



EFFECT OF EMOTIONAL INTELLIGENCE AND ADJUSTMENT ON ACADEMIC ACHIEVEMENT OF DIFFERENT RELIGION SECONDARY SCHOOL STUDENTS OF DHARWAD DISTRICT

Dr. smt Rashmi I. Kadlimatti, Assistant Professor, Sonia College of Education, Sangollirayanna nagar, near Microwave Tower, Dharawad

The raison d'être of the present study is to understand the Effect of Emotional Intelligence and Adjustment on Academic Achievement of Different Religion Secondary School Students of Dharwad District. For this study, a sample of 100 different Religion Secondary School Students of the Ninth standard from Dharawad district were studied using Emotional Intelligence This scale was developed by Anukool Hyde and Sanjyot Pethe (2001). The Adjustment inventory has been designed for us with Hindi knowing college student of India. Results that there is significant relationship between religion and between religion groups in respect of The Adjustment, Emotional Intelligence and Academic Achievement of the students.

Key Words: Emotional Intelligence, Adjustment, Academic Achievement, Different Religion

Introduction

Components of Emotional Intelligence

One commonly used version of Paeter Salovey and John Mayer's 1990 definitions of Emotional Intelligence includes abilities in five main areas:

- **Self-awareness:** Recognizing one's feeling has they occur is the linchpin of Emotional Intelligence. The ability to monitor feeling from moment to moment is key to psychological insight and self understanding. Being aware of One's emotions makes one more confident when making important personal decisions such as whom to marry or what career path to follow.
- **Meaning Emotion:** Having appropriate emotional reaction is a capacity that builds on self- awareness. The ability to modulate negative effect such as anxiety, anger, and depression is a crucial emotional skill. Emotional

resilience helps one to prevail over life's invertible setbacks and upsets; those who lack emotional self-regulation are continually designed by feeling of distress.

- **Motivating oneself:** Being able to focus on a goal is essential for a range of accomplishments. Emotional self-control such as delaying gratification for controlling impulsivity is crucial in working towards search life goals. Individuals who can harness productive and effective in their undertaking.
- **Recognizing emotions in others:** Empathy, another skill based in emotional self awareness, is fundamental to interpersonal effectiveness. Those who are well attuned to subtle social cues that indicate what other feel are more successful in personal and professional relations.
- **Handling relationship:** The art of relationships required skill in managing other's emotions. Social competence underlines popularity, leadership, and interpersonal effectiveness.

Nature of Adjustment: The term Adjustment came into use in psychological during 1930s and was given strong endorsement by Laurence Schaffer's classical book "the psychology of Adjustment 1936.

The concept of Adjustment originated in Biology. In Biology the term is usually employed as 'adaptation; a concept which was a corner stone in Darwin's theory of evolution. He maintained that, those species most fitted to adapt to the hazards of the physical world, survived.

Objectives

The present study was designed with the following objectives in view:

- To comparison between within religion and between religion in respect of their Adjustment.
- To know the different among various religion in respect of their Adjustment.
- To comparison between within religion and between religion in respect of their Emotional Intelligence.
- To know the difference among various religion in respect of their Emotional Intelligence.
- To compare between within religion and between religion in respect of their Academic Achievement.
- To know the difference between various religion in respect of their Academic Achievement.

Hypotheses

- There is relationship between within religion and between religions in respect of their Adjustment.
- There is no significant relationship between the students belong to Hindu and Muslim religion in respect of their Adjustment.
- There is relationship between within religion and between religions in respect of their Emotional Intelligence.
- There is no difference among Hindu Muslim and Christian religion students in respect of their Emotional Intelligence.
- There is a significant relationship between within and between religions in respect of their Academic Achievement.

- There is no difference among Hindu, Muslim and Christian religion students in respect of their Academic Achievement.

Methodology

In the present study descriptive survey method was employed.

Sample

For the purpose of the study 100 (one hundred) secondary school students were selected from Dharwad district.

Tools

The following tools were used to collect the essential data;

Emotional Intelligence

This scale was developed by Anukool Hyde and Sanjyot Pethe (2001). The author came across to measures of Emotional Intelligence. EQ in business and life can be understood by a Four- Cornerstone model explained by copper 1997.

Adjustment inventory

The Adjustment inventory has been designed for us with Hindi knowing college student of India. The test seeks to segregate normal from poorly adjusted college students of all grades in respect of five areas of Adjustment (Hone, Health, social, emotional and educational). The test is helpful in greening the pulley adjusted students who may need for others psycho diagnostic and study and screening the poorly adjusted students who may need further psycho diagnostic study and Counseling.

Statistical Techniques used

To make the analysis of enter data the following Statistical Techniques where used.

