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ENGINEERING EDUCATIONAL STREAM STUDENTS EMOTIONAL INTELLIGENCE RELATION TO THEIR ADJUSTMENT

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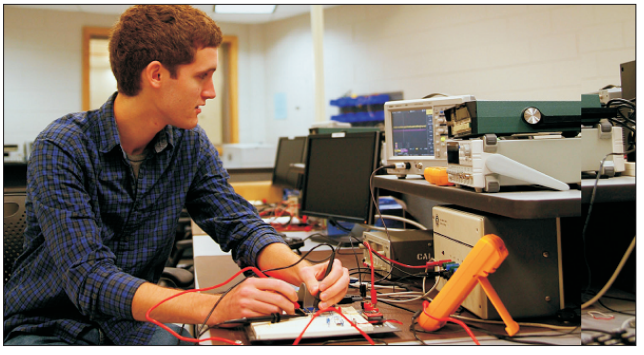
ABSTRACT

Emotional intelligence is psychological part of human cognation and its impact on the various phenomenal activities for the various students and its demographic variable in college level. Presently try to found that the emotional intelligence for the student of Engineering college in various branch and his gender influence on their adjustment in the respect of high, moderate and low adjustment. second part of the study adjustment of Engineering student relation to their emotional intelligence with various demographic variable in the respect of various Engineering stream studying students in the college of engineering at Yavatmal district state of Maharashtra.

KEYWORDS:*Emotional intelligence , human cognation , Engineering Educational Stream .*



INTRODUCTION :

The process of life goes on. The development stage begins with infancy and end with death. At every stage of living man have certain needs. All this factors in totality make in life an exceedingly rich complex and challenging experience. During day to day life a person confront with the adjustment problem through his Emotional Intelligence.

Adjustment is process by which any organism maintains balance between its need and circumstances that influence the satisfaction of these needs (Shaffer 1936). Good adjustment of individual indicates a kind of inner harmony in the sense that they are satisfied with themselves and have harmonious relationship with people with whom they are associated (Hurlock 1978). (Cooper and Sawaf 1997) defines 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. Ediger, 1997 stated that quality emotions and feelings help students given their best potential in the classroom. The students who are aggressive and think negatively cannot concentrate for a long time and have more difficulty in reaching their potential than others. The Emotional Intelligence plays a vital role in human life especially for adjustment of a person. Some kinds of adjustment that a person has to make are personal, social and occupational adjustment. There are four dimension of adjustment which is general, social, family and personal adjustment (Singh 1964, Kakkad 1967) measured various field of adjustment with the help of test constructed by Rogers. Another regarded their adjustment and manifested that tribal students lack in field of adjustment in comparison with non-tribal students (Banerjee & Parekh). Strong relationship is there between intelligence and adjustment while boys have better

adjustment than girls.

The adjusted person seems to be happy in every steps of life and a maladjusted person is disturbed with marked failures in life and unsatisfactory relationship with others. Emotional Intelligence of individual is positively associated with adjustments, besides person who experiences less meaning and happiness in life become frustrated and show problem behavior.

Poonam (2009) suggested that emotional intelligence plays an important role in family relationship, social acceptance and academic achievement. Further studies showed that there is a strong relationship between emotional intelligence and academic success and adjustment (Reeta Suri 2009).

Presently college of Engg students has greater responsibility, are looked as important aspect in Indin developmntal context who has to solve and adjust through Emotional Intelligence. So the researcher is interested to study the relation between Emotional Intelligence and adjustment of the Gradutae Engg students.

OBJECTIVES OF THE STUDY :

1. To Study the emotional intelligence of Engineering students respect to demographic variable.
2. To study the adjustment of Engineering students respect to demographic variable.
3.To study the relationship about Engineering students on their adjustment.

HYPOTHESES OF THE STUDY :

1. There is no significant difference between the Emotional Intelligence of engineering students respect to demographic variable.
2. There is no significant difference between the adjustment of engineering students respect to demographic variable.
3. There is no significant relationship between the emotional intelligence of engineering students on their adjustment.

