A Study on Emotional Intelligence of Secondary Madrasah Students in Relation to Adjustment of West Bengal

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Abstract: The purpose of the present study was to study Emotional Intelligence and adjustment of secondary madrasah students. The sample of the study consisted of 269 class X madrasah students of North 24 Parganas and Howrah, West Bengal. To measure the emotional intelligence, construct the researcher employed A. K. Singh and Shruti Narain. (2021) and Adjustment Inventory for School Students developed by A. K. P Sinha and R. P. Singh (2020)**.** A random sampling technique was adopted in this descriptive survey research. The collected data were analyzed using statistical tools like mean, standard deviation, t- test and Correlation. The findings of the study indicated that significant relationship and positive correlation between Emotional Intelligence and adjustment of secondary madrasah students.

Key words: Emotional Intelligence, Adjustment, Madrasah, Students.

Introduction:

The term **"Adjustment"** came into use in psychology during 1930s and was given strong endorsement by **Laurence Schaffer's** classical book **"The Psychology of Adjustment"** (1936). The concept of adjustment originated in Biology. In Biology the term is usually employed as "Adaption" a concept which was a corner stone in Darwin's **"Theory of Evolution"** where it was maintained that those species most fitted to adapt to the hazards of the physical world survived. The term 'adjustment' can be defined as the process of finding and adapting modes of behavior appropriate to the setting or to change the environment. During early days the thought was purely biological and drawing used the duration as adaptation firmly for physical demands of the atmosphere but, later Psychologists use the term adjustment for changing situations of social or interpersonal relations in the humanity. Adjustment of a student is associated to attain at a balanced state between his needs and satisfaction. Needs of the individual are multidimensional. Students have good adjustment in all the aspects of their life if there is balance between their academic, intellectual, emotional, social and other needs and their satisfaction. Adjustment indicates a continuous interaction between the person and his situation, each making demands on the other. At times adjustment is accomplished when the person profits and accepts conditions, which are beyond his power to change. Sometimes it is achieved when the environment profits to the person's positive activities. In most cases adjustment is conciliation between these two limits and maladjustment is a failure to achieve a suitable settlement.

In psychology, the term 'adjustment' refers to the behavioral process through which people and other animals maintain balance among their many requirements. Human beings are able to adjust to the physical, social and psychological demands that arise from having interred dependability with other individuals. Adjustment as a process describes and explains the ways and means of an individual's adaptation to his self and his environment without reference to the quality of such adjustment in terms of success or failure. It supports achieving desired goals, believing in one's own skills, and controlling basic impulses to manageable levels. Therefore, adjustment aids in self-initiated intellectual, emotional, social, and physical growth and development. It refers to the psychological process through which individuals deal with or handle the pressures and difficulties of daily life.

An individual need emotional adjustment, social adjustment as well as educational adjustment also. Good adjustment helps him to overcome from different difficulties. It helps to make good relationship with the society, with peer group. It will make the good relation with school and himself or herself also. Adjustment is a continuous demand a change in the environment is inevitable with every situation or environment adolescents have to adjust to make good social relationship to improve academic achievement, to avoid emotional misbalance. **Gates & Jersild** (1948) *"Adjustment is a continuous process in which a person varies his behaviour to produce a more harmonious relationship between himself & his environment".* Adjustment of a student is related to arriving at a balanced state between his needs and satisfaction. Good adjustment is realistic and satisfying. Students have good adjustment in all aspect of their life if there is balance between their academic-intellectual, emotional, social and other needs and their satisfaction. Individual-excellence is possible on one hand by inculcating, cultivating and developing scientific attitude and a spirit of enquiry in the minds of the young and on the other hand by promoting creativity and innovative even in them to deal with any challenging demands.

The capacity to recognize, assess, and understand your emotions as well as how they affect those around you is known as emotional intelligence. It also encompasses how you see other people; how they are acting or expressing themselves in a given circumstance; and it enables you to mediate for a harmonious relationship. The students' success in school and in life will be aided by EI. The idea of EI is quite practical in nature and appears to be crucial to the advancement of human life. Salovey and Mayer (1990) first used the term **'emotional intelligence'** is the capacity to recognize, comprehend and manage our own emotions as well as those of others and to use these emotions to direct our thoughts and feelings in ways that are advantageous to the person experiencing them as well as the context to which they belong. When an individual perceives a potentially dangerous scenario in the workplace, they have two options for handling it. He or she might be certain that they can handle the circumstance and perceive it as a test of their mettle, or they can feel fear. Dr. David Caruso (2000) The capacity to use your emotions to solve problems and lead a more productive life is known as emotional intelligence. There is no emotional intelligence without intelligence, and there is no intelligence without emotional intelligence. Working together, the heart and the mind, is the only full solution. Bar-On (1997) A person's overall capacity to successfully deal with demands and pressure from the environment is influenced by a variety of emotional, social, and personal skills, together known as emotional intelligence.

