

# **EMOTIONAL INTELLIGENCE AND ADJUSTMENT AMONG SECONDARY SCHOOL STUDENTS**



**A**

**DISSERTATION**

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### ***CERTIFICATE***

This is to certify that **Ms. Ifra Aejaaz** student of M.Ed. Semester IV, Session 2018-20, bearing Roll No. 1801026 has worked under my supervision for her dissertation entitled:

**“EMOTIONAL INTELLIGENCE AND ADJUSTMENT AMONG  
SECONDARY SCHOOL STUDENTS”**

Her dissertation is fit for submission, in partial fulfilment of their requirements for the award of the Degree of Master in Education.

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## **ABBREVIATIONS USED**

|      |                                        |
|------|----------------------------------------|
| S.D  | Standard Deviation                     |
| SPSS | Statistical Package for Social Science |
| SEM  | Standard Error Mean                    |
| EIS  | Emotional Intelligence Scale           |
| AIS  | Adjustment Inventory Scale             |
| df   | Degree of Freedom                      |

## ABSTRACT

Education is a process of human enlightenment and empowerment for the achievement of a better and higher quality of life. A sound and effective system of education results in the enfoldment of learner's potentialities, enlargement of their competencies and transformation of their interests, attitudes and values. In this context, effective teacher education has a crucial role. In fact, it becomes a core condition to ensure high proficiency and quality of school education. In other words, effective school education anticipates effective teacher education. The present study attempts to examine the Emotional Intelligence and Adjustment among secondary school students. The study is quantitative in nature and the sample consists of 250 students selected through stratified random sampling from 5 Government and 5 Private Secondary Schools. The main objective of the study is to find out significant differences in Emotional Intelligence and Adjustment of secondary school students based on gender and types of school i.e. Government and Private. The study also focuses on the relationship between emotional intelligence and adjustment of secondary school students. In this study, two standardized tools namely *Emotional Intelligence Scale* developed and standardized by Ankool Hyde and Dhar (2002) and *Adjustment Inventory Scale* developed by Perry Jain (1990) have been used. Pearson's Coefficient of Correlation and *t*-test have been employed for analyzing the data. It is found that there exist no significant difference in Emotional Intelligence and Adjustment of secondary school students in relation to their gender. There exist significant difference in emotional Intelligence and Adjustment of secondary school students in relation to types of school i.e. Government and Private. However, there exist significant relationship between Emotional Intelligence and Adjustment of secondary school students

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# **CHAPTER-I**

## **INTRODUCTION**

### **1.1 INTRODUCTION**

Education is a process of human enlightenment and empowerment for the achievement of a better and higher quality of life. A sound and effective system of education results in the enfoldment of learner's potentialities, enlargement of their competencies and transformation of their interests, attitudes and values. In this context, effective teacher education has a crucial role. In fact, it becomes a core condition to ensure high proficiency and quality of school education. In other words, effective school education anticipates effective teacher education. Teaching is one of the most influential professions in society. In their day to day work, teachers can do make huge difference in children's lives directly through the curriculum they teach and indirectly through their behavior, emotional intelligence personal adjustment, attitudes, values, relationship with the interest in pupils. Emotional intelligence is an ability capacity or skill to perceive assess and manage the emotions of self, others and of groups. It can be divided into ability EI and trait EI. Ability EI is usually measured using maximum performance tests and has stronger relationships with traditional intelligence, whereas trait EI is usually measured using self-report questionnaires and has stronger relationships with personality. The earliest roots of emotional intelligence can be traced to Charles Darwin's work on the importance of emotional expression for survival and, second, adaptation.

We are at the beginning of a new century, and intelligence and success are not viewed the same way they were before. New theories of intelligence have been introduced and are gradually replacing the traditional theory. The whole child/student has become the Centre of concern, not only his reasoning capacities, but also his creativity, emotions, and interpersonal skills. An emotionally intelligent person can do wonders in this world. If the students are emotionally intelligent they can perform better in their studies and in their life as they could handle social and personal problems in a better way. Ultimately this leads to peace of mind and when there is peace they can do better in their academics. The concept of EI has roots in discussions that began as early as the late 1930s, when researchers began describing a non-intellective intelligence sometimes described as 'social intelligence'. EI itself was first defined in the early 1990s by Salvo and Meyers as 'a type of social intelligence that involves the ability to monitor one's own and others emotions to discriminate among them and to use this information to guide ones thinking and actions. Salvo and Meyers expanded their definitions to include "the verbal and non- verbal appraisal and expression of emotion, the regulation of emotion in the self and others, and the utilization of emotional content in problem-solving". Conversely, general intelligence has been defined as a person's overall capacity for adaptation through effective cognition and information processing. In simpler terms, emotional intelligence might be defined as the set of skills people use to read, understand, and react effectively to emotional signals sent by others and oneself. These are skills such as empathy, problem-solving, optimism, and self-awareness which allow people to reflect, react to and understand various environmental situations.

## **1.2 EMOTIONAL INTELLIGENCE**

Emotional intelligence is the ability to monitor one's own and others emotions, to discriminate among them, and to use the information to guide ones thinking and actions (Salovey& Mayer, 1990). Emotional intelligence(EI) is the ability to monitor one's own and others emotions, to discriminate between different emotions and label them appropriately, and to use emotional information to guide thinking and behaviour.

The earliest roots of emotional intelligence can be traced to Charles Darwin's work on the importance of emotional expression for survival and second adaptation. In the 1900s, even though traditional definitions of intelligence emphasized cognitive aspects such as memory and problem-solving, several influential researchers in the intelligence of study had begun to recognize the importance of the non-cognitive aspects.

Salovey and Mayer (1990), described emotional intelligence as “a form of social intelligence that involves the ability to monitor one's own and others feelings and emotions to discriminate among them and to use this information to guide ones thinking and action”.

S. Hein (2007), “Emotional intelligence is the innate potential to feel, use, communicate, recognize, remember, describe, identify, learn from, manage, understand and explain emotions”.

S. Byron, “Emotional Intelligence (EI) is the ability to acquire and apply knowledge from your emotions and the emotions of others. You can use the information about what you're feeling to help you make effective decisions about what to say or do (or not to say or do) next”.

### **1.2.1 Components of Emotional Intelligence**

The following includes a brief overview of the five main components (as stated by Daniel Goleman) of Emotional intelligence. The main identifying characteristics of Emotional Maturity are made possible by the emotional intelligence component.

#### **a) Self- awareness**

Recognize and understand your own mood and motivation and their effects on others. To achieve this state, you must be able to monitor your own emotional state and identify your own emotions. Emotional Maturity in this trait shows:

- Confidence
- Sense of humor (can laugh at self)
- Aware of your impression on others (can read the reaction of others to know how you are perceived)

#### **b) Self-Regulation**

Controlling your impulses-instead of being quick to react rashly, to resign in ones emotions and think before responding.

When someone is complaining or is rude to you, you do not respond in kind. You respond in a manner which would not escalate the situation, (At this point, you will also realize that when someone express anger at you, they are not always angry at you, they are often just angry and want to take it out on someone).

**c) Internal Motivation**

Internal motivation is marked by an interest in learning. It is also self-improvement vs. a pursuit of wealth and status (as a pursuit of wealth and status is an external motivator). Emotional Maturity in this trait shows:

. Initiative and the commitment to complete a task

. Perseverance in the face of adversity

**d) Empathy**

The ability to understand another person's emotional reaction. This is only possible when one has achieved self-awareness as one cannot understand others until they understand themselves.

**e) Social Skills**

Identifying social cues to establish common ground manage relationships and build networks. Emotional Maturity in this trait shows:

- Communication: listening and responding appropriately
- Influence and leadership: The ability to guide and inspire others
- Conflict Management: The ability to diffuse difficult situations using Persuasion and negotiation.

## **1.3 ADJUSTMENT**

Adjustment is a commonly used word in everyday life. It is equally popular in the discipline of psychology, sociology and education. Life is a continuous process of changes and challenges. Every person is facing such situations for his survival or growth which arise as a result of individual, physiological, psychological or social needs. Different persons use different ways to satisfy their needs. The strategy used by an individual to manage these needs i.e. satisfaction is called adjustment. When the efforts of an individual are successful and satisfying, then it is good adjustment. But, if a person meets frustration in his efforts continuously the personify adjustment may not be proper, then it might be a case of maladjustment.

Adjustment is the process by which living organism maintains a balance between its need and the circumstances that influence the satisfaction of these needs.

### **1.3.1 Styles of Adjustment**

Life represents a continuous chain of struggle for existence and survival. In struggling to achieve something if one finds that results are not satisfactory, either changes one's goal or the procedure. This special feature of the living organism is termed as adjustment. Adjustment is the interaction between a person and his immediate environment.

Anything which appears to their senses bright, they take hold of it. Their development is purely on instinctive level. The nature of adjustment process is decided by a number of factors, particularly, internal needs and external demands, in such conditions, there are three alternatives;

- 1) The individual may inhibit or modify his internal needs or demands
- 2) He can alter the environment and can satisfy his demands
- 3) He can use some mental mechanism to escape from the conflicting situation and may be able to maintain the balance of his personality.

### **1.3.2 Process of Adjustment**

Personal adjustment is an examination of the process by which people fulfill needs and cope with the frustrating situations. An individual's behavior is able to indicate the process and quality of one's satisfactory adaptation. In general, the process of adjustment involves four main aspects as: -

- 1 Existence of a motive
- 2 Obstacles
- 3 Varied responses
- 4 Success/goal achievements

There are certain basic motives in all human beings biological, psychological and social. Their emergence energizes our behavioral efforts to satisfy them. If the motives are satisfied immediately without any problem, the adjustment is simple. Usually, the mental abilities or the social factors might prove such barriers. Individuals make various attempts to win over and reach the goal.

One of the results may be that if the obstacle is overcome through his increased effort, the person achieves adjustment. In another situation, the individual revises his plan, changes the goal and succeeds to reach the goal of adjustment.

Besides the above two forms of adjustment, there is a third possibility also. A person is not able to overcome the obstacle gets frustration. Sometimes, frustration might lead to minor or major personality maladjustment. The efforts which get success in response to particular motives or situations get reinforced and the person adopts them as his pattern of adjustment and habit.

### **1.3.3 Measurement of Adjustment**

Measurement as an instrument of inquiry is now frequently used in behavioral sciences. At general level of classification, in behavioral science the following gives different types of measuring techniques are used: -

- 1) **Testing techniques:** - These techniques are mostly used in the task of measuring achievement in intelligence and aptitudes of the individuals at the conscious level.
- 2) **Projective techniques:** - Projective techniques are mostly and used for testing at the non-conscious level.
- 3) **Inventory techniques:** - The only techniques that are mostly and effectively used in the area of personality measurement are inventory techniques, interests, temperaments, attitudes, adjustment and other traits of one's personality are assessed through the inventories.
- 4) **Socio-metric techniques:** - In Socio-metric techniques, the members of a group or class are asked to indicate individual references by social criterion and as such these techniques are mostly used in studying social relationship adjustment of the individuals.
- 5) **Scaling techniques:** - Scaling techniques like rating scales, rank order scales and the like are widely used in collecting opinion from the respondents about other persons. These techniques maybe, therefore used to assess the personality traits or adjustment of the individuals as understood by the respondents. More often, they are used for validating the self-reporting inventories.

#### **1.4 NEED AND SIGNIFICANCE OF THE STUDY**

Emotional intelligence is an ability, capacity or skill to perceive, assess and manage the emotions of self, others and of group. It can be divided into ability EI and trait EI. Ability EI is usually measured using maximum performance Test and has stronger relationships with traditional intelligence, whereas trait EI is usually measured using self-report questionnaires and has stronger relationships with personality. Life is a continuous process of changes and challenges. Every person is facing such situations for his survival or growth which arise as a result of individual psychological or social needs. Adjustment is the process of finding and adapting modes of behavior suitable to environment or to change in the environment. The result of this study will be of immense use to researcher on which they can base future studies in academic, social and emotional adjustment among students at secondary level.

#### **1.5 STATEMENT OF THE PROBLEM**

EMOTIONAL INTELLIGENCE AND ADJUSTMENT AMONG SECONDARY SCHOOL STUDENTS

#### **1.6 OPERATIONAL DEFINITION OF THE KEY TERM**

**Emotional intelligence:** In the present study EI is the scores obtained by secondary school students on Emotional Intelligence Test by Ankool Hyde and Dhar.

**Adjustment:** This refers to the process of adapting or becoming used to a new situation. In the present study adjustment is the scores obtained by secondary school students on Adjustment Inventory by Perry Jain.

**Secondary School Students:** refer to students studying in 9th class in government and private schools of Jammu city.

## **1.7 OBJECTIVES OF THE STUDY**

The objectives of the study are:-

- 1) To study gender difference in emotional intelligence of secondary school students.
- 2) To study gender difference in the adjustment of secondary school students.
- 3) To study difference in of emotional intelligence of secondary school students studying in govt. and private schools.
- 4) To study difference in adjustment of secondary school students studying in govt. and private Schools.
- 5) To study relationship between emotional intelligence and adjustment of secondary school students.

## **1.8 HYPOTHESES OF THE STUDY**

The hypotheses of the study are:-

- 1) There exists no significant gender difference in the emotional intelligence of secondary school students.
- 2) There exists no significant gender difference in the adjustment of secondary school students.
- 3) There exists no significant difference in emotional intelligence of secondary school students studying in govt. and private schools.
- 4) There exists no significant gender difference in adjustment of secondary school students studying in govt. and private schools.
- 5) There exists no significant relationship between emotional intelligence and adjustment of secondary school students.

## **1.9 DELIMITATIONS OF THE STUDY**

The present study has been delimited to 250 students of secondary schools only.

The present study has been delimited to secondary school students of Jammu city only.

## **CHAPTER-II**

## **REVIEW OF RELATED LITERATURE**

### **2.1 INTRODUCTION:-**

Literature in any field forms the foundation upon which all the future works will build. Study of related literature implies locating and evaluating research reports as well as reports of the causal operation and opinion that are related to the individuals planned research project. It also takes into account the advantage of the knowledge which has already been accumulated in the past as a result of constant human endeavor. A review of related literature gives the scholar an understanding of previous work that has been done in his/her fields/area of research and that still remains to be done. In the present study the investigator has reviewed the researches done in the field of emotional intelligence and adjustment among secondary school students.

### **2.2 STUDIES ON EMOTIONAL INTELLIGENCE AND ADJUSTMENT**

Parker, et al., (2001) studied the relationship between emotional intelligence and adjustment among 667 high school students. The students completed EQ-i: YV. At the end of the academic year EQ-i: YV, data was matched with students academic record of the year.

Lopes et al (2003) explored his links between emotional intelligence and adjustment in a sample of 103 secondary students and found that individuals scoring highly on the managing emotions subscale of the Mayer, Salovey and Caruso Emotional Intelligence Test (MSCEIT), were more likely to report positive relations with others as well as perceived parental support and less likely to report negative interactions with close friends.

Law et al, (2004) conducted his study that emotional intelligence consists of a set of abilities that a person uses to understand, regulate and make use of his or her emotional understanding, regulation and utilization reflects the capabilities of a person to manage his/her emotions.

Parker et al (2004) in their study found that highly successful students scored higher than the unsuccessful group on emotional intelligence. In the same vein, Low and Nelson (2004) reported that emotional intelligence skills are key factors in the academic achievement and test performance of high school and college students respectively.

Adeyemo (2005) conducted a study on the relationship between emotional intelligence and adjustment of students transitioning from primary school to secondary school. Results of the study showed a significant relationship between emotional intelligence and adjustment. It was also found that the strength of emotional intelligence defined in terms of high, moderate and low, significantly impacted the adjustment of students in transition.

Viswesvaran, et al., (2005) conducted a study in which a common measure of emotional intelligence was administered to 250 participants. 215 female to examine how different groups score on a test of EI differences were compared for age.

Chen, Lin and Tu (2006) conducted a study on 1060 senior high school students in Taiwan and Anhui province in mainland China. A positive and modest correlation between the emotional intelligence and life adjustment scores for students in both Taiwan and Anhui was found.

George (2007), studied the role of EI through description of four aspects of Mayer & Salovey's model (1990) in effective leadership. The four components of EI i.e. the appraisal & expression of emotion, use of emotion to enhance cognitive processes & decision making, knowledge about emotions and management of emotions and five essential elements of effective leadership i.e. development of collective goals & objectives.

Safavi, Mousavi and Lotfi (2008) conducted a study to investigate the importance of emotional intelligence in stress modification and adjusting behaviours. The purpose of the study was to explore the relationship between emotional intelligence and socio-emotional adjustment in pre-university girl students in Tehran. The sample consisted of 300 pre-university students. The results of the study revealed significant correlation between emotional intelligence and socio-emotional adjustment. Also, the majority of students had good level of emotional adjustment and moderate level of social adjustment.

