collected from all the adolescent children.

RESULTS

Obtained scores on emotional intelligence and adjustment scale were scored and means, standard deviations, 't' values and correlations were computed.

Table-1: Relationship between emotional intelligence and adjustment in tribal, nontribal adolescent group

Emotional Intelligence	Adjustment		
	Total Sample (N=400)	Tribal (N=200)	Non Tribal (N=200)
	-.026**	-.22**	-.36**

**p<.01

Table (1) shows correlation between emotional intelligence and adjustment. Bell adjustment inventory is indicative of poor adjustment inventory, while high scores on EQ indicate higher EQ. This indicates that students scoring high on bell adjustment scale had low EQ and vice versa. It means there will be negative correlation between emotional intelligence and adjustment because of different nature of scales. Table - 1 shows very clearly that there is a significant negative correlation (at.01 level) between emotional intelligence and adjustment. It is true for all the groups, tribal, nontribal and total. Adolescents, who had scores high on adjustment scale, have poor adjustment and simultaneously they have lesser scores on emotional intelligence scale.

Table-2 shows differential analysis of scores of emotional intelligence in tribal - nontribal adolescents - group.

Table-2: Differential analysis of scores of E.I. in tribal, nontribal adolescent group

Groups	N	Mean	SD	t	P value
Tribal	200	69.50	4.03	2.14	0.05
Non Tribal	200	68.37	6.28		
Tribal male	100	69.40	4.55	3.83	0.01
Non Tribal male	100	66.31	6.66		
Tribal female	100	69.61	3.44	1.32	N.S.
Non Tribal Female	100	70.43	5.14		

This table depicts that in general tribal have more EQ score than nontribal

group and 't' value is significant at .05 level. Tribal and nontribal adolescents were further divided on basis of gender. It is found that tribal male have greater emotional intelligence scores than nontribal males and it is significant at.01 level. But picture is different in case of tribal female and non tribal female. Here, non tribal females scored higher than tribal females on emotional intelligence scale. This value is only arithmetically different and it is not significant.

Table - 3 shows comparative analysis of scores of adjustment in tribal nontribal adolescents group.

Table-3: Comparative analysis of scores of adjustment in tribal, nontribal adolescent group

Groups	N	Mean	SD	t	P value
Tribal	200	49.74	15.77	0.56	N.S.
Non Tribal	200	50.68	17.62		
Tribal male	100	50.30	15.99	2.31	0.05
Non Tribal male	100	55.93	18.28		
Tribal female	100	49.18	15.61	1.71	N.S.
Non Tribal Female	100	45.44	15.31		

This table shows that tribal scored lesser than nontribal adolescents who means tribal are better on adjustment scale than nontribal but it is not significant. After separating by gender it is found that tribal male scored lower than nontribal male and it is significant on.05 level. So this finding has implication value. Tribal males are well adjusted than nontribal male but nontribal female are found better on adjustment scale than tribal females. Nontribal females have lower score (better adjusted) than tribal females. Although, this value is not found to be significant.

DISCUSSION

Findings of the present study very efficiently establish that emotional intelligence and adjustment are significantly correlated. A person with high emotional intelligence will be better adjusted in the society. Emotional intelligence is very much helpful in maintaining relationship, empathizing with people, controlling and regulating emotions and establishing balance in life. Many studies have supported this finding, Dhingra, Manhas and Jhakur

(2005) found that there is a positive correlation between EQ and social adjustment. This study was conducted on Kashmiri migrant women. Chen Lin and Tu (2006) also found this relation on senior high school students of Taiwan. Rankin (2009) found significant correlation at .01 level on female college students between emotional intelligence and overall adjustment. Punia and Sangwen (2011) carried out study in Hisar district of Haryana in 2010 on 120 children of age group of 16-18 years. It was found in this study that emotional intelligence had significant positive relationship with adjustment of children.

Another important finding of this study is somehow striking that tribal have more score on emotional intelligence scale and less score on adjustment scale than nontribal. Actually this finding is concordance with previous finding that people who have better EQ score will be better adjusted. But question arises that why nontribal do not show this pattern. Nontribals are less adjusted and have better EQ score. Can this finding be explained in terms of technological, cultural, and civilization after effect. Modern life style, technological development and internet (Social networking sites) are badly influencing human relation and emotions. People are becoming blunt and less sensitive. They are so busy in their work and gadgets that they have no time to maintain relationship. May be tribal are somehow aloof from this technological setback, so that their EQ and adjustment is better than nontribal. This explanation is based on my observation because I am living in such type of tribal belt. Tribal are more connected with their community and very much attached with their traditions and customs.

CONCLUSION

Thus it can be concluded from this study that emotional intelligence and adjustment are significantly correlated. This study has an implication value that we can

improve our adjustment by enhancing emotional intelligence.

REFERENCES

1. Bar- on, R. (2006). The Bar- on model of emotional, social intelligence. *Psicothema*, 2006(18), 13-25.
2. Mayer, J.D., & Salovey, P. (1997). What is emotional intelligence? In P. Salovey & D. Sluytor (Eds). *Emotional development and emotional intelligence: Implications for educators* (pp 3-31). New York: Basic Books.
3. Shaffer, L.F. (1968). *The Psychology of Adjustment*, Boston, Houghton, Mifflin.
4. Erickson, E. (1968). *Identity: Youth and Crisis*. New York: Norton Publications.
5. Goleman, D. (1995). *Emotional Intelligence: Why It Matters More Than IQ*. New York: Bantom Books.
6. Salovey, P., Mayer, J.D. (1990). *Emotional Intelligence: Imagination, Cognition and Personality*, 9, 185-211.
7. Dhingra, Manhus, S. & Thakur, N. (2005). Estabilishing connectivity of emotional quotient (EQ), spiritual quotient (SQ) with social adjustment: A study of Kashmiri migrant women. *Journal of Human Ecology*, 18(4), 313-317.
8. Punia, S. & Sanghwan, S. (2011). Emotional intelligence and social adaptation of school children. *Journal of Psychology*, 2(2)83-87.
9. Suri, R. (2008). Impact of emotional intelligence in adjustment of XII class students. Paper presented at national seminar on psychology for better life, Dept. of psy. , Arts and Commerce college, Raipur(C.G.)
10. Rankin, R.F. (2009). *Emotional intelligence: Attrition and attainment in nursing and midwifery education*. Ph.D. in Edu. Dissertation, University of Stirling, Scotland

11. Chen, F.S., Lin, Y.M. & Tu, C.A.(2006).A study of the emotional intelligence and life adjustment of

senior high school students . World Transactions on Engineering and Technology Education, (5) 3.

How to cite this article: Tripathi I. Emotional intelligence as related to adjustment: a study of tribal nontribal adolescents of Ranchi (Jharkhand) district. Int J Health Sci Res. 2016; 6(4):439-443.

International Journal of Health Sciences & Research (IJHSR)

Publish your work in this journal

The International Journal of Health Sciences & Research is a multidisciplinary indexed open access double-blind peer-reviewed international journal that publishes original research articles from all areas of health sciences and allied branches. This monthly journal is characterised by rapid publication of reviews, original research and case reports across all the fields of health sciences. The details of journal are available on its official website (www.ijhsr.org).

Submit your manuscript by email: editor.ijhsr@gmail.com OR editor.ijhsr@yahoo.com