Review of related literature:

Singh, G. (2015). had carried out a study on **"Adjustment Among Senior Secondary School Students in Relation to Emotional Intelligence and Mental Health".** The objective of the study was to examined the of relationship of adjustment with emotional intelligence and mental health of senior secondary school children. The survey included six hundred higher secondary school children chosen from Government institutions in seven districts across Punjab. For data collection, "Indian Adaptations of the Adjustment Inventory" Sharma (1988), the "Emotional intelligence scale" by Hyde, Pethi, and Dhar (2002) and the "Mental Health Battery" by Singh and Sengupta (2009) were utilized. The

study's findings demonstrated a significant relationship among adjustment and emotional intelligence as well as adjustment and mental health.

Kumari, A. & Tripathi, R. (2022). had conducted a study on **"A Study of Emotional Intelligence among School Students of Jashpur District".** The present study was undertaken to examine the emotional intelligence of school students of Jashpur district. To assess Emotional Intelligence, 80 children were chosen at random from various government schools in the Jashpur area and the Mangal's "Emotional Intelligence Inventory" and Personal Data Questionnaire (PDQ) were utilized. The findings were that (i) the majority of school students had high emotional intelligence (ii) the majority of Hindu and Muslim school students had high emotional intelligence (iii) the majority of boy and girl school students had high emotional intelligence and (iv) the majority of class 10 and 12 students had high emotional intelligence.

Punia, S. & Sangwan, S. (2011). had worked on a study on **"Emotional intelligence and social adaptation of school students".** The present study was carried out to find out the emotional intelligence level of school children and its relation with their adjustment. For the current study, one hundred and twenty children between the ages of 16 and 18 were chosen at random from randomly selected schools in both urban and rural areas. A further thirty children, equally representing both sexes, were chosen at random. The children's adjustment was regarded the dependent variable whereas emotional intelligence, personal and socioeconomic characteristics were considered the independent variables. The majority of respondents exhibited ordinary to exceptional emotional intelligence and average to high adjustment. In comparison to rural children, urban children exhibited slightly higher emotional intelligence and adaptability. Emotional intelligence exhibited a significant relationship with children's adjustment. Caste, money, and father's work were the most important factors in determining respondents' emotional intelligence and adjustment.

Sharma, R. (2017). had conducted a study **on "Emotional Intelligence and Adjustment of Secondary School Students".** The objective of the study was to find out the emotional intelligence and adjustment of secondary school students in relation to sex. Data on emotional intelligence, life/work balance, and other indices of adjustment and social/psychological skills, as well as salary, were collected from a sample of 153 respondents who were fairly representative of the population. EI was assessed using both questionnaire questions (trait EI) and a task of detecting emotions in vignettes describing social problem occurrences (performance EI). Balance was assessed in terms of family/leisure interfering with work as well as vice versa. Both interference dimensions highly linked with emotional intelligence in the predicted way. Emotional intelligence was associated to salary in both men and women, and at various levels of educational attainment. Other social skill indices were also linked to EI.

Kadlimatti, R. I. (2020). had investigation a study on "**Effect of Emotional intelligence and adjustment on academic achievement of secondary school students of Dharwad district".** The current study sought to determine the association between emotional intelligence and adjustment and academic achievement in Dharwad District pre-secondary pupils. The study was conducted on a sample of 100 boys and girls from the ninth grade in the Dharwad district. The descriptive survey approach was used in this study, and the acquired data was analyzed using correlation. The current study found that better emotional intelligence and adaptability on Academic Achievement of Dharwad District Pre-Secondary School Students.

Suyatno, & Hidayat, K. N. (2018). had worked a study **on "Emotional Intelligence Affect Social Adjustment Ability among Primary School Students".** The aim of this research was to find out the impact of emotional intelligence to the social adjustment ability of the primary students in Muhammadiyah Karangwaru Yogyakarta Elementary School. he

population studied in this study consists of all 80 fifth-grade students at Muhammadiyah Karangwaru Yogyakarta. The sampling technique used here was Sampling Jenuh, which resulted in 54 students serving as study samples. The writer employed a questionnaire to obtain study data. The study took an ex post facto quantitative method. Meanwhile, the writer utilized a simple regression test and a test requirement to analyze the data. The study's findings indicate that emotional intelligence has a favorable and significant impact on pupils' social adjustment abilities.