Abdullah, Elias, Mahyuddin and Uli (2009) conducted a study on the relationship between emotional intelligence and adjustment amongst first year students in a Malaysian Public University on a sample of two hundred and fifty students attending various undergraduate programmes and concluded that adjustment was a significant predictor of emotional intelligence.

Goel (2010) conducted a study entitled stress among teacher trainees in relation to their mental health, home environment and emotional intelligence. 600 teacher trainees from rural and urban areas, belonging to both genders were taken. The findings revealed that there was no significant difference in the home environment of rural and urban teacher trainees, whereas a significant difference was found between male and female teacher trainees. No significant difference was found in emotional intelligence of teacher trainees gender wise and area wise. A significant and negative relationship was found between stress and home environment among both male and female teacher trainees.

Punia and Sangwan (2011) conducted a study on 120 children falling in the age group of 16-18.60 each from urban and rural areas from Hisar district. Further 30 children, equally representing both the sexes, were considered on random basis. Adjustment of the children was taken as dependent variable; whereas, emotional intelligence, personal and socioeconomic variables were considered as independent variables. The study found significant positive relationship between emotional intelligence and adjustment.

Sharma (2011) conducted a study on 200 senior secondary students from the urban and the rural schools. Sample was taken from North-West and North-East Delhi schools. The results of the study showed significant negative relationship between emotional intelligence and adjustment. This indicates that emotional intelligence directly influences adjustment among senior secondary students.

Fayambo (2012) investigated the relationship between emotional intelligence and academic achievement among undergraduate students. Findings revealed significant positive correlations between academic achievement and most of the emotional intelligence components. The emotional intelligence components jointly contributed to 48% of the variance in academic achievement. Attending to emotions was the best predictor of academic achievement while positive expressivity, negative expressivity and empathic concern were other significant predictors. Emotion-based decision-making, responsive joy and responsive distress did not make any significant relative

contribution to academic achievement, indicating that academic achievement is only partially predicted by emotional intelligence.

Sulaiman (2013) investigated the relationship between emotional intelligence, depression and psychological adjustment in relation to gender. The sample comprised 323 students from Sultan Qaboos University. A positive correlation was found between emotional intelligence and psychological adjustment.

Kumar, Mehta and Maheshwari (2013) studied the effect of emotional intelligence on various variables as achievement motivation, psychological adjustment and scholastic performance of secondary school students. A sample of 450 X class male students was taken from different urban areas from Jaipur city. Emotional intelligence scale (EIS) by Hyde, Pethe and Dhar; Achievement Value and anxiety inventory (AVAI) by Mehta and Adjustment inventory for school students (AISS) by Sinha and Singh were used. The result of X standard board exam was taken as index of their scholastic performance. No significant effect was found between emotional intelligence and other variables.

Gaikward (2015) conducted a study on the relation between social adjustment, emotional intelligence and personality. 58 male and 89 female college students from arts and science stream were taken as a sample. Palsane social adjustment scale. (Mayers Briggs Type Indicator-MBTI), Mayer-Salovey-Caruso emotional intelligence scale (MSCEIT V.2, 2002) were used for the investigation. Findings of this study revealed that emotional intelligence is not positively correlated with social adjustment; extroverts showed better social adjustment as compared to introverts; feeling types did not show better social adjustment as compared to thinking types; intuitive types were found to be higher in emotional intelligence than sensing types.

Singh (2015) investigate relationship of adjustment with emotional intelligence and mental health of senior secondary school students. The study was conducted on 600 senior secondary school students selected from government schools from seven districts of Punjab. Adjustment inventory by Sharma (1988), Emotional Intelligence scale by Hyde, Pethe and Dhar (2002), and Mental health battery by Singh and Sengupta (2009) were used for data collection. Results of the study revealed significant positive relationship between adjustment and emotional intelligence

Unnikrishnan et al (2015) designed a study to assess the association of emotional intelligence (EI) with academic performance among medical students. The Schutte EI test was used for the study. Gender, academic performance and satisfaction with the career choice were found to be statistically significant with EI. They found a significant association between EI and academic performance and concluded that efforts must be made to include the concept of EI into the medical curriculum.

Kar, Saha and Mondal (2016) conducted a study on the relationship between Emotional intelligence and adjustment among higher secondary school students. 302 higher secondary school students were selected randomly from Purulia district of West Bengal. The study found significant positive relationship of emotional intelligence with home, school and peer adjustment.

Sawhney and Kaur (2016) conducted a study to find out relationship between emotional intelligence and adjustment of secondary school boys and girls. 85 students were taken from two government schools of Karnal. The results of the study revealed significant positive relationship between emotional intelligence and adjustment.

Singh (2016) investigated the relationship between emotional intelligence and adjustment. For the study 300 students of IX class belonging to CBSE affiliated secondary schools of Faridabad was taken as a sample. The findings of the study showed significant positive relationship between emotional intelligence and adjustment.

Singh and Bhardwaj (2016) conducted a study on 400 (200 males and 200 female) sportspersons of different degree colleges of Faizabad. The objective of the study to find out the impact of emotional intelligence and gender in shaping adjustment of the sportspersons. They found significant positive relationship of various dimensions of emotional intelligence with adjustment.

Tamannaefar and Hesampour (2016) conducted a study to investigate the relationship between cultural and emotional intelligence and university students' adjustment to university environment. A sample of 355 BA, MA and PhD students was selected. To collect data, the Schering Emotional intelligence questionnaire, cultural intelligence questionnaire and Baker and Siryk Student adaptation to college questionnaire (SACQ) were used. A significant relationship was found between cultural and emotional intelligence and students adjustment to university environment. It was also found out that as their emotional and cultural intelligences increases, they become more adaptable to university life.

Tripathi (2016) conducted a study on 200 male and 200 female plus two students from Ranchi district, Jharkhand, to investigate the relationship between emotional intelligence and adjustment in tribal-nontribal adolescent groups. Study showed that emotional intelligence works as a buffer in case of adjustment. Results revealed that emotional intelligence and adjustment is significantly (at. 01 level) correlated.

Sandhu (2017) conducted a study on 200 senior students selected from different schools of Hisar to find out the impact of emotional intelligence on their adjustment. High emotionally intelligent students were found to be more adjusted as compared to low emotionally intelligent students.

Deep and Mathur (2017) conducted a study on young adult population, with age ranging from 18 to 23 years. The data were collected from the Delhi/NCR based college. Statistically significant relationship was not found between emotional intelligence and adjustment.

## **2.3 CONCLUSION**

The review of related literature provides us information about the related studies conducted after reviewing the studies quoted above it can be concluded that there exists significant difference in the emotional intelligence and adjustment among secondary school students. In most of the studies it was found that there is significant gender difference in emotional intelligence among secondary school students. While in some study, it was found that females are emotionally stronger than males. Hence, it can be concluded that the present study will add something new to the field of education research.

## **CHAPTER-III**

# **RESEARCH METHODOLOGY**

## **3.1 INTRODUCTION**

Research Methodology is a careful and systematic investigation of new facts and a scientific process of solving the problem in a very systematic way. It is a diligent system of inquiry that required specialized tools, instruments and procedures to be employed in order to obtain new knowledge and more adequate solution of the problem. Educational research refers to a systematic attempt to acquire better knowledge and understanding of the educational process, especially with a purpose to improving its efficiency. On the basis of the objective or purpose, the research is classified as either basic or fundamental, applied research and action research.

The decision about the method and methods to be employed always depends upon the nature of the problems selected and the kind of data necessary for its solution. Whatever the method to be employed, it is essential that it should be describable otherwise it will lose its significance and effectiveness. Thus if the research methodology cannot be clearly described, chances are that the result of the study will be too vague and general (Mouly 1970).

The present chapter throws light on the research methodology being adopted for the research study i.e. sample for the study and selection of the research instrument are discussed. Methods for the collection of the data and statistics for analyzing the data are also discussed.

## **3.2 DESIGN OF THE STUDY**

The design of the research is the actual blueprint of the procedure for the completion of various research steps and reaching valid conclusions.

### **3.2.1 METHOD**

Research design is the systematic structure and plan for the investigation. It is also called the blueprint for the collection, measurement, analysis of data and ultimately to reach the objectives. Research design is required to go through smoothly with different research operations, thereby making research as efficient as possible. Research design for a study involves the selection of most appropriate methods and techniques to solve the problem under investigation. It provides guidelines for the researcher to enable to stay in the track, to know right direction of moving and to achieve the desired objectives. Keeping in mind the objectives of the study, the present study was designed as descriptive study and survey method was applied for collecting the relevant data.

### 3.2.2 POPULATION AND SAMPLE

#### POPULATION

The population of the present study consists of all the students of class-9<sup>th</sup> studying in secondary schools of Jammu city. The population of the study comprises of 1067 Secondary and 36903 students of Jammu City.

#### SAMPLE

In the present study, to collect the relevant data from the respondents, two stages sampling method was applied.

In the first stage, the sample institutions were selected, and in the second stage, the sample students (as respondents) were selected from the population considered. In the first stage, 10 numbers of provincialized schools out of the total 57 were selected by applying the stratified random sampling, to give importance to the locality of the institutions. Out of 10 selected institutions, 5 were Government schools and 5 were Private schools.

In the second stage, 250 students (male 125 and female 125) were selected from the considered 10 institutions. In selection of students stratified random sample method was applied. Out of 125 selected male students, 63 students were from Government schools and 62 students from private schools. Similarly, out of 125 selected female students, 63 were from government schools and 62 were from Private schools.

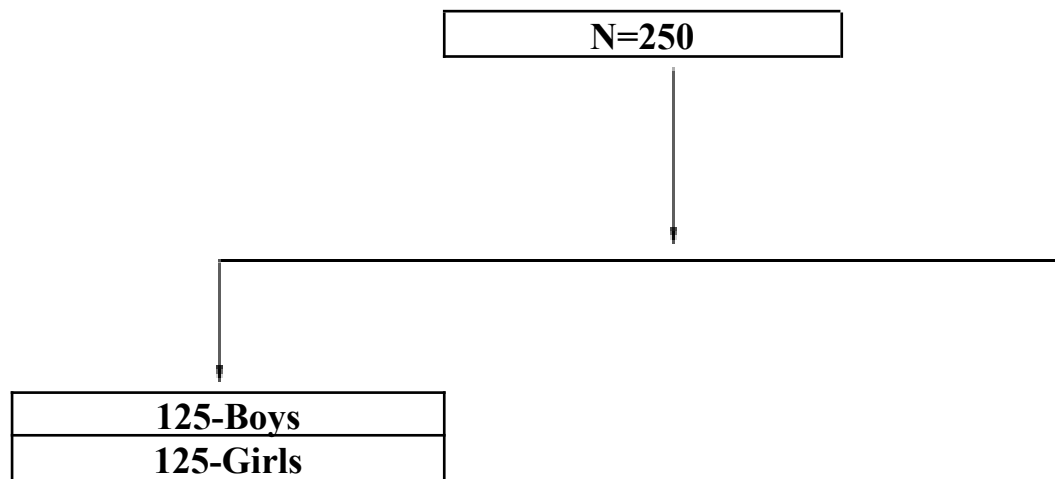
**Table 3.1**

*List of Government and Private Schools Included in the Sample*

| S.NO | GOVERNMENT SCHOOLS                               | NO. OF SAMPLE STUDENTS |       | PRIVATE SCHOOLS                                           | NO. OF SAMPLE STUDENTS |       |
|------|--------------------------------------------------|------------------------|-------|-----------------------------------------------------------|------------------------|-------|
|      |                                                  | BOYS                   | GIRLS |                                                           | BOYS                   | GIRLS |
| 1    | GOVT.C.B HR. SEC. SCHOOL PURANI MANDI, JAMMU     | 20                     | 22    | VIDYA PEETH PUBLIC HR. SEC. SCHOOL CHOGAN SLATHIAN, JAMMU | 15                     | 10    |
| 2    | GOVT. GIRLS HR. SEC. SCHOOL MUBARAK MANDI, JAMMU | 0                      | 20    | SATYA PUBLIC SCHOOL CHANNI HIMMAT JAMMU                   | 10                     | 15    |
| 3    | GOVT. SRML HR. SEC. SCHOOLS (BOYS) PARADE JAMMU  | 20                     | 0     | BAL BHARTI PUBLIC, HIGH SCHOOL CHANNI HIMMAT JAMMU        | 15                     | 15    |
| 4    | GOVT. HR. SEC. SCHOOL CHANNI HIMAT JAMMU JAMMU   | 0                      | 20    | B.N HR. SEC. SCHOOL NOWABAD, SUNJWAN JAMMU                | 10                     | 12    |

|       |                                              |    |    |                        |    |    |
|-------|----------------------------------------------|----|----|------------------------|----|----|
| 5     | GOVT. HR. SEC.<br>SCHOOL BATHINDI,<br>JAMMMU | 23 | 0  | MODEL ACADEMY<br>JAMMU | 13 | 10 |
| TOTAL |                                              | 63 | 62 | TOTAL                  | 63 | 62 |

## Design of the Sample



*Fig. 3.1 showing design of the sample*

### 3.2.3 VARIABLES

A variable is something which varies. It is a symbol to which we assign numeral values. An independent variable is presumed cause of the dependent variable, the presumed effect. The independent variable is the antecedent: dependent is the consequent (Kerlinger, 2009b). A variable is something that can be changed, such as characteristics or value. The dependent variable is the variable that is measured by the investigator. The independent variable is the variable that is controlled and manipulated by the investigator. In simple words, in a study the independent variable is the variable that is varied or manipulated by the investigator, and the dependent variable is the response that is measured. An independent variable is the presumed cause, whereas the dependent variable is the presumed effect. The independent variable is the antecedent, whereas the dependent variable is the consequent. The variables used in the study have been described below:-

#### Independent variables

- Gender

- Types of schools i.e. Government & Private

### **Dependent variables**

- Emotional intelligent
- Adjustment

### **3.2.4 DATA COLLECTION**

The data collected for the study was quantitative in nature. The quantitative data is measured by Emotional Intelligence Scale by Anukool Hyde, Pethe and Dhar and also by Questionnaire on adjustment.

### **3.3 TOOLS EMPLOYED AND IT'S DESCRIPTION**

In the present study, the researcher were used two tools namely Emotional Intelligence Scale measure by Ankool Hyde and Dhar(2002) and Adjustment Inventory scale measure by Perry Jain(1990).

#### **EMOTIONAL INTELLIGENCE SCALE**

Emotional Intelligence Scale is a standardized tool developed by Anukool Hyde, Sanjyot Pethe and Upinder Dhar published in the year of 2005 to measure the emotional intelligence status of the students of the secondary stage. The scale is usable in Indian environment. The Emotional intelligence scale- measures the emotional intelligence status of the subjects.

The investigator constructed a questionnaire to collect information regarding the intelligence of children of class-IX and X as well as the performance of the children in the class-X board examination. The items (questions) of the questionnaires are related to, emotions of the students, families, school and home environment. The types of the questions were closed ended.

**Table 3.2**

|              | <b>Strongly Agree</b> | <b>Agree</b> | <b>Uncertain</b> | <b>Disagree</b> | <b>Strongly Disagree</b> |
|--------------|-----------------------|--------------|------------------|-----------------|--------------------------|
| <b>Score</b> | <b>5</b>              | <b>4</b>     | <b>3</b>         | <b>2</b>        | <b>1</b>                 |

*Scoring System*

#### **Reliability**

The reliability of the scale was determined by calculating reliability coefficient on a sample of 200 subjects. The split- half reliability coefficient was found to be 0.88.

#### **Validity**

Besides face validity, as all items were related to the variable under focus, the scale has high content validity. It is evident from the assessment of judges/ experts that items of the scale are directly related to the concept of emotional intelligence. In order to find the coefficient of reliability (Garrett, 1981), the reliability index was calculated, which indicated high validity on account of being 0.93.

## ADJUSTMENT INVENTORY

The Adjustment Inventory for school students is a standardized tool developed by Perry Jain published in the year of 1990 to measure the Adjustment status of the students of the secondary stage. The Adjustment Inventory has been designed for use with Hindi knowing school students of India. The Inventory seeks to segregate well adjusted secondary school students (age group 14 to 18 years) from poorly adjusted students in the three areas of adjustment: Emotional, Social and Educational.

A list of 100 questions indicating the significant problems of school students in the three areas were prepared. The questions were to be answered in Yes or No. This list was presented to 25 judges all of whom were psychologists engaged in teaching, counseling, or vocational guidance work, to judge each item in term of its merit for being included in the Inventory. Only such items were retained about which the judges were unanimous. This led to the elimination of 12 out of 100 items. Before undertaking the work of item analysis the Inventory was administered to a sample of 100 students to remove language difficulties, if any reported by them in understanding clearly the different items.