1. “t” test to know the difference between two groups.
2. Correlation techniques to know the difference between two groups.

Analysis of data pertaining to different religions of secondary school students

Table 1: comparison of mean, SD and 't' value of students varying with religion with respect of Adjustment

Source of Variation	Degrees of Freedom	sum of squares	means sum of squares	"F" value	"P" value	signi
Between Religions	2	624.6232	312.3116	4.5743	<0.05	S
Within Religions	97	6622.7368	68.2756			
Total	99	7247.3600				

The above table reveals that the "f" value of 4.5743 is significant at 0.05 level (df=99) for the Adjustment of the students. This means that when the students are classified between religion and within religion groups. The mean Adjustment of students within religion is a greater than that of better religion groups. This implying that there is a significant difference between within religion and between religions so that the null Hypothesis is set up in this regard is rejected and alternative Hypothesis is accepted.

Findings

There is significant relationship between religion and between religion groups in respect of the Adjustment of the students.

Table-2: Pair wise comparison of religion by t- test of Adjustment

Religion	mean	SD	t- value	"P" value	signi
Hindu	73.9195	8.6202	1.3491	>0.05	NS
Muslim	69.7500	4.0970			
Hindu	73.9195	8.6202	-25271	<0.05	S
Christian	83.8000	5.3572			
Muslim	69.7500	4.0970			
Christian	83.8000	5.3572	-5.3630	<0.05	S

The above table reveals that

1. The obtained "t" values smaller then the table "t" value. Therefore is concluded that two group do not differ significantly in respect of Adjustment. The mean score of Hindu religion is greater then the Muslim religion therefore null Hypothesis is accepted and alternative Hypothesis is rejected.
2. The obtained the "t" value is grater than the table "t" value. It is therefore concluded that the two groups differ significantly in respect of The Adjustment the main scores of Christian religion is grater than the Hindu religion. Similarly the comparison between Muslim and Christian religion the means score of Christian religion is a greater than the Muslim religion. it indicates that the students belonging to Christian religion have more Adjustment then Muslim and Hindu religion students.

Findings

Hindu and Muslim religion students do not differ significantly in respect of their Adjustment. However there is significant difference between Hindu and Christian religion and Muslim and Christian religion both at 0.05 level of significant. However the mean score of Christian religion students is grater than the students of Hindu and Muslim religion in respect of their Adjustment

Table 3 comparison of mean, SD and 't' value of students varying with religion with respect of Emotional Intelligence.

Source of variation	Degrees of freedom	sum of squares	mean sum of squares	"f" value	"P" value	signi
Between religion	2	1901.0977	950.5489	4.9500	<0.05	S
Within religion	97	18626.9023	192.0299			
Total	99	20528.000				

The above table reveals that the 'F' value of 4.9500 is significant at 0.05 level (df=99) for the Emotional Intelligence of the students. This means that when the students are classified between religion and within religion groups. The mean Emotional Intelligence of students within religion is a greater than that of better religion groups. this implying that there is a significant difference between within religion and between religion so that the null Hypothesis is set up in this regard is rejected and alternative Hypothesis is accepted.

Findings

There is significant relationship between religion and between religion groups in respect of the Emotional Intelligence of the students.

Table-4: Pair wise comparison of religion by t- test of Table-2: Pair wise comparison of religion by t- test of Emotional Intelligence.

Religion	mean	SD	t- value	"P" value	signi
Hindu	136.2299	14.3541	1.2429	>0.05	NS
Muslim	129.7500	10.7005			
Hindu	136.2299	14.3541	-27456	<0.05	S
Christian	154.0000	5.1478			
Muslim	129.7500	10.7005	-46832	<0.05	S
Christian	154.000	5.1478			

The above table reveals that

1. The obtained "t" values smaller then the table "t" value. Therefore is concluded that two group do not differ significantly in respect of Emotional Intelligence. The mean score of Hindu religion is greater then the Muslim religion therefore null Hypothesis is accepted and alternative Hypothesis is rejected.
2. The obtained the "t" value is grater than the table 't' value. It is therefore concluded that the two groups differ significantly in respect of the Emotional Intelligence the main scores of Christian religion is grater than the Hindu religion. Similarly the comparison between Muslim and Christian religion the means score of Christian religion is a greater than the Muslim religion. it indicates that the students belonging to Christian religion have more Adjustment then Muslim and Hindu religion students.

Findings

Hindu and Muslim religion students do not differ significantly in respect of their Emotional Intelligence. However there is significant difference between Hindu and Christian religion and Muslim and Christian religion both at 0.05 level of significant. However the mean score of Christian religion students is grater than the students of Hindu and Muslim religion in respect of their Emotional Intelligence.

