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INFLUENCE OF EMOTIONAL INTELLIGENCE ON ADJUSTMENT IN THE COLLEGE OF POLYTECHNIC STUDENT IN YAVATMAL DISTRICT

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Abstract:

Emotional intelligence is psychological part of human cognition 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 polytechnic 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 polytechnic student influence on their emotional intelligence with various demographic variable in the respect of high, moderate and low emotional intelligence in the student of polytechnic college in yavatmal district in maharashtra.

KEYWORDS:

Emotional Intelligence, Psychology, Students, Human Cognition.

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 polytechnic students has greater responsibility, are looked as important aspect in India 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 polytechnic students.

OBJECTIVES OF THE STUDY :

1. To study the influence of various branch and gender of polytechnic student on their Emotional Intelligence.
2. To study the influence of various branch and gender of polytechnic student on their adjustment.
3. To study the influence of various branch, gender and emotional intelligence of polytechnic student on their adjustment.
4. To study the influence of various branch, gender and adjustment of polytechnic student on their emotional intelligence.

HYPOTHESES OF THE STUDY :

1. There is no significant influence of various branches and gender of polytechnic student on their Emotional Intelligence.
2. There is no significant influence of various branches and gender of polytechnic student on their adjustment.
3. There is no significant influence of various branches, gender and emotional intelligence of polytechnic student on their adjustment.
4. There is no significant influence of various branches, gender and adjustment of polytechnic student on their emotional intelligence.

METHOD:

Descriptive survey research method use for this study.

Population and sample of the study: population of the present study is all polytechnic college in Yavatmal district and all student boys and girls studying in the various branches in the college of polytechnic. In the present study stratified random sampling method is use for the study. All the polytechnic 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 polytechnic 25 boys and 25 girls student select for the branch for information technology, 25 boys and 25 girls student select for the branch of civil, 25 boys and 25 girls student select for the branch of electronic, 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 polytechnic student learn in the IT, DCE, DEE, DME branch in the college of polytechnic in yavatmal district educational session 2011-12, The sample is limited to two hundred student, learning in the college of polytechnic.

Analysis of data: This data was then processed for obtaining ANCOVE, mean of the components wise

score to analyses the difference as aimed in the objectives and hypothesis of the study.

Table no 1. There is no significant influence of various branches and gender of polytechnic student on their Emotional Intelligence.

Source	Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	2831.680	7	404.526	11.109	.000
Intercept	3491138.880	1	3491138.880	9.587	.000
Branch	870.280	3	290.093	7.967	.000
Gender	1959.380	1	1959.380	53.809	.000
Branch * Gender	2.020	3	.673	.018	.997
Error	6991.440	192	36.414		
Total	3500962.000	200			
Corrected Total	9823.120	199			

Interpretation: - Above table show that there is significant influence of the branch of polytechnic student on their emotional intelligence according to the branch of student and their emotional intelligence degree of freedom is 3/192. Calculated F ratio is 7.967 and 0.01 level of significant table value is 6.76. Above data show that the calculate value of F is greater than table value on 0.01 level of significant. It's means that there is significant influence for the branch of polytechnic student on their emotional intelligence. So the null hypothesis is rejected. Table no 1.1 show the mean difference of the branch of polytechnic student according to his emotional intelligence. Student for the branch of IT mean plot is 134.68, DCE student mean plot is 133.50, DME student mean plot is 130.92, DEE student mean plot is 129.38. Student for IT are very high emotional intelligence related to other branch of student. Student for DEE are low emotional intelligence related to other branch. DCE student emotional intelligence are less then IT branch and greater the DME and DEE branch student.

There is significant influence of the gender of polytechnic student on their emotional intelligence degree of freedom is 1/192. Calculate F ratio is 53.809 and .01 level of significant table value is 6.76. its means that calculate f ratio is greater than table value and the gender of the polytechnic student take on the significant influence on the emotional intelligence. So the null hypothesis is rejected. Table no 1.1 show the mean difference of the branch of polytechnic student according to his emotional intelligence. Male student for polytechnic college gross emotional intelligence mean is 135.25 and female student gross emotional intelligence mean is 128.99, this means plot show that the male student for polytechnic college emotional intelligence is greater than female student.

