



THE STUDY OF PROBLEM SOLVING SKILLS AND EMOTIONAL INTELLIGENCE ON PSYCHO-ACADEMIC ADJUSTMENT AMONG XI STANDARD STUDENTS

P. Kunhi Moideen

Research Scholar,
School of Education,
VISTAS, Pallavaram Chennai, TamilNadu

DR. S. Poonguzhali

Research Supervisor,
Assistant Professor
School of Education,
VISTAS, Pallavaram Chennai, Tamilnadu

Abstract

The primary objective of this study was to investigate the relationship between Problem Solving Skills and Emotional Intelligence on Psycho-Academic Adjustment of XI Standard Students. The population of the present study includes the Higher Secondary Students of Coimbatore District, Tamilnadu. There are (School Number) available in Coimbatore District, out of which thirty schools have been selected by the investigator to collect data for the present study. All the 664 Higher Secondary school students of Coimbatore district have been selected randomly by lottery method. This study utilized the Psycho-academic adjustment scale, emotional intelligence scale and problem-solving ability scale to collect data in order to address the research topics. There is significant demographical variables differences were found in any of the categories, and the findings indicated a positive correlation between problem-solving skills, emotional intelligence and psycho-academic adjustment of xi standard students. The results revealed significant differences in the students' abilities to solve problems, and exhibit emotional intelligence and psycho-academic adjustment.

Key Words: *Emotional Intelligence, Psycho-academic adjustment, Problem Solving, Rural Students, XI Standard Students*

INDRODUCTION

Since the concept of Problem Solving Skills and Emotional Intelligence on Psycho-Academic Adjustment encompasses a wide range of skills and abilities that fall outside traditional intelligence capabilities—primarily the awareness of emotions and their impact on cognitive aspects of learning—it has been shown that general intelligence alone does not guarantee individual success and excellence. Recently, it has garnered increased attention due to the spirit of the new era, which embraces non-traditional views of intelligence and the belief among many sectors that emotional intelligence holds the promise of solving many pressing societal problems.

According to Gupta et al. (2015), problem-solving skills significantly impacted high school students' academic performance, with female students outperforming their male counterparts. Additionally, no interaction between gender and problem-solving skills was observed in relation to high school students' academic performance. Emotional



intelligence (EQ) is defined as the ability to recognize, assess, regulate, and effectively express emotions (Kishore Kunal et al., 2022). According to Wang et al. (2022), emotional intelligence is also the ability to recognize, assess, regulate, and successfully solve problems. The investigator defined emotional intelligence as the individual's ability to recognize emotions and feelings of self and emotions and the feelings of others and be aware of it, organize and control and direct it, and the use of emotional knowledge to increase self-motivation and improving communication skills and develop positive relationships that meet the individual and others success in various spheres of life.

THE RELATIONSHIP BETWEEN PROBLEM SOLVING SKILLS AND EMOTIONAL INTELLIGENCE ON PSYCHO-ACADEMIC ADJUSTMENT

Since a person's emotional condition can affect how they think, emotional intelligence influences how successful we are at utilizing our abilities. According to Goleman (1995), a person has two minds: the logical mind and the emotional mind. There is also a remarkable coordination in which thinking is required for feelings and sensations, and emotions are necessary for thinking (Al Khader, 2002). This indicates that emotional events can influence intellectual processes by affecting the cognitive system and altering knowledge, as they can be applied to cognitive processes such as reasoning, problem-solving, decision-making, and creative endeavors.

OPERATIONAL DEFINITIONS

Problem Solving - refers to Problem solving is the act of defining a problem; determining the cause of the problem; identifying, prioritizing, and selecting alternatives for a solution.

Emotional Intelligence -refers to capacity to be aware of, control, and express one's emotions, and to handle interpersonal relationships judiciously and empathetically.

Psycho-Academic Adjustment refers to to a student's ability to maintain emotional well-being while adapting to academic demands, including learning motivation, study habits, and coping with educational pressures. It involves balancing personal psychological health with school challenges, which directly impacts academic success, reducing anxiety and preventing academic burnout.

REVIEW OF RELATED LITERATURE

Suman and Sushila Sharma (2025) highlighted the impact of problem-solving skills, gender, and school type in influencing academic achievement, suggesting the need for educational reforms that enhance problem-solving abilities and address disparities in school resources. **Sambit Kumar Padhi et al. (2025)** reviewed Problem-Solving Skills of Secondary School Students. The review of studies showed the research space in the suitable knowledge and gives direction for further research in problem-solving skills.