Adhiambo, W. M., Odwar, A. J. & and Mildred, A. A. (2011). had conducted a study on **"The Relationship among School Adjustment, Gender and Academic Achievement amongst Secondary School Students in Kisumu District Kenya"**. The stage-environment fit theory proposed by Eccles and Midgley was applied in this investigation. A cross-sectional study approach was used. The intended audience consisted of 4500 students. The sample included 450 secondary school students with an average age of 18.38 and a standard deviation of 1.078. The selected schools' form four classes were used. The study collected data using questionnaires as well as official KCSE examination results. Cronbachs' alpha and a pilot study were utilized to demonstrate the instrument's dependability. Three department specialists also determined the face validity. Descriptive statistics such as the mean, frequency counts, and percentages were used to analyze the data. T-tests were utilized as inferential statistics in the study. There were no significant differences in school adjustment between females and boys, but there were substantial disparities in dedication, absorption, involvement, and school adjustment between high achievers and low achievers. The study suggests that the low achievers' study environment be investigated further.

The review of related literature found a wide gap and made a clear concept on the variables and on the basis of this gap, the present researcher wanted to explore his investigation. From the above discussion it is cleared that though there were various studies done in outside of West Bengal on emotional intelligence, personality and academic achievement but still this field remained a fertile area of study in West Bengal. Most of the study has been found for college and university teachers rather than students. Interestingly not a single study has been found on correlation among this variable for Madrasah board students. After making a vigilant analysis of various related literature the following rationale was undertaken to conduct the present study. These research gaps evoked the researcher to undertake a comprehensive study on emotional intelligence, study habits, personality and academic achievement of secondary students. Some studies were also investigated among the student teachers in the B.Ed. stream. There were also no studies conducted among secondary students of Madrasah board on these variables in West Bengal. So, the investigator has taken the title was **A study on Emotional Intelligence of Secondary Madrasah Students in relation to Adjustment of West Bengal**

Objective of the study:

The objectives of the present study are given below:

1. To seek out the mean difference in Emotional Intelligence of secondary madrasah students in respect to their gender.
2. To investigation the mean difference in Emotional Intelligence of secondary madrasah students in respect to their location of school.
3. To find out the dimension wise differences of emotional intelligence (understanding emotion, understanding motivation, empathy and handing relationship) of secondary madrasah students on the basis of gender.
4. To measure the mean differences in adjustment of secondary madrasah students in respect to their gender.
5. To find out the dimension wise differences of adjustment (educational adjustment, social adjustment and emotional adjustment) of secondary madrasah students on the basis of gender.

6.　To find out the relationship between Emotional Intelligences and Adjustment of Secondary madrasah Students.

Hypotheses of the study:

The hypotheses of the study are given below

Following null hypotheses are formulated on the basis of the objectives.

H01: There is no significant mean difference in emotional intelligence between boys and girls of secondary madrasah students.

H02: There is no significant mean difference in emotional intelligence between rural and urban of secondary madrasah students.

H03: There is no significant mean difference in understanding emotion dimension of emotional intelligence between boys and girls of secondary madrasah students.

H04: There is no significant mean difference in understanding motivation dimension of emotional intelligence between boys and girls of secondary madrasah students.

H05: There is no significant mean difference in empathy dimension of emotional intelligence between boys and girls of secondary madrasah students.

H06: There is no significant mean difference relationship in handing relationship dimension of emotional intelligence between boys and girls of secondary madrasah students.

H07: There is no significant mean difference in adjustment between boys and girls of secondary madrasah students.

H08: There is no significant mean difference in adjustment between rural and urban secondary madrasah students.

H09: There is no significant mean difference in educational adjustment dimension of adjustment between boys and girls of secondary madrasah students.

H010: There is no significant mean difference in social adjustment dimension of adjustment between boys and girls of secondary madrasah students.

H011: There is no significant mean difference in emotional adjustment dimension of adjustment between boys and girls of secondary madrasah students.

H012: There is no significant relationship between emotional intelligence and adjustment of secondary madrasah students.

Methodology:

The methodology study is concerned with regards to the decision to be taken about the population, sample, tools used, method of study, data collection and a statistical technique used.

Population: The population of the present study comprises all the children studying in class X in various West Bengal of Madrasah Education Schools under the 24 Pgs. (N) District of West Bengal.

Sample: For the present study a sample of 269 students of class X grade were selected randomly. These students were randomly drawn in stratified from 8 madrasah schools both Secondary and Higher Secondary in such a way that the sample is representative.

Tool used:

Emotional Intelligence scale was developed by A. K. Singh and Shruti Narain. (2021). The test consists of 54 items which has 24 positive and 6 negative items. The test- retest reliability value of the scale was 0.84.

Adjustment Inventory for School Students was developed by **A. K. P. Singh and R. P. Singha.** The test consists of 54 items which has 31 positive and 23 negative items. The test- retest reliability value of the scale was 0.77.

Statistical techniques used:

Keeping the study's objectives and methodology in mind, descriptive, correlational, and inferential statistics were employed for data analysis. For each variable, the mean and standard deviation were calculated. To determine the relationship between the variables in the study, the coefficients of correlation were computed. The 't' test was used to determine the significance of the difference in averages across groups on the variables under consideration.

Analysis and findings of the study:

H01: There is no mean significant difference in Emotional Intelligence between boys and girls of secondary madrasah students.

