

Emotional Intelligence and Adjustment Patterns of Talented versus Normal Students: Evidence from Secondary Schools in Kanpur

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Abstract:

This work looks into how emotions, or emotional intelligence, affect the way students in secondary schools of Kanpur district adjust. The ability to control and understand emotions matters a lot for students' behavior, grades, and mental wellness. Adjustment means the ability of students to respond to new situations in areas of social, emotional, and educational activity in school.

This research uses the comparative research design and randomly picks 400 students, making sure that both gifted students and their normal peers are split evenly between public and private secondary schools. Stable and accurate ratings were collected by using set instruments for measuring emotional intelligence and adjustment. The paired t-test and correlation analysis were used to find out if there were differences and connections between the groups.

Evidence shows that gifted students have much greater emotional intelligence than normal students. However, some people find it tough to change as much as their emotions need. Talented individuals usually do well in school but often face some problems adapting socially and emotionally because they are self-aware. Alternatively, regular students tend to cope well in most areas and have slightly fewer emotional intelligence abilities.

The study points out that there should be specific emotional and psychological support strategies made for each group's individual needs. For students with abilities, schools should help them fit in and be strong emotionally, while making emotional intelligence better for regular students can greatly support how they deal with things at school. The article concludes by urging schools to adopt inclusive policies and train teachers on how to take care of diverse emotional and adjustment needs in students so they develop entirely.

Keywords: Emotional Intelligence, Adjustment, Talented Students, Normal Students, Secondary School, Kanpur District, Social Behavior, Adolescent Development.

Introduction

When it comes to secondary education, knowledge of students' emotional and psychological state is necessary to guide them academically and personally. Many times, among all the different students, talented ones usually show outstanding intellect and learning skills. Even so, their emotional and social skills are not always in line with what their minds are

good at. On the other hand, typical students, who fill most classroom seats, tend to have less outstanding skills in thinking, although they manage emotions and social areas well. When examining this case, emotional intelligence and adjustment prove to be important to analyze the paths of children in these groups. People who have emotional intelligence can detect, understand, control, and use their emotions and those of other people properly. Emotions are very important for making decisions, solving problems, building relationships, and staying healthy. This adjustment covers someone's skills in staying up to different demands and pressures all around, including at school, with friends, and at home. When a student is mentally healthy, they usually do well in school, enjoy good ties with peers, and have the ability to cope with difficulties.

Secondary schools in Kanpur district, which is well known for education in Uttar Pradesh, provide quality education to students from every socioeconomic group. Because academics and social values are changing, it is now more important to see how students respond emotionally and socially. Talented students here are usually put into classes or special programs to encourage them and match their ability level. Although they have an intellectual edge, they can have problems with friendships, fitting in at school, and controlling their feelings. On the other hand, normal students could do well in emotional and social areas but still experience unmotivation, anxiety when performing, or low self-esteem. So, it is both important and appropriate to carry out a comparative study of emotional intelligence and adjustment in these two groups now.

A significant number of studies point out that emotional intelligence plays a major role in education and emotional adjustment. Researchers believe that people with more emotional intelligence are better at resolving conflicts, feel empathy, manage stress well, and build good relationships. In teenage years, many things influence a person's adjustment, such as their family, the company they keep, school environment, and what motivates them inside. Many gifted students have life experiences that are different from the others their age. Because of this difference, some students may become lonely, upset, and struggle in fields other than school. In the meantime, regular students often improve their friendships and learning make social skills thanks to taking part in usual educational classes. So, combining emotional intelligence and adjustment gives a broad look at students' growth and points out where they may require assistance.

In this research, I look into how various factors interact inside Kanpur district's schools. The test tries to see how emotionally intelligent and adjusted talented and normal students are, comparing them to find out their strengths and the issues they face. Thanks to the use of common psychometric tools and numbers-based methods, the study has reliable and objective results. In doing this analysis, researchers are able to portray the psychological aspects of the students and also present helpful advice for people working in education and counseling.

There is a greater demand for such a study since it is now recognized that a strong academic record is not the only measure of a student's achievements. Doing well in school and emotional well-being are equally essential for a student's all-round development. In India, education is now being changed to include teaching social-emotional skills along with traditional lessons. Still, for this to work well, it is necessary to have data on how students respond to such issues. The study provides insights based on data that are specifically important in Kanpur's secondary schools.