Lalitha Kumari and Grace Indira (2024) examined the relationship between Emotional Intelligence (EI) and personality traits among secondary school students. Emotional



Intelligence shapes certain aspects of personality, such as emotional regulation and sociability, among secondary school students. **Manju Varghese and Binu Edathumparambil (2023)** reported that there is a significant relationship between male and female samples between their personality and emotional intelligence. **Kumar and Kumar (2025)** reported that academic Adjustment, when a student is mentally healthy, they have a clear understanding of their physical and emotional well-being as well as their personal strengths and limitations. **Manish Kumar (2024)** found that students who exhibit better emotional and social adjustments tend to have higher achievement motivation, which in turn positively influences their academic performance.

THE STUDY METHODOLOGY

To achieve the objectives of the study descriptive method Correlative was used. Population in any group of individuals that have one or more characteristics in common that of interest to the researcher. For the present study the sample has been selected from the above mentioned Higher Secondary School students of Coimbatore district by stratified random sampling technique. The size of each stratum of the study has been decided based on the principle of disproportionate stratified sample.

The distribution of the sample with respect to different strata of the study is presented. The Sample consists of Total 664, secondary level students of inclusive schools from Total (Number of Schools) Male students 372 and Female students are 292 from Higher Secondary School students of Coimbatore district. The population may be all the individuals of a particular type. The population of the present study includes the Higher Secondary Students of Coimbatore District, Tamilnadu. There are 112 schools available in Coimbatore District, out of which thirty schools have been selected by the investigator to collect data for the present study. All the 664 Higher Secondary school students of Coimbatore district have been selected randomly by lottery method.

This study utilized the Psycho-academic adjustment scale, emotional intelligence scale and problem-solving ability scale to collect data in order to address the research topics. Scales used 1. Psycho-Academic Adjustment Scale, constructed and validated by the investigator has been used to measure the Psycho-Academic Adjustment of higher secondary students. 2. Problem Solving Skills standardized by Anna Raja (2020) and validated by the investigator has been used to measure the problem solving skills of Higher Secondary School Students. 3 Emotional intelligence Scale standardized by Ramkrishna, (2019) and validated by the investigator has been used to measure the Emotional intelligence of higher secondary students.

There is significant demographical variables differences were found in any of the categories, and the findings indicated a positive correlation between problem-solving skills, emotional intelligence and psycho-academic adjustment of XI standard students.



The results revealed significant differences in the students' abilities to solve problems, and exhibit emotional intelligence and psycho-academic adjustment.

OBJECTIVES

1. To assess the level of Problem Solving Skills, Emotional intelligence and Psycho-Academic Adjustment and its dimensions of XI Standard Students..
2. To explore the relationship among the variables namely Problem Solving Skills, Emotional intelligence and Psycho-Academic Adjustment among XI Standard Students..
3. To determine the relative contribution of Problem Solving Skills, Emotional intelligence and Psycho-Academic Adjustment and its dimensions and demographic variables namely gender, medium of instruction, type of family, locality, type of school management, father's educational qualification, mother's educational qualification, father's occupation, mother's occupation, number of siblings, family monthly income, birth order and multimedia usage towards personality type among higher secondary school students for the total sample.

HYPOTHESES

1. There is no significant difference in the mean score between Problem Solving Skills and Emotional Intelligence of XI Standard School Students
2. There is no significant difference in the mean score between Emotional Intelligence and Psycho-academic Adjustment of XI Standard School Students
3. There is no significant difference in the mean score between Psycho-academic Adjustment and Problem Solving Skills of XI Standard School Students

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RESULT AND DISCUSSION

Variables on the measures of Problem Solving Skills and Emotional Intelligence of XI Standard School Students.

The data was analyzed to study the differences in Problem Solving Skills and Emotional Intelligence of XI Standard School Students on the above mentioned variables. For this, t-values were computed.

Table 1 Difference between the mean score of Problem Solving Skills and Emotional Intelligence of XI Standard School Students

variables	Sub	N	Mean	S.D	D.f	't' Value	Level of Significance
Problem Solving Skills	Solving	332	82.16	7.43	335	11.21	Significant at 0.01 level
Emotional Intelligence		332	87.13	6.57			

- ❖ Significant at 0.01 level
- ❖ Critical value for 0.01 level = 2.58

The calculated 't' value (11.21) is greater than the table value (2.58) with corresponding to the 0.01 level of significance. Hence the null hypothesis is rejected.