**Table 3.3**

*Scoring System*

|        | YES | NO |
|--------|-----|----|
| SCORES | 1   | 0  |

## Reliability

Coefficient of reliability was determined by (i) split- half method, (ii) Test retest method, (iii) K-R formula 20, Table 1 gives the reliability coefficients of the total test and of sub – tests by different methods.

**Table 3.4**

### *Reliability coefficients of the inventory*

| <b>Sr.No.</b> | <b>Method used</b> | <b>Emotional</b> | <b>Social</b> | <b>Educational</b> | <b>Total</b> |
|---------------|--------------------|------------------|---------------|--------------------|--------------|
| 1.            | Split- half method | 0.94             | 0.93          | 0.96               | 0.95         |
| 2.            | Test retest method | 0.98             | 0.90          | 0.93               | 0.93         |
| 3.            | K-R formula 20     | 0.92             | 0.92          | 0.95               | 0.94         |

### **Validity**

In item analysis validity Coefficients were determined for each item by biserial correlation method and only such items were retained which yielded biserial correlation method with both criteria (i) total score and (ii) area score, significant level being .001.

Inter – correlations among the three areas of the inventory were calculated. The correlation matrix is being presented in Table 2.

**TABLE 3.5**

*Correlation Matrix of the three areas*

| <b>Sr. No.</b> | <b>Adjustment areas</b> | <b>I</b> | <b>II</b> | <b>III</b> |
|----------------|-------------------------|----------|-----------|------------|
| 1.             | Emotional               | -        | 20        | 19         |
| 2.             | Social                  | 20       | -         | 24         |
| 3.             | Educational             | 19       | 24        | -          |

### **3.4 ADMINISTRATION OF THE TOOL**

The investigator surveyed the different schools of Jammu City and selected 10 schools (5 Government and 5 Private schools). He visited the selected schools personally for the collection of data. First of all, investigator approached the heads of the institution and the purpose of conducting test was explained to them. The tool was administered in the classrooms. An attempt was made to explain the purpose of the study to the students. The students were informed that their responses will be kept confidential and therefore, they should be frank, honest, bold and sincere while responding to items of the tool. After giving the necessary instructions, the researcher distributed copies of the tool. Every attempt was made by the researcher to remove doubts and difficulties of the sample group.

The students were directed to read the statement of the questions one by one and tick mark the suitable responses for the respective statements. After filling up the responses by the students, the copies were collected back. In this way the test was administered in all the schools included in the sample and the data was collected.

### **3.5 STATISTICAL TECHNIQUES EMPLOYED**

The data collected for the present study have been analyzed quantitatively. To study about the emotional intelligence of the students of class-IX and X, the data were collected from the concerned institution, the data related to emotional intelligence and adjustment were collected by administering the emotional intelligence questionnaire and adjustment inventory scale. Initially, the scores of collected data were tabulated in the frequency distribution table and treated for a number of statistical analyses. The data collected for the present study were analyzed with the help of computer using SPSS. The statistical techniques like

1. Arithmetic Mean,
2. Standard Deviation (S.D),
3. t-test,
4. Pearson's Correlation

## **CHAPTER- IV**

## **ANALYSIS AND INTERPRETATION**

### **4.1 INTRODUCTION**

Analysis of data means categorizing, ordering, manipulating and summarizing the data to obtain answers to the research questions. The purpose of analyses is to reduce data into intelligible and interpretable form so that meaningful results can be arrived at. “Analysis of the data can be done in the light of objectives of the study”. (Kerleinger, 2014)

The most important step in any research project is analysis and interpretation of the data collected. After the data has been collected and tabulated, it must be processed and analyzed properly, so as to draw proper inference. A systematic and scientific treatment of the tabulated data is essential for drawing valid conclusions. It involves breaking of complex factors into simpler parts and putting them in new arrangement for the purpose of interpretation.

Collection of the data has no meaning unless it is tackled, properly analyzed and interpreted by sophisticated techniques. Barr says, analysis is an important phase of the classification and summarization of data. So, the interpretation is considered as one of the most important step in the total procedure of research.

In this study data have been collected from ten high schools students studying in government and private school of Jammu city. Data was collected by administering emotional intelligence and adjustment test. The analysis of results and their interpretation has been given in the following sections.

### **4.2 RESULTS AND FINDINGS**

The resulting data has been analyzed using statistical techniques namely Mean, standard Deviation, t-Test and Pearson’s Coefficient of correlation

#### **4.2.1: To study gender difference in emotional intelligence of secondary school students.**

**Table 4.1**

*Values of Mean, S.D., SEM and t for gender difference in Emotional Intelligence of Secondary School Students*

| Variable               | Gender | N   | Mean   | S.D   | S.E.M | d.f | t    | Level of significance |
|------------------------|--------|-----|--------|-------|-------|-----|------|-----------------------|
| EMOTIONAL INTELLIGENCE | Male   | 125 | 107.90 | 16.09 | 1.43  | 248 | 0.87 | NS                    |
|                        | Female | 125 | 106.26 | 13.69 | 13.69 |     |      |                       |

#### **INTERPRETATION:**

Table 4.1 shows that mean value of male and female is 107.90 and 106.26 and the value of standard deviation is 16.09 and 13.69 respectively. The calculated t value is 0.87 which is not significant. Thus, the male and female secondary school students do not differ in emotional intelligence significantly. Hence the null hypothesis stating that “There is no significant Gender difference of emotional intelligence secondary school students” stands accepted.

#### **4.2.2: To study gender difference in the adjustment of Secondary School Students.**

**Table 4.2**

*Values of Mean, Standard Deviation and t for gender difference in Adjustment of Secondary School Students.*

| Variable   | Gender | N   | Mean  | S.D  | S.E.M | df  | t    | Level of significance |
|------------|--------|-----|-------|------|-------|-----|------|-----------------------|
| Adjustment | Male   | 125 | 35.36 | 6.24 | 0.55  | 248 | 0.80 | N.S                   |
|            | Female | 125 | 36.00 | 6.33 | 0.56  |     |      |                       |

#### **INTERPRETATION:**

Table 4.2 shows that mean value of male and female is 35.36 and 36.00 and the value of standard deviation is 6.24 and 6.33 the calculated t value is 0.80 the male and female secondary school students do not differ in adjustment significantly. Thus, the t value is not significant and hence the null hypothesis stating that “There is no significant gender difference in adjustment of secondary school students” stands accepted.

#### **4.2.3: To study difference in emotional intelligence of secondary school students studying in govt. and private schools.**

**Table 4.3**

*Values of Mean, Standard Deviation and t for Emotional Intelligence of Secondary School Students studying in Govt. and Private Schools*

| Variable               | SCHOOL | N   | Mean   | S.D   | S.E.M | df  | T    | Level of significance |
|------------------------|--------|-----|--------|-------|-------|-----|------|-----------------------|
| Emotional intelligence | Govt.  | 125 | 109.26 | 15.45 | 1.37  | 248 | 2.34 | Significant           |
|                        | Pvt.   | 125 | 104.86 | 14.11 | 1.26  |     |      |                       |

#### **INTERPRETATION:**

Table 4.3 shows that the mean value of government and private secondary school students is 109.26 and 104.86 and the value of standard deviation is 1.37 and 1.26 respectively. The calculated value is 2.34 which is significant at 0.05 level of significance. Therefore, the government and private secondary school students differ in emotional intelligence significantly. Hence the null hypothesis stating that “There is significant difference in emotional intelligence secondary school students studying in govt. and private schools” stands rejected.

#### **4.2.4 To study difference in Adjustment of secondary school students studying in govt. and pvt. schools**

**Table 4.4**

*Values of Mean, Standard Deviation and t for Adjustment of Secondary School Students studying in Govt. and Private Schools*

| <b>Group Statistics</b> |        |     |       |      |       |     |      |                       |
|-------------------------|--------|-----|-------|------|-------|-----|------|-----------------------|
| Variable                | SCHOOL | N   | Mean  | S.D  | S.E.M | df  | t    | Level of significance |
| Adjustment              | Govt.  | 125 | 34.71 | 6.69 | 0.59  | 248 | 2.47 | Significant           |
|                         | Pvt.   | 125 | 36.66 | 5.70 | 0.51  |     |      |                       |

#### **INTERPRETATION:**

Table 4.4 shows that the mean value of government and private secondary school students is 34.71 and 36.66 and the value of standard deviation is 6.695 and 5.704 respectively. The calculated value is 2.47 (more than table value at 0.05 level and less than at 0.01 level) which is significant at 0.05 level of significance. Thus, the government and private secondary school students differ in adjustment significantly. Hence the null hypothesis stating that “There is significant difference in adjustment secondary school students studying in government and private schools.” stands rejected.

#### **4.2.5 To study relationship between emotional intelligence and adjustment of secondary school students.**

**Table 4.5**

*Pearson's Coefficient of Correlation between Emotional Intelligence and Adjustment of Secondary School Students*

| Variables              | N   | Self-Efficacy Scale | Level of Significance   |
|------------------------|-----|---------------------|-------------------------|
| Emotional intelligence | 250 | 0.51                | Significance<br>At 0.05 |
| Adjustment             |     |                     |                         |

#### **INTERPRETATION:**

The result of table 4.5 represents that the correlation ( $r = 0.51$ ) between emotional intelligence and adjustment of students studying in ninth class is significant at 0.05 level of significance. Hence, it can be concluded that there is significant relationship between emotional intelligence and adjustment. Thus, the null hypothesis no. 5 stating that "There is no significant relationship between emotional intelligence and adjustment" has been rejected.

#### **4.3 CONCLUSION**

It is concluded that there was no significant difference in emotional intelligence and adjustment of secondary school students in relation to gender. Then, a significant difference was found in emotional intelligence and adjustment of secondary school students in relation to types of schools i.e. govt and pvt. However, a significant relationship was found between emotional intelligence and adjustment of secondary school students.

## **CHAPTER-V**

### **FINDINGS, CONCLUSIONS, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCH**

## **5.1. INTRODUCTION**

After processing the data, obtaining and interpreting the result in previous chapter, the findings have been delimited and discussed in chapter. These findings can be generalized to the extent of representatives of the sample and methodology employed in the study. In this chapter the results are discussed to show how these findings are concurrent with some of the empirical studies already conducted in the field. At, places some of the observations did not concern with the findings of the same investigations. Keeping the major findings in view, the educational implications of the study have been worked out. At such some suggestions have been given for the further research. This chapter is therefore devoted to focusing the findings, conclusions, discussion of result of the study and for indicating their implications and suggestions for further research.

## **5.2 MAJOR FINDINGS OF THE STUDY**

### **5.2.1. Research Objective 1**

**To study gender difference in emotional intelligence of secondary school students**

In order to study the gender difference in the emotional intelligence of secondary school students, t-test has been calculated. The value of t-test has not been significant at 0.01 level. Therefore, the null hypothesis has been accepted. The mean scored obtained is lesser than the table value. Therefore, it can be concluded that there is no significant difference in the emotional intelligence and adjustment among secondary school students.

### **5.2.2 Research Objective 2**

**To study gender difference in the Adjustment of Secondary School Students**

In order to study the gender difference in the adjustment of secondary school students, t-test has been calculated. The value of t-test has not been significant at 0.01 level. Therefore, the null hypothesis is accepted. The mean scored obtained is lesser than the table value. Therefore, it can be concluded that there is no significant difference in the adjustment among secondary school students.

### **5.2.3 Research Objective 3**

**To study difference in emotional intelligence of secondary school students studying in government and private schools**

In order to study the difference in emotional intelligence of secondary school students studying in government and private schools, t-test has been calculated. The value of t-test has been significant at 0.05 level and not significant at 0.01 level. Therefore, the null hypothesis is partially rejected. The mean scored obtained is greater than table value at 0.05 level but lesser than the table value at 0.01 level. Therefore, it can be concluded that there is significant difference at one level and not significant at another level in emotional intelligence of secondary school students.

#### **5.2.4 Research Objective 4**

**To study difference in adjustment of secondary school students studying in government and private schools**

In order to study the difference in adjustment of secondary school students studying in government and private schools, t-test has been calculated. The value of t-test has been significant at 0.05 level and not significant at 0.01 level. Therefore, the null hypothesis is partially rejected. The mean score obtained is greater than table value at 0.05 level but lesser than table value at 0.01 level. Therefore, it can be concluded that there is significant difference at one level and not significant difference at another level in adjustment of secondary school students.

#### **5.2.5 Research Objective 5**

**To study relationship between emotionalintelligence and adjustment of secondary school students**

In order to study the relationship between emotionalintelligence and adjustmentof secondary school students. The calculated value of correlation ( $r$  is 0.51) the calculated value of correlation ( $r$  is 0.51) which is significant at 0.05 level of significance. Hence it can be concluded that there is a significant relationship emotionalintelligence and adjustment of secondary school students.

### **5.3 CONCLUSIONS AND FINDINGS**

On the basis of interpretation of the results drawn in the present study the investigator laysdown in the following conclusions:

It is concluded that there was no significant difference in emotionalintelligence and adjustment of secondary students in relation to gender difference. Then, a significant difference was found in emotionalintelligence and adjustment of secondary students in relation to residential background and types of schools.

However, no significance difference found between emotionalintelligence and adjustment of higher secondary students.

## 5.4 EDUCATIONAL IMPLICATIONS OF THE STUDY

The utilization of the research findings of this study can be undertaken in various ways. Some of them can be summarized as follows:

- Creating the conducive environment in classroom can increased the adjustment level of students and help them in easier learning and in preparation for exam.
- Teacher and parents should provide emotional support to the students and help them to find positive solution in the unadjusted sutitution.
- School and teachers should launch such programmer which help in developing adjustment level among students so as to reduce emotional level. More concentration should be given on positive environment among the students so they can adjust themselves in any environment.
- The present study helps the students to improve their level of adjustment. The present also help that student emotional intelligence level to improve their adjustment in schools.
- The result of the study may also help the children with low emotions to understands their problems and adjust with their work
- Teachers are increasingly aware of the importance of emotional intelligence and adjustment in the classroom. Emotional intelligence refers to the skills that help us to interact in positive ways with others and manage our own emotions
- The more students are emotionally intelligent the better they can adjust themselves in any environments.
- The low emotions involved in the students educations. the better their class motivation behavior and grades becomes.

## 5.5 SUGGESTIONS FOR FURTHER RESEARCH

Research in any branch of knowledge is never closed book. There is always persistent need to finding solutions to new problem and testing the variety of the solutions to older problems. There is not provide clues for further experience; the solution of one problem tends to indicate many other unsolved problems.

The interested investigator can undertake any of the following suggested problems for further research:-

- A similar study can be conducted on students studying at college level.
- A comparative study can be conducted on emotional intelligence and adjustment of teachers and students.

- An investigation may be conducted on emotional intelligence and adjustment of adolescents with respects to their socio-economic status.
- The Sample of the present study was 200 students. A similar study can be done on a large sample
- As stated earlier, present study deals with secondary school (9<sup>th</sup>) students. Same type of work can be done on college and university students also.
- The present study cannot be called final and comprehensive. More work can be done on different sample of different age groups.
- Similar study may also be undertaken in the whole district since it was confined to Jammu City only.
- Similar study can also be undertaken among student of primary and high secondary level.
- The same study can be done in professional fields including medical students, engineering students, M.B.A. students and B.Ed. students.
- Research can be undertaken to locate various causes of test phobia.

## **SUMMARY**

### **TITLE: EMOTIONAL INTELLIGENCE AND ADJUSTMENT AMONG SECONDARY SCHOOL STUDENTS**

**SUPERVISOR**

**MRS. SAYKA BANOIFRA AEJAZ  
ASSISTANT PROFESSOR**

**INVESTIGATOR**

**ROLL NO.1801026**

#### **A. PROBLEM**

The whole students have become the center of concern, not only his reasoning capacities, but also his creativity, emotion and interpersonal skills. We are at the beginning of a new century and intelligence and success are not viewed in the same way they were before. New theories of intelligence have been introduced and are gradually replacing the traditional theories. Our emotions play quite a significant role in guiding and directing our behavior. Many a times they are seen to dominate our behavior in such a way that we have no solution other than behaving as per their wish. On the other hand, if a person has no emotional current in him then he becomes crippled in terms of living his life in a normal way. Hence, emotions play a key role in providing a particular direction to our behavior and thus shaping our personality according to their development. In this study we would like to throw light on the emotional aspect of our behaviour.