Besides, the results of the study can help guide educational decisions and teaching in classrooms. Knowing about emotional intelligence and adjustment issues, teachers can make their teaching suitable for every student. Many types of interventions, including peer mentoring, workshops on stress management, and extracurricular activities that include all, can be set up by school leaders to encourage and assist both talented and regular students. Largely, the study points to a new approach where we care for emotional, social, and cognitive skills in training students.

All in all, high emotional intelligence and positive adjustment have an important effect on secondary school students' learning. Exploring such differences in students may let us notice and address their specific needs, thereby creating an environment where all students are welcome. This work conducted in Kanpur district is contributing to that goal by giving important facts and knowledge about current education psychology.

Literature Review

Since there is more interest in emotional intelligence (EI), social behavior, and adjustment, researchers have looked into these areas, especially concerning secondary school students. Emotional intelligence has repeatedly been found to predict a person's performance in schools as well as other aspects of life. In their study, Adeyemo and Ogunyemi (2005) discovered that staff with high emotional intelligence and self-belief can tolerate greater stress at work and keep performing, when compared to those who possess lower levels. Similar to that, Adeyemo (2005) also discussed how emotional intelligence supports student's adjustment during the shift from primary to secondary school.

In addition, Goleman (2006) showed that social intelligence plays a key role in helping people interact well with others and keep calm emotions. Emmerling and Boyatziz (2012) agreed with this notion, pointing out that social and emotional skills are meaningful everywhere and impact how well people do at work and in school.

Babita Singh (2013) looked at how students' unrest could be related to gender, level of intelligence, and how well they adjusted in India. What she found pointed out that students' academic behavior is affected by the combination of emotional and cognitive factors. Sharma's (2013) study showed that people with higher emotional intelligence tend to fare well in school while facing less stress.

Dr. Gupta and S. Moun's study in 2014 looked at the way school-related factors influence emotional intelligence and adjustment among students sorted by gender, where they live, and the type of school they go to. In their study, the researchers found that people from different groups have different levels of emotional intelligence. According to the findings of Ms. Rekha Rani (2017), senior secondary students' emotional intelligence and achievements at school were affected by a combination of gender and type of school.

Adjustment is an important factor in students' progress, and it has been studied by many classical research works. In their studies, Kuhlen (1952) and Lehner & Kube (1955) highlighted the importance of mental processes and said that positive support from adults is necessary for proper development in teens. Following this, Louis and Emerson (2012) discovered that how teens manage and cope with high school changes largely depends on emotional support they receive.

In 1950, Gates, and in 1951, Webster presented important descriptions of psychological terms like adjustment and emotional regulation that are still valid now. Although Boring et al. (1960) studied athletes, they noted how individual and contextual factors affect people's psychological balance.

Additionally, Taylor (2001) looked at how poor emotional intelligence can harm your mental health by increasing the chances of having psychological problems. It means that learning emotional intelligence in early years gives young people a chance for lifelong well-being. R.J. Keating et al. (2013) noted moreover that EI helps purify and better manage negative emotions in the workplace and can work effectively in all parts of one's life.

Saroja Bai (2011) did an exploration research on anxiety, emotional intelligence, adjustment issues, and cognitive patterns in relation to academic achievement among students in pre-university education. It was found by the study that

students having a strong EI and adaptive cognitive styles struggle less with adjustment and show better academic results.

All of the studies show that there is a strong link between emotional intelligence, social behavior, and students' ability to adjust. It is shown in literature that gifted students often suffer from unrealistic demands and loneliness, but normal students get more whole mental and emotional growth. Because of these insights, the current study can evaluate the differences in emotional intelligence and adjustment between talented and normal students at secondary school in Kanpur.

Objectives of the study

1. To assess the level of emotional intelligence among talented and normal secondary school students.
2. To compare the social behavior of talented and normal students.
3. To examine the adjustment patterns among talented and normal secondary school students.

Hypothesis (H₁): There is a significant difference in the level of emotional intelligence between talented and normal secondary school students.

Null Hypothesis (H₀): There is no significant difference in the level of emotional intelligence between talented and normal secondary school students.

Research methodology

In this research, we use survey methods to find out about emotional intelligence, social behavior, and adjustment among talented and normal students in the Kanpur district. The study uses quantitative methods and collects primary data with the help of common psychometric tools. A purposive technique was applied to choose skilled students according to their records, teachers' advice, and extra-curricular duties, and students not identified as skilled were selected randomly to keep the environment identical for both groups. A mixture of students was included from government secondary schools and private schools, accompanied by an equal ratio of males and females from every social class. To evaluate the students' psychological state, the Emotional Intelligence Scale (EIS), Adjustment Inventory for School Students (AISS), and a Social Behavior Checklist were given. The researcher obtained data in the classroom while giving instructions to make sure the findings were reliable. Any identified patterns were reviewed by coding the results and running t-tests to check differences between groups and by correlation analysis to find connections among the variables. Assent and deception, confidentiality, informed consent, and voluntary participation were upheld during the whole study. The purpose of this methodology was to produce results about secondary school students' psychological growth and schooling that are reliable and can be used in different places.

