

## A STUDY ON EMOTIONAL INTELLIGENCE, EMOTIONAL MATURITY, EMOTIONAL ADJUSTMENT AMONG ARTS AND SCIENCE COLLEGE STUDENTS IN CUDDALORE DISTRICT

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**Abstract:** The study aims to determine a study on emotional intelligence, emotional maturity, emotional adjustment among arts and science college students in cuddalore district were chosen for the study. A random sampling technique was adapted for the selection of sample the colleges selected for this study. Then random convenient sampling technique was adopted to select the sample 360 students were taken for the study 180 students were drawn from Boys students, and 180 students were drawn from girls students were taken from college students. Personal data sheet developed by the investigator. Emotional Intelligence Scale developed and standardized by Dr. Anukool Hyde, Dr. Sanjayot Lethe A Dr. Upinder Mar (2002), Emotional Maturity Scale developed and standardized by Dr. Flesh Singh and Dr. MaheskBargava (1997), The Emotional Adjustment Inventory was constructed and standardized by Huger-M-Bell. Results were statistically analyzed through Descriptive Analysis, Differential Analysis, Relational Analysis, and Chi-square Analysis in this study for a study on emotional intelligence, emotional maturity among arts and science college students.

**Key Words:** Emotional intelligence, Emotional maturity and Emotional adjustment.

**Introduction:** Education is universally considered as a high yielding investment. It is a continuous and strong basis for the development of the society. Human resource is a passionate asset and precious national resource that needs to be cherished, nurtured and developed for the future. Education is a continuous, complex and dynamic process. The importance of education has been realized by everyone and by every nation. It is quite evident that the strength of the country depends on the strength of the education which in turn depends on the strength, efficiency of teachers and the process of teaching. Education is for individual's growth and social development. It includes all the experiences which an individual derives from the environment. In other words education is life and life is education. It is not giving of facts and details, but it is a man making process.

**Characteristics Of Emotional Intelligence:** Emotional Intelligence is the ability to understand emotion and their causes, the capability to effectively regulate these emotions in one and in others and most importantly being able to use the emotions as a source of information for problem-solving being creative and dealing with social situations. The characteristics of Emotional Intelligence are:

- ❖ It is non-cognitive physical capacity of the organism.
- ❖ It is an individual process, which motivates the organism to perform its activities properly.
- ❖ It energizes the organism to accomplish the required tasks.

Levels of Emotional Intelligence is neither genetically fixed nor does it develop only in early childhood but develops throughout the life.

### **Importance Of Emotional Intelligence In Life:**

Emotional Intelligence means being intelligence about emotions a different way of being smart. Emotional Intelligence is our ability to acquire and apply knowledge from our emotions of others in order to be successful in life.

**Nature Of Emotional Maturity:** Emotions influence all aspects of an individual's personality. Any retardation under acceleration or abnormal emotional development would result into free situations, conflicts and imbalance in behaviour. Emotional development involves the following:

- As a result of development the primary emotions such as rage, fear emerge out the basis undifferentiated emotionally of the new born infants.
- Emotional development is characterized by experiencing the different degrees of emotions by the child.
- As development proceeds, there is also a change in the expression and outward behaviour connected with emotions.
- At the end of the emotional development, the individual attains maturity and balance of emotions.

### **Characteristics Of Emotional maturity**

1. **The ability to give and receive love:** Emotional Maturity fosters a sense of security which permits vulnerability. A mature person can show his vulnerability by expressing love and accepting expressions of love from those who love him. An immature person is unduly concerned with signs of weakness and his difficulty showing and accepting love. The egocentricity of immaturity will allow the acceptance of love, but fails to

recognize the needs of others to receive love.

2. **The ability to learn from experience.:** The ability to face reality and to relate positively to life experience derives from the ability to learn from experience. Immature people do not learn from experience, whether the experience is positive or negative. They act as if there is no relationship between how they act and the consequences that occur to them. They view good or bad experiences as being caused by luck, or fate. They do not accept personal responsibility.

#### **Definition Of Emotional Adjustment:**

“Adjustment” can be defined as a process of altering one's behavior to reach a harmonious relationship with their environment. This is typically a response brought about by some type of change that has taken place. The stress of this change causes one to try to reach a new type of balance or homeostasis between the individual (both inwardly and outwardly), and with their environment.

**Adjustment as Achievement:** Adjustment can be interpreted as both process and the outcome of the process in the form of some achievements. When a poor child study in the corner of a playground because in home he has not proper place to study he is said to be in the process of adjustment. As a result of that adjustment he achieves good grades in examination. Thus adjustment meant as an achievement means how the effectiveness with which an individual can function in changed circumstances

**Educational Adjustment:** The child should have good home, social, emotional and educational adjustments. The relationship between the teacher and taught should be congenial. He should know how to adjust with his classmates. The teacher should have 'unbiased' opinion on the students. He should also clear his doubts in the classroom and freely mingle with his classmates and the teachers, which will lead to better educational adjustment.

