

## A Study of Correlation among Emotional Behaviour, Communication Skill and Adjustment of Students on the Base of Different School Areas

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### Abstract:

*This study was carried out on 640 students between 12-16 years of age at Senior Secondary School of Rural and Urban of Ajmer district. The purpose was the study of the correlation among Emotional behaviour, Communication skill and Adjustment of students on the base of different school areas. Emotional Behaviour Scale, Communication Skill Scale (self-created) and Adjustment Scale are used as tools for data collection. T-test and coefficient test of correlation, and statistics method are used for the analysis of collected data. A difference is noticed in Emotional Behaviour, Communication Skill and Adjustment of Rural and Urban school students; at the same time, a difference is studied in the relation of Communication skill and Adjustment.*

**Key words:** Emotional behavior, Communication skill, Adjustment, secondary school students, Ajmer district, India.

### Introduction:

Education can only be significant when it can mould a man in

such a way that he can choose peace as his lifestyle and have a power to solve any problem so that he should not be only an idle spectator. Education has the capacity to keep the nation healthy and energetic with the peaceful attitude in which curriculum of school is harmonized. 12-18 years is the teen age, which is a stage of Emotional development of young pupils; if they are not paid enough attention, their life in future is affected. Emotion is an internal feeling, so the experience of emotions is found different from one person to other.

IZARD has presented a group of basic emotions: joy, surprise, anger, fear, shame, crime, interest and excitement, their connectivity producing different kinds of emotions.

Volter (1974) stated that there are eight basic emotions all the other emotions being the conscience of the mixture of the basic ones. He has revealed these emotions in four contrary couples like - joy, sorrow; willingness, unwillingness; fear, anger and wonder, pre-realisation. The experience of Emotional Behaviour depends on the sequence of the activation of physical sense. The assumption of emotion is by their verbal and nonverbal expressions. These verbal and non-verbal expressions do the work of the communication source. A man becomes able to understand the feelings and expressions of himself and of the others.

The higher volume of speaking levels peach like specialties and accent of the words are included in the medium of pronunciation of Communication Skill. These other non-verbal characteristic of language and timely characteristics are called overcome language, facial expressions, dynamic (physical position and body language) and nearest (physical distance in face to face interaction) behavior and are included in other non-verbal mediums. The most famous medium of Emotional Behaviour is the blandishment of face. Communication of mouth has a very important place in a daily life, most people being successful in balancing Emotions. They try to adjust and follow defense mechanisms of progressive work face to face.

This Adjustment solution protects them from different Emotional Behaviour like anxiety, weariness etc. Anxiety is that state which a man develops in his failure of self-respect.

We often face doubtful circumstances in our life, fear anxiety, unwillingness, as negotiable emotions are developed in any man during difficult and stress conditions. If these types of negotiable Emotions are continuously allowed for long time, they may have a negative effect on the physical health and psychology of man. This is the reason why most of the functions of stress management considered the management of the Emotions to be necessary for stress management. The focus of Emotional management depends on the decrease in negotiable Emotions. Successful Emotional Management is the key of Effective Social Adjustment.

According to Mahlla (2008), Emotional Development is a very important factor of Educational Growth and Development in every activity of man; the individual's Emotional Behaviour is revealed to affect the physical, social, mental and learning processes as well as his areas of Adjustment. According to Scott & Joseph (2010) students are correlated with various Communication Skills and Emotions in the school environment. According to Nishida (1985), the cultural Adjustment, Communication Skill and language are all correlated. Logan and Nughes (2011) stated that the cognitive factor communication depends on Internal Inspiration and intelligence of the students: reading, writing and speaking are correlated with the internal relation of the students. According to Khan (1976), Adjustment affects the man in Emotions, Creativity and Sensitivity. Kumari (1982) claimed that the level of Adjustment is affected by many factors in the Sociometric Groups, such as Social Status, Family Status, Emotional Behaviour and Educational Environment.

The above mentioned research studies revealed that these three variables, Emotional Behaviour, Communication Skill and Adjustment, are not studied together. Thus

researchers have tried to study the correlation of above variables.