**Descriptive Statistics of EI between Boys & Girls**

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Emotional Intelligence	Boys	80	21.03	3.334	.373
	Girls	159	21.69	3.484	.276

Inferential Statistics of EI between boys and girls

	t-test for Equality of Means				
Emotional Intelligence	t	df	Sig. (2-tailed)	Mean Difference	Std. Error
	-1.403	237	.162	-.661	.471

**Not significant at 0.05 level (2-tailed)

Graphical Presentation of EI between Boys & Girls
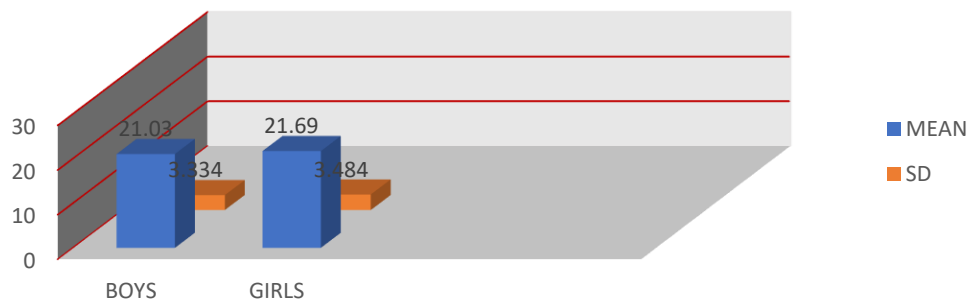
The above table expresses that the mean score of emotional intelligence of boys and girls in the study. The mean score of emotional intelligence of boys and girls is 21.03 and 21.69 respectively where as Standard deviation is 3.334 and 3.348 respectively. It indicated that girls students are higher of EI than the boys students. It is also revealed that the mean difference between two groups is -0.14.

From the above table, the calculate value of t test (i.e., -1.403 for 237 df) indicated that the mean difference between two groups is insignificant because p-value (i.e., p=0.162>0.05) is higher than the level of significance. Therefore, **the null hypothesis is accepted.**

Thus, it can be concluded that there is no significant mean difference in EI between the boys and girls of secondary madrasah students.

H02: There is no significant mean difference in Emotional Intelligence between rural and urban of secondary madrasah students.

**Descriptive Statistics of EI between rural & urban**

Emotional Intelligence	Gender	N	Mean	Std. Deviation	Std. Error Mean
	Rural	113	21.57	3.375	.317
	Urban	126	21.37	3.512	.313

Inferential Statistics of EI between rural & urban

Emotional Intelligence	t-test for Equality of Means				
	t	df	Sig. (2-tailed)	Mean Difference	Std. Error
	.433	237	.666	.193	.447

**Not significant at 0.01 level (2-tailed)

Graphical Presentation of EI Between Rural & Urban
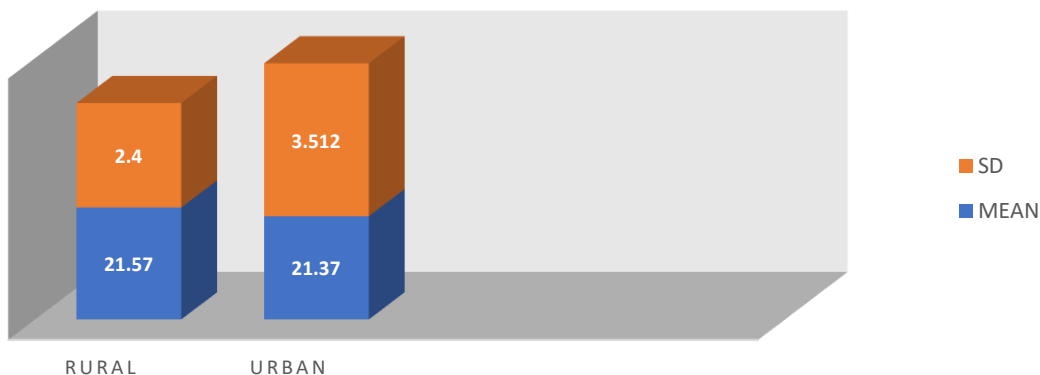
The above table expresses that the mean score of emotional intelligence of rural and urban in the study. The mean score of emotional intelligence of rural and urban is 21.57 and 21.39 respectively where as Standard deviation is 3.375 and 3.512 respectively. It indicates that rural students are higher of EI than the urban students. It is also revealed that the mean difference between two groups is 0.18. From the above table, the calculate value of t test (i.e., 0.433 for 237 df) indicated that the mean difference between two groups is insignificant because p-value (i.e., p=0.666>0.05) is higher than the level of significance. Therefore, **the null hypothesis is accepted.**

Thus, it can be concluded that there is no significant mean difference in EI between the rural and urban of secondary madrasah students.