Table 5: comparison of mean, SD and “t” value of students varying with religion with respect of Academic Achievement

Source of variation	Degrees of freedom	sum of squares	mean sum of squares	“F” value	“p” value	signi
Between religion	2	1011.3641	505.6521	4.7336	<0.05	S
Within religion	97	10362.2759	106.8276			
Total	99	11373.6400				

The above table reveals that the “F” value of 4.7336 is significant at 0.05 level (df=99) for the Academic Achievement of the students. This means that when the students are classified between religion and within religion groups. The mean Academic Achievement of students within religion is a greater than that of better religion groups. This implying that there is a significant difference between within religion and between religions so that the null Hypothesis is set up in this regard is rejected and alternative Hypothesis is accepted.

Findings

There is significant relationship between religion and between religion groups in respect of the Academic Achievement of the students.

Table-6: Pair wise comparison of religion by t- test of Academic Achievement.

Religion	mean	SD	t- value	“P” value	signi
Hindu	70.7931	10.7672	1.5014	>0.05	NS
Muslim	65.0000	4.9857			
Hindu	70.7931	10.7672	-2.4947	<0.05	S
Christian	83.0000	7.3824			
Muslim	65.0000	4.9857			
Christian	83.0000		-5.2891	<0.05	S

The above table reveals that

1. The obtained “t” value smaller then the table “t” value. Therefore is concluded that two group do not differ significantly in respect of Academic Achievement. The mean score of Hindu religion is greater then the Muslim religion therefore null Hypothesis is accepted and alternative Hypothesis is rejected.
2. The obtained the “t” value is grater than the table “t” value. it is therefore concluded that the two groups differ significantly in respect of The Academic Achievement the main scores of Christian religion is grater than the Hindu religion. Similarly the comparison between Muslim and Christian religion the means score of Christian religion is a greater than the Muslim religion. it indicates that the students belonging to Christian religion have more Adjustment then Muslim and Hindu religion students.

Findings

Hindu and Muslim religion students do not differ significantly in respect of their Academic Achievement. However there is significant difference between Hindu and Christian religion and Muslim and Christian religion both at 0.05 level of significant. However the mean score of Christian religion students is grater than the students of Hindu and Muslim religion in respect of their Academic Achievement.

Findings

There is significant relationship between religion and between religion groups in respect of the Adjustment of the students

Hindu and Muslim religion students do not differ significantly in respect of their Adjustment however there is significant difference between Hindu and Christian religion and Muslim and Christian religion both at 0.05 level of significant however the main scores of Christian religion students is greater than the students of Hindu and Muslim religion in respect of their Adjustment

There is significant relationship between within religion and between religion groups in respect of the Emotional Intelligence of the students

Hindu and Muslim religion students should do not deposit significantly in respect of their Emotional Intelligence however there is significant difference between Hindu and Christian religion and Muslim and Christian religion both at 0.05 level of significant however the main scores of Christian religion students is greater than the student of Hindu and Muslim religion in respect of their Emotional Intelligence

There is significant relationship between within religion and between religion groups in respect of the Academic Achievement of the students

Hindu and Muslim religion students to do not deposit significantly in respect of their Academic Achievement however there is significant difference between Hindu and Christian religion and Muslim and Christian religion both at 0.05 level of significant however the main schools of Christian religion students is greater than the students of Hindu and Muslim religion in respect of their Academic Achievement

Conclusion

From the present investigation the investigator concludes that there is significant relationship between religion and between religion groups in respect of The Adjustment, Emotional Intelligence and Academic Achievement of the students. Are the mean score of Christian religion students is greater than the students of Hindu and Muslim religion in respect of their Academic Achievement and Emotional Intelligence.

References

1. Smith Marilyn,
2. Adams, Henry, E(1972), Psychology of Adjustment, USA: The Ronald press company.
3. Bar-on, R (1997). The Emotional quotient inventory (EQ-LI): Technical manual. Toronto Canada: multi healthy Systems.
4. Bar-on, R (1998). Development of an operational concept of psychological well-being unpublished doctoral dissertation, Rhodes University, South Africa
5. Bar-on, R (2000a). Emotional and Social Intelligence: insights from the Emotional quotient inventory. R. Bar-on and J.D.A.Parker (Eds) handbook of Emotional Intelligence. San Francisco: Jossey.
6. Daviewm, M., Stankov.L., and Roberts, R.D. (1998) Emotional Intelligence: in search of an inclusive construct. Journal of personality and social psychology, 5(4) 989-1015.
7. De Souza, R. (2004) EQ smart Teacher. Psycho Linguistic Association of India, 34 (2), pp 95-100
8. Skinner. E.C. (1968), 'Education Psychology', Prentice Hall of India Lts, New Delhi.