There is no significant influence of the branch and gender of polytechnic student on their emotional intelligence degree of freedom is 3/192. Calculate F ratio is 0.018 and 0.05 level of significant table value is 3.89. its means that calculate f ratio is less than table value the branch and gender of the polytechnic student no significant influence on the emotional intelligence of the polytechnic college student. So the null hypothesis is accepted. Table no 1.1 show that the mean difference of the branch and gender on their emotional intelligence. The branch of IT male student mean is 137.72 and female student 131.68, Branch of DCE male student mean is 136.52 and female student 130.48, Branch of DME male student mean is 134.16 and female student 127.68, Branch of DEE male student mean is 132.60 and female student 126.16 all means plot for branch and gender male student polytechnic college student emotional intelligence is greater than female student.

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

Gender	Branch for polytechnic student				
	IT	DCE	DME	DEE	Total
Male	137.72	136.52	134.16	132.60	135.25
Female	131.64	130.48	127.68	126.16	128.99
Total	134.68	133.50	130.92	129.38	132.12

Interpretation: - Above table show that branch of polytechnic student not significantly influence on their emotional intelligence branch of IT mean is 134, DCE 133.50 DME 130.92 and DEE 129.38 and the population mean is 132.12 there is no significant influence on their emotional intelligence. Gender for polytechnic student significantly influence on their emotional intelligence. Male polytechnic student emotional intelligence mean is 135.25 and female polytechnic student mean is 128.99. male student emotional intelligence is grater than female student Branch and gender for the college of polytechnic student not significant influence on their emotional intelligence.

Table no 2. There is no significant influence of various branches and gender of polytechnic student on their adjustment.

Source	Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	4964.140 ^a	7	709.163	16.800	.000
Intercept	215299.220	1	215299.220	5.100E3	.000
Branch	278.900	3	92.967	2.202	.089
Gender	4685.120	1	4685.120	110.991	.000
Branch * Gender	.120	3	.040	.001	1.000
Error	8104.640	192	42.212		
Total	228368.000	200			
Corrected Total	13068.780	199			

Interpretation: - Above table show that there is no significant influence of the branch of polytechnic student on their adjustment Branch of student and their adjustment degree of freedom is 3/192. Calculated f ratio is 2.202 and 0.05 level of significant table value is 3.89. Above data show that the calculate value of F is less than table value on 0.05 level of significant. It's means that there is no significant influence for the branch of polytechnic student on their adjustment. So the null hypothesis is accepted. Table no 1.2 show the means plot for the branch of student and their adjustment, Branch of IT adjustment means is 34.42, Branch of DCE adjustment means is 33.30, Branch of DME adjustment means is 32.28, Branch of DEE adjustment means is 31.24. Adjustment for the branch of IT student is greater than other branch student adjustment and the branch of DEE student adjustment is very low for the student of other branch adjustment.

Gender and adjustment of polytechnic college student, there is significant influence on their adjustment at 0.01 level of significant. Degree of freedom for gender and adjustment 1/192 and table value is 6.76 the calculate F ratio is 110.991 this data show that calculate value of F is greater than table value, Its mean that there is significance influence of gender on their adjustment so the null hypothesis is rejected. Table no 1.2 show the mean difference of the gender of college for polytechnic student according to his adjustment. Male student for polytechnic college gross adjustment mean is 37.65 and female student gross adjustment mean is 27.97. This means plot show that the adjustment for male student is greater than female student for the college of polytechnic.

Branch and gender for college of polytechnic student and their adjustment show that, there is no significant influence at 0.05 levels. Degree of freedom for gender, branch and adjustment for the student of polytechnic 3/192 and table value is 6.76 the calculate F ratio is .001 this frequency show that calculate value of F is less than table value, Its mean that there is no significance influence of gender and branch of polytechnic student on their adjustment so the null hypothesis is accepted. Table no 1.2 show the mean plot of branch and gender on their adjustment. Branch of IT male student means for adjustment is 39.28 and female student adjustment mean is 29.56, Branch of DCE male student mean for adjustment is 38.16 and female student means for adjustment is 28.44, Branch of DME male student mean for adjustment is 37.12 and female student means for adjustment is 27.44, Branch of DEE male student mean for adjustment is 36.04 and female student means for adjustment is 26.44 and gross means for male 37.65 and female 27.97. this means plot show that male student for the college of polytechnic adjustment is greater the female student for college of polytechnic.