Testing of hypothesis – H03, H04, H05 & H06

Dimension wise (understanding emotion, understanding motivation, empathy, and social handing relationship) there is no significant mean difference in Emotional intelligence of secondary madrasah students in the basis of gender.
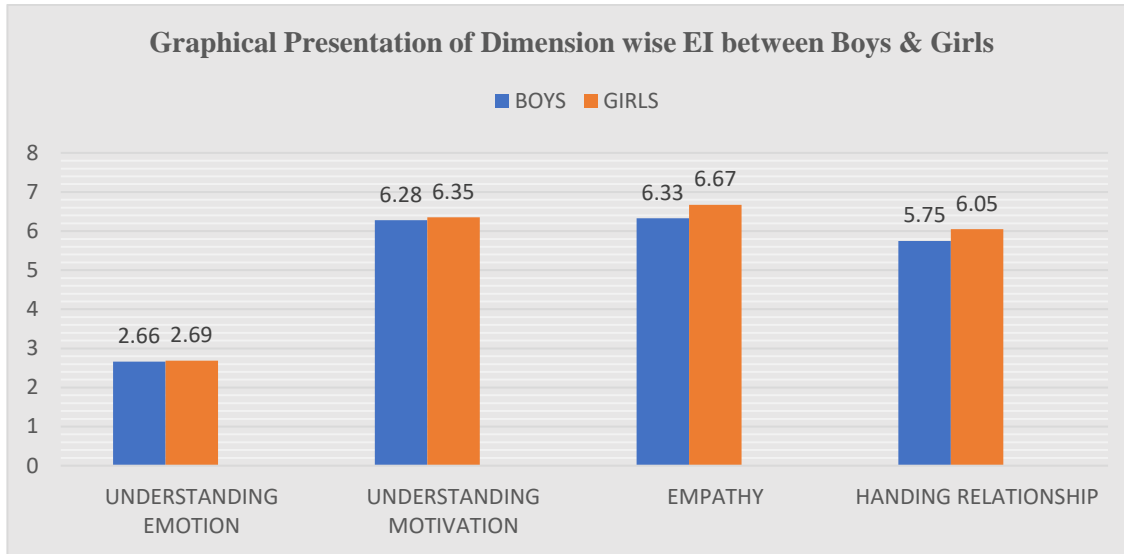
Comparisons of Dimension Wise EI between boys and girls

Dimension EI	Gender	N	Mean	Std. Deviation	Std. Error Mean
Understanding Emotion	Boys	80	2.66	.856	.096
	Girls	159	2.69	.872	.069
Understanding Motivation	Boys	80	6.28	1.283	.143
	Girls	159	6.35	1.186	.094
Empathy	Boys	80	6.33	1.516	.169
	Girls	159	6.67	1.557	.123
Handing Relationship	Boys	80	5.75	1.673	.187
	Girls	159	6.05	1.742	.138

Inferential Statistics of EI between boys and girls

Dimension of EI	t-test for Equality of Means				
	t	df	Sig. (2-tailed)	Mean Difference	Std. Error
Understanding Emotion	-.194	237	.846	-.023	.119
Understanding Motivation	-.462	237	.645	-.077	.167
Empathy	-1.645	237	.101	-.348	.212
Handing Relationship	-1.274	237	.204	-.300	.236
**Not significant at 0.05 level (2-tailed)					

Graphical Presentation of Dimension wise EI between Boys & Girls

■ BOYS   ■ GIRLS

	UNDERSTANDING EMOTION	UNDERSTANDING MOTIVATION	EMPATHY	HANDING RELATIONSHIP
BOYS	2.66	6.28	6.33	5.75
GIRLS	2.69	6.35	6.67	6.05

Interpretation for understanding emotion & gender

The above table expresses that the mean score of understanding emotion dimension of emotional intelligence of boys and girls. The mean score of understanding emotion of EI of boys and girls is 2.66 and 2.69 respectively where as Standard deviation is 0.856 and 0.872 respectively. It indicates that girls students are higher of EI than the boys students. It is also revealed that the mean difference between two groups is -0.03

From the above table, the calculate value of t test (i.e., -0.194 for 237 df) indicated that the mean difference between two groups is insignificant because p-value (i.e., p=0.846>0.05) is higher than the level of significance. Therefore, **the null hypothesis is accepted.**

Thus, it can be concluded that there is no significant mean difference understanding emotion dimension of EI between the boys and girls of secondary madrasah students.

Interpretation for understanding motivation & gender

The above table expresses that the mean score of understanding motivation dimension of emotional intelligence of boys and girls. The mean score of understanding motivation of EI of boys and girls is 6.28 and 6.35 respectively where as Standard deviation is 1.283 and 1.186 respectively. It indicates that girls students are higher of EI than the boys students. It is also revealed that the mean difference between two groups is -0.07.