Emotional intelligence has in recent years, been popularized, and the research into its many components has multiplied. Yet this is a field that has much uncharted territory. It is the latest developments in understanding the relations between reason and emotion. The concept has its roots in the concept of “social intelligence”. Thorndike (1920) defines it as “the ability to understand and manage men and women, boys and girls-to act wisely in human relations.” Mayer and Salobey (1993) “Emotional Intelligence is defined as the ability to monitor one’s own and other’s feelings and emotions to discriminate among others, and use this information to guide one’s thinking and action. Emotional intelligence involves the ability to perceive accurately, appraise, and express emotions; the ability to access and /or generate feelings when they facilitate thoughts, the ability to understand emotions and emotional knowledge and intellectual growth.” Emotional Intelligence is a person’s innate ability to perceive and manage his/her own emotions in a manner that results in successful interactions with the environment, and, if others are present, to also perceive and manage their emotions in a manner that results in successful interpersonal interactions (Thompson, 2006). Adjustment, in psychology, refers to the behavioral process by which humans and other animals maintain equilibrium among their various needs or between their needs and the obstacles of their environments adjustment (Searle & Ward 1990).

## EMOTIONAL INTELLIGENCE

Emotional intelligence is a type of social intelligence that involves the ability to monitor one's own and others emotions, to discriminate among them, and to use the information to guide one's thinking and actions (Salovey & Mayer, 1990). Emotional intelligence (EI) is the ability to monitor one's own and others emotions, to discriminate between different emotions and label them appropriately, and to use emotional information to guide thinking and behaviour.

The earliest roots of emotional intelligence can be traced to Charles Darwin's work on the importance of emotional expression for survival and second adaptation. In the 1900s, even though traditional definitions of intelligence emphasized cognitive aspects such as memory and problem-solving, several influential researchers in the intelligence of study had begun to recognize the importance of the non-cognitive aspects. For instance, as early as 1920, E.I. Thorndike used the term social intelligence to describe the skill of understanding and managing other people.

The following includes a brief overview of the five main components (as stated by Daniel Goleman) of Emotional intelligence. The main identifying characteristics of Emotional Maturity are made possible by the emotional intelligence component.

### **f) Self-awareness**

Recognize and understand your own mood and motivation and their effects on others. To achieve this state, you must be able to monitor your own emotional state and identify your own emotions. Emotional Maturity in this trait shows:

- Confidence
- Sense of humor (can laugh at self)
- Aware of your impression on others (can read the reaction of others to know how you are perceived)

### **g) Self-Regulation**

Controlling your impulses-instead of being quick to react rashly, to resign in one's emotions and think before responding.

When someone is complaining or is rude to you, you do not respond in kind. You respond in a manner which would not escalate the situation, (At this point, you will also realize that when someone expresses anger at you, they are not always angry at you, they are often just angry and want to take it out on someone).

### **h) Internal Motivation**

Internal motivation is marked by an interest in learning. It is also self-improvement vs. a pursuit of wealth and status (as a pursuit of wealth and status is an external motivator). *Emotional Maturity in this trait shows:*

. Initiative and the commitment to complete a task

. Perseverance in the face of adversity

**i) Empathy**

The ability to understand another person's emotional reaction. This is only possible when one has achieved self-awareness as one cannot understand others until they understand themselves.

**j) Social Skills**

Identifying social cues to establish common ground, manage relationships and build networks. *Emotional Maturity in this traits shows:*

. Communication: listening and responding appropriately

. Influence and leadership: The ability to guide and inspire others

. Conflict Management: The ability to diffuse difficult situations using Persuasion and negotiation.

## **ADJUSTMENT**

Adjustment is a commonly used word in everyday life. It is equally popular in the discipline of psychology, sociology and education. Life is a continuous process of changes and challenges. Every person is facing such situations for his survival or growth which arise as a result of individual, physiological, psychological or social needs. Different persons use different ways to satisfy their needs. The strategy used by an individual to manage these needs i.e. satisfaction is called adjustment. When the efforts of an individual are successful and satisfying, then it is good adjustment. But, if a person meets frustration in his efforts continuously the person's adjustment may not be proper, then it might be a case of maladjustment.

Adjustment is the process by which living organism maintains a balance between its need and the circumstances that influence the satisfaction of these needs.

Measurement as an instrument of inquiry is now frequently used in behavioral sciences. At general level of classification, in behavioral science the following gives different types of measuring techniques are used: -

- 6) Testing techniques: - These techniques are mostly used in the task of measuring achievement in intelligence and aptitudes of the individuals at the conscious level.
- 7) Projective techniques: - Projective techniques are mostly used for testing at the non-conscious level.
- 8) Inventory techniques: - The only techniques that are mostly and effectively used in the area of personality measurement are inventory techniques, interests, temperaments, attitudes, adjustment and other traits of one's personality are assessed through the inventories.
- 9) Sociometric techniques: - In Sociometric techniques, the members of a group or class are asked to indicate individual references by social criterion and as such these

techniques are mostly used in studying social relationship adjustment of the individuals.

- 10) Scaling techniques: - Scaling techniques like rating scales, rank order scales and the like are widely used in collecting opinion from the respondents about other persons. These techniques maybe, therefore used to assess the personality traits or adjustment of the individuals as understood by the respondents. More often, they are used for validating the self-reporting inventories.

## **B. SIGNIFICANCE OF THE STUDY**

Emotional intelligence is an ability, capacity or skill to perceive, assess and manage the emotions of self, others and of group. It can be divided into ability EI and trait EI. Ability EI is usually measured using maximum performance Test and has stronger relationships with traditional intelligence, whereas trait EI is usually measured using self-report questionnaires and has stronger relationships with personality.

Life is a continuous process of changes and challenges. Every person is facing such situations for his survival or growth which arise as a result of individual psychological or social needs. Adjustment as the process of finding and adapting modes of behavior suitable to environment or to change in the environment.

The result of this study will be of immense use to researcher on which they can base future studies in academic social and emotional adjustment among students at secondary level.

## **C. OBJECTIVES**

The objectives of the study are:-

- 1) To study gender difference in emotional intelligence of secondary school students.
- 2) To study gender difference in the adjustment of secondary school students.
- 3) To study difference in of emotionalintelligence secondary school students studying in govt. and pvt. schools.
- 4) To study difference in adjustment of secondary school students studying in govt. and pvt. schools.
- 5) To study relationship between emotionalintelligence and adjustment of highersecondary school students.

## **D. HYPOTHESES OF THE STUDY**

The hypotheses of the study are:-

- 1) There is no significant gender difference in the emotional intelligence of secondary school students.
- 2) There is no significant gender difference in the adjustment of secondary school students.
- 3) There is no significant difference in emotional intelligence of secondary school students studying in govt. and pvt. schools.
- 4) There is no significant gender difference in adjustment of secondary school students studying in govt. and pvt. schools.
- 5) There is no significant relationship between emotional intelligence and adjustment of higher secondary school students.

## **E. SAMPLE**

The process of using a part, as a basis for an estimate of the whole is known as sampling. Sampling is an essential item in the field of research. An investigator wants to collect data for a particular problem, but it is not possible for him/her to reach every member of the population. The conclusion is drawn and generalizations are made for the whole population. Therefore, the investigator should by his/her best to select such a sample, as it kindly represents a large group of individual or the whole population.

Sampling is the basis of all statistical methodology of research. In a limited time, the investigator can never collect data from the whole population in any investigation. He or She has to take selected group of individuals who would represent the whole population and form the basis for making inferences for certain population facts. This is known as sampling. It gives greater accuracy, reduces cost brings speed as well as increase scope.

In the present study, limited time and resources at the disposal of the investigator did not permit her to take whole population for the study. So keeping in view all the points, simple random sampling techniques has been employed.

In the present study, to collect the relevant data from the respondents, two stages sampling method was applied.

In the first stage, the sample institutions were selected, and in the second stage, the sample students (as respondents) were selected from the population considered.

In the first stage, 10 numbers of provincialised schools out of the total 57 were selected by applying the stratified random sampling, to give importance to the locality of the institutions. Out of 10 selected institutions, 5 were Government schools and 5 were Private schools.

In the second stage, 250 students (male 125 and female 125) were selected from the considered 10 institutions. In selection of students stratified random sample method was applied. Out of 125 selected male students, 63 students were from Government schools and 62

students from private schools. Similarly, out of 125 selected female students, 63 were from government schools and 62 were from Private schools.

## **VARIABLES**

A variable is something which varies. It is a symbol to which we assign numeral values. An independent variable is presumed cause of the dependent variable, the presumed effect. The independent variable is the antecedent; dependent is the consequent (Kerlinger, 2009b). A variable is something that can be changed, such as characteristics or value. The dependent variable is the variable that is measured by the investigator. The independent variable is the variable that is controlled and manipulated by the investigator. In simple words, in a study the independent variable is the variable that is varied or manipulated by the investigator, and the dependent variable is the response that is measured. An independent variable is the presumed cause, whereas the dependent variable is the presumed effect. The independent variable is the antecedent, whereas the dependent variable is the consequent. The variables used in the study have been described below:-

### **Independent variables**

- Gender
- Types of schools i.e. Govt. & Pvt.

### **Dependent variables**

- Emotional intelligent
- Adjustment

## **F. TOOLS USED**

In the present study following tools shall be used for data collection

- ❖ Emotional Intelligence Scale developed by Ankool Hyde and Dhar(2002).
- ❖ Adjustment Inventory Scale developed by Perry Jain(1990).

## **G. RESULTS**

In order to accomplish the objectives of the study, the following Statistical Techniques have been employed and the results are given in the tables:-

**Table 4.1**

*Values of Mean, S. D., SEM and t for gender difference in emotional intelligence of secondary school students*

| Variable               | Gender | N   | Mean   | S.D   | S.E.M | d.f | t    | Level of significance |
|------------------------|--------|-----|--------|-------|-------|-----|------|-----------------------|
| EMOTIONAL INTELLIGENCE | Male   | 125 | 107.90 | 16.09 | 1.43  | 248 | 0.87 | NS                    |
|                        | Female | 125 | 106.26 | 13.69 | 13.69 |     |      |                       |

**Table 4.2**

*Values of Mean, Standard Deviation and t for gender difference in Adjustment of Secondary School Students.*

| Variable   | Gender | N   | Mean  | S.D  | S.E.M | d.f | T    | Level of significance |
|------------|--------|-----|-------|------|-------|-----|------|-----------------------|
| Adjustment | Male   | 125 | 35.36 | 6.24 | 0.55  | 248 | 0.80 | N.S                   |
|            | Female | 125 | 36.00 | 6.33 | 0.56  |     |      |                       |

**Table 4.3**

*Table 3: Values of Mean, Standard Deviation and t for emotional intelligence secondary school students studying in govt. and pvt. Schools.*

**Group Statistics**

| Variable               | SCHOOL | N   | Mean   | S.D   | S.E.M | d.f | T    | Level of significance |
|------------------------|--------|-----|--------|-------|-------|-----|------|-----------------------|
| Emotional intelligence | Govt.  | 125 | 109.26 | 15.45 | 1.37  | 248 | 2.34 | Significant           |
|                        | Pvt.   | 125 | 104.86 | 14.11 | 1.26  |     |      |                       |

**Table: 4.4**

Table 4: Values of Mean, Standard Deviation and *t* in Adjustment of secondary school students studying in govt. and pvt. Schools

| Variable   | <i>SCHOOL</i> | <i>N</i>   | <i>Mean</i>  | <i>S.D</i>  | <i>S.E.M</i> | <i>d.f</i> | <i>t</i>    | <i>Level of significance</i> |
|------------|---------------|------------|--------------|-------------|--------------|------------|-------------|------------------------------|
| Adjustment | <i>Govt.</i>  | <b>125</b> | <b>34.71</b> | <b>6.69</b> | <b>0.59</b>  | <b>248</b> | <b>2.47</b> | <b>Significant</b>           |
|            | <i>Pvt.</i>   | <b>125</b> | <b>36.66</b> | <b>5.70</b> | <b>0.51</b>  |            |             |                              |

**Table :4.5**

TABLE-5: Pearson's Coefficient of correlation between emotional intelligence and adjustment of secondary school students

| <i>Variables</i>             | <i>N</i>   | <i>Self-Efficacy Scale</i> | <i>Level of Significance</i>    |
|------------------------------|------------|----------------------------|---------------------------------|
| <b>Emotionalintelligence</b> | <b>250</b> | <b>0.51</b>                | <b>Not Significance At 0.05</b> |
| <b>Adjustment</b>            |            |                            |                                 |

## H. FINDINGS OF THE STUDY

1) No significant gender difference has been found to exist in emotional intelligence of secondary school students. Therefore, the Null hypothesis is accepted.

2) No significant gender difference has been found in Adjustment of secondary school students. Therefore, the Null hypothesis is accepted.

3) Significant difference has been found to exist in emotional intelligence in relation to types of school i.e. government and private. Therefore, the Null hypothesis is rejected.

4) There is significant difference in Adjustment of secondary school students studying in government and private schools. Therefore, the Null hypothesis is rejected.

5) No significant relationship has been found to exist between two variables i.e. emotional intelligence and Adjustment. Therefore, the Null hypothesis is accepted.

## I. EDUCATIONAL IMPLICATIONS OF THE STUDY

- Creating the conducive environment in classroom can increase the adjustment level of students and helps them in easier learning and in preparation for exam.
- Teacher and parents should provide emotional support to the students and help them to find positive solution in the unadjusted situation.

- School and teachers should launch such programmer which helps in developing adjustment level among students so as to reduce emotional level. More concentration should be given on positive environment among the students so they can adjust themselves in any enovoriment.
- The present study help the students to improve their level of adjustment. The present also help that student emotional intelligence level to improve their adjustment in schools.
- The result of the study may also help the children with low emotions to understands their problems and adjust with their work
- Teachers are increasingly aware of the importance of emotional intelligence and adjustment in the classroom. Emotional intelligence refers to the skills that help us to interact in positive ways with others and manage our own emotions.
- The more students are emotionally intelligent the better they can adjust themselves in any environments.
- The low emotions involved in the students educations. the better their class motivation behavior and grades becomes.

## **J. SUGGESTIONS FOR FURTHER RESEARCH**

Research in any branch of knowledge is never closed book. There is always persistent need to finding solutions to new problem and testing the variety of the solutions to older problems. There is not provide clues for further experience; the solution of one problem tends to indicate many other unsolved problems.

The interested investigator can undertake any of the following suggested problems for further research:-

- A similar study can be conducted on students studying at college level.
- A comparative study can be conducted on emotional intelligence and adjustment of teachers and students.
- An investigation may be conducted on emotional intelligence and adjustment of adolescents with reseects to their socio-economic status.
- The Sample of the present study was 200 students. A similar study can be done on a large sample
- As stated earlier, present study deals with secondary school (9<sup>th</sup>) students. Same type of work can be done on college and university students also.

- The present study cannot be called final and comprehensive. More work can be done on different sample of different age groups.
- Similar study may also be undertaken in the whole district since it was confined to Jammu City only.
- Similar study can also be undertaken among student of primary and high secondary level.
- The same study can be done in professional fields including medical students, engineering students, M.B.A. students and B.Ed. students.
- Research can be undertaken to locate various causes of test phobia.

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## **LIST OF APPENDICES**

**Appendix-A Emotional Intelligence Scale by Ankool Hyde and Dhar (2002).**

**Appendix-B Manual for Emotional Intelligence Scale.**

**Appendix-C Adjustment Inventory scale by Perry Jain (1990).**

**Appendix-D Manual of Adjustment Inventory Scale.**

MANUAL  
FOR  
**EMOTIONAL INTELLIGENCE SCALE  
(E I S)**

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2.1.10  
10 DIES

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# MANUAL FOR EMOTIONAL INTELLIGENCE SCALE (E I S)

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## INTRODUCTION

Although a person's feelings cannot be observed directly by others but they can be inferred from his overt behaviour and verbal report of his introspection, as no one can doubt the reality of emotions as conscious experience. To produce an emotion, a stimulus situation must be related to past experience and seen as having implications in the future. In an organization when an employee feels the presence of a threatening situation, he may handle it in either of the two ways. He may be confident of his ability to handle the situation and may see it as a challenging opportunity to prove himself or experience fear or dread. Thus, our appraisal of situation and subsequent emotions are strongly influenced by our own estimate of capabilities. The emotions aroused depend not so much on the events themselves, as on how they are appraised.

Buck (1985) has defined emotion as the process by which motivational potential is realized or 'read out', when activated by challenging stimuli. In other words, emotion is seen as a 'read out' mechanism carrying information about motivational systems. Emotions have long been considered to be of such depth and power that in Latin, for example, they were described as 'motus anima', meaning literally the spirit that moves us. Contrary to most conventional thinking, emotions are inherently neither positive nor negative ; rather, they serve as the single most powerful source of human energy. In fact, each feeling provides us

with vital and potentially profitable information every minute of the day. This feedback ignites creative genius, improves and shapes trusting relationships, provides an inner compass for one's life and career, guides to unexpected possibilities and even saves organization from disaster. To exhibit emotions is very easy but doing it at the right time, at the right place, with the right person and to the right degree is difficult. The management of emotions has given rise to the most talked about term "Emotional Intelligence".