Method: Descriptive survey research method use for this study.

Population and sample of the study: Population of the present study is all Engineering college in Yavatmal district and all student boys and girls studying in the various branches in the college of Engineering . In the present study stratified random sampling method is use for the study. All the Engineering college in Yavatmal district 100 boys student and 100 girls student are select. 100 boys and 100 girls student select for the various branch for the college of Engineering 25 boys and 25 girls student select for the branch for computer science, 25 boys and 25 girls student select for the branch of civil, 25 boys and 25 girls student select for the branch of electronic & Telecommincation, and 25 boys and 25 girls student select for the branch of mechanical. Total 200 samples decided for the study and collect the data for this sample and analysis the data.

Tools: Emotional Intelligence and adjustment inventory have been use in the study. Emotional intelligence scale is standard the component for this scale have self-Awareness, Empathy, Self-motivation, Emotional Stability, Managing relations, Integrity Self-development, Value Orientation, Commitment and Altruistic Behavior. Particular Scoring procurer is use and score for the data. Reliability and validity for the tool is high.

Adjustment inventory is second tool use in the study this tool is self constructed. For the four component college adjustment, home adjustment, peer adjustment, and social adjustment. Total 100 items construct in the inventory 50 item for positive and 50 item for negative. Scoring procurer for the tool have positive and negative item oriented. Positive item for the tool agree for 1 number and not agree for 00 number and negative item for the tool agree for 00 numbers and not agree for 1 number. Test retest method is use for measuring the reliability of the tool. Coefficient is 0.94. This tool is mostly reliable and valid for the study.

Delimitation of the study: This study consider only for those Engineering student learn in the Comp sci, Civil Engg, Extc, Mech Engg branch in the college of Engineering in yavatmal district educational session 2015-16, The sample is limited to two hundred student, learning in the college of Engineering .

Analysis of data: This data was then processed for parametric statistical technique.

Table no 1.1 Means interactions for the branch and gender of the student of Engineering and their emotional intelligence.

	Comp sci	Civil Engg	Mech Engg	Extc	Total	F-Ratio	Sig.
Male	139.74	138.54	136.18	134.62	139.27	15.123	Sig
Female	133.66	132.50	129.70	128.18	131.01	10.020	Sig
Total	136.70	135.52	132.94	131.40	134.14	17.602	Sig

Interpretation: - Above table show that branch of Engineering student respect to computer engineering students, Civil engineering students, Mechanical engineering students and Extc engineering student emotional intelligence related F ratio respect to Male students is 15.123, Girls students is 10.020 and all students is 17.602. this F-ratio is significant at 0.01 level it's mean the the Computer engineering, Civil Engineering, Mechanical engineering and Extc. Engineering Boys students, Girls students and all students emotional intelligence mean score is significantly difference.

Computer engineering Boys students, Girls students and all students emotional intelligence mean score is effectively compare to other boys engineering students and Extc engineering boys students, Girls students and all students emotional intelligence is very poor compare to other engineering stream studying students.

Table no 1.2 Means interactions for the branch and gender of the student of Engineering and their adjustment.

	Comp sci	Civil Engg	Mech Engg	Extc	Total	F-Ratio	Sig
Male	39.28	38.16	37.12	36.04	37.65	31.030	Sig
Female	29.56	28.44	27.44	26.44	27.97	12.787	Sig
Total	34.42	33.30	32.28	31.24	32.81	19.640	Sig

Interpretation: - Above table show that branch of Engineering student respect to computer engineering students, Civil engineering students, Mechanical engineering students and Extc engineering students adjustment related F ratio respect to Male students is 31.030, Girls students is 12.787 and all students is 19.640. this F-ratio is significant at 0.01 level it's mean the the Computer engineering, Civil Engineering, Mechanical engineering and Extc. Engineering Boys students, Girls students and all students adjustment mean score is significantly difference.