From the above table, the calculate value of t test (i.e., -.462 for 237 df) indicated that the mean difference between two groups is insignificant because p-value (i.e., p=0.645>0.05) is higher than the level of significance. Therefore, **the null hypothesis is accepted.**

Thus, it can be concluded that there is no significant mean difference understanding motivation dimension of EI between the boys and girls of secondary madrasah students.

Interpretation for empathy & gender

The above table expresses that the mean score of empathy dimension of emotional intelligence of boys and girls. The mean score of understanding motivation of EI of boys and girls is 6.33 and 6.67 respectively where as Standard deviation

is 1.516 and 1.557 respectively. It indicates that girls students are higher of EI than the boys students. It is also revealed that the mean difference between two groups is 0.34

From the above table, the calculate value of t test (i.e., -1.645 for 237 df) indicated that the mean difference between two groups is insignificant because p-value (i.e., p=0.204>0.05) is higher than the level of significance. Therefore, **the null hypothesis is accepted.**

Thus, it can be concluded that there is no significant mean difference empathy dimension of EI between the boys and girls of secondary madrasah students.

Interpretation for handing relationship & gender

The above table expresses that the mean score of handing relationship dimension of emotional intelligence of boys and girls. The mean score of understanding motivation of EI of boys and girls is 5.75 and 6.05 respectively where as Standard deviation is 1.673 and 1.742 respectively. It indicates that girls students are higher of EI than the boys students. It is also revealed that the mean difference between two groups is -0.20

From the above table, the calculate value of t test (i.e., 1.274 for 237 df) indicated that the mean difference between two groups is insignificant because p-value (i.e., p=0.101>0.05) is higher than the level of significance. Therefore, **the null hypothesis is accepted.**

Thus, it can be concluded that there is no significant mean difference handing relationship dimension of EI between the boys and girls of secondary madrasah students.

H07: There is no significant mean difference in adjustment between boys and girls of secondary madrasah students.

Descriptive Statistics of Adjustment between boys and girls

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Adjustment	Boys	147	35.34	8.095	.668
	Girls	92	32.86	7.670	.800

Inferential Statistics of overall adjustment between boys & girls

	t-test for Equality of Means				
Adjustment	t	df	Sig. (2-tailed)	Mean Difference	Std. Error
	2.353	237	.019	2.481	1.055

**Not significant at 0.01 level (2-tailed)
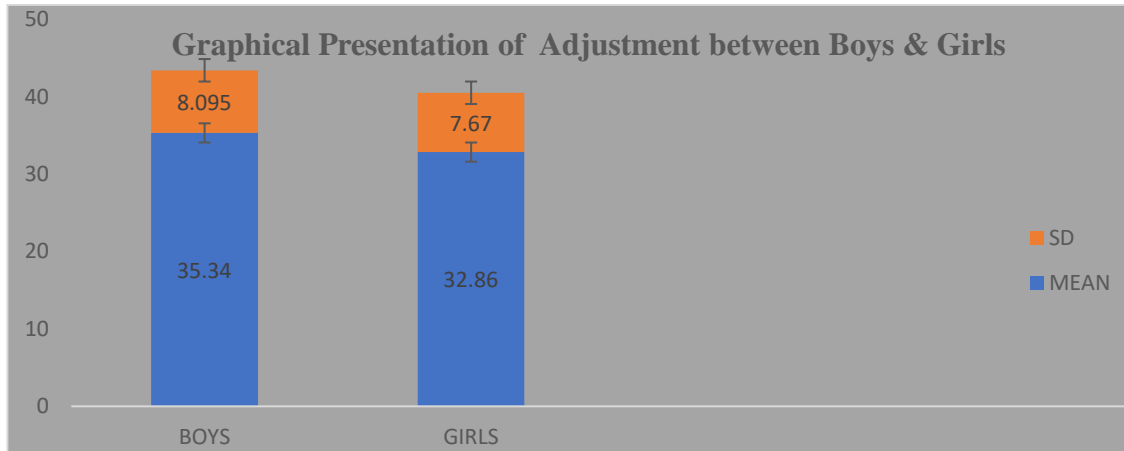
The above table expresses that the mean score of adjustment of boys and girls. The mean score of adjustment of boys and girls is 35.34 and 32.86 respectively where as Standard deviation is 8.095 and 7.670 respectively. It indicated that girls students are higher of adjustment than the boys students. It is also revealed that the mean difference between two groups is 2.48.

From the above table, the calculate value of t test (i.e., 2.353 for 237 df) indicated that the mean difference between two groups is significant because p-value (i.e., p=0.019<0.05) is smaller than the level of significance. Therefore, **the null hypothesis is rejected.**

Thus, it can be concluded that there is significant mean difference in adjustment between the boys and girls of secondary madrasah students.

H08: There is no significant mean difference in adjustment between rural and urban of secondary madrasah students.