#### **Emotional Intelligence**

Emotional Intelligence motivates employees to pursue their unique potential and purpose, and activates innermost potential values and aspirations, transforming them from things they think about, to what they do. Emotional intelligence enables one to learn to acknowledge and understand feelings in ourselves and in others and that we appropriately respond to them, effectively applying the information and energy of emotions in our daily life and work. Cooper and Sawaf (1997) define emotional intelligence as the ability to sense, understand and effectively apply the power and acumen of emotions as a source of human energy, information, connection and influence. Mayer and Salovey (1993) define emotional intelligence as the ability to monitor one's own and other's feelings and emotions to discriminate among them, and to use this information to guide one's thinking and action. Emotional intelligence involves the ability to perceive accurately, appraise, and express emotions ; the ability to access and / or generate feelings when they facilitate thoughts ; the ability to understand emotions and emotional knowledge and intellectual growth.

#### **Emotional Quotient Vs. Intelligence Quotient**

Intelligence refers to abilities to adjust with the situations. It is a concept that refers to individual differences in the ability to acquire knowledge to think and reason effectively, and to deal adaptively with the environment. Earlier, it was thought that performance is the outcome of certain abilities, collectively known as

intelligence. However, increasingly it has been realized that in addition to intelligence, emotions are equally or even more responsible for performance. Hence, the concept of EQ has become popular particularly in management sciences. Emotions are powerful organizers of thought and action and paradoxically indispensable for reasoning and rationality. EQ comes to the aid of IQ when there is a need to solve important problems or to make a key decision. It enables to accomplish this in a superior fashion and in a fraction of the time – a few minutes or even moments, for example, instead of the entire day or more of the exhausting non-stop linear, sequential thinking that might be required to reach the same decision without the aid of EQ. Moreover, emotions awaken intuition and curiosity, which assist in anticipating an uncertain future and planning our actions accordingly.

In fact, emotional intelligence is an indispensable activator and enhancer of IQ. IQ and EQ interrelate with each other and this creates a dynamic tension from one to the other, stabilizing their respective energies. For people with identical IQs, some outperform others. This suggests something beyond, which IQ is at work. That something or a large part of it, is EQ. When emotions are acknowledged and guided constructively, they enhance performance. Unlike IQ, EQ can be developed and nurtured even in adulthood and can prove beneficial to one's health, relationship and performance. Over the years, vigorous debate has surrounded the issue of whether nature (genetic endowment) or nurture (environment influences) primarily determine personality or not? Personality is defined as the combination of stable physical and mental characteristics that give the individual his or her identity. Emotional intelligence can be learned and gradually developed unlike IQ which after a particular age cannot be developed. EI is developed through experiences. Competencies keep on growing through experiences; people get better and better in handling emotions, influencing others and in social adroitness. In fact, studies that have tracked people's level of EI through the years, show that people get better and better in those capabilities as they grow handling their own emotions and impulses.

### Emotional Intelligence and Organizations

It is unrealistic to set aside our emotions and feelings in workplace. Organizational life requires that we work together side by side for eight to twelve hours a day. We spend more time with our coworkers than we do with our friends, spouse or children. Feelings and opinions just do not go away because we walk into workplace. At work, we can put on work clothes, but we cannot take off our emotions, so what happens to our emotions at work ? They go underground and become a powerful invisible force. The term Emotional Intelligence encompasses the following five characteristics and abilities as discussed by Goleman (1995).

(1) *Self-awareness* – Knowing your emotions, recognizing feelings as they occur and discriminating between them is being emotionally literate. Being able to identify and label specific feelings in yourself and others ; being able to discuss emotions and communicate clearly and directly. The ability to empathize with, feel compassion for, validate, motivate, inspire, encourage and soothe others. The ability to make intelligent decisions using a healthy balance of emotions and reason. Being neither too emotional nor too rational. The ability to manage and take responsibility for one's own emotions, especially the responsibility for self-motivation and personal happiness. Recognizing and naming ones own emotions, knowledge of the causes of emotions, recognizing the difference between feelings and actions.

(2) *Mood Management* – Handling feelings so that they are relevant to the current situation and you react appropriately. Frustration tolerance and anger management, eliminating verbal pull-downs, fights and group disruptions, better able to express anger appropriately without resorting to violence, fewer suspensions or expulsions, less aggressive or self-destructive behaviour, more positive feelings about self, school and family, better at handling stress.

(3) *Self-motivation* – "Gathering up" your feelings and directing yourself towards a goal, despite self-doubt, inertia, and impulsiveness. More responsible, better able to focus on task at hand and pay attention, less impulsive ; more self-controlled and improved scores on achievement tests.

(4) *Empathy* – Recognizing feelings in others and tuning into their verbal and non-verbal cues. Better able to take another person's perspective, improved empathy and sensitive to others' feelings, better at listening to others. Affiliative persons are friendly, sociable, helpful and skilful in dealing with people, and open about their feelings. They make good companions because they are pleasant and agreeable. Others feel comfortable with them and like them. In other words, affiliative persons have superior emotional and social skills in dealing with others, derive gratification and reward from their interpersonal contacts, and tend to be source of happiness to others.

(5) *Managing Relationships* – Handling interpersonal interaction, conflict resolution, and negotiations. Increased ability to analyze and understand relationships, better at resolving conflicts and negotiating disagreements, better at solving problems in relationships, more assertive and skilled at communication. More popular and outgoing ; friendly and involved with peers, more sought out by peers, more concerned and considerate, more "prosocial" and harmonious in groups, more sharing, cooperation, and helpfulness, more democratic in dealing with others.

### **Measures of Emotional Intelligence**

The authors came across two measures of emotional intelligence. EQ in business and life can be understood by a Four-Cornerstone Model explained by Cooper (1997). This model assumes emotional intelligence as out of the realm of psychological analysis and philosophical theories and moves into the realm of direct knowing, exploration and application. The first cornerstone is emotional

literacy, which builds a locus of self-confidence through emotional honesty, energy, emotional feedback, intuition, responsibility and connection. The second cornerstones, emotional fitness strengthens authenticity, believability and resilience, expanding circle of trust and capacity for listening, managing conflict and making most of constructive discontent. The third cornerstone is emotional depth that explores ways to align one's life and work with his or her unique potential and purpose, and accountability, which in turn, increases influence without authority. The fourth cornerstone is 'emotional alchemy', through which one can extend creative instincts and capacity to flow with problems and pressure and to compete for the future by building one's capacity to sense more readily. EQ comprises various related components that strengthen emotional intelligence and give desired outcomes. There are 21 scales which best explain EQ. The scale are further grouped under five categories, namely current environment, literacy, competencies, values and beliefs, and outcomes. Cooper and Sawaf (1997) have reported EQ map in which total score one each scale is graded in one of the four levels – optimal, proficient, vulnerable, and cautionary. Goleman (1995) developed another scale. The scale has various situations and scores are computed on the basis of responses to these situations. The authors did not come across any scales developed for Indian conditions. The present work was undertaken to develop a suitable self-report measure for Indian milieu.

#### **Development of the Scale**

After consulting relevant literature, 106 items were developed. Each item was transferred on a card. A panel of 50 judges with postgraduate degree and more than 10 years of experience in their relevant fields was prepared. Definition of Emotional Intelligence was also written on a card alongwith necessary instructions for the selection of the items on the cards. The cards were placed before each judge who was contacted individually. The choice for categorization of each card was noted and the frequency of choice was calculated. The items, which were chosen 75% or more times, were spotted out. The 34 items thus

chosen were administered on 200 executives. The data was then tabulated and item-total correlations were calculated (Table 1). Items having correlation less than the value of .25 ( $p < .01$ ) were dropped. The value is taken from Fisher and Yates (1992) table of correlation coefficients and their levels of significance. The final form of the scale consultation 34 items. The Hindi Version of the final items was prepared in consultation with 10 judges who were well versed with both English as well as Hindi. The inter-item correlations of the final items were also determined (Table 2).

TABLE 1

| Item | r    | Item | r    |
|------|------|------|------|
| 1.   | 0.39 | 18.  | 0.57 |
| 2.   | 0.37 | 19.  | 0.56 |
| 3.   | 0.34 | 20.  | 0.58 |
| 4.   | 0.58 | 21.  | 0.68 |
| 5.   | 0.41 | 22.  | 0.35 |
| 6.   | 0.32 | 23.  | 0.55 |
| 7.   | 0.56 | 24.  | 0.37 |
| 8.   | 0.69 | 25.  | 0.53 |
| 9.   | 0.38 | 26.  | 0.66 |
| 10.  | 0.41 | 27.  | 0.53 |
| 11.  | 0.52 | 28.  | 0.56 |
| 12.  | 0.59 | 29.  | 0.54 |
| 13.  | 0.59 | 30.  | 0.61 |
| 14.  | 0.44 | 31.  | 0.48 |
| 15.  | 0.67 | 32.  | 0.35 |
| 16.  | 0.51 | 33.  | 0.40 |
| 17.  | 0.29 | 34.  | 0.39 |