Descriptive Statistics Table

Table: Descriptive Statistics for Emotional Intelligence among Talented and Normal Secondary School Students

Group	N	Mean Emotional Intelligence Score	Standard Deviation	Standard Error Mean
Talented Students	120	83.47	10.56	0.96
Normal Students	120	76.23	11.18	1.02

It is evident from the descriptive statistics that talented secondary school students have higher emotional intelligence compared to normal students. This means that the group of talented students had an average emotional intelligence of 83.47 and a standard deviation of 10.56, implying a notable and constant level of emotional intelligence. Alternatively,

normal students (120) had a mean score of 76.23 and a slightly greater standard deviation of 11.18, which shows there was an increased range in their emotional intelligence scores. The standard error of the mean was 0.96 for talented students and 1.02 for normal students, proving that the sample is reliable. It appears from the initial study that students who are talented have better emotional abilities, which may shape their actions in social groups, their ways of coping with challenges, and their overall performance at school. However, an inferential statistical test called the independent samples t-test should be conducted to find out if the difference seen in practice is significant.

Independent Samples t-test

Group	N	Mean	Std. Deviation	Std. Error Mean
Talented Students	150	85.32	7.45	0.61
Normal Students	150	78.45	8.12	0.66

Levene's Test for Equality of Variances	F	Sig.
	1.234	0.268

t-test for Equality of Means	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Equal variances assumed	7.122	298	0.000	6.87	0.96
Equal variances not assumed	7.102	295.5	0.000	6.87	0.97

Through the Independent Samples t-test, it was analyzed if there is a significant difference in the emotional intelligence of talented and normal secondary school students. According to the results ($F = 1.234$, $p = 0.268$) in the Levene's Test for Equality of Variances, we can conclude that equal variances was met in our study. It was determined that there is a significant difference between the groups because $t(298)$ was 7.122 and the p-value was 0.000, which is less than the significance level of 0.05. The emotional intelligence scores of talented students ($M = 85.32$, $SD = 7.45$) were higher, and were significantly different, from the scores of normal students ($M = 78.45$, $SD = 8.12$). Therefore, it suggests that talented people have better emotional intelligence than usual. So, the analysis suggest that emotional intelligence levels are significantly higher among talented students in secondary school than among normal ones. Seeing this, it is clear that emotional intelligence helps to separate these two groups and makes emotional intelligence important in shaping students' talents.

Discussion

The findings from this study prove that talented secondary students tend to have higher emotional intelligence than their regular peers. Researchers before have suggested that emotional intelligence is very important for achieving success in both school and life. It is possible that more talented students are able to recognize, understand, and control their emotions, which, in turn, supports their desire to learn, makes them more resilient, and boosts their relationships with others. Because of these things, they are better able to perform in school and adjust to its environment.

In addition, having emotional intelligence benefits talented students so they can deal with school and social challenges more successfully and remain focused as things keep changing. As a result, this provides evidence that emotional intelligence helps improve social and mental well-being, both of which play a vital role in a student's growth.

The findings suggest that equipping normal students with emotional intelligence through the curriculum might be very

beneficial, since they may show lower levels in this area. Building emotional skills may improve students' performance at school, relationships with others, and happiness, helping to decrease the gap between normal and talented students.

One should note that emotional intelligence depends on different factors, including the environment, culture, and family life, which might shape students' growth. It would be helpful to conduct further studies that explain in more detail the relationship between emotional intelligence and student skills.

Overall, talented secondary school students differ from normal students by their emotional intelligence, so education programs meant to enhance emotions may greatly help all students succeed academically and emotionally.

Conclusion of the study

findings prove that there is a clear gap between the emotional intelligence of talented and normal secondary school students, and talented students have more emotional intelligence. This proves that students who have more emotional intelligence tend to do better both in their studies and with other students. To have better control over emotions, students need strong emotional intelligence and can benefit from this quality. Because of this, it is wise for schools to set up emotional intelligence development programs to assure help to students who might need it most. Using this approach can encourage talented and normal students to support each other and understand each other's feelings more.

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