Descriptive Statistics of Adjustment between rural and urban

Adjustment	Location	N	Mean	Std. Deviation	Std. Error Mean
	Rural	93	32.59	7.612	.794
	Urban	146	35.61	8.009	.663

Inferential Statistics of Adjustment between rural and urban

Adjustment	t-test for Equality of Means				
	t	df	Sig. (2-tailed)	Mean Difference	Std. Error
	-2.890	237	.004	-3.023	1.046
*Significant at 0.05 level (2-tailed)					

Graphical Presentation of Adjustment between Rural & Urban
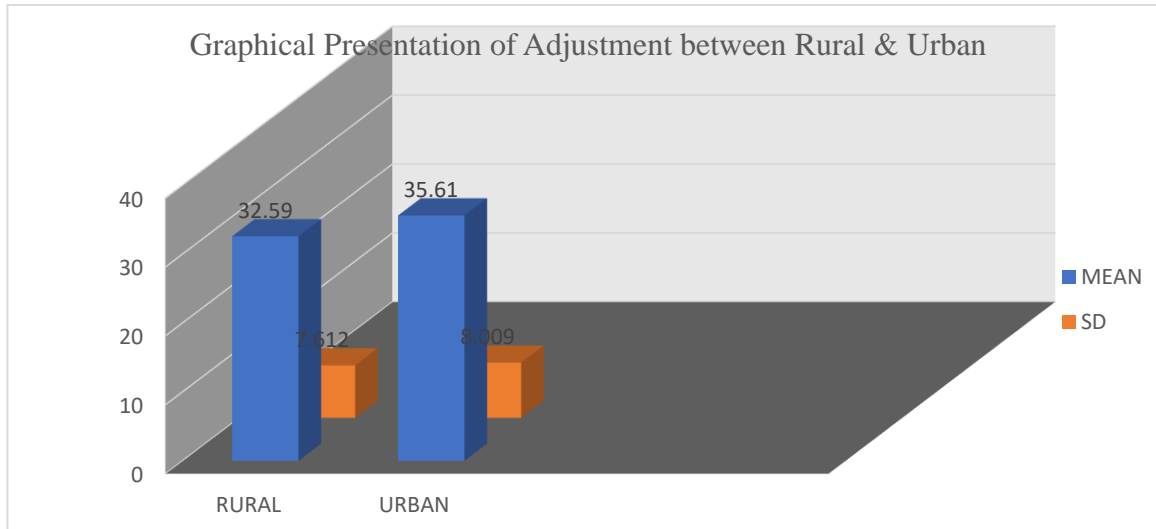
The above table expresses that the mean score of adjustment of rural and urban. The mean score of adjustment of rural and urban is 32.59 and 35.61 respectively where as Standard deviation is 7.612 and 8.009 respectively. It indicated that urban students are higher of adjustment than the rural students. It is also revealed that the mean difference between two groups is -3.02.

From the above table, the calculate value of t test (i.e., -2.890 for 237 df) indicated that the mean difference between two groups is significant because p-value (i.e., p=0.004>0.05) is smaller than the level of significance. Therefore, **the null hypothesis is rejected.**

Thus, it can be concluded that there is significant mean difference in adjustment between the rural and urban of secondary madrasah students.

Hypothesis testing: H09, H010 & H011
Dimension wise (educational adjustment, social adjustment and emotional adjustment) there is no significant mean difference in adjustment between boys and girls of secondary madrasah students.

Comparisons of Dimension Wise Adjustment between gender

Dimension of Adjustment	Gender	N	Mean	Std. Deviation	Std. Error Mean
Educational Adjustment	Boys	147	11.83	3.471	.286
	Girls	92	11.16	3.550	.370
Social Adjustment	Boys	147	12.07	2.983	.246
	Girls	92	11.59	3.401	.355
Emotional Adjustment	Boys	147	11.37	3.145	.259
	Girls	92	10.20	2.759	.288

Inferential Statistics of adjustment between boys and girls

Dimension of Adjustment	t-test for Equality of Means				
	t	df	Sig. (2-tailed)	Mean Difference	Std. Error

Educational Adjustment	1.433	237	.153	.667	.465
Social Adjustment	1.149	237	.252	.481	.419
Emotional Adjustment	2.935	237	.004	1.172	.399
Significant at 0.01 level (2-tailed)					