TABLE 2  
Showing Inter-Item Correlations

| 0   | 1   | 2    | 3    | 4    | 5    | 6    | 7    | 8    | 9   | 10   | 11  | 12  | 13  | 14  | 15   | 16   | 17   | 18   | 19   | 20  | 21  | 22  | 23   | 24  | 25  | 26  | 27  | 28  | 29  | 30   | 31   | 32  | 33  |
|-----|-----|------|------|------|------|------|------|------|-----|------|-----|-----|-----|-----|------|------|------|------|------|-----|-----|-----|------|-----|-----|-----|-----|-----|-----|------|------|-----|-----|
| 2.  | 0.4 | 0.0  | 0.2  | 0.3  | 0.0  | 0.3  | 0.4  | 0.1  | 0.3 | 0.4  | 0.0 | 0.2 | 0.0 | 0.2 | 0.1  | -0.0 | 0.1  | -0.0 | 0.1  | 0.2 | 0.2 | 0.1 | -0.0 | 0.2 | 0.2 | 0.2 | 0.2 | 0.1 | 0.1 | 0.3  | 0.1  | 0.3 | 0.2 |
| 3.  | 0.2 | 0.2  | 0.1  | 0.0  | 0.5  | 0.1  | -0.0 | 0.0  | 0.2 | 0.2  | 0.1 | 0.2 | 0.0 | 0.0 | -0.0 | 0.2  | 0.1  | 0.1  | 0.2  | 0.5 | 0.2 | 0.1 | 0.1  | 0.1 | 0.1 | 0.2 | 0.2 | 0.1 | 0.4 | -0.0 | 0.1  | 0.3 | 0.2 |
| 4.  | 0.2 | 0.0  | 0.1  | 0.2  | 0.1  | 0.1  | 0.2  | 0.1  | 0.3 | 0.4  | 0.1 | 0.1 | 0.2 | 0.2 | 0.1  | 0.3  | 0.3  | 0.3  | -0.0 | 0.1 | 0.1 | 0.2 | -0.0 | 0.1 | 0.2 | 0.3 | 0.3 | 0.1 | 0.1 | 0.2  | -0.0 | 0.1 | 0.3 |
| 5.  | 0.4 | -0.2 | 0.3  | 0.5  | 0.3  | 0.2  | 0.3  | 0.2  | 0.3 | 0.3  | 0.3 | 0.3 | 0.5 | 0.5 | 0.3  | 0.3  | 0.2  | 0.2  | 0.3  | 0.2 | 0.3 | 0.4 | 0.3  | 0.2 | 0.3 | 0.2 | 0.3 | 0.2 | 0.1 | 0.2  | -0.0 | 0.1 | 0.3 |
| 6.  | 0.0 | 0.2  | 0.4  | 0.2  | 0.3  | 0.2  | 0.1  | 0.3  | 0.1 | 0.3  | 0.1 | 0.0 | 0.2 | 0.1 | 0.3  | 0.1  | -0.0 | 0.1  | 0.1  | 0.4 | 0.4 | 0.4 | 0.2  | 0.0 | 0.1 | 0.2 | 0.3 | 0.2 | 0.1 | 0.0  | 0.1  | 0.2 | 0.1 |
| 7.  | 0.1 | 0.2  | 0.1  | -0.0 | 0.1  | 0.4  | 0.2  | 0.3  | 0.1 | 0.1  | 0.2 | 0.3 | 0.1 | 0.2 | 0.2  | 0.1  | 0.3  | 0.1  | 0.1  | 0.1 | 0.4 | 0.4 | 0.2  | 0.0 | 0.1 | 0.2 | 0.3 | 0.2 | 0.1 | 0.0  | 0.1  | 0.1 | 0.1 |
| 8.  | 0.4 | -0.0 | 0.2  | 0.5  | 0.3  | 0.4  | 0.1  | 0.2  | 0.3 | 0.2  | 0.2 | 0.2 | 0.2 | 0.3 | 0.1  | 0.4  | 0.3  | 0.3  | 0.3  | 0.2 | 0.2 | 0.4 | 0.3  | 0.3 | 0.2 | 0.3 | 0.2 | 0.1 | 0.1 | 0.1  | 0.1  | 0.1 | 0.1 |
| 9.  | 0.4 | 0.4  | 0.3  | 0.3  | 0.4  | 0.3  | 0.5  | 0.4  | 0.3 | 0.5  | 0.4 | 0.4 | 0.3 | 0.1 | 0.4  | 0.3  | 0.4  | 0.4  | 0.4  | 0.4 | 0.4 | 0.4 | 0.3  | 0.4 | 0.3 | 0.2 | 0.1 | 0.1 | 0.1 | 0.1  | 0.1  | 0.1 | 0.1 |
| 10. | 0.4 | 0.1  | 0.2  | 0.1  | 0.1  | 0.5  | 0.1  | -0.0 | 0.3 | 0.2  | 0.4 | 0.2 | 0.1 | 0.3 | 0.2  | 0.2  | 0.2  | 0.2  | 0.2  | 0.1 | 0.4 | 0.4 | 0.2  | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0  | 0.0  | 0.0 | 0.0 |
| 11. | 0.2 | 0.2  | 0.2  | 0.0  | 0.4  | 0.3  | 0.0  | 0.1  | 0.2 | 0.4  | 0.2 | 0.2 | 0.2 | 0.2 | 0.3  | 0.3  | 0.1  | 0.2  | 0.1  | 0.3 | 0.3 | 0.2 | 0.0  | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0  | 0.0  | 0.0 | 0.0 |
| 12. | 0.3 | 0.3  | 0.1  | 0.3  | 0.2  | -0.0 | 0.3  | 0.1  | 0.2 | 0.3  | 0.3 | 0.3 | 0.1 | 0.2 | 0.4  | 0.3  | 0.3  | 0.4  | 0.3  | 0.4 | 0.3 | 0.2 | 0.2  | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0  | 0.0  | 0.0 | 0.0 |
| 13. | 0.5 | 0.3  | 0.4  | 0.3  | 0.1  | 0.5  | 0.2  | 0.2  | 0.4 | 0.3  | 0.3 | 0.3 | 0.1 | 0.2 | 0.4  | 0.3  | 0.3  | 0.4  | 0.3  | 0.4 | 0.3 | 0.2 | 0.2  | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0  | 0.0  | 0.0 | 0.0 |
| 14. | 0.3 | 0.2  | 0.4  | 0.2  | 0.4  | 0.4  | 0.4  | 0.4  | 0.4 | 0.4  | 0.1 | 0.2 | 0.2 | 0.2 | 0.4  | 0.3  | 0.5  | 0.2  | 0.2  | 0.2 | 0.2 | 0.2 | 0.2  | 0.2 | 0.2 | 0.2 | 0.2 | 0.2 | 0.2 | 0.2  | 0.2  | 0.2 | 0.2 |
| 15. | 0.3 | 0.1  | 0.3  | 0.4  | 0.4  | 0.4  | 0.2  | 0.2  | 0.4 | 0.4  | 0.2 | 0.2 | 0.2 | 0.2 | 0.4  | 0.3  | 0.2  | 0.2  | 0.2  | 0.2 | 0.2 | 0.2 | 0.2  | 0.2 | 0.2 | 0.2 | 0.2 | 0.2 | 0.2 | 0.2  | 0.2  | 0.2 | 0.2 |
| 16. | 0.3 | -0.0 | 0.3  | 0.4  | 0.4  | 0.4  | 0.2  | 0.2  | 0.4 | 0.4  | 0.2 | 0.2 | 0.2 | 0.2 | 0.4  | 0.3  | 0.2  | 0.2  | 0.2  | 0.2 | 0.2 | 0.2 | 0.2  | 0.2 | 0.2 | 0.2 | 0.2 | 0.2 | 0.2 | 0.2  | 0.2  | 0.2 | 0.2 |
| 17. | 0.3 | 0.3  | 0.4  | 0.3  | 0.4  | 0.0  | 0.1  | 0.3  | 0.2 | 0.3  | 0.2 | 0.2 | 0.2 | 0.2 | 0.4  | 0.3  | 0.5  | 0.2  | 0.2  | 0.2 | 0.2 | 0.2 | 0.2  | 0.2 | 0.2 | 0.2 | 0.2 | 0.2 | 0.2 | 0.2  | 0.2  | 0.2 | 0.2 |
| 18. | 0.4 | 0.4  | 0.2  | 0.0  | -0.0 | 0.2  | 0.2  | 0.1  | 0.1 | -0.0 | 0.1 | 0.3 | 0.2 | 0.1 | 0.3  | 0.5  | 0.2  | 0.2  | 0.2  | 0.2 | 0.2 | 0.2 | 0.2  | 0.2 | 0.2 | 0.2 | 0.2 | 0.2 | 0.2 | 0.2  | 0.2  | 0.2 | 0.2 |
| 19. | 0.4 | 0.2  | 0.3  | 0.1  | 0.2  | 0.0  | 0.2  | 0.3  | 0.3 | 0.2  | 0.5 | 0.3 | 0.1 | 0.2 | 0.3  | 0.2  | 0.2  | 0.2  | 0.2  | 0.2 | 0.2 | 0.2 | 0.2  | 0.2 | 0.2 | 0.2 | 0.2 | 0.2 | 0.2 | 0.2  | 0.2  | 0.2 | 0.2 |
| 20. | 0.5 | 0.5  | 0.1  | 0.2  | 0.2  | 0.3  | 0.5  | 0.2  | 0.3 | 0.3  | 0.4 | 0.1 | 0.3 | 0.1 | 0.3  | 0.5  | 0.2  | 0.2  | 0.2  | 0.2 | 0.2 | 0.2 | 0.2  | 0.2 | 0.2 | 0.2 | 0.2 | 0.2 | 0.2 | 0.2  | 0.2  | 0.2 | 0.2 |
| 21. | 0.5 | 0.2  | 0.2  | 0.3  | 0.4  | 0.3  | 0.2  | 0.3  | 0.2 | 0.4  | 0.2 | 0.2 | 0.2 | 0.2 | 0.4  | 0.3  | 0.2  | 0.2  | 0.2  | 0.2 | 0.2 | 0.2 | 0.2  | 0.2 | 0.2 | 0.2 | 0.2 | 0.2 | 0.2 | 0.2  | 0.2  | 0.2 | 0.2 |
| 22. | 0.5 | 0.3  | 0.3  | 0.3  | 0.5  | 0.3  | 0.4  | 0.3  | 0.4 | 0.3  | 0.3 | 0.3 | 0.3 | 0.3 | 0.4  | 0.3  | 0.4  | 0.3  | 0.4  | 0.3 | 0.4 | 0.3 | 0.4  | 0.3 | 0.4 | 0.3 | 0.4 | 0.3 | 0.4 | 0.3  | 0.4  | 0.3 | 0.4 |
| 23. | 0.2 | 0.1  | -0.0 | 0.2  | 0.0  | 0.2  | 0.2  | 0.1  | 0.2 | -0.0 | 0.1 | 0.3 | 0.2 | 0.1 | 0.3  | 0.5  | 0.2  | 0.2  | 0.2  | 0.2 | 0.2 | 0.2 | 0.2  | 0.2 | 0.2 | 0.2 | 0.2 | 0.2 | 0.2 | 0.2  | 0.2  | 0.2 | 0.2 |
| 24. | 0.4 | 0.4  | 0.4  | 0.3  | 0.4  | 0.4  | 0.4  | 0.4  | 0.4 | 0.4  | 0.2 | 0.1 | 0.1 | 0.1 | 0.1  | 0.1  | 0.1  | 0.1  | 0.1  | 0.1 | 0.1 | 0.1 | 0.1  | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1  | 0.1  | 0.1 | 0.1 |
| 25. | 0.3 | 0.1  | 0.3  | 0.2  | 0.1  | 0.3  | -0.0 | 0.2  | 0.1 | 0.3  | 0.2 | 0.1 | 0.1 | 0.1 | 0.1  | 0.1  | 0.1  | 0.1  | 0.1  | 0.1 | 0.1 | 0.1 | 0.1  | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1  | 0.1  | 0.1 | 0.1 |
| 26. | 0.4 | 0.3  | 0.3  | 0.2  | 0.4  | 0.3  | 0.2  | 0.3  | 0.2 | 0.4  | 0.2 | 0.2 | 0.2 | 0.2 | 0.4  | 0.3  | 0.2  | 0.2  | 0.2  | 0.2 | 0.2 | 0.2 | 0.2  | 0.2 | 0.2 | 0.2 | 0.2 | 0.2 | 0.2 | 0.2  | 0.2  | 0.2 | 0.2 |
| 27. | 0.5 | 0.5  | 0.2  | 0.4  | 0.3  | 0.4  | 0.3  | 0.4  | 0.3 | 0.4  | 0.3 | 0.3 | 0.3 | 0.3 | 0.4  | 0.3  | 0.4  | 0.3  | 0.4  | 0.3 | 0.4 | 0.3 | 0.4  | 0.3 | 0.4 | 0.3 | 0.4 | 0.3 | 0.4 | 0.3  | 0.4  | 0.3 | 0.4 |
| 28. | 0.5 | 0.2  | 0.2  | 0.2  | 0.3  | 0.2  | 0.1  | 0.1  | 0.1 | 0.1  | 0.1 | 0.1 | 0.1 | 0.1 | 0.1  | 0.1  | 0.1  | 0.1  | 0.1  | 0.1 | 0.1 | 0.1 | 0.1  | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1  | 0.1  | 0.1 | 0.1 |
| 29. | 0.2 | 0.4  | 0.3  | 0.2  | 0.2  | 0.2  | 0.2  | 0.2  | 0.2 | 0.2  | 0.2 | 0.2 | 0.2 | 0.2 | 0.2  | 0.2  | 0.2  | 0.2  | 0.2  | 0.2 | 0.2 | 0.2 | 0.2  | 0.2 | 0.2 | 0.2 | 0.2 | 0.2 | 0.2 | 0.2  | 0.2  | 0.2 | 0.2 |
| 30. | 0.3 | 0.1  | 0.0  | 0.3  | 0.3  | 0.3  | 0.3  | 0.3  | 0.3 | 0.3  | 0.3 | 0.3 | 0.3 | 0.3 | 0.3  | 0.3  | 0.3  | 0.3  | 0.3  | 0.3 | 0.3 | 0.3 | 0.3  | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 | 0.3  | 0.3  | 0.3 | 0.3 |
| 31. | 0.3 | 0.2  | 0.4  | 0.2  | 0.2  | 0.2  | 0.2  | 0.2  | 0.2 | 0.2  | 0.2 | 0.2 | 0.2 | 0.2 | 0.2  | 0.2  | 0.2  | 0.2  | 0.2  | 0.2 | 0.2 | 0.2 | 0.2  | 0.2 | 0.2 | 0.2 | 0.2 | 0.2 | 0.2 | 0.2  | 0.2  | 0.2 | 0.2 |
| 32. | 0.2 | 0.2  | 0.3  | 0.3  | 0.3  | 0.3  | 0.3  | 0.3  | 0.3 | 0.3  | 0.3 | 0.3 | 0.3 | 0.3 | 0.3  | 0.3  | 0.3  | 0.3  | 0.3  | 0.3 | 0.3 | 0.3 | 0.3  | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 | 0.3  | 0.3  | 0.3 | 0.3 |
| 33. | 0.1 | 0.1  | 0.1  | 0.1  | 0.1  | 0.1  | 0.1  | 0.1  | 0.1 | 0.1  | 0.1 | 0.1 | 0.1 | 0.1 | 0.1  | 0.1  | 0.1  | 0.1  | 0.1  | 0.1 | 0.1 | 0.1 | 0.1  | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1  | 0.1  | 0.1 | 0.1 |
| 34. | 0.4 | 0.4  | 0.4  | 0.4  | 0.4  | 0.4  | 0.4  | 0.4  | 0.4 | 0.4  | 0.4 | 0.4 | 0.4 | 0.4 | 0.4  | 0.4  | 0.4  | 0.4  | 0.4  | 0.4 | 0.4 | 0.4 | 0.4  | 0.4 | 0.4 | 0.4 | 0.4 | 0.4 | 0.4 | 0.4  | 0.4  | 0.4 | 0.4 |

**Reliability**

The reliability of the scale was determined by calculating reliability coefficient on a sample of 200 subjects. The split-half reliability coefficient was found to be 0.88.

**Validity**

Besides face validity, as all items were related to the variable under focus, the scale has high content validity. It is evident from the assessment of judges / experts that items of the scale are directly related to the concept of Emotional Intelligence. In order to find out the validity from the coefficient of reliability (Garrett, 1981), the reliability index was calculated, which indicated high validity on account of being 0.93.

**Factors of Emotional Intelligence**

The scale was administered on 200 executives and the scores obtained were subjected to factor analysis and ten factors were identified (Table 3). These are self awareness, empathy, self motivation, emotional stability, managing relations, integrity, self development, value orientation, commitment and altruistic behaviour.

(A) *Self-awareness* is being aware of oneself and is measured by items 6, 12, 18, 29. These items are "I can continue to do what believe in even under severe criticism", "I have my priorities clear", "I believe in myself" and "I have built rapport and made and maintained personal friendships with work associates." This factor is the strongest and explains 26.8 percent variance and has a total factor load of 2.77. The correlation of this factor with total score is 0.66.

(B) *Empathy* is feeling and understanding the other person and is measured by items 9, 10, 15, 20 and 25. These are "I pay attention to the worries and concerns of others", "I can listen to someone without the urge to say something", "I try to see the other person's point of view", "I can stay focused under pressure, and "I am able to handle multiple demands." This factor explains 7.3 percent variance with a total factor load of 3.11. The correlation of the factor with total score is 0.70.

(C) *Self motivation* is being motivated internally and is measured by 2, 4, 7, 8, 31 and 34. These items are "People tell me that I am an inspiration for them", "I am able to make intelligent decisions using a healthy balance of emotions and reason", "I am able to assess the situation and then behave", "I can concentrate on the task at hand inspite of disturbances", "I think feelings should be managed", and "I believe that happiness is an attitude". This factor accounts for 6.3 percent variance and a total factor load of is 3.28. Its correlation with total score is 0.77.

(D) *Emotional stability* is measured by tiems 14, 19, 26 and 28. These are "I do not mix unnecessary emotions with issues at hand", "I am able to stay composed in both good and bad situations", "I am comfortable and open to novel ideas and new information, and "I am persistent in pursuing goals despite obstacles and setbacks". This factor explains 6.0 percent variance with a total factor load of 2.51. The correlation of this factor with total score is 0.75.

(E) *Managing relations* is measured by 1, 5, 11 and 17. The statements that measure this factor are "I can encourage others to work even when things are not favourable", "I do not depend on others' encouragement to do my work well", "I am perceived as friendly and outgoing", and "I can see the brighter side of any situation". This factor explains 5.3 percent variance with a total factor load of 2.38. The correlation of this factor with total score is 0.67.

(F) *Integrity* is measured by items 16, 27 and 32. "I can stand up for my beliefs", "I pursue goals beyond what is required of me", and "I am aware of my weaknesses" are the statements that measure this factor. This factor explains 4.6 percent variance with a total factor load of 1.88.

(G) *Self-development* is measured by items 30 and 33 which are "I am able to identify and separate my emotions" and "I feel that I must develop myself even when my job does not demand it" and explains 4.1 percent variance with a total load of 1.37.

(H) *Value orientation* is measured by items 21, 22. The statements are "I am able to maintain the standards of honesty and integrity", and "I am able to confront unethical actions in others" and explains 4.1 percent variance with a total factor load of 1.29.

(I) *Commitment* is measured by the items 23 and 24. "I am able to meet commitments and keep promises", and "I am organized and careful in my work" measure this factor. This factor accounts for 3.6 percent variance with a total factor load of 1.39.

(J) *Altruistic behaviour* is measured by the items 3 and 13. The items are "I am able to encourage people to take initiative", and "I can handle conflicts around me". It explains 3.0 percent variance with a total factor load of 1.3.

Factorwise Items Serial Number

| Sr. No.     | Factor               | Item Serial Number | Total |
|-------------|----------------------|--------------------|-------|
| A           | Self-awareness       | 6, 12, 18, 29      | 4     |
| B           | Empathy              | 9, 10, 15, 20, 25  | 5     |
| C           | Self-motivation      | 2, 4, 7, 8, 31, 34 | 6     |
| D           | Emotional stability  | 14, 19, 26, 28     | 4     |
| E           | Managing relations   | 1, 5, 11, 17       | 4     |
| F           | Integrity            | 16, 27, 32         | 3     |
| G           | Self-development     | 30, 33             | 2     |
| H           | Value orientation    | 21, 22             | 2     |
| I           | Commitment           | 23, 24             | 2     |
| J           | Altruistic behaviour | 3, 13              | 2     |
| Total Items |                      |                    | 34    |

TABLE 3  
Showing Rotated Factor Matrix

|     | 1            | 2            | 3            | 4            | 5            | 6            | 7            | 8           | 9           | 10          |
|-----|--------------|--------------|--------------|--------------|--------------|--------------|--------------|-------------|-------------|-------------|
| 1.  | -0.03        | 0.282        | 0.535        | -0.06        | <b>0.442</b> | 0.055        | -0.112       | 0.18        | -0.11       | -0.16       |
| 2.  | 0.101        | -0.020       | <b>0.722</b> | 0.07         | 0.084        | -0.27        | 0.004        | 0.32        | -0.00       | 0.25        |
| 3.  | 0.142        | -0.077       | 0.06         | 0.097        | -0.04        | 0.055        | 0.138        | -0.1        | 0.06        | <b>0.62</b> |
| 4.  | 0.395        | 0.271        | <b>0.399</b> | 0.287        | 0.175        | 0.19         | -0.022       | -0.3        | -0.25       | 0.1         |
| 5.  | -0.076       | 0.3          | 0.337        | 0.107        | <b>0.633</b> | 0.073        | -0.098       | -0.1        | -0.15       | -0.03       |
| 6.  | <b>0.668</b> | 0.025        | 0.07         | -0.06        | -0.15        | 0.091        | 0.04         | 0.1         | 0.08        | -0.01       |
| 7.  | 0.272        | -0.01        | <b>0.637</b> | 0.037        | 0.178        | 0.234        | 0.106        | 0.02        | 0.34        | 0.15        |
| 8.  | 0.294        | 0.392        | <b>0.414</b> | 0.125        | 0.28         | 0.298        | -0.043       | 0.02        | 0.09        | -0.19       |
| 9.  | 0.224        | <b>0.794</b> | -0.12        | 0.021        | 0.12         | -0.12        | -0.052       | -0.0        | 0.01        | 0.0         |
| 10. | -0.093       | <b>0.776</b> | 0.059        | 0.037        | 0.083        | 0.099        | 0.108        | 0.13        | 0.17        | 0.05        |
| 11. | 0.323        | 0.183        | 0.162        | 0.119        | <b>0.525</b> | 0.166        | 0.127        | 0.23        | 0.16        | -0.15       |
| 12. | <b>0.66</b>  | 0.141        | -0.07        | 0.075        | 0.25         | -0.03        | 0.442        | 0.09        | 0.11        | 0.17        |
| 13. | 0.409        | -0.01        | 0.077        | 0.048        | 0.491        | 0.3          | -0.01        | 0.25        | 0.04        | <b>0.48</b> |
| 14. | 0.502        | -0.01        | 0.075        | <b>0.594</b> | 0.072        | -0.14        | -0.169       | 0.12        | 0.04        | 0.13        |
| 15. | 0.214        | <b>0.523</b> | 0.044        | 0.419        | 0.254        | 0.051        | 0.36         | 0.04        | 0.11        | -0.14       |
| 16. | 0.168        | 0.165        | 0.162        | -0.02        | 0.108        | <b>0.674</b> | 0.193        | 0.04        | 0.19        | 0.13        |
| 17. | 0.348        | -0.14        | 0.307        | 0.246        | -0.34        | <b>0.484</b> | -0.25        | -0.3        | -0.04       | 0.09        |
| 18. | <b>0.717</b> | 0.137        | 0.097        | 0.177        | 0.203        | 0.205        | 0.019        | -0.0        | 0.25        | 0.01        |
| 19. | 0.146        | 0.207        | -0.01        | <b>0.652</b> | -0.07        | 0.429        | -0.057       | 0.13        | -0.05       | 0.31        |
| 20. | 0.039        | <b>0.597</b> | 0.16         | 0.194        | 0.018        | 0.222        | 0.05         | 0.18        | 0.01        | 0.43        |
| 21. | 0.168        | 0.278        | 0.128        | 0.338        | 0.08         | 0.37         | 0.258        | <b>0.5</b>  | 0.15        | 0.2         |
| 22. | 0.158        | 0.115        | 0.216        | 0.175        | -0.02        | -0.2         | 0.016        | <b>0.79</b> | 0.04        | -0.04       |
| 23. | 0.418        | 0.184        | 0.241        | 0.371        | 0.078        | -0.12        | 0.033        | -0.0        | <b>0.57</b> | -0.14       |
| 24. | 0.021        | 0.151        | 0.006        | 0.012        | 0.101        | 0.2          | -0.019       | 0.08        | <b>0.82</b> | 0.1         |
| 25. | 0.043        | <b>0.424</b> | 0.389        | 0.232        | 0.182        | 0.055        | 0.059        | -0.3        | 0.3         | 0.09        |
| 26. | 0.108        | 0.25         | 0.189        | <b>0.629</b> | 0.329        | 0.246        | 0.281        | 0.07        | -0.06       | -0.19       |
| 27. | 0.085        | 0.042        | 0.01         | 0.189        | <b>0.783</b> | 0.124        | 0.177        | -0.1        | 0.22        | 0.08        |
| 28. | -0.039       | -0.01        | 0.169        | <b>0.642</b> | 0.383        | 0.061        | 0.196        | 0.14        | 0.2         | 0.15        |
| 29. | <b>0.733</b> | 0.008        | 0.126        | 0.156        | 0.067        | -0.02        | 0.143        | 0.07        | 0.19        | 0.17        |
| 30. | 0.142        | 0.3          | 0.205        | 0.455        | -0.08        | 0.109        | <b>0.543</b> | -0.1        | 0.23        | 0.04        |
| 31. | 0.035        | -0.00        | <b>0.673</b> | 0.187        | -0.01        | 0.211        | 0.297        | 0.04        | 0.02        | -0.02       |
| 32. | -0.031       | -0.02        | 0.014        | 0.151        | 0.222        | <b>0.729</b> | 0.067        | -0.1        | 0.04        | -0.0        |
| 33. | 0.107        | 0.027        | 0.099        | 0.018        | 0.085        | 0.09         | 0.83         | 0.05        | -0.07       | 0.15        |
| 34. | 0.2          | -0.22        | <b>0.439</b> | 0.035        | 0.118        | 0.242        | 0.421        | 0.39        | 0.03        | -0.21       |