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

Gender	Branch for polytechnic student				
	IT	DCE	DME	DEE	Total
Male	39.28	38.16	37.12	36.04	37.65
Female	29.56	28.44	27.44	26.44	27.97
Total	34.42	33.30	32.28	31.24	32.81

Interpretation: - Above table show that, branch and gender of the student for college of polytechnic and their adjustment. The branch of IT male student adjustment means plot is 39.28 and female student means plot is 29.56 gross means plot for the branch of IT is 34.42. Branch of DCE male student adjustment means plot is 38.16 and female student means plot is 28.44 gross means plot for the branch of IT is 33.30. Branch of DME male student adjustment means plot is 37.12 and female student means plot is 27.44 gross means plot for the branch of IT is 32.28. Branch of DEE male student adjustment means plot is 36.04 and female student means plot is 26.44 gross means plot for the branch of IT is 31.24. Gross mean for the male student in the branch of IT, DCE, DME, and DEE is 37.65 and female student means is 27.97 and total mean is 32.81. This data show that, all branch of polytechnic college male student adjustment is greater than female student and the branch of IT student mean for adjustment is greater than other branch. The branch of DEE student mean for adjustment is less than other branch of polytechnic.

Table no 3. There is no significant influence of various branches, gender and emotional intelligence of polytechnic student on their adjustment.

Source	Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	5746.949 ^a	20	287.347	7.025	.000
Intercept	102412.159	1	102412.159	2.504E3	.000
Branch	23.202	3	7.734	.189	.904
Gender	1231.148	1	1231.148	30.098	.000
Level of Emotional Intelligence	565.760	2	282.880	6.916	.001
Branch * Gender	14.088	3	4.696	.115	.951
Branch * Emotional Intelligence	33.475	6	5.579	.136	.991
Gender * Emotional Intelligence	25.483	2	12.741	.311	.733
Branch * Gender * Emotional Intelligence	12.729	3	4.243	.104	.958
Error	7321.831	179	40.904		
Total	228368.000	200			
Corrected Total	13068.780	199			

Interpretation: - Above table show that the significant influence of branch, gender, high moderate and low emotional intelligence on their adjustment. Branch and adjustment for the student of polytechnic there is no significant influence of the branch of polytechnic student on their adjustment at 0.05 significant levels so the null hypothesis is accepted. Gender and adjustment for the student of polytechnic there is significant influence of gender on their adjustment at 0.01 significant level so the null hypothesis is rejected. Table no 1.3 show the difference of gender influence on their adjustment. Level of emotional intelligence and their adjustment show that high, moderate and low emotional intelligence for the student of polytechnic significant influence on their adjustment at 0.01 levels so the null hypothesis is rejected. Table no 1.3 show this difference. Branch and gender for the student of polytechnic there is no significant influence on their adjustment at 0.05 levels so the null hypothesis is accept. Branch for the student of polytechnic and their high, moderate and low emotional intelligence there is no significant influence on their adjustment at 0.05 level so the null hypothesis is accept. Gender and emotional intelligence for the student of polytechnic college there is no significant influence on their adjustment at 0.05 levels so the null hypothesis is accept Branch, gender and high, moderate and low emotional intelligence for the student of polytechnic there is no significant influence on their adjustment at 0.05 levels so the null hypothesis is accept.

1.3 Means interactions for the branch, gender and level of emotional intelligence for the student of polytechnic and their adjustment.

Level	Branch for polytechnic student														
	IT			DCE			DME			DEE			Total		
	M	F	Total	M	F	total	M	F	total	M	F	Total	M	F	Total
High	41.14	35.50	39.89	40.33	34.50	38.88	42.25	--	42.25	41.00	--	41.00	41.10	35.00	40.12
Mod	38.56	30.38	35.13	37.53	29.23	33.93	37.29	29.00	34.27	36.70	29.50	34.00	37.64	29.60	34.39
Low	--	27.30	27.30	37.00	26.20	28.00	33.86	26.71	28.79	33.64	25.47	28.47	34.05	26.30	28.34
Total	39.28	29.56	34.42	38.16	28.44	33.30	37.12	27.44	32.28	36.04	26.44	31.24	37.65	27.97	32.81

Interpretation: - Above table show that, the branch of IT high emotional intelligence student adjustment gross mean is 40.33 male student for 41.14 and female student for 35.50. Moderate emotional intelligence student adjustment gross mean is 37.53 male student for 38.56 and female student for 30.38. Low emotional intelligence student adjustment gross means is 37.00 male students for 00.00 and female student for 27.30 its means that, male student adjustment is greater than female student for the branch of IT in college of polytechnic.