**Related Work:** Katyal and Aswathi (2005) studied 150 students of X<sup>th</sup> class from different Government Schools from Chandigarh who were selected randomly for assessment of gender difference in emotional intelligence. The data was collected through standardized Emotional Intelligence Test. The findings revealed that girls were found to have higher emotional intelligence. Cruz and Virginia (2005) studied the gender difference in the display of emotional intelligence competencies at home and at work. The study is founded on the premise that gender role dynamics affect emotional intelligence behaviour different for men and women and the analysis reveals a difference in emotional intelligence between work and person context. It also shows that women display a higher level of their competencies at home, and men at work. A study was done by Susan Sadd, Fredrick Miller and Zeitz Balla (1979) on sex role

and achievement conflicts among 650 college students, which reported that Emotional Maturity was stronger in women than in men. A study was undertaken by Greamen-Don-G (1992) on how to use a developmental model of maturity to enhance student centered teaching. The findings indicated that student centered teaching must foster the whole student. It presented a developmental model involving setting goals in courses and interactive teaching / learning strategies to create student centered class room. It describes sample course goals for developing and evaluating student's maturity, and argues for a model addressing self, values and attitudes.

**Sample:** A stratified random sampling technique was adopted for the selection of sample. The colleges selected for the study are divided into different strata namely government, government aided and private colleges. The sample of 360 arts and science students were taken for the study of which 120 students from government colleges, 120 students from private colleges, and 120 students from government aided colleges.

#### **Objectives Of The Study:**

1. To find out the overall level of emotional intelligence and its dimensions among arts & science students is moderate
2. To find out the level of emotional maturity and its dimensions among arts & science students is moderate
3. To find out the level of emotional adjustments among arts & science students is moderate
4. To find out the significant difference in the level of emotional intelligence and its dimensions among the arts & science students with respect to gender.
5. To find out the significant difference in the level of emotional maturity and its dimensions among the arts & science students with respect to gender.
6. To find out the significant difference in the level of emotional adjustments and its dimensions among the arts & science students with respect to gender.
7. To find out the significant different in the level of emotional intelligence and its dimensions among arts & science students under different type of colleges.
8. To find out the significant different in the level of emotional maturity and its dimensions among arts & science students under different type of colleges.
9. To find out the significant different in the level of emotional adjustment and its dimensions among arts & science students under different type of colleges

**Hypothesis Of The Study:** The overall level of emotional intelligence and its dimensions among arts & science students is moderate

1. The overall level of emotional maturity and its dimensions among arts & science students is moderate
2. The overall level of emotional adjustments among arts & science students is moderate
3. There is no significant difference in the level of emotional intelligence and its dimensions among the arts & science students with respect to gender.
4. There is no significant difference in the level of emotional maturity and its dimensions among the arts & science students with respect to gender.
5. There is no significant difference in the level of emotional adjustments and its dimensions among the arts & science students with respect to gender.
6. There is no significant different in the level of emotional intelligence and its dimensions among arts & science students under different type of colleges.
7. There is no significant different in the level of emotional maturity and its dimensions among arts & science students under different type of colleges.
8. There is no significant different in the level of emotional adjustment and its dimensions among arts & science students under different type of colleges.

**Tools Used By The Investigator:**

1. Emotional intelligent scale developed and standardized by Dr.Anukool Hyde, Dr.Sanjayot Lethe &Dr.Upinder. (2002)
2. Emotional Maturity scale developed and standardized by Dr.Yashvir Singh andDr. Mahesh Bargava. (1997)
3. Emotional Adjustment scale developed and standardized by Dr. Bell's

**Major Findings:**

1. The overall level of emotional intelligence its dimensions among arts & science students is moderate in nature
2. The overall level of emotional maturity its dimensions among arts & science students is moderate in nature
3. The overall level of emotional adjustments among arts & science students is moderate in nature.
4. There is no significant difference in the overall emotional intelligence its dimensions of arts & science college students with regard to gender except the dimension of 'self awareness'
5. There is no significant difference in the overall emotional maturity its dimensions of arts & science college students with regard to gender

except the dimension of 'Social maladjustments'. There is no significant difference in the overall emotional adjustment of arts & science college students with regard to 'gender'

6. There is no significant difference in the overall emotional intelligence and its dimensions of arts & science college students with regard with different type of college.
7. There is no significant difference in the overall emotional maturity and its dimensions of arts & science college students based on different type of college.

**Significance Of The Study:** Science and technology are of greater importance in today's world; to build our nation with strong foundation skilled persons are needed today. Today's citizens of tomorrow are brought up within the four walls of a school and college from where they assimilate both character and intelligence. The social environment of the home also greatly influences the person's development. The Child's expectancies of security and conditioned emotional responses are shaped during early childhood. Emotional Intelligence may be defined as one's unitary ability to know, feel and judge emotions in co-operation with a person's thinking process for behaving in proper way with the ultimate realization of happiness in him and in others in view of its wide significance from the individual as well as social angles, The study helps in finding out emotional maturity, Emotional Intelligence and emotional adjustment among arts and science college students.

**Delimitation Of The Study**

1. The sample is restricted to 360 Arts and Science College students.
2. Students from Arts and Science colleges alone are considered for the present study.
3. The study is limited to Cuddalore District, TamilNadu only.
4. The study is limited to only to know the Emotional Intelligence, Emotional Maturity and Emotional Adjustment of Arts and Science College students.

**Conclusion:** There are no shortcuts for achieving these goals. A happy home and college life with understanding parents and teachers who provide the psychological and social needs for security and affection and who also accept the students to enable it to have a sense of achievement will be contributing much to the development of emotional intelligence, emotional maturity and emotional adjustment among students. There should be no suppressions of emotions and confidence. Involvements in work as well as a healthy sense of humor are basic to emotional intelligence, emotional maturity and emotional adjustment

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