Study of relationship between Emotional Intelligence and Social Adjustment

Santwana G. Mishra
Dr. Babasaheb Ambedkar Marathwada University
Department of Education
Aurangabad, Maharashtra

Abstract

This paper deals with the study of the correlation between emotional intelligence and social adjustment. Emotional intelligence is considered to be important for success in all walks of life; whereas social adjustment is the achievement of balance in social relationships usually aided by the appropriate application of social skills. For this study, the researcher had randomly selected the 269 students pursuing Master's Degree from various departments of Dr. Babasaheb Ambedkar Marathwada University, Aurangabad, Maharashtra, India. There were 150 students from the Science faculty and 119 students from the Social Science faculty in the sample for the study. The tools used were the standardized ROQAN Emotional Intelligence Test (REIT) developed by Prof. Roquiya Zainuddin and Anjum Ahmed and Social Adjustment Inventory by R.C. Deva. The tests were personally administered to the sample. It was concluded that gender and faculty plays no significant role in determination of emotional intelligence or social adjustment. The coefficient of correlation between emotional intelligence and social adjustment was calculated as 0.96 (high and significant). The coefficient of correlation between emotional intelligence and social adjustment was 0.97 and 0.95 for male and female students respectively. For arts and science students, the coefficient of correlation was calculated as 0.96 and 0.96. The coefficient of correlation was high and significant both gender wise and faculty wise . Regression analysis indicated that social adjustment was a significant predictor of emotional intelligence as 93% variation in emotional intelligence can be predicted by social adjustment. Thus, it was concluded that socially adjusted students had a higher emotional intelligence and social adjustment plays a significant role in predicting emotional intelligence.

Keywords: Emotional Intelligence, Social Adjustment, post graduate students, coefficient of correlation.

Introduction & Literature Review

Psychologists have described and explained 'emotion' differently, but, all agree that it is a complex state of human mind involving bodily changes of widespread character such as breathing, pounding heart, flushed face, sweaty palms, high pulse rate and gland secretions on the physiological side; and on the mental side, a state of excitement or perturbation marked by strong feelings. Feelings are what one experiences as a result of having emotions. The researches and experiments conducted in the 90's onwards have tried to challenge the over dominance of intelligence and its measure intelligence quotient (IQ) by replacing it with the concept of emotional intelligence and its measure emotional quotient. The term emotional intelligence was introduced in 1990 by two American University professors Dr. John Mayer and Dr. Peter Salovey. According to them, "Emotional intelligence is an ability to monitor one's own and others feeling and emotions, to discriminate among them and to use this information to guide one's thinking and others" (page number). Today emotional intelligence is considered to be important for success in all walks of life. According to Hein (2000), "Emotional intelligence is the mental ability underlying the emotional sensitivity, awareness and management skills which help us maximize our long term health, happiness and survival." Daniel Goleman (1996) of "The New York Times", adopted the term "emotional Intelligence" and introduced it in his best seller 'Emotional Intelligence-Why it can matter more than IQ.' He gave the world a new meaning of emotional intelligence. According to Goleman, IQ accounts for only about 20% of a person's success in life. The balance can be attributed to "emotional intelligence" or EQ. In 1997, Salovey and Mayer refined their definition as an ability to process emotional information, that is an ability to recognize the meanings of emotions and their relationships, as well as being able to reason and to solve problems on the basis of them. In particular, emotional intelligence involves one's capacity to perceive and assimilate emotional feelings, to understand the information of these emotions and lastly, the management of them. More recently, Mayer and Cobb further developed the definition of emotional intelligence, into the following four branches (2000): (i)Emotional Understanding, (ii)Emotional facilitation of thought, (iii) Emotional management, and (iv) Emotional identification, perception and expression.

Social adjustment is the achievement of balance in social relationships usually aided by the appropriate application of social skills. Social adjustment is an effort made by an individual to cope with standards, values and needs of a society in order to be accepted. It can be defined as a psychological process. It involves coping with a new standard and value. In the technical language of psychology "getting along with the members of society as best one can" is called adjustment. Psychologists use the term adjustment in accordance with the varying conditions of social and interpersonal relation in the society. Thus, social adjustment can be called the reaction to the demands and pressures of the social environment imposed upon the individual.