**TABLE 4**  
*Norms for Interpretation of Raw Scores*

|                    |              |
|--------------------|--------------|
| N                  | 200          |
| Mean (M)           | 68           |
| Standard Deviation | 16           |
| High               | 85 and above |
| Normal             | 52–84        |
| Low                | 51 and below |

#### **Uses of the Scale**

The scale can be used for research and survey purposes. It can also be used for individual assessment. It is self-administering and does not require the services of highly trained tester. It is eminently suitable for group as well as individual testing.

#### **Limitations of the Scale**

In all the tests of this nature, the subjects do manage to get some insight into what the purpose is. As such, there is always the factor of "social desirability and faking". The scale purports to measure learned optimism of which the subject has some awareness. It should not be used as a tool for individual diagnosis unless supported by other evidences. Observation of other self-related perceptions is also required.

#### **Norms of the Scale**

Norms of the scale are available on a sample of 200 subjects. These norms can be regarded as reference points for interpreting the Emotional Intelligence scores. The users of this scale are advised to develop their own norms based on their own samples. Individuals with high score can be considered to have high level of emotional intelligence and are likely to be high performers.

**TABLE 5**  
Norms for Factor-wise Interpretation of Raw Scores (N = 200)

| FACTORS  | A              | B            | C               | D                   | E                  | F           | G                | H                 | I           | J                    |
|----------|----------------|--------------|-----------------|---------------------|--------------------|-------------|------------------|-------------------|-------------|----------------------|
|          | Self-awareness | Empathy      | Self-motivation | Emotional stability | Managing relations | Integrity   | Self-development | Value orientation | Commitment  | Altruistic behaviour |
| Mean (M) | 7.10           | 10.5         | 12.87           | 7.85                | 8.39               | 5.37        | 3.76             | 3.74              | 3.79        | 3.87                 |
| S. D.    | 2.85           | 3.43         | 3.94            | 2.66                | 2.83               | 1.83        | 1.46             | 1.77              | 1.31        | 1.51                 |
| High     | 11 and above   | 15 and above | 18 and above    | 11 and above        | 12 and above       | 8 and above | 6 and above      | 6 and above       | 6 and above | 6 and above          |
| Normal   | 4-10           | 7-14         | 9-17            | 4-10                | 5-11               | 4-7         | 2-5              | 2-5               | 2-5         | 2-5                  |
| Low      | 3 and below    | 6 and below  | 8 and below     | 3 and below         | 4 and below        | 3 and below | 1 and below      | 1 and below       | 1 and below | 1 and below          |

### Instructions for Administration and Scoring

1. The instructions printed on the response sheet are sufficient to take care of the questions that are asked.
2. No time limit should be given for completing the scale. However, most respondents should complete it in about 10 minutes.
3. Before administering the scale, it is advisable to emphasize orally that responses should be checked as quickly as possible and sincere cooperation is sought for the same. The responses should be kept confidential.
4. It should also be emphasized that there is no right or wrong answer to the statements. The statements are designed to understand the differences in individual reactions to various situations. The scale is meant to know the difference between individuals and not meant to rank them as good or bad.
5. It should be duly emphasized that all statements have to be responded to and no statement should be left unanswered.
6. It is not desirable to tell the subjects the exact purpose for which the scale is being used.
7. Though the scale is self-administering, it has been found useful to read out the instructions printed on the response sheet to the subjects.
8. Manual scoring is done conveniently, hence no scoring key is provided.
9. Each item or statement should be scored 5 for strongly agree, 4 for agree, 3 for neutral, 2 for disagree and 1 for strongly disagree.

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Anukool Hyde (Indore)  
Sanjyot Pethe (Ahmedabad)  
Upinder Dhar (Ahmedabad)

Consumable Booklet

of

**E I S**

(English Version)

Please fill up the following informations :—

Name (Optional).....

Age..... Sex.....

Caste..... Religion.....

Occupation..... Designation.....

Length of Service.....

### INSTRUCTIONS

Here some statements are given and for every statement you have to express your views by making tick ☒ on any one cell of the five alternatives. There is no right and wrong answer, so please give your response on all the items.

1. Strongly Agree 2. Agree 3. Uncertain 4. Disagree 5. Strongly Disagree.

### SCORING TABLE

| Factors   | A | B | C | D | E | F | G | H | I | J | Total Score |
|-----------|---|---|---|---|---|---|---|---|---|---|-------------|
| Raw Score |   |   |   |   |   |   |   |   |   |   |             |

Estd. 1971

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4/230, KACHERI GHAT, AGRA-282 004 (INDIA)

2 | Consumable Booklet of E I S

| Sr. No. | Fac-tors | STATEMENTS                                                                              | RESPONSE                 |                          |                          |                          |                          |
|---------|----------|-----------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
|         |          |                                                                                         | Strongly Agree           | Agree                    | Un-certain               | Dis-agree                | Strongly Disagree        |
| 1.      | E        | I can encourage others to work even when things are not favourable.                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.      | C        | People tell me that I am an inspiration for them.                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.      | J        | I am able to encourage people to take initiative.                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4.      | C        | I am able to make intelligent decisions using a healthy balance of emotions and reason. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5.      | E        | I do not depend on others encouragement to do my work well.                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6.      | A        | I can continue to do what I believe in, even under severe criticism.                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7.      | C        | I am able to assess the situation and then behave.                                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8.      | C        | I can concentrate on the task at hand inspite of disturbances.                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9.      | B        | I pay attention to the worries and concerns of others.                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10.     | B        | I can listen to someone without the urge to say something.                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11.     | E        | I am perceived as friendly and outgoing.                                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

## 4 | Consumable Booklet of E I S

| Sr. No. | Fac-tors | STATEMENTS                                                                              | RESPONSE                 |                          |                          |                          |                          |
|---------|----------|-----------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
|         |          |                                                                                         | Strongly Agree           | Agree                    | Un-certain               | Dis-agree                | Strongly Disagree        |
| 25.     | B        | I am able to handle multiple demands.                                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 26.     | D        | I am comfortable and open to novel ideas and new informations.                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 27.     | F        | I pursue goals beyond what is required and expected of me.                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 28.     | D        | I am persistent in pursuing goals despite obstacles and setbacks.                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 29.     | A        | I have built rapport and made and maintained personal friendships with work associates. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 30.     | G        | I am able to identify and separate my emotions.                                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 31.     | C        | I think that feelings should be managed.                                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 32.     | F        | I am aware of my weaknesses.                                                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 33.     | G        | I feel that I must develop myself even when my job does not demand it.                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 34.     | C        | I believe that happiness is a positive attitude                                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

MANUAL

FOR

**ADJUSTMENT INVENTORY  
FOR SCHOOL STUDENTS  
(A I S S)**

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# MANUAL FOR ADJUSTMENT INVENTORY FOR SCHOOL STUDENTS (A I S S)

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## INTRODUCTION

The Adjustment Inventory has been designed for use with Hindi knowing school students of India. The inventory seeks to segregate well adjusted secondary school students (age group 14 to 18 years) from poorly adjusted students in the three areas of adjustment : Emotional, Social and Educational

A list of 100 questions indicating the significant problems of school students in the three areas were prepared. The questions were to be answered in 'Yes' or 'No'. This list was presented to 25 judges, all of whom were psychologists engaged in teaching, counselling, or vocational guidance work, to judge each item in term of its merit for being included in the inventory. Only such items were retained about which the judges were unanimous. This led to the elimination of 12 out of 100 items. Before undertaking the work of item analysis, the inventory was administered to a sample of 100 students to remove the language difficulties, if any, reported by them in understanding clearly the different items.

### Item Analysis

The list of remaining 88 items was administered on two groups of subjects—group A and group B. Group A consisted of 100 such students who were judged to be well-adjusted and Group B of 100 students judged to be poorly adjusted by a group of five teachers who knew them very well. Chi-square test

#### 4 | Manual for AISS

was applied to compare the responses of the two groups in respect of each item. Fourteen out of a total of 88 items which did not discriminate the two groups significantly were eliminated from the test. The 74 items that were retained were administered to a group of 370 secondary school students of Patna. The distributions of scores for the whole inventory and for the three parts of it were tested for normality. As the scores did not depart significantly from a normal distribution, biserial correlations of each item (1) with the total scores on the inventory and (2) with the areas total scores were computed. The significance of biserial correlation at .001 level was fixed as the criterion for retaining an item. This led to the elimination of 14 items out of 74. The final inventory consisted of 60 items, 20 items in each area of adjustment.

*Area-wise Item Sr. Number*

| Sr. No.      | Adjustment Areas | Item Sr. No.                                                                | Total     |
|--------------|------------------|-----------------------------------------------------------------------------|-----------|
| 1.           | Emotional        | 1, 4, 7, 10, 13, 16, 19, 22, 25, 28, 31, 34, 37, 40, 43, 46, 49, 52, 55, 58 | 20        |
| 2.           | Social           | 2, 5, 8, 11, 14, 17, 20, 23, 26, 29, 32, 35, 38, 41, 44, 47, 50, 53, 56, 59 | 20        |
| 3.           | Educational      | 3, 6, 9, 12, 15, 18, 21, 24, 27, 30, 33, 36, 39, 42, 45, 48, 51, 54, 57, 60 | 20        |
| <b>TOTAL</b> |                  |                                                                             | <b>60</b> |

#### Sample

The 60 item inventory, in its final form, was administered to a randomly selected representative sample of 1950 (1200 boys and 750 girls) from class IX to XI grade pupils of 40 schools of Bihar of the age of 14-18 years. The distributions of scores were tested for normality by applying Chi-square technique. The distributions did not depart significantly from normality.

### Reliability

Coefficient of reliability was determined by (i) Split-half method, (ii) Test retest method, and (iii) K-R formula-20. Table 1 gives the reliability coefficients of the total test and of sub-tests by different methods.

**TABLE 1**  
*Reliability Coefficients of the Inventory*

| Sr. No. | Method Used    | Emotional | Social | Educational | Total |
|---------|----------------|-----------|--------|-------------|-------|
| 1.      | Split-half     | 0.94      | 0.93   | 0.96        | 0.95  |
| 2.      | Test-retest    | 0.96      | 0.90   | 0.93        | 0.93  |
| 3.      | K-R Formula-20 | 0.92      | 0.92   | 0.95        | 0.94  |

### Validity

In item-analysis validity coefficients were determined for each item by biserial correlation method and only such items were retained which yielded biserial correlation with both the criteria (i) total score and (ii) area score, significant level being .001.

Inter-correlations among the three areas of the inventory were calculated. The correlation matrix is being presented in Table 2.

**TABLE 2**  
*Correlation Matrix of the Three Areas*

| Sr. No. | Adjustment Areas | I   | II  | III |
|---------|------------------|-----|-----|-----|
| 1.      | Emotional        | —   | .20 | .19 |
| 2.      | Social           | .20 | —   | .24 |
| 3.      | Educational      | .19 | .24 | —   |

The inventory was also validated by correlating inventory scores with ratings by the Hostel Superintendent. This was done on the data of 60 pupils living in the hostel of Patna Collegiate Multipurpose Higher Secondary School. The Hostel Superintendent rated the pupils on a five point scale, namely, Excellent, Good, Average, Poor, and Very Poor in respect of their adjustments. The product moment coefficient of correlation between inventory scores and superintendent's ratings was obtained to be 0.51.

### Norms

Percentile norms were computed for both males and females of all the three areas (Emotional, Social and Educational) of adjustment separately as also for the whole inventory. Table 3 and 4 give the percentiles for male and females respectively.

**TABLE 3**  
*Percentile Norms for Males*

| Percentiles     | Emotional | Social | Educational | Total |
|-----------------|-----------|--------|-------------|-------|
| P <sub>90</sub> | 9.98      | 9.88   | 9.95        | 26.89 |
| P <sub>80</sub> | 9.10      | 9.16   | 9.11        | 23.41 |
| P <sub>70</sub> | 8.11      | 8.24   | 8.34        | 21.34 |
| P <sub>60</sub> | 7.21      | 7.38   | 7.40        | 19.36 |
| P <sub>50</sub> | 6.18      | 6.58   | 6.48        | 17.74 |
| P <sub>40</sub> | 5.91      | 6.00   | 5.98        | 16.06 |
| P <sub>30</sub> | 4.42      | 4.91   | 4.82        | 14.32 |
| P <sub>20</sub> | 3.11      | 3.75   | 3.33        | 11.77 |
| P <sub>10</sub> | 2.01      | 2.70   | 2.02        | 8.82  |

**TABLE 4**  
Percentile Norms for Females

| Percentiles     | Emotional | Social | Educational | Total |
|-----------------|-----------|--------|-------------|-------|
| P <sub>90</sub> | 9.80      | 9.91   | 9.95        | 27.67 |
| P <sub>80</sub> | 8.31      | 8.45   | 8.81        | 23.89 |
| P <sub>70</sub> | 7.45      | 7.55   | 7.67        | 21.63 |
| P <sub>60</sub> | 6.88      | 6.91   | 6.98        | 19.40 |
| P <sub>50</sub> | 6.12      | 6.27   | 6.31        | 17.78 |
| P <sub>40</sub> | 5.11      | 5.62   | 5.73        | 16.15 |
| P <sub>30</sub> | 4.21      | 4.31   | 4.62        | 14.53 |
| P <sub>20</sub> | 3.11      | 3.08   | 3.61        | 11.81 |
| P <sub>10</sub> | 2.00      | 2.31   | 2.71        | 8.70  |

The subjects can be classified into five categories in accordance with the raw scores obtained by them on the inventory. The five different categories of adjustment are, 'A' which stands for excellent, 'B' which stands for good, 'C' which stands for average, 'D' which stands for unsatisfactory, and 'E' which stands for very unsatisfactory adjustments. This categorization was done by dividing the base line of the normal curve into five equal units, each unit being equal to 1.2. Table 5 presents the classification of adjustment for total-scores and Table 6 shows the classification in respect of the three areas : Emotional, Social and Educational.