### **Emotional Behaviour:**

Baran, Byrne and Kantowitz (1980) state that by Emotion they mean a subjective feeling state involving psychological arousal, accompanied by characteristic behaviours. Sanstrook (2000) will define Emotion as feeling or affect that can involve psychological arousal, conscious, experience and Behavioural expression. The Emotional element of man is connected with the extrovert expression in which divert communication, body language, physical posture, volume, ideas are some such elements that reveal Emotional Behaviour of a man. These are affected by learning, culture and the Environment of the school. In this present study Emotional Behaviour refers to students of adequate depth of feeling, adequate expression and control of Emotions, ability to function with emotions, ability to cope with problems.

### **Communication Skill:**

Communication is called the heart of education because not only education but also the teacher and common Behaviour can't be imagined without communication. Communication is a process to communicate ideas, attitudes, sensitivity, logics and knowledge between two or more than two persons. So communication works to maintain human and Social Environment. Singh (2005) explained that the working behaviour of all living existence in nature is directly or indirectly dominated by communication as language develops various methods of communication. In the present study the communication skill is used, referring to language writing, language speaking, language listening, and body language.

### **Adjustment:**

According to Boring, Longfield and Weld, "adjustment is the

process by which a living organism maintains a balance between its needs and the circumstances that influence the satisfaction of these needs.” According to the above definition there is balance in Adjustment and the Adjustment is arranged in an atmosphere which is constituted with complicated natural, emotional, biological, social, cultural and educational aspects. S. K. Thakur explained that if the biological and psychological demands of any man are self-satisfied than life will be very easy and comfortable but there are several hindrances regarding individual environmental problems that prevent satisfaction. Therefore, these obstacles create difficulty to adjust the Emotional, Social and Educational aspects. In the present study, the meaning of Adjustment is the adjustment of the above mentioned aspects.

In the present study, the Adjustment of correlation between Emotional Behaviour and Communication Skill of Rural and Urban students of school is explained.

### **Objectives of the study:**

- To find out the effect of different school areas on the correlation between Emotional Behaviour and Communication Skills of Rural and Urban School students.
- To find out the effect of different school areas on the correlation between Emotional Behaviour and Adjustment Skills of Rural and Urban School students.
- To find out the effect of different school areas on the correlation between Communication Skills and Adjustment of Rural and Urban School students.

### **Hypotheses of the study:**

- There will be no significant difference between the effect of different school areas on correlation between Emotional behaviour and Communication Skill of Rural and Urban schools students.

- There will be no significant difference between the effect of different school areas on correlation between Emotional behaviour and Adjustment Skill of Rural and Urban schools students.
- There will be no significant difference between the effect of different school areas on correlation between Communication Skill and Adjustment of Rural and Urban schools students.

### **Method of the study:**

Survey method of research was used in this present study.

### **Sample for the study:**

This study was carried out on 640 students from 12-16 year age group of senior secondary school studying students at Rural and Urban areas of Ajmer District. The sample selection was performed by using the Random Method.

### **Tool used for the study:**

1. **Emotional Behaviour scale** - standardized by Dr. Harish Sharma and Dr. Rajivlochan Bhandari.
2. **Communication Skill Scale** - Developed by Investigator Dr. Rakesh Katara and Dhruva Kumar Mittal.
3. **Adjustment Inventory** - Standardized by Prof. A.K.P. Sinha and Prof. R.P. Singh.

### **Statistical Techniques used in the Study:**

The obtained data was analyzed using 't' test and coefficient test of correlation.

### **Analysis and Interpretation of the data:**

Statistical Analysis of Rural and Urban schools students (n=640) as to their Emotional Behaviour, Communication Skill and Adjustment is measured in data and shown in the following

tables:

First Variable → Second Variable ↓	Emotional Behaviour		
	Students of Rural School	Students of Urban Schools	't'- value
Communication Skill	0.102	- 0.071	2.184

Significant level of correlation on the level of 0.05 - .113 on the level of 0.01 - .148

Significant level of 't' value on the level of 0.05 - 1.96 on the level of 0.01 - 2.54

**Table 1. Correlation and 't'- value between Emotional Behaviour and Communication Skills of Rural and Urban school students.**

It is observed from Table 1 that the correlation 0.102 is acquired between the Emotional Behaviour and Communication Skill in the group of students of Rural Schools. It is no significant value on the level 0.05; on the other hand, in urban schools, this correlation -0.071 is acquired in the group of students, it is negative correlation and no significant on the level 0.05.