Computer engineering Boys students, Girls students and all students adjustment mean score is effectively compare to other boys engineering students and Extc engineering boys students, Girls students and all students adjustment is very poor compare to other engineering stream studying students.

1.3 Emotional Intelligence of Engineering students on their Adjustment.

Gender	Comp sci	Civil Engg	Mech Engg	Extc	Total
Male	0.128**	0.116**	0.112**	0.104**	0.165**
Female	0.156**	0.144**	0.145**	0.141**	0.197**
Total	0.142**	0.130**	0.128**	0.124**	0.181***

From the above table shown that, Emotional intelligence of Engineering students relationship to their adjustment respect to gender and engineering stream. The Boys computer engineering students Emotional intelligence relation to their adjustment calculated co-efficient of co-relation is 0.128 this co-efficient is significant at 0.01 level of significant. The Boys Civil engineering students Emotional intelligence relation to their adjustment calculated co-efficient of co-relation is 0.116 this co-efficient is significant at 0.01 level of significant. The Boys Mechanical engineering students Emotional intelligence relation to their adjustment calculated co-efficient of co-relation is 0.112 this co-efficient is significant at 0.01 level of significant. The Boys Extc. engineering students Emotional intelligence relation to their adjustment calculated co-efficient of co-relation is 0.104 this co-efficient is significant at 0.01 level of significant. All Boys in the engineering stream Emotional intelligence relation to their adjustment calculated co-efficient of co-relation is 0.165 this co-efficient is significant at 0.01 level of significant. It's means that the boys engineering students emotional intelligence is

highly related to their adjustment.

The Girls computer engineering students Emotional intelligence relation to their adjustment calculated co-efficient of co-relation is 0.156 this co-efficient is significant at 0.01 level of significant. The girls Civil engineering students Emotional intelligence relation to their adjustment calculated co-efficient of co-relation is 0.144 this co-efficient is significant at 0.01 level of significant. The girls Mechanical engineering students Emotional intelligence relation to their adjustment calculated co-efficient of co-relation is 0.145 this co-efficient is significant at 0.01 level of significant. The girls extc. engineering students Emotional intelligence relation to their adjustment calculated co-efficient of co-relation is 0.141 this co-efficient is significant at 0.01 level of significant. All girls in the engineering stream Emotional intelligence relation to their adjustment calculated co-efficient of co-relation is 0.197 this co-efficient is significant at 0.01 level of significant. It's means that the girls engineering students emotional intelligence is highly related to their adjustment.

All computer engineering students Emotional intelligence relation to their adjustment calculated co-efficient of co-relation is 0.142 this co-efficient is significant at 0.01 level of significant. All Civil engineering students Emotional intelligence relation to their adjustment calculated co-efficient of co-relation is 0.130 this co-efficient is significant at 0.01 level of significant. All Mechanical engineering students Emotional intelligence relation to their adjustment calculated co-efficient of co-relation is 0.128 this co-efficient is significant at 0.01 level of significant. All extc. engineering students Emotional intelligence relation to their adjustment calculated co-efficient of co-relation is 0.124 this co-efficient is significant at 0.01 level of significant. All engineering stream Emotional intelligence relation to their adjustment calculated co-efficient of co-relation is 0.181 this co-efficient is significant at 0.01 level of significant. It's means that the All engineering students emotional intelligence is highly related to their adjustment.

RESULT FOR THE STUDY:-

1.There is significant mean difference about emotional intelligence of engineering students respect to studying engineering stream. The Computer Engineering students emotional intelligence is more effective compare to other engineering stream studying students.

2.There is significant mean difference about the adjustment of engineering students respect to studying engineering stream. The Computer Engineering students adjustment is more effective compare to other engineering stream studying students.

3.There is significantly relationship between the Emotional intelligence about various engineering stream studying students on their adjustment.

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