TABLE 5

*Classification of Adjustment in terms of Categories.*

| Category | Description         | Range of Scores |            |
|----------|---------------------|-----------------|------------|
|          |                     | Male            | Female     |
| A        | Excellent           | 5 & below       | 5 & below  |
| B        | Good                | 6 – 12          | 6 – 14     |
| C        | Average             | 13 – 21         | 15 – 22    |
| D        | Unsatisfactory      | 22 – 30         | 23 – 31    |
| E        | Very Unsatisfactory | 31 & above      | 32 & above |

TABLE 6

*Classification of Adjustment in terms of Categories in the Three Areas*

| Adjustment Areas | Category | Description         | Range of Scores |            |
|------------------|----------|---------------------|-----------------|------------|
|                  |          |                     | Male            | Female     |
| EMOTIONAL        | A        | Excellent           | 1 & below       | 1 & below  |
|                  | B        | Good                | 2 – 4           | 2 – 5      |
|                  | C        | Average             | 5 – 7           | 6 – 7      |
|                  | D        | Unsatisfactory      | 8 – 10          | 8 – 10     |
|                  | E        | Very Unsatisfactory | 11 & above      | 11 & above |
| SOCIAL           | A        | Excellent           | 2 & below       | 2 & below  |
|                  | B        | Good                | 3 – 4           | 3 – 5      |
|                  | C        | Average             | 5 – 7           | 6 – 7      |
|                  | D        | Unsatisfactory      | 8 – 10          | 8 – 10     |
|                  | E        | Very Unsatisfactory | 11 & above      | 11 & above |
| EDUCATIONAL      | A        | Excellent           | 2 & below       | 2 & below  |
|                  | B        | Good                | 3 – 4           | 3 – 4      |
|                  | C        | Average             | 5 – 7           | 5 – 7      |
|                  | D        | Unsatisfactory      | 8 – 10          | 8 – 10     |
|                  | E        | Very Unsatisfactory | 11 & above      | 11 & above |

Table 7 gives Means and Standard Deviations of the population upon which norms are based.

TABLE 7

| Adjustment Areas | Male  |      | Female |      |
|------------------|-------|------|--------|------|
|                  | Mean  | S.D. | Mean   | S.D. |
| Emotional        | 5.62  | 3.12 | 6.55   | 2.81 |
| Social           | 5.91  | 2.38 | 6.21   | 2.52 |
| Educational      | 6.38  | 2.91 | 5.35   | 3.00 |
| TOTAL            | 17.91 | 7.36 | 18.11  | 7.27 |

Meaning of the symbols and explanation of the areas.

- (i) **Emotional Adjustment** : High scores indicate unstable emotion. Students with low scores tend to be emotionally stable.
- (ii) **Social Adjustment** : Individuals scoring high are submissive and retreating. Low scores indicate aggressive behaviour.
- (iii) **Educational Adjustment** : Individuals scoring high are poorly adjusted with their curricular and co-curricular programmes. Persons with low scores are interested in school programmes.

#### Instructions for Test Users

1. It is a self-administering inventory. The examiner should read the instructions given on the front page and the examinees should also read them silently along with the examiner.

2. There is no time limit for answering it. Ordinarily an individual takes 10 minutes in completing the test.
3. Examiners should be instructed to interpret the meaning of the sentences themselves. However, meaning of the difficult words, if any should be given by the examiner.
4. Co-operation of the examinees in answering the inventory is very essential. The examiner should assure them that their answers and scores will be treated with strictest confidence.
5. The examiners should indicate frankly and honestly the purpose of the test if and when any question regarding this is raised by the examinees.
6. There is no need of telling why letters and numbers are placed before the questions. If, a question is asked about these the examiners should tell the meaning of the letters.

#### Instructions for Scoring

Inventory can be scored by hand only. *For any answer indicative of adjustment Zero is given*, otherwise a score of one is awarded. Table 8 shows the key response indicative of lack of adjustment.

The inventory is designed to be an aid in counselling school students of age group 14-18 years whose personal problems pertain to any of the three areas included in the test. The use of Devanagari letters A, B and C corresponding to Emotional adjustment, Social adjustment and Educational adjustment enables the test user to discover readily questions relating to each measure. The total score indicates the general adjustment status.

TABLE 8  
Indicative of Lack of Adjustment Area Wise

| EMOTIONAL |                                           | SOCIAL   |                                           | EDUCATIONAL |                                           |
|-----------|-------------------------------------------|----------|-------------------------------------------|-------------|-------------------------------------------|
| Item No.  | Response Indicative of Lack of Adjustment | Item No. | Response Indicative of Lack of Adjustment | Item No.    | Response Indicative of Lack of Adjustment |
| 1         | YES                                       | 2        | YES                                       | 3           | YES                                       |
| 4         | YES                                       | 5        | YES                                       | 6           | YES                                       |
| 7         | YES                                       | 8        | YES                                       | 9           | YES                                       |
| 10        | YES                                       | 11       | NO                                        | 12          | NO                                        |
| 13        | YES                                       | 14       | YES                                       | 15          | YES                                       |
| 16        | YES                                       | 17       | NO                                        | 18          | NO                                        |
| 19        | YES                                       | 20       | NO                                        | 21          | YES                                       |
| 22        | YES                                       | 23       | NO                                        | 24          | NO                                        |
| 25        | YES                                       | 26       | NO                                        | 27          | YES                                       |
| 28        | YES                                       | 29       | YES                                       | 30          | NO                                        |
| 31        | YES                                       | 32       | NO                                        | 33          | NO                                        |
| 34        | YES                                       | 35       | YES                                       | 36          | YES                                       |
| 37        | YES                                       | 38       | NO                                        | 39          | YES                                       |
| 40        | YES                                       | 41       | NO                                        | 42          | YES                                       |
| 43        | YES                                       | 44       | NO                                        | 45          | YES                                       |
| 46        | YES                                       | 47       | YES                                       | 48          | NO                                        |
| 49        | YES                                       | 50       | NO                                        | 51          | NO                                        |
| 52        | YES                                       | 53       | NO                                        | 54          | NO                                        |
| 55        | YES                                       | 56       | NO                                        | 57          | NO                                        |
| 58        | YES                                       | 59       | NO                                        | 60          | NO                                        |

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Consumable Booklet

OF

**A I S S**

( English Version )

**Please fill up the following informations :—**

Student's Name \_\_\_\_\_

Age \_\_\_\_\_ Boy / Girl \_\_\_\_\_

Name of the School \_\_\_\_\_

Class \_\_\_\_\_ District \_\_\_\_\_ Date \_\_\_\_\_

### INSTRUCTIONS

On the next pages, there are some statements covering your school problems, which have two response alternatives 'YES' and 'NO'. Read every statements carefully and decide whether you want to answer it with 'YES' or 'NO'. If your answer is in 'YES', then cross the cell ☐ under 'YES' and if in 'NO', cross the cell ☐ under 'NO'. Remember your answers will not be told to any person, so please give the correct answer without hesitation. You may take your own time, but try to finish it as soon as possible.

### SCORING KEY

| Area           | Emotional (A) |   |   | Social (B) |   |   | Educational (C) |   |   | Total | Overall Interpretation |
|----------------|---------------|---|---|------------|---|---|-----------------|---|---|-------|------------------------|
| Page           | 2             | 3 | 4 | 2          | 3 | 4 | 2               | 3 | 4 |       |                        |
| Raw Score      |               |   |   |            |   |   |                 |   |   |       |                        |
| Total          |               |   |   |            |   |   |                 |   |   |       |                        |
| Interpretation |               |   |   |            |   |   |                 |   |   |       |                        |

Estd. 1971

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**NATIONAL PSYCHOLOGICAL CORPORATION**

4/230, KACHERI GHAT, AGRA-282 004 (INDIA)

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| Sr. No. | STATEMENTS                                                                                                   | YES                      | NO                       |
|---------|--------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|
| 1.      | Are you always afraid of something in your school ?                                                          | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.      | Do you avoid meeting your classmates ?                                                                       | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.      | Do you forget soon what you have read ?                                                                      | <input type="checkbox"/> | <input type="checkbox"/> |
| 4.      | Suppose, your classmates do something unreasonable unknowingly, do you immediately get angry with them ?     | <input type="checkbox"/> | <input type="checkbox"/> |
| 5.      | Are you of a shy nature ?                                                                                    | <input type="checkbox"/> | <input type="checkbox"/> |
| 6.      | Are you afraid of examinations ?                                                                             | <input type="checkbox"/> | <input type="checkbox"/> |
| 7.      | Do you worry your teacher scolding you for your mistakes ?                                                   | <input type="checkbox"/> | <input type="checkbox"/> |
| 8.      | Do you hesitate in asking a question when you don't understand something ?                                   | <input type="checkbox"/> | <input type="checkbox"/> |
| 9.      | Is it difficult for you to understand the lessons taught in the class ?                                      | <input type="checkbox"/> | <input type="checkbox"/> |
| 10.     | Are you jealous of those friends whom teachers appreciate very much ?                                        | <input type="checkbox"/> | <input type="checkbox"/> |
| 11.     | When some of your teachers are together, do you go there without any complex ?                               | <input type="checkbox"/> | <input type="checkbox"/> |
| 12.     | Can you note down the lessons taught in class correctly ?                                                    | <input type="checkbox"/> | <input type="checkbox"/> |
| 13.     | Do you envy those classmates whom you think better than you ?                                                | <input type="checkbox"/> | <input type="checkbox"/> |
| 14.     | Do you feel sometimes, as if you have no friend in your school ?                                             | <input type="checkbox"/> | <input type="checkbox"/> |
| 15.     | Do you yawn when lesson is taught in your class ?                                                            | <input type="checkbox"/> | <input type="checkbox"/> |
| 16.     | When you see, some students talking themselves, do you think they are gossiping about you ?                  | <input type="checkbox"/> | <input type="checkbox"/> |
| 17.     | Are you able to get friendly with everyone easily ?                                                          | <input type="checkbox"/> | <input type="checkbox"/> |
| 18.     | Are you satisfied with the method of teaching of your teachers of this school ?                              | <input type="checkbox"/> | <input type="checkbox"/> |
| 19.     | Do you express your anger to others when you are not asked to come forward in any programme in your school ? | <input type="checkbox"/> | <input type="checkbox"/> |
| 20.     | When some students are together, do you join them freely.                                                    | <input type="checkbox"/> | <input type="checkbox"/> |

| AREA     | A                       | B                       | C                   |
|----------|-------------------------|-------------------------|---------------------|
| Item No. | 1, 4, 7, 10, 13, 16, 19 | 2, 5, 8, 11, 14, 17, 20 | 3, 6, 9, 12, 15, 18 |
| Score    |                         |                         |                     |

| Sr. No. | STATEMENTS                                                                               | YES                      | NO                       |
|---------|------------------------------------------------------------------------------------------|--------------------------|--------------------------|
| 21.     | Do you think that the teachers in the school do not pay any attention to your problems ? | <input type="checkbox"/> | <input type="checkbox"/> |
| 22.     | Are you often sad and distressed in the school ?                                         | <input type="checkbox"/> | <input type="checkbox"/> |
| 23.     | Do you like to join your classmates working together ?                                   | <input type="checkbox"/> | <input type="checkbox"/> |
| 24.     | Are you satisfied with the progress in your studies ?                                    | <input type="checkbox"/> | <input type="checkbox"/> |
| 25.     | Do you feel the teachers neglect you ?                                                   | <input type="checkbox"/> | <input type="checkbox"/> |
| 26.     | Do you try to attract the attention of your teacher to yourself in the class ?           | <input type="checkbox"/> | <input type="checkbox"/> |
| 27.     | Is it a burden for you to study something ?                                              | <input type="checkbox"/> | <input type="checkbox"/> |
| 28.     | Do you get yourself worked up and try to harm a student when he complains against you ?  | <input type="checkbox"/> | <input type="checkbox"/> |
| 29.     | Do you often like to be alone ?                                                          | <input type="checkbox"/> | <input type="checkbox"/> |
| 30.     | Are your teachers always ready to solve your problems concerning your studies ?          | <input type="checkbox"/> | <input type="checkbox"/> |
| 31.     | Are you often dissatisfied with your school ?                                            | <input type="checkbox"/> | <input type="checkbox"/> |
| 32.     | Do you establish a friendly relationship with the students in the school ?               | <input type="checkbox"/> | <input type="checkbox"/> |
| 33.     | Do your teachers in the school praise you ?                                              | <input type="checkbox"/> | <input type="checkbox"/> |
| 34.     | Do you try to rationalise your mistake ?                                                 | <input type="checkbox"/> | <input type="checkbox"/> |
| 35.     | Do you like to sit in the front seats in the class ?                                     | <input type="checkbox"/> | <input type="checkbox"/> |
| 36.     | Do you often get less marks in examination ?                                             | <input type="checkbox"/> | <input type="checkbox"/> |
| 37.     | Do you resent it when your teachers ask you a question in the class ?                    | <input type="checkbox"/> | <input type="checkbox"/> |
| 38.     | Do you have a friendly association with your fellow students ?                           | <input type="checkbox"/> | <input type="checkbox"/> |
| 39.     | Do you like the idea of having more holidays in the school ?                             | <input type="checkbox"/> | <input type="checkbox"/> |
| 40.     | Do you get wild when one of your classmates jokes with you ?                             | <input type="checkbox"/> | <input type="checkbox"/> |

| AREA     | A                          | B                      | C                          |
|----------|----------------------------|------------------------|----------------------------|
| Item No. | 22, 25, 28, 31, 34, 37, 40 | 23, 26, 29, 32, 35, 38 | 21, 24, 27, 30, 33, 36, 39 |
| Score    |                            |                        |                            |

| Sr. No. | STATEMENTS                                                                                                      | YES                      | NO                       |
|---------|-----------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|
| 41.     | Do you openly take part in the school assemblies ?                                                              | <input type="checkbox"/> | <input type="checkbox"/> |
| 42.     | Do you often quarrel with your classmates ?                                                                     | <input type="checkbox"/> | <input type="checkbox"/> |
| 43.     | Do you sometimes go home before the schools closes ?                                                            | <input type="checkbox"/> | <input type="checkbox"/> |
| 44.     | Do you take part in the school sports ?                                                                         | <input type="checkbox"/> | <input type="checkbox"/> |
| 45.     | Do some of your teachers often keep on scolding you for the studies ?                                           | <input type="checkbox"/> | <input type="checkbox"/> |
| 46.     | Do you often have doubt on others in the schools ?                                                              | <input type="checkbox"/> | <input type="checkbox"/> |
| 47.     | Are you shy of talking to the senior students in school ?                                                       | <input type="checkbox"/> | <input type="checkbox"/> |
| 48.     | Do you look at your teachers respectfully ?                                                                     | <input type="checkbox"/> | <input type="checkbox"/> |
| 49.     | Do you show impertinence (arrogance) towards something good sent by a mate with whom you don't get along well ? | <input type="checkbox"/> | <input type="checkbox"/> |
| 50.     | Do you have some intimate friends in this school ?                                                              | <input type="checkbox"/> | <input type="checkbox"/> |
| 51.     | Do you pay attention to the lesson being taught in class ?                                                      | <input type="checkbox"/> | <input type="checkbox"/> |
| 52.     | Do you develop resentful feelings towards your teachers when you get less marks ?                               | <input type="checkbox"/> | <input type="checkbox"/> |
| 53.     | Are you always ready to help your classmates in everyway ?                                                      | <input type="checkbox"/> | <input type="checkbox"/> |
| 54.     | Do you borrow books and magazines from the school library and read them ?                                       | <input type="checkbox"/> | <input type="checkbox"/> |
| 55.     | Are you often afraid meeting the senior students ?                                                              | <input type="checkbox"/> | <input type="checkbox"/> |
| 56.     | Do you enjoy irritating other students in the school ?                                                          | <input type="checkbox"/> | <input type="checkbox"/> |
| 57.     | Do you take part in the debates ?                                                                               | <input type="checkbox"/> | <input type="checkbox"/> |
| 58.     | Do you feel mentally depressed when you meet the senior students ?                                              | <input type="checkbox"/> | <input type="checkbox"/> |
| 59.     | Do you lend your books or note-books gladly when your classmates ask for it ?                                   | <input type="checkbox"/> | <input type="checkbox"/> |
| 60.     | Are you interested in the things regarding education ?                                                          | <input type="checkbox"/> | <input type="checkbox"/> |

| AREA     | A                      | B                          | C                          |
|----------|------------------------|----------------------------|----------------------------|
| Item No. | 43, 46, 49, 52, 55, 58 | 41, 44, 47, 50, 53, 56, 59 | 42, 45, 48, 51, 54, 57, 60 |
| Score    |                        |                            |                            |