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# A Study on Emotional Intelligence and Social Adjustment among College Students in Mumbai

**Dr. Sumathi Gopal**

Asst. Professor, NCRDs Sterling College of Arts, Commerce & Science, Nerul.

## Abstract

This research examined the relationship between emotional intelligence and social adjustment of adolescent students. It is an effort made by an individual to cope with standards, values and needs of a society. In general, the students during adolescence suffer from frustrations, conflicts, complexes, anxieties and worries. They experience problems in physical, mental, social, emotional and other adjustments. This study has been taken to know the relationship between emotional intelligence and social adjustment in adolescent students. In the present study, only college students those who are in Junior & Degree college were selected. This study is confined only to Junior & Degree college students in Mumbai. The study was conducted on a random sample of students in Mumbai.

## Introduction

The concept of emotional intelligence is an umbrella term that captures a broad collection of individual skills and dispositions, usually referred to as soft skills or inter or intra-personal skills that are outside the traditional areas of specific knowledge, general intelligence, and technical or professional skills. In order to be well adjusted, as a fully Emotional intelligence refers to an ability to recognize the meanings of emotion and to reason and problem solve on the basis of them, and it involves the capacity to perceive emotions; assimilate emotion-related feelings, understand the information of those emotions and manage them. Emotional intelligence plays a key role in determining life success.

## Review of Literature

**S. Katyal and E. Awasthi (2005)** the data was collected through standardized "Emotional Intelligence Test". The findings revealed that majority of boys, girls and the total sample had good followed by low emotional intelligence. Girls were found to have higher emotional intelligence than that of boys

**Gunjan Bhatia (2012)** the paper aimed at studying the emotional intelligence of the students in relation to their family relationship. It attempted to show the effect of family

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relationship on the emotional intelligence of the adolescents. The findings revealed that healthy family relationship greatly influences emotional intelligence of the adolescents.

**Rizwan Hassan Bhat (2017)** the study was on Emotional intelligence among adolescents in relation to their test anxiety and academic stress". This study will be conducted to examine the role of the emotional intelligence and its relation with test anxiety and academic stress among adolescents.

**Statement of the Problem** "A study of emotional intelligence of students in relation to the junior & Degree college students".

**Objectives of the Study**

- To compare the emotional intelligence intrapersonal awareness of boys & girls of college level
- To compare the emotional intelligence interpersonal awareness of boys & girls of college level
- To compare the emotional intelligence, inter & intra personal management of college boys & girls.

**Hypotheses of the Study**

- College students differ significantly on emotional intelligence.
- College students do not differ significantly on emotional intelligence.

**Limitations of the Study**

- The study is confined to only city of Mumbai.
- Only Junior & Degree College students are included in the present study.
- The study is confined only to commerce college students

The study was also limited to certain variables and did not assess all factors influencing psychological impact and elements for the study.

**Methodology**

In order to collect data, the survey method was used. The sample of the study consisted of 100 students of Mumbai. In-fact Degree college & Junior college were taken in which 50 male students and 50 female students. This study includes intrapersonal awareness, inter-personal awareness, intra-personal management, and inter-personal management.

**Analysis & Interpretations**

**Table1: Emotional Intelligence -Intra-Personal Awareness of the Respondents**

Sr.no	Intra-Personal	50 boys Respondent	50 Girls Respondent	Total Respondents	100	Percentage



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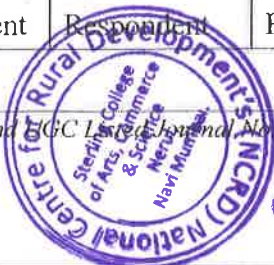
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**Analysis & Interpretations**

**Table1: Emotional Intelligence -Intra-Personal Awareness of the Respondents**

Sr.no	Intra-Personal	50 boys Respondent	50 Girls Respondent	Total 100 Respondents	Percentage





	Awareness				
1.	Good	08	02	10	10
2.	Average	10	12	22	22
3.	Poor	20	20	40	40
4.	Very Poor	12	16	28	28

**Findings:** It is evident from the above table that 40% of the respondent has poor intra personal awareness. 22% of the respondent revealed an average score whereas 28% revealed a very poor interpersonal awareness.

**Table 2: Emotional Intelligence -Inter-Personal Awareness of the Respondents**

Sr.no	Inter-Personal Awareness	50 boys Respondent	50 Girls Respondent	Total 100 Respondents	Percentage
1.	Good	07	08	15	15
2.	Average	12	12	24	24
3.	Poor	18	20	38	38
4.	Very Poor	13	10	23	23

**Findings:** From the above table it is evident that 38% of data pertaining to the respondents' interpersonal is poor scoring & 24% of the respondent has average score pertaining to interpersonal awareness. 23% of the respondents had a very poor interpersonal awareness and 15% revealed good interpersonal awareness.

**Table 3: Emotional Intelligence -Intra-Personal Management of the Respondents**

Sr.no	Intra-Personal Management	50 boys Respondent	50 Girls Respondent	Total 100 Respondents	Percentage
1.	Good	03	03	06	06
2.	Average	09	10	19	19
3.	Poor	32	30	62	62
4.	Very Poor	06	07	13	13

**Findings:** From the above table that 62% of the respondents have poor intra personal management. 19% of the respondent revealed an average score whereas 13% revealed a very poor interpersonal awareness.

**Table 4: Emotional Intelligence -Inter-Personal Management**

Sr.no	Intra-Personal Management	50 boys Respondent	50 Girls Respondent	Total 100 Respondents	Percentage

1.	Good	00	00	00	00
2.	Average	11	12	23	23
3.	Poor	32	30	62	62
4.	Very Poor	07	08	15	15

**Findings:** The above table states that majority 62% of the respondents' exhibit poor interpersonal management and 23% have an average rating. The table also states that 15% of the respondents have a very poor interpersonal management. It is also significant from the above table than none of the students have good inter personal management. These problems need to be attended as top priority amongst the student community.

**Other Findings:** There were other variables considered such as Age, Family income, Family size, working parents, nuclear family, social networking, and peer pressure were the cause of disturbance in the emotional intelligence. It was found that there was no much correlation between the age & emotional intelligence. Similarly size of the family had very negligible impact, namely 1% of the respondent on the emotional intelligence awareness. There is definitely a large impact namely 40% on the income of the family. 40% respondents succumb to peer pressure disturbance of emotional intelligence.

### Conclusions

The respondents were Junior college & Degree college students ranging from 16 to 20 years. The respondents belong to joint family as well as nuclear family. Some parents were educated & some students were first generation to study beyond SSC. Parents worked hard to satisfy the needs of the ward & students were exploiting the ignorance & goodness of the parents. The survey revealed that there is correlation between the income, social networking. The study also revealed that the students were exploiting the ignorance of the parents.

### Suggestion

The study gave various dimensions to the adolescent emotional intelligence awareness issues. The suggestions to the problem faced by the students are that they need to be counselled on a regular interval. They should be taught moral values. The college should have a moral value lecture as a part of their time table. There should be at a regular interval training & development for the improvement of the emotional balance. These program & training should be a part of the curriculum & time table. The students could be guided with proactive program & improve the emotional intelligence.



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