PSYCHOSOCIAL CORRELATES OF ADJUSTMENT AMONG MAOIST CONFLICT EXPOSED YOUTH OF CHHATTISGARH STATE

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Background- In one third part of India, socio cultural and economical development is severely affected due to maoist movement, but the biggest loss is young generation's not getting elementary amenities to grow well, especially in the dense forested rural areas where maoists take advantage of jungle to hide them from view. On one hand young boys and girls are lured by financial and physical security provided by maoists in exchange of joining them on other hand their educational institutes are always targets of destruction because security forces used to stay there. In any case youth is deprived of getting good education and fearless environment. To save the young students from this conflict, State Government established six residential schools where students get education and other basic facilities. Since these youngsters are from disturbed environment their adjustment level may be affected by psychosocial factors. To investigate this assumption, present study tends to explore the degree to which intellectual capacity, emotional and social intelligence would collectively and comparatively predict adjustment among these Maoist conflict exposed youth.

Method- The sample comprised of total 360 students, 225 male and 135 female with the age range of 16 to 18 years identified from Prayas, residential schools. All the students have passed high school and are from officially declared maoist hit districts. Students are randomly selected from four different schools. The tools applied were Culture fair Intelligence Test, Scale 2 and Form B by Cattell (1961) Youth Emotional Intelligence Scale by Ajwani (2008) ,Tromso Social Intelligence Scale by Silvera et al (2001) and Adjustment Inventory by Asthana (1968). Since it is Ex post facto research hence co relational design was employed. Descriptive statistics including Mean, Standard Deviation, Product Moment Correlation and Multiple regression analysis were obtained.

Results- The results indicated significantly high association between the independent variables and adjustment with intelligence taking the lead(r=0.69) followed by social intelligence (r=0.68) and lastly emotional intelligence (r=0.60). Also, all the three independent variables are significantly intercorrelated. Emotional intelligence and social intelligence was positive and significant (r=0.73), Emotional intelligence and intelligent quotient was positive and significant (r=0.67); social intelligence

and intelligence quotient was also positive and significant (r=0.84). Total contribution of all the three intelligences is 52.2% to the criterion variable, while relative contributions as revealed by the Beta results showed abstract intelligence contributed more(B =0.36) than Emotional Intelligence (B = 0.16), Social Intelligence (B = 0.23).

Conclusions- Findings of study indicate that psychosocial correlates play important role in the process of adjustment. Intellectual capacity is major predictor of adjustment than emotional and social intelligences.

Added-Values- There is no such study conducted before in Chhattisgarh state focusing on need of psychological intervention for violence exposed youth.

Although finding suggests that IQ is the most important factor for adjustment but social and emotional component of Intelligence are equally essential for success. Research proposes that group and individual counselling may improve Emotional and Social Intelligence up to a certain level and may help in better adjustment. Counselling and psychotherapy should be provided to students to get better output. Well adjusted children will become successful adults who in turn will make a nation strong and violence free.

Key words: *adjustment, emotional Intelligence, social Intelligence, maoist*

INTRODUCTION:

Adjustment is the course of action by which people maintain balance between their needs and the obstacles of their environment. Adjustment refers to use of skills and knowledge that make personal integration easy into the surrounding to which one belongs. Adjustment is essential to cope up with life. Only an adjusted person can be contented, optimistic and be useful to his environment (Animasahun, 2010). In other words adjustment is a constant process that explains the strategies, an individual utilizes to adapt to himself and to his environment or it can be said that adjustment is a change that a person brings in his behaviour to do better or work better in a new situation. Shaffer (1961) says that adjustment is a procedure by which living organism retains a balance between its wants and circumstances. Gates (1993)describes it as a continuous progression by which a person changes his behaviour to create more harmonious association between himself and his situation.

