

A Study Of Adjustment Problems of The Gifted Children In Relation To Their Emotional Intelligence

Miss. Asma .M. Jambagi

Research Scholar
Dept. of Education,
Akkamahadevi Women's University, Vijayapura

Dr. A.G. Hemantha Kumar

Assistant Professor,
Dept. of Education,
Akkamahadevi Women's University, Vijayapura

Abstract:

The present research study is conducted to examine the Adjustment Problems of the Gifted Children in Relation to their Emotional Intelligence. For the need of this study, a sample of 500 students were stratified and randomly selected from the district of Bijapur, Karnataka. For tapping the data important scales were used i.e. Emotional Intelligence Inventory constructed by Hydedlhi, Dhar Emotional Intelligence Scale and Bells Adjustment Inventory. The collected data analyzed with correlation and t-test. After analyzing the data the following findings are revealed;

- 1. A negative and significant correlation was observed between adjustment problems and emotional intelligence scores of gifted students of secondary schools of Bijapur district.*
- 2. A negative and significant correlation was observed between adjustment problems and emotional intelligence scores of gifted boy students of secondary schools of Bijapur district.*
- 3. A negative and significant correlation was observed between adjustment problems and emotional intelligence scores of gifted girl students of secondary schools of Bijapur district.*

Keywords: Adjustment Problems, Emotional Intelligence, Gifted Children

Introduction:

Students who are identified as “gifted” are a diverse group coming from every socio-economic and ethnic background. Historically, academically gifted students have been identified by either or both their exceptional performance in school and by measures of general intellectual ability such as the Wechsler or Binet scales and typically fall within the top two per cent of the population. However, this band covers a wide spectrum of giftedness with students on one end displaying moderately advanced skills to those whose abilities are extremely advanced. Following from the earlier studies of Hollingworth (1926, 1937) and Terman (1925, 1930, 1947) and others, a number of intellectual characteristics have been identified that are seen to be common to gifted learners include the ability to: meaningfully manipulate a symbol system; learn at a rapid rate; think logically, given appropriate data; use stored knowledge to solve problems; reason by analogy, as in comparing an unknown and complex process or scenario to a familiar one; and extend or extrapolate knowledge to new situations or applications (Alberta Education, 2000). Extending this description to include both cognitive and non-cognitive factors, Renzulli (1978) offers the following characteristics which may be evidenced in gifted learners: an unusually good vocabulary; quick mastery and recall of factual information; lots of information on a variety of topics; alert and observant; reads a great deal on his/her own; reasons things out, recognizes relationships, comprehends meanings and makes logical associations; works persistently on things that interest him/her; is easily bored with routine tasks; prefers to work independently; requires little direction from teachers; strives for perfection, is self-critical; often is self-assertive, may be stubborn in his/her beliefs; is curious about many things, asks questions about anything and everything; reveals originality in written, oral, artistic expression; offers unusual, unique and clever answers; is uninhibited in giving opinions; is often concerned with different ways of doing things – will modify, improve, or adapt; displays a keen sense of humour; and

is nonconforming; accepts disorder, and does not fear being different. From this list, it would appear that the intellectually gifted also manifest a wide range of individual differences characteristics that include both personality and conation.

Thus the provisions that the school and community make for gifted children would appear to be a significant issue. The debate regarding how to best serve the educational, emotional and social needs of these students has continued for a number of years with various stakeholders imposing pressure in an attempt to gain support for their concept of the ideal service delivery model. Confusion arises as to the best educational model to follow when research results are mixed regarding the benefits of the differing grouping models along with the emphasis that society has currently placed on inclusion programs rather than segregated and specialised education.

Statement Of The Problem:

The problem was stated as “A study of Adjustment Problems of the Gifted Children in Relation to the Emotional Intelligence of Secondary School Students”.

Objective of the Study:

- 1) To study and find out the differences between the various factors related to the adjustment problems, emotional intelligence of gifted children with respect.
- 2) To find out the interaction effects of independent variable i.e., emotional intelligence, on adjustment problems of gifted students of secondary schools.

Hypotheses: The following hypotheses are formulated for testing.

- 1) There is no relationship between adjustment problems with emotional intelligence scores of gifted students of secondary schools of Bijapur district.
- 2) There is no relationship between adjustment problems with emotional intelligence scores of gifted boys and girls students of secondary schools of Bijapur district.
- 3) There is no relationship between adjustment problems with emotional intelligence score of gifted students of rural and urban secondary schools of Bijapur district.