Hence it is concluded that there is a significant difference between Problem Solving Skills and Emotional Intelligence of XI Standard School Students.

Thus the result reveals that there is significant difference between the mean scores of Emotional Intelligence (87.13) is higher than Problem Solving Skills (82.16) in respect of their of XI Standard School Students. Therefore, the obtained result reveals that the two comparable variables of value patterns. Thus hypothes-1 has been rejected.



Variables on the measures of Emotional Intelligence and Psycho-academic Adjustment of XI Standard School Students

The data was analyzed to study the differences in Emotional Intelligence and Psycho-academic Adjustment of XI Standard School Student on the above mentioned variables. For this, t-values were computed.

Table 2 Difference between the mean score of Emotional Intelligence and Psycho-academic Adjustment of XI Standard School Students

Sub variables	N	Mean	S.D	D.f	't' Value	Level of Significance
Emotional Intelligence	332	86.12	6.39	335	12.34	Significant at 0.01 level
Psycho-academic Adjustment	332	82.23	7.02			

- ❖ Significant at 0.01 level
- ❖ Critical value for 0.01 level = 2.58

The calculated 't' value (12.34) is greater than the table value (2.58) with corresponding to the 0.01 level of significance. Hence the null hypothesis is rejected.

Hence it is concluded that there is a significant difference between Emotional Intelligence and Psycho-academic Adjustment of XI Standard School Students.

Thus the result reveals that the mean scores of Emotional Intelligence (89.61) is higher than Psycho-academic Adjustment (82.23) in respect of their XI Standard School Students. Therefore, the obtained result reveals that the two comparable variables of value patterns. Thus hypothes-2 has been rejected.

Variables on the measures of between Psycho-academic Adjustment and Problem Solving Skills of XI Standard School Students

The data was analyzed to study the differences in Psycho-academic Adjustment and Problem Solving Skills of XI Standard School Students on the above mentioned variables. For this, t-values were computed.

Table 3 Difference between the mean score of Psycho-academic Adjustment and Problem Solving Skills of XI Standard School Students

Sub variables	N	Mean	S.D	D.f	't' Value	Level of Significance
Psycho-academic Adjustment	332	83.41	7.42	335	11.19	Significant at



Problem Solving Skills	332	86.73	8.22			0.01 level
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❖ Significant at 0.01 level

❖ Critical value for 0.01 level = 2.58

The calculated 't' value 11.19 is greater than the table value (2.58) with corresponding to the 0.01 level of significance. Hence the null hypothesis is rejected.

Hence it is concluded that there is a significant difference between Psycho-academic Adjustment and Problem Solving Skills of XI Standard School Students

Thus the result reveals that the mean scores of Problem Solving Skills (86.73) is higher than Psycho-academic Adjustment (83.41) in respect of their of XI Standard School Students. Thus hypothes-3 has been rejected.

RECOMMENDATIONS

- (i) Connecting with others and maintaining a positive attitude,
- (ii) Practicing physical and mental activity and helping others,
- (iii) Maintaining a healthy diet, taking care of one's spirit, and getting sufficient rest,
- (iv) Dealing with challenges effectively and learning from mistakes. Guidance and counselling programs should be conducted regularly for students in schools to enhance their knowledge. Physical and nutrition education should be integrated into the school curriculum. Students should be exposed to real life problems and receive practical training. Each student should feel safe and relaxed in the classroom, which should also provide opportunities for success and achievement. Parental support is a significant factor in the development of students. They should monitor the day-to-day activities of children and spend time with them to promote healthy psychological well-being.

CONCLUSION

Many of the situations we encounter in everyday life essentially require problem-solving skills. Problem-solving is a complex and important aspect of human behavior, and because life is dynamic and not fixed, it has become crucial for students to develop skills that will help them adapt to constant changes and make informed decisions and the ability to solve the problems they face, whatever the degree of complexity in Gender and locality.

Emotional intelligence is the capacity to identify, evaluate, and control emotions, which plays a significant role in effective problem-solving and Psycho-academic adjustment contributes to the academic achievement of higher secondary students.



This study found the new avenues of further in-depth researches in this area of study. To conclude, the present investigation served its purpose that learning of subjects through learning strategies students could achieve in Problem Solving Skills and Emotional Intelligence on Psycho-Academic Adjustment and academic motivation for different subjects.

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