The researcher reviewed various researches in the field of emotional intelligence to gain an insight into the problem. K.V. Petrides and Adrian Furnham (2000) in their study titled, "Gender Differences in Measured and Self-Estimated Trait Emotional Intelligence", studied emotional intelligence (EI) wherein a regression analysis of the data indicated that gender was a significant predictor of self-estimated Emotional Intelligence. A.B. Patil (2006), in his study titled, "Emotional Intelligence among student teachers in relation to sex, faculty and academic achievement" used tools like Emotional Intelligence Test (E.I.T) based on Goleman's Emotional Competency Model, and he gave some interesting results about the relationship. The study indicated that though gender and faculty plays no significant role in the determination of

emotional intelligence, the academic achievement is significantly related to emotional intelligence. A study titled, "The Relation of LD and Gender with Emotional Intelligence in College Students" by Henry B. Reiff (2001) indicated that gender plays no significant role in determination of Emotional Intelligence.

The study by Uma Devi and Mayuri (2005) titled, "Relationship between Emotional Intelligence and Academic Achievement of Adolescents" suggested that some dimensions of the emotional intelligence were positively and significantly related to the academic achievement of adolescents. Paloma Gil-Olarte Márquez, Raquel Palomera Martín and Marc A. Brackett (2006) in their study, "Relating emotional intelligence to social competence and academic achievement in high school students" found that academic grades were significantly related to emotional intelligence. Samuel.O.Salam (2007), University of Ibandon, Nigeria studied the relationship of emotional intelligence and self efficacy to work attitudes among school teachers in South Western Nigeria. The purpose of this study was to investigate the degree to which secondary school teachers, emotional Intelligence and self efficacy are related to their work attitude (career commitment, organizational commitment, work family conflict). The sample was 475 secondary school teachers (Males – 230 & Females – 245) randomly selected from 5 states in South Western Nigeria. The results indicated that teachers who have high emotional intelligence and high self efficacy develop more emotional commitment to their career. It was found that self efficacy was negatively and significantly related to work family conflicts.

In a study by Ajaykumar Bhimrao Patil (2006) titled, "Emotional Intelligence among student teachers in relation to sex, faculty and academic achievement," it was found that there is no significant difference between emotional Intelligence of male and female student teachers. Also, there is no significant difference in the emotional intelligence of student teachers of Arts and Science faculty and there is a significant relationship between Emotional Intelligence and academic achievement of student teachers. A study of the relationship between emotional intelligence and professional stress among Degree College Teachers by Dr.Sushma Pandey (2006) found that Emotional Intelligence and professional stress of degree college teachers are negatively related. It means when emotional intelligence increases, professional stress decreases. Emotional intelligence is a reassuring and result oriented attitude and a way of dealing with a variety of situations.

There are numerous studies on emotional intelligence but not much has been done on studying social adjustment of higher education students. There were studies on the social adjustment of patients suffering from life threatening ailments and also for special children. This research specifically focuses on the study of the relationship of emotional intelligence and social adjustment.

Methodology

The research methodology used for this study was Survey Method. The researcher had randomly selected the 269 students pursuing Master's Degree from various departments of Dr. Babasaheb Ambedkar Marathwada University, Aurangabad, Maharashtra, India. There were 150 students from the Science faculty and 119 students from the Social Science faculty in the sample for the study. There were 101 female and 168 male M.Ed. students in the selected sample. The researcher collected the data regarding the emotional intelligence and social adjustment of higher education students using the following standardized tools:

1. The standardized ROQAN Emotional Intelligence Test (REIT): This test was developed by Prof. Roquiya Zainuddin and Anjum Ahmed. The Emotional Intelligence test consisted of 30 multiple choice questions which measures an individual's emotional reactions to different situations. The answer is to be given on the basis of how you feel and not what you think. The scoring is based on the choice of answers according to the key given in the manual. The interpretation of scores helps in understanding the level of emotional intelligence. High EI is indicated by a score of 76 and above, normal EI is indicated by a score range of 60-75 and a score below 60 is considered to be of low EI.

2. Social Adjustment Inventory: This inventory was developed by R.C. Deva. This inventory consists 100 items. It provides scores related to Emotional Adjustment and Social Maturity. The inventory has yielded satisfactory reliability and validity indices. The test-retest reliability after a period of two months was 0.91. The inventory has norms for scoring the data obtained.

The researcher personally administered the tool to the sample and collected the data. The tests were scored and tabulated; and descriptive statistics were calculated using MS Excel. The statistical techniques used were t-test, coefficient of correlation and linear regression. The regression analysis was carried out between emotional intelligence score and social adjustment score.