Branch of DCE high emotional intelligence student adjustment gross mean is 38.88 male student for 40.33 and female student for 34.50. Moderate emotional intelligence student adjustment gross mean is 33.93 male student for 37.53 and female student for 29.23. Low emotional intelligence student adjustment gross mean is 28.00 male students for 37.00 and female student for 26.30 its means that, male student adjustment is greater than female student for the branch of DCE student.

Branch of DME high emotional intelligence student adjustment gross mean is 42.25 male student for 42.25 and female student for 00.00. Moderate emotional intelligence student adjustment gross mean is 34.27 male student for 37.29 and female student for 29.00. Low emotional intelligence student adjustment gross mean is 28.79 male students for 33.86 and female student for 26.71 its means that, male student adjustment is greater than female student for the branch of DME student.

Branch of DEE high emotional intelligence student adjustment gross mean is 41.00 male student for 41.00 and female student for 00.00. Moderate emotional intelligence student adjustment gross mean is 34.00 male student for 36.70 and female student for 29.50. Low emotional intelligence student adjustment gross mean is 28.47 male students for 33.64 and female student for 25.47 its means that, male student adjustment is greater than female student for the branch of DEE student.

Gross high emotional intelligence student adjustment mean for the all branch is 40.12 male student for 41.10 and female student for 35.00. Moderate total emotional intelligence student adjustment mean is 34.39 male student for 37.64 and female student for 29.60. Low emotional intelligence student adjustment means is 28.34 male students for 34.05 and female student for 26.30 its means that, male student adjustment is greater than female student for the all obscure branch of polytechnic college student.

Table no 4. There is no significant influence of various branches, gender and adjustment of polytechnic student on their emotional intelligence.

Source	Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	4081.378 ^a	23	177.451	5.439	.000
Intercept	1695202.507	1	1695202.507	5.196E4	.000
Branch	271.064	3	90.355	2.770	.043
Gender	401.511	1	401.511	12.307	.001
Adjustment	764.257	2	382.128	11.713	.000
Branch * Gender	23.961	3	7.987	.245	.865
Branch * Adjustment	40.857	6	6.810	.209	.974
Gender * Adjustment	121.796	2	60.898	1.867	.158
Branch * Gender * Adjustment	99.016	6	16.503	.506	.803
Error	5741.742	176	32.624		
Total	3500962.000	200			
Corrected Total	9823.120	199			

Interpretation: - Above table show that the significant influence of branch, gender, high moderate and low adjustment on their emotional intelligence. Branch and emotional intelligence for the student of polytechnic there is no significant influence of the branch of polytechnic student on their emotional intelligence at .05 significant levels so the null hypothesis is accepted. Gender and adjustment for the student of polytechnic there is significant influence of gender on their emotional intelligence at .01 significant level so the null hypothesis is rejected. Table no 1.3 show the difference of gender influence on their emotional intelligence. Level of adjustment and their emotional intelligence show that high, moderate and low adjustment for the student of polytechnic significant influence on their emotional intelligence at .01 levels so the null hypothesis is rejected. Table no 1.4 show this difference. Branch and gender for the student of polytechnic there is no significant influence on their emotional intelligence at .05 levels so the null hypothesis is accept. Branch for the student of polytechnic and their high, moderate and low adjustment there is no significant influence on their emotional intelligence at .05 level so the null hypothesis is accept. Gender and level of adjustment for the student of polytechnic college there is no significant influence on their emotional intelligence at .05 levels so the null hypothesis is accept Branch, gender and high, moderate and low adjustment for the student of polytechnic there is no significant influence on their emotional intelligence at .05 levels so the null hypothesis is accept.

1.4 Means interactions for the branch, gender, level for adjustment of the student of polytechnic and their emotional intelligence.