Methodology and Samples:

The present study conducted on a stratified random sample of 500 students of secondary school who were studying in tenth standard from urban and rural of Bijapur district, Karnataka. While selecting the samples investigator considered the factors like sex, type of school, medium of instruction etc.

Tools used in the study:

IQ testing for gifted children emotional intelligence inventory by Hydedlhi and Dhar Emotional Intelligence Scale and Bells Adjustment Inventory were the tools selected for this study.

Statistical Technique:

For statistical technique, the study based on Correlation analysis and ‘t’ test.

Presentation of Data:The tapped data was analyzed with the following tables;

Table-1: The result of correlation coefficient adjustment problems with emotional intelligence of gifted students of secondary schools of Bijapur district.

Variable	Correlation coefficient problems of gifted students of secondary schools with			
	r-value	t-value	p-value	sign
Emotional Intelligence	0.6990	-2108152	0.0001	S

Table-2: The result of correlation coefficient adjustment problems with emotional intelligence score of gifted boy students of secondary schools of Bijapur district.

Variable	Correlation coefficient adjustment problems of gifted boy students of secondary schools with			
	r-value	t-value	p-value	sign
Emotional Intelligence	-0.6817	-14.6741	0.0001	S

Table-3: The result of correlation coefficient adjustment problems with emotional intelligence score of gifted girl students of rural and urban from secondary schools of Bijapur district.

Variable	Correlation coefficient adjustment problems of gifted girl students of secondary schools with			
	r-value	t-value	p-value	sign
Emotional Intelligence	-0.7106	-15.9032	0.0001	S

Table-3: The result of correlation coefficient adjustment problems with emotional intelligence score of gifted students of rural secondary schools of Bijapur district.

Variable	Correlation coefficient adjustment problems of gifted students of rural secondary schools with			
	r-value	t-value	p-value	sign
Emotional Intelligence	-0.6111	-12.1569	0.0001	S

Table-4: The result of correlation coefficient adjustment problems with emotional intelligence score of gifted students of urban secondary schools of Bijapur district.

Variable	Correlation coefficient adjustment problems of gifted students of urban secondary schools with			
	r-value	t-value	p-value	sign
Emotional Intelligence	-0.8396	24.3402	0.0001	S

Results and Discussions:

From above Table-1, A negative and significance adjustment problems and emotional intelligence scores of gifted students of secondary school of Bijapur district ($r=0.6990$, $p<0.05$) at 5% level of significance, hence the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the adjustment problems and emotional intelligence scores of gifted students of secondary schools of Bijapur district are dependent on each other.

Major Findings of the Study:

The major finding of the study is as following.

- 1) A negative and significant correlation was observed between adjustment problems and emotional intelligence scores of gifted students of secondary schools of Bijapur district.
- 2) A negative and significant correlation was observed between adjustment problem and emotional intelligence scores of gifted boy students of secondary schools of Bijapur district.
- 3) A negative and significant correlation was observed adjustment problems and emotional intelligence scores of gifted girl students of secondary schools of Bijapur district.

- 4) A negative and significant correlation was observed between adjustment problems and emotional intelligence scores of gifted students of rural secondary schools of Bijapur district.
- 5) A negative and significant correlation was observed between adjustment problems and emotional intelligence scores of gifted students of urban secondary schools of Bijapur district.

Conclusion:

The adjustment problems and emotional intelligence scores of gifted students of secondary schools of Bijapur district are dependent on each other. The adjustment problems and emotional intelligence scores of gifted boy students of secondary schools of Bijapur district are dependent on each other. The adjustment problems and emotional intelligence scores of gifted girl students of secondary schools of Bijapur district are dependent of each other. The adjustment problems and emotional intelligence scores of gifted students of rural secondary schools of Bijapur district are dependent on each other. The adjustment problems and emotional intelligence score of gifted students of urban secondary schools of Bijapur district are dependent on each other.

Reference:

1. Best W John and Kahn V James (1992) *Research in education*, New-Delhi, Prentice Hall of India.
2. Nisbet, D, and N-JE Ntwiste (1970) *Educational Research Method*, University of London Press Ltd.
3. Dattarya G Samant (1966) *The Making of Educational Research*, Bombay popular Hall of India.
4. S.K. Mangal, (2014), *Educational Psychology*, Published by Tandon publications, Luhdiana-141008
5. Pratiyogita Darpan, "UGC-NET JRF/SET" published By Upkar Prakashan, Agra-2