Graphical Presentation of Dimension wise Adjustment between Boys & Girls
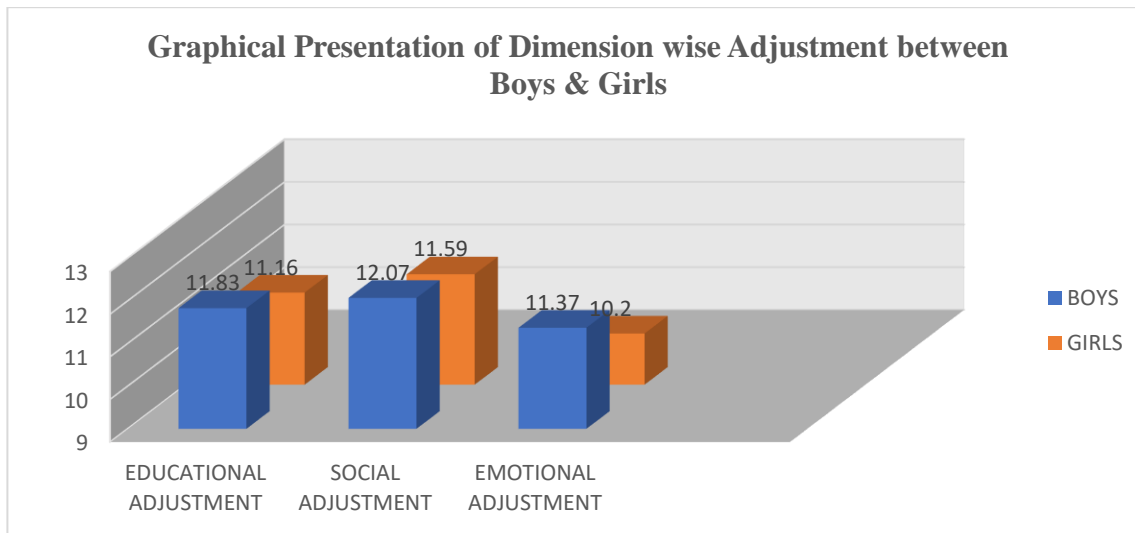
Interpretation for Educational adjustment & gender

The above table expresses that the mean score of educational adjustment dimension of adjustment of boys and girls. The mean score of educational adjustment dimension of adjustment of boys and girls is 11.83 and 11.16 respectively where as Standard deviation is 3.471 and 3.550 respectively. It indicates that boys students are higher of adjustment than the girls students. It is also revealed that the mean difference between two groups is -0.079.

From the above table, the calculate value of t test (i.e., 1.433 for 237 df) indicated that the mean difference between two groups is insignificant because p-value (i.e., $p=0.153>0.05$) is higher than the level of significance. Therefore, **the null hypothesis is accepted.**

Thus, it can be concluded that there is no significant mean difference in educational adjustment dimension of adjustment between the boys and girls of secondary madrasah students.

Interpretation for social adjustment & gender

The above table expresses that the mean score of social adjustment dimension of adjustment of boys and girls. The mean score of social adjustment dimension of adjustment of boys and girls is 12.07 and 11.59 respectively where as Standard deviation is 2.983 and 3.401 respectively. It indicates that boys students are higher of adjustment than the girls students. It is also revealed that the mean difference between two groups is 0.48.

From the above table, the calculate value of t test (i.e., 1.149 for 237 df) indicated that the mean difference between two groups is insignificant because p-value (i.e., p=0.252>0.05) is higher than the level of significance. Therefore, **the null hypothesis is accepted.**

Thus, it can be concluded that there is no significant mean difference in social adjustment dimension of adjustment between the boys and girls of secondary madrasah students.

Interpretation for emotional adjustment & gender

The above table expresses that the mean score of emotional adjustment dimension of adjustment of boys and girls. The mean score of social adjustment dimension of adjustment of boys and girls is 11.37 and 10.20 respectively where as Standard deviation is 3.145 and 2.759 respectively. It indicates that boys students are higher of adjustment than the girls students. It is also revealed that the mean difference between two groups is 1.17.

From the above table, the calculate value of t test (i.e., 1.935 for 237 df) indicated that the mean difference between two groups is significant because p-value (i.e., p=0.004<0.05) is smaller than the level of significance. Therefore, **the null hypothesis is rejected.**

Thus, it can be concluded that there is significant mean difference in emotional adjustment dimension of adjustment between the boys and girls of secondary madrasah students.

H012: There is no significant relationship between emotional intelligence and adjustment of secondary madrasah students.

Correlation between EI & Adjustment

Variables	r-value	Nature of correlation	p-value
EI	0.40	Positive	.008
Adjustment			
Correlation is significant at the 0.05 level (2-tailed)			

The above table indicated that EI and adjustment are positively co-related that means if EI increase or decrease then adjustment also increase or decrease accordingly. The 'p' value of EI and adjustment is smaller than the significant value of 0.01 level. Here the null hypothesis is rejected. Hence there is a significant relationship between EI and adjustment of secondary madrasah students.

Delimitation of the study:

The delimitation of the study was given below-
- The study was delimited to emotional intelligence and Adjustment variables.
- The study was delimited to 8 Government added secondary Madrasah.
- The sample was delimited to 239 Secondary madrasah Students of two districts (North 24 Pgs. and Howrah) in West Bengal.
- West Bengal Board of Madrasah Education students was selected the study.

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