Data Analysis

The data was tabulated and the descriptive statistics was calculated and the difference in mean was tested using t-test at 0.05 level of significance. The result of the analysis is as shown in the table below:

Variable Compared	Group	N	Mean	Standard Deviation	t-ratio	Level of Significance (0.05)
Emotional Intelligence	Female	101	62.81	7.02	0.26	Not Significant
	Male	168	61.89	5.43		
Social Adjustment	Female	101	75.48	8.42	0.18	Not Significant
	Male	168	74.17	6.58		
Emotional Intelligence	Arts	119	61.38	5.94	0.04	Not Significant
	Science	150	62.91	6.13		
Social Adjustment	Arts	119	73.65	6.95	0.04	Not Significant
	Science	150	75.47	7.56		

Table 1: Test of significance between emotional intelligence score and social adjustment score across different parameters

The coefficient of correlation between emotional intelligence and social adjustment was calculated across various parameters. The result of the calculation and its significance is shown in table below.

Parameter	Correlation between EI & SAI	t-value	P-value	Level of Significance (0.05)
Male	0.956	48.80	0.00	Significant
Female	0.979	42.13	0.00	Significant
Arts	0.965	40.08	0.00	Significant
Science	0.969	48.26	0.00	Significant
Overall	0.968	63.14	0.00	Significant

Table 2: Coefficient of Correlation and its significance between emotional intelligence and social adjustment across different parameters

Regression Analysis was carried out between emotional intelligence and social adjustment scores of the higher education students.

The result of the regression analysis is as follows:

Predictor	Coef	SE Coef	t-stat	P
Constant	2.30	0.95	2.41	0.000
SAI	0.80	0.012	63.14	0.005

Table 3: Regression Analysis [Emotional Intelligence with Social Adjustment]
S = 1.52   R-Sq = 96.81%   R-Sq(adj) = 93.70%
S= Standard error of Estimate, R-sq=Coefficient of determination, R-adj=Adjusted R-square

Source of Variation	DF	SS	MS	F	P
Regression	1	9307.546	9307.546	3987.49	0.000
Residual	267	623.2275	2.334		
Total	268	9930.773			

Table 4: Analysis of Variance (ANOVA) [Emotional Intelligence with Social Adjustment]

The findings of the analysis were as follows:
1. The regression equation calculated was,
   Emotional Intelligence Score= 2.30+ 0.80 Social Adjustment score
2. The above equation is a linear equation of the form, Y= C + mX which indicates that the relation is linear between the variables Emotional Intelligence score (Y) and Social Adjustment score (X). The standard error of estimate (S) was 1.52 which is also the standard error of the slope of the linear equation of the regression analysis.
   - R^2 Value is approximately 93.70%, indicating that 93.7% variation in emotional intelligence score can be explained with Social Adjustment score.
   - The P-value obtained is 0.00 which is less than 0.05 indicating that there is significant relationship in between independent variables (Social Adjustment score) and dependent variable (Emotional Intelligence score).
   - t-test for variable X (Social Adjustment score), (t = 63.14 > 1.96 at 0.05 level of significance) indicated that there is significant linear relationship between Social Adjustment score and Emotional Intelligence score.

Hypothesis Testing

1. There is no significant difference in emotional intelligence between male and female higher education students.

   To test the above hypothesis, t-value was calculated and the findings are shown in table-1 above. The findings indicate that t-value obtained is 0.26 (less than table value 1.96). The difference between emotional intelligence of male and female students is not significant.

   Hence hypothesis is accepted.

2. There is no significant difference between social adjustment of male and female higher education students.

   To test the above hypothesis, t-value was calculated and the findings are shown in table-1 above. The findings indicate that t-value obtained is 0.18 (less than table value 1.96). The difference between social adjustment of male and female students is not significant.

   Hence hypothesis is accepted.

3. There is no significant difference between emotional intelligence of arts and science faculty higher education students.

   To test the above hypothesis, t-value was calculated and the findings are shown in table-1 above. The findings indicate that t-value obtained is 0.04 (less than table value 1.96). The difference between emotional intelligence of arts and science students is not significant.

   Hence hypothesis is accepted.

4. There is no significant difference between emotional intelligence of arts and science faculty higher education students.

   To test the above hypothesis, t-value was calculated and the findings are shown in table-1 above. The findings indicate that t-value obtained is 0.04 (less than table value 1.96). The difference between social adjustment of arts and science students is not significant.

   Hence hypothesis is accepted.

5. The correlation coefficient between emotional intelligence and social adjustment is high and significant for male higher education students

   To test the above hypothesis, coefficient of correlation was calculated and the findings are shown in table-2 above. The findings indicate coefficient of correlation is 0.956. This coefficient of correlation is high and significant. Thus, there is a positive, high and significant correlation between emotional intelligence and social adjustment for male higher education students.

   Hence hypothesis is accepted.

6. The correlation coefficient between emotional intelligence and social adjustment is high and significant for female higher education students.