't' value 2.184 is the scores of correlation of Emotional Behaviour and Communication Skill Correlation in the schools of Rural and Urban Areas. This is more than 1.96, the significant value of significant level 0.05. So correlation between the above mentioned variables, their difference in school areas, is significant in the conclusion. There is no significant difference in different school areas effect on Emotional Behaviour and Communication Skills of hypothesis of Rural Urban students of school.  $H_{O1}$  is first rejected.

First Variable → Second Variable ↓	Emotional Behaviour		
	Students of Rural School	Students of Urban Schools	't'- value
Adjustment	0.108	- 0.269	2.107

**Table 2. Correlation and 't'- value between Emotional Behaviour and Adjustment of Rural and Urban school students.**

It is observed from Table 2 that the correlation 0.108 is acquired between the Emotional Behaviour and Adjustment in

the group of students of Rural Schools. It is no. significant value on the level 0.05; on the other hand, in urban schools, this correlation – 0.269 is acquired in the group of students, it is negative correlation and significant on the level 0.01.

't' value 2.107 is the scores of correlation of Emotional Behaviour and Adjustment Correlation in the schools of Rural and Urban Areas. This is more than 1.96, the significant value of significant level 0.05. So correlation between above mentioned variables, their difference in school areas, is significant in the conclusion. There is no significant difference in different school areas effect on Emotional Behaviour and Adjustment of hypothesis of Rural Urban students of school.  $H_{O2}$  is rejected.

First Variable → Second Variable ↓	Communication Skill		
	Students of Rural School	Students of Urban Schools	't'- value
Adjustment	0.084	– 0.034	1.488

**Table 3 Correlation and 't'- value between Communication Skill and Adjustment of Rural and Urban school students.**

It is observed from Table 3 that the correlation 0.084 is acquired between the Communication Skill and Adjustment in the group of students of Rural Schools. It is no. significant value on the level 0.05; on the other hand, in urban schools, this correlation – 0.034 is acquired in the group of students, it is negative correlation and no significant on the level 0.05.

't' value 1.488 is the scores of correlation of Communication Skill and Adjustment Correlation in the schools of Rural and Urban Areas. This is more than 1.96, the significant value of significant level 0.05. So correlation between above mentioned variables, their difference in school areas, is significant in the conclusion. There is no significant different in different school areas effect on Communication Skill and Adjustment of hypothesis of Rural Urban students of school.  $H_{O3}$  is third selected.

**Conclusion:**

1. There is no significant correlation between Emotional Behaviour and Communication Skills of the students of the school 12-16 years old Rural Areas.
2. There is no significant correlation between Emotional Behaviour and Communication Skills of 12-16 years old students of the school of urban Areas.
3. There is significant difference in the scores of correlation between Emotional Behaviour and Communication Skill between students of school of Rural and Urban Areas. Consequently a difference is found between Emotional Behaviour and Communication Skill of the students of the school of Rural and Urban Areas.
4. There is no significant correlation between Emotional Behaviour and Adjustment of the students of the school 12-16 years old Rural Areas.
5. There is no significant correlation between Emotional Behaviour and Adjustment of 12-16 years old students of the school of urban Areas.
6. There is significant difference in the scores of correlation between Emotional Behaviour and Adjustment between students of school of Rural and Urban Areas. Consequently a difference is found between Emotional Behaviour and Adjustment of the student of the school of Rural and Urban Areas.
7. There is no significant correlation between Communication Skill and Adjustment of the students of the school 12-16 years old Rural Areas.
8. There is no significant correlation between Communication Skill and Adjustment of 12-16 years old students of the school of urban Areas.
9. There is no significant difference in the scores of correlation between Communication Skill and

Adjustment between students of school of Rural and Urban Areas.

### **Educational Implication:**

It is observed from the conclusion that there is no direct significant correlation between Emotional Behaviour and Communication Skill of the students of school of only Rural Areas or only Urban Areas but the difference of correlation is significant between Emotional Behaviour and Communication Skill of the students of both the areas. On the other hand, no significant correlation is found between Emotional Behaviour and Adjustment of the students of Rural schools but this correlation is negative and significant in the students of urban areas and difference is significant between the correlation of the students of both the areas. So the educationist should identify those factors which create difference between correlation of Emotional Behaviour and Communication Skills of the students due to the difference of school areas. Those factors should also be identified that create the difference between correlation of Emotional Behaviour and Adjustment of the students on the base of difference of areas of study.

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