Process ofadjustment cannot take place independently but some other factors contribute towards the process of adjustment. These factors may be social, psychological or cognitive. Intelligence is one of several internal factors that may help a person towards successful adaptation to the environment. However adjustment is a component of Intelligence, as Wechsler (1958) described that intelligence is an overall impression that involves an individual's ability to act purposefully, think rationally, and deal effectively with the environment. Freeman (2010) observes intelligence as adjustment or adaptation of the person to his overall environment. It is the ability of a person to reorganize his behaviour patterns so as to act more effectively and more suitably in new situations, the capacity to learn and the capability to carry on concrete thinking.

Other aspects named emotional intelligence and social intelligence acquire high predictive potential of performance and adjustment in different areas. These two constructs are often used

interchangeably and taken synonymously with each other. Emotional intelligence has been developed from Thorndike's notion of 'Social Intelligence' which was changed as Emotional intelligence by Salovey and Mayer (1990) and was defined as the aptitude to monitor one's own and others' feelings and emotions, to differentiate among them and to utilize information, to direct one's thinking and behaviour. It involves the ability to recognize and express emotion, assimilate emotion in thought, and regulate emotion in self and others (Bar-On, 1997; Goleman, 1995; Mayer et.al, 2000). Social intelligence, despite its overlapping with other intelligences is more precise than emotional intelligence and has unique specifications and characteristics. Social intelligence can be defined as the ability to control emotions and feelings; therefore it can aid mental activities, decision making and communication. Based on the findings of Goleman (1998), those who have high social intelligence know how to control and channel their own and others' emotions and feelings. Social Intelligence on the other hand is defined as the person's ability to be aware of and handle other people, and to fit into adaptive social interactions (Thorndike, 1920). Cantor and Kihlstrom (1989) defined Social Intelligence as the individual's knowledge about the social world.

Since these components are vital in the adjustment of students more so with the students who are adversely affected by situational factors in their lives. For this purpose, children from maoist violence hit districts of Chhattisgarh state would be considered in this study. Due to destruction of infrastructure including school buildings caused by maoists and also insecurity in surroundings added with poor socio economic status and poor development, academic facilities are severely hampered in these districts. Sensing the need of academic upliftment for these children, State government of Chhattisgarh has initiated a scheme named Prayas in 2010. Under this scheme residential schools have been established in six districts of the state. These schools provide all facilities for students who belong to officially declared naxal hit districts and have passed high school. The main objective of the scheme is to prepare students for competitive exams like NEET, JEE and CLAT to get admission in medical and engineering colleges.

These children have traumatic experiences of being exposed to violence and demolition of their residences and fields in budding years of their life and then they live away from home in a competitive atmosphere. These conditions may create adjustment problems in these young learners. Their academic achievement reveals their intellectual capacity, emotional intelligence and social intelligence. Residential schools are a temporary abode for proper education and

mainstreaming, it is therefore very important to know which one of the variables correlates most with adjustment process.

Review of literature reveals that a significant positive correlation exists between emotional quotient (EQ) and social adjustment in Indian population (Dhingra, Manhas& Thakur, 2005; Suri, 2008). Chen, Lin andTu(2006)found positive correlation between emotional intelligence and life adjustment (personal adjustment, family adjustment, peer adjustment and school adjustment) of senior high school students. Rathee (2009) observed similar results in his study with women. On the other hand Grossberg and Cornell (1988) reported positive correlation between intelligence and adjustment in gifted children. Another study with gifted children proved thathigher IQs were linked with enhanced adjustment (Janos & Robinson, 1985). In a study conducted by Agarwal (2003) it was found that successful adolescents were significantly superior in their social emotional and educational adjustment in comparison to unsuccessful adolescents.

On the basis of previous researches it can be concluded that all the intelligences tend to act as predictors of adjustment.

Purpose of Study

To investigate how Psycho social variables affect adjustment among students.

Hypotheses

The following three hypotheses were examined in the study:

- There will be significant inter correlation among all   three types of Intelligences and adjustment.

- All the Intelligences will contribute positively to adjustment.