Leve l	Branch for polytechnic student														
	IT			DCE			DME			DEE			Total		
	M	F	Total	M	F	total	M	F	total	M	F	Total	M	F	Total
High	138.85	138.33	138.75	138.27	140.00	138.54	137.22	140.00	137.50	139.50	132.00	138.43	138.41	138.14	138.37
Mod	136.00	130.00	133.75	135.18	129.00	132.78	131.67	127.33	130.80	129.25	127.33	128.87	132.84	128.79	131.64
Low	139.00	131.00	135.89	135.94	129.74	130.74	134.75	127.14	128.36	132.43	125.71	127.39	134.31	128.18	129.27
Total	137.72	131.64	134.68	136.55	136.52	133.50	134.16	127.68	130.92	132.60	126.16	129.38	135.25	128.99	132.12

Interpretation: - Above table show that, the branch of IT high adjustment student emotional intelligence gross mean is 40.33 male student for 138.75 and female student for 138.85. Moderate adjustment emotional intelligence student gross mean is 133.75 male student for 136.00 and female student for 130.00. Low adjustment emotional intelligence student gross mean is 131.89 male students for 139.00 and female student for 131.00 its means that, male student emotional intelligence is greater than female student for the college of polytechnic.

Branch of DCE high adjustment emotional intelligence student gross mean is 138.54 male student for 138.27 and female student for 140.00. Moderate adjustment emotional intelligence student gross mean is 132.78 male student for 135.18 and female student for 129.00. Low adjustment emotional intelligence student gross mean is 130.74 male students for 135.00 and female student for 129.94 its means that, male student emotional intelligence is greater than female student for the branch of DCE student.

Branch of DME high adjustment emotional intelligence student gross mean is 137.50 male student for 137.22 and female student for 140.00. Moderate adjustment emotional intelligence student gross mean is 130.80 male student for 131.67 and female student for 127.33. Low adjustment emotional intelligence student gross mean is 128.36 male students for 134.75 and female student for 127.14 its means that, male student emotional intelligence is greater than female student for the branch of DME student.

Branch of DEE high adjustment emotional intelligence student gross mean is 138.43 male student for 139.50 and female student for 132.00. Moderate adjustment emotional intelligence student gross mean is 128.87 male student for 129.25 and female student for 127.33. Low adjustment emotional intelligence student gross mean is 127.39 male students for 132.43 and female student for 125.71 its means that, male student emotional intelligence is greater than female student for the branch of DEE student.

Gross mean of high adjustment emotional intelligence student for the all branch is 138.37 male student for 138.41 and female student for 138.14. Moderate adjustment emotional intelligence student mean is 131.64 male student for 132.84 and female student for 128.79. Low adjustment emotional intelligence means is 129.27 male students for 134.31 and female student for 128.18 its means that, male student adjustment emotional intelligence is greater than female student for the all obscure branch of polytechnic college student.

Result for the study:-

1. There is significant influence of the branch of polytechnic student on their emotional intelligence.
2. There is significant influence of the gender of polytechnic student on their emotional intelligence.
3. There is no significant influence of the branch and gender of polytechnic student on their emotional intelligence.
4. There is no significant influence of the branch of polytechnic student on their adjustment.
5. There is significant influence of the gender of polytechnic student on their adjustment.
6. There is no significant influence of the branch and gender of polytechnic student on their adjustment.
7. There is no significant influence of high, moderate and low emotional intelligence of polytechnic student on their adjustment.
8. There is no significant influence of the branch and high, moderate and low emotional intelligence of polytechnic student on their adjustment.
9. There is no significant influence of the gender and high, moderate and low emotional intelligence of polytechnic student on their adjustment.
10. There is no significant influence of the branch gender and high, moderate and low emotional intelligence of polytechnic student on their adjustment.
11. There is significant influence of high, moderate and low adjustment of polytechnic student on their emotional intelligence.
12. There is no significant influence of the branch and gender of polytechnic student on their adjustment.
13. There is significant influence of the branch and high, moderate and low adjustment of polytechnic student on their emotional intelligence.
14. There is significant influence of the gender and high, moderate and low adjustment of polytechnic student on their emotional intelligence.
15. There is significant influence of the branch gender and high, moderate and low adjustment of polytechnic student on their emotional intelligence.

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