   To test the above hypothesis, coefficient of correlation was calculated and the findings are shown in table-2 above. The findings indicate coefficient of correlation is 0.979. This coefficient of correlation is high and significant. Thus, there is a positive, high and significant correlation between emotional intelligence and social adjustment for female higher education students.

   Hence hypothesis is accepted.

7. The correlation coefficient between emotional intelligence and social adjustment is high and significant for science faculty higher education students.

   To test the above hypothesis, coefficient of correlation was calculated and the findings are shown in table-2 above. The findings indicate coefficient of correlation is 0.969. This coefficient of correlation is high and significant. Thus, there is a positive, high and significant correlation between emotional intelligence and social adjustment for science faculty higher education students.

   Hence hypothesis is accepted.

8. The correlation coefficient between emotional intelligence and social adjustment is high and significant for arts faculty higher education students.

   To test the above hypothesis, coefficient of correlation was calculated and the findings are shown in table-2 above. The findings indicate coefficient of correlation is 0.965. This coefficient of correlation is high and significant. Thus, there is a positive, high and significant correlation between emotional intelligence and social adjustment for arts faculty higher education.

   Hence hypothesis is accepted.

9. The correlation coefficient between emotional intelligence and social adjustment is high and significant in higher education students.

To test the above hypothesis, coefficient of correlation was calculated and the findings are shown in table-2 above. The findings indicate coefficient of correlation is 0.968. This coefficient of correlation is high and significant. Thus, there is a positive, high and significant correlation between emotional intelligence and social adjustment in male higher education.

Hence hypothesis is accepted.

10. Social adjustment is a significant predictor of emotional intelligence in higher education students.

To test the above hypothesis, researcher used regression analysis between emotional intelligence and social adjustment. The results are indicated in table 3and 4. The regression equation calculated was,
Emotional Intelligence Score= 2.30+ 0.80 Social Adjustment score

The R^2 value was approximately 93.70%, indicating that 93.7% variation in emotional intelligence score can be explained with Social Adjustment score. The P-value obtained is 0.00 which is less than 0.05 indicating that there is significant relationship in between independent variables (Social Adjustment score) and dependent variable (Emotional Intelligence score).

Hence hypothesis is accepted.

Conclusion

This study tried to establish the relationship between emotional intelligence and social adjustment. It was concluded that gender and faculty play no significant role in determination of emotional intelligence or social adjustment. The coefficient of correlation between emotional intelligence and social adjustment calculated was high and therefore significant. The coefficient of the correlation between emotional intelligence and social adjustment was high and significant in terms of gender and faculty. Regression analysis indicated that social adjustment was a significant predictor of emotional intelligence as 93% variation in emotional intelligence can be predicted by social adjustment. Thus, it was concluded that socially well-adjusted students had a higher emotional intelligence. Therefore social adjustment plays a significant role in predicting emotional intelligence.

References

Best, J. W. and James, V. K. (2005). *Research in education*. (9th Ed.). New Delhi: Pearson Education Pte Ltd.

Barlow D. H. & Durand M. V. (2000). *Abnormal psychology: An integrative approach.*)2^ndEd.). USA: Thomson Asia Pte Ltd.

Myers, D. G. (1996). *Social psychology*. (5th Ed.). New York: McGraw Hill Companies Inc.

Goleman, D. (1996). *Emotional intelligence-Why it can matter more than IQ*. New York: Bantam Books.

Henry B. R. (2001). The relation of LD and gender with emotional intelligence in college students. *Journal of Learning Disabilities, . 34*, . (1), p. 66-78

K. V. Petrides and Adrian Furnham (2004). Gender Differences in Measured and Self-Estimated Trait Emotional Intelligence. *Sex Roles, 42*, . (5-6).

Mangal, S.K. (2005). *Advanced Educational Psychology*. (2nd Ed.). New Delhi: Prentice Hall of India Pvt Ltd.

Mishra, S.G. (2010) *Emotional Intelligence of Teacher Trainees in relation to their gender and method subjects*. Paper presented at the Asian Conference on the Social Sciences (ACSS 2010), Osaka, Japan.

Paloma G. M., Palomera, M. & Brackett, M. A. (2006). Relating emotional intelligence to social competence and academic achievement in high school students. *Psicothema*, *18*(118-12).

Singh, D.. (2003). *Emotional Intelligence at Work- A Professional Guide*. (2nd Ed.). New Delhi: Response Book

Uma Devi. L. & Mayuri, K. (2005). Relationship between emotional intelligence and academic achievement of adolescents. *Journal of Education & Psychology, 62* (3-4).