- Intellectual capacity will contribute more to adjustment than other components of Intelligence.

Sample

The population of study consisted of 360 students of four Prayas institutes situated at Raipur, Durg, Bilaspur and Ambikapur districts of Chhattisgarh state including 225 males (62.5%) and 135 females (37.5%). Their age range was 16 and 18 years, with a mean of 17.6 years.

Table 1:Sample Profile

	Raipur	Durg	Bilaspur	Ambikapur	Total	Percent
Boys	50	55	60	60	225	62.5%
Girls	40	35	30	30	135	37.5%
Total	90	90	90	90	360	

Tools

Four psychological tools were used to collect data from the respondents. They include:

- The Culture fair Intelligence Test, Scale 2, and Form B. It consists of 4 subtests and 50 items on mental ability test. Concept validity of the test is 0.85 and Split half reliability (r) is 0.87.

- Youth Emotional Intelligence Scale (YEIS) (Ajwani 2008) is a situational test comprising of total 45 questions having 3 optional behaviours. The test is found to be highly reliable and valid, the coefficients ranging from .62 to .79.

- TSIS-Tromso Social Intelligence Scale (Silvera, Martinussen, & Dahl, 2001) consists of 21 items to which the respondents respond on a 7-point scale of the agreement degree (1-describes me very poorly, 7-describes me very well). The questionnaire is divided into 3 subscales - 1) Social information processing 2) Social skills 3) Social awareness. The internal validity of these factors is SP-0.79, SS-0.85 and SA-0.72.

- Asthana's Adjustment Inventory, 1968 (AAI) This Inventory consists of 47 items and each item having two alternatives i.e. Yes or No. Co-efficient of reliability was 0.80 determined by the split-half method.

Statistical Techniques

Present study examined correlation between the independent variables (intelligent quotient, Emotional intelligence and Social intelligence) and the dependent variable (adjustment). To verify the significant relationship between the predictor variables and the criterion variable, descriptive statistics including Mean, Standard Deviation and Product Moment Correlation were obtained. To establish the degree to which the predictor variables collectively as well as separately contributed to estimate the criterion variable, multiple regression analysis was also done.

Results

The results of the data analysis showing mean, standard deviation and correlation among the independent variables in the study are indicated on table II.

Table2: Descriptive statistics and correlations among variables

Variable	No	X	SD	Ad	IQ	EQ	SQ
Ad	360	25.26	5.8	1.00			
IQ	360	107.7	16.1	0.69	1.00		
EQ	360	101.3	16.9	0.60	0.67	1.00	
SQ	360	101.5	14.6	0.68	0.84	0.73	1.00

The correlation coefficient between intelligence quotient and adjustment was positive and significant ($r=0.69$); emotional intelligence and adjustment was positive and significant ($r=0.60$), social intelligence and adjustment was also positive and significant ($r=0.68$). In addition, the inter correlation coefficient between Emotional intelligence and social intelligence was positive and significant ($r=0.73$), Emotional intelligence and intelligent quotient was positive and significant ($r=0.67$); social intelligence and intelligence quotient was also positive and significant ($r=0.84$). Hence first hypothesis is accepted on the strength of results obtained.

Further, all the three independent variables (emotional intelligence, social intelligence and intelligent quotient) together contributed a coefficient of multiple regression (R) of 0.72% and a multiple correlation square (R2) of 0.526, and finally an adjusted multiple correlation square

(Adjusted R2) of 0.522. Thus, combined effect of three variables responsible for adjustment is 52.2%.(Table III)

Table IV specified that F ratio value of overall regression model of multiple regression data is significant at 0.05 level of significance (F=131.44; P<0.05).

Table 3: Multiple regression summary table showing the joint contribution of the Independent variables to the outcome measure

R	0.725
R2	0.526
R2 Adjusted	0.522
Std Error	4.03

Table 4 :Anova Analysis

	Df	SS	MS	F	significance F
Regression	3	6431.84	2143.94	131.44	P<0.05
Residual	356	5806.55	16.31		
Total	359	12238.40			

Hence second hypothesis has been proved that intelligence; emotional intelligence and social intelligence will jointly contribute in the prediction of adjustment.

Table 5: Relative contributions of the independent variables to the prediction of adjustment

Predictor	Coefficients	Std Error	t-ratio	Sig P
IQ	0.363	0.025	5.25	P<0.05
SQ	0.238	0.030	3.16	P<0.05
EQ	0.18	0.019	3.44	P<0.05

Comparative contribution of all the three independent variables on adjustment is presented in table V. It is clear that all the three variables created significant relative contributions to the prediction of adjustment. Intelligence is the strongest predictor of adjustment (â=0.36, t=5.25; P<0.05) followed by Social intelligence (â=0.23; t=3.16; P<0.05) and Emotional intelligence is the weakest of all (â=0.18; t=3.44; P<0.05). Hence third hypothesis is accepted.

DISCUSSION

Present research explored the inter correlation among Intelligence, Emotional Intelligence and Social Intelligence and their correlation with Adjustment. On the basis of findings it can be stated that all the three Intelligences are significantly correlated to each other. History of emotional and social Intelligence indicates that both the concepts are very close to each other and are components of general Intelligence. Thorndike (1920) explained the notion of social intelligence as the aptitude to adjust with individuals; this idea is similar to the current model of emotional Intelligence. On the other hand Social Intelligence is general intelligence exercised to social situations. Wechsler (2010) also supported the thought of non-cognitive intelligence vital for achievements in life. This non cognitive part of intelligence is similar to present concepts of emotional and social intelligences. Gardner (1983) pioneered the model of multiple intelligences and reported that emotional intelligence is in close proximity to Interpersonal and Intrapersonal Intelligence. It can be concluded here that both emotional and social intelligences are elements of general Intelligence and hence all the three intelligences are positively inter-correlated to each other.

All the three independent variables are correlated to Adjustment also. Though there is no previous study that included all the three independent variables together there are various researches that arrived at comparable findings having one of three variables as research objective. Kar, Saha and Mondal (2016) found positive correlation between emotional intelligence and adjustment among school students. Similarly, Patel(2013) also found significant positive correlation between emotional intelligence and adjustment of children. In the same way persons with high IQ exhibit better adjustment (Freeman, 1983; Grossberg and Cornell, 1988; Kaufman, 1981;McCallister, Nash &Meckstroth, 1996;Neihart, 1991; Scholwinski& Reynolds, 1985; Witty, 1951; Witty &Coomer, 1955). Significant positive impact of Social Intelligence on Adjustment was found by Mondal, Saha and Kundu (2015).

As results suggest that emotional, social and cognitive aspects of intelligence are inter-correlated it is obvious to conclude that a student whose intelligence quotient is good he will be good at managing his own emotional upheavals at the same time he will be good at social encounters. As a result his good adjustment will lead to success in life.

The study also investigated predictive factors of adjustment among the students of Prayas. Results show the dominance of Cognitive Intelligence over non cognitive components i.e. IQ is chief predictor of Adjustment in Prayas students. Similar results were found by Zettergren and Bergman (2014). They concluded that adolescence with high IQ show healthier adjustment not only in the areas of school achievement but also in the capacity to concentrate and absence of unhappiness.

Since cognitive intelligence increases upto age of sixteen years it is suggested that children from Maoist hit areas should be given intellectual stimulation from early age so that their average and above average intelligence help them in better adjustment. Further, children should get opportunities to interact with people of different sections of society where they can get chance to develop social intelligence. Trainings, workshops and orientation programs must be organized to understand and manage emotions. Overall, children should be helped to improve their IQ, SQ and EQ.

Ultimate objective of welfare scheme run by State Government is bringing the children from Maoist hit areas into mainstream. To achieve this goal maximum exposure to intellectual, social and Emotional atmosphere is recommended.

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