Emotional Intelligence and Adjustment: An Analysis of College Students

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Abstract

This descriptive research was undertaken to investigate emotional intelligence and adjustment of college students and to study whether there is any association between the two. Sample for the study was taken from four government degree colleges of Srinagar. Standardized tools were administered on the sample subjects to get the data regarding emotional intelligence and adjustment. Data was subjected to percentage statistics, t-test and Pearson's coefficient of correlation. Results indicate a significant difference on emotional intelligence and adjustment with regard to male and female students in favour of female students. The results also revealed a significant relationship between emotional intelligence and adjustment.

Keywords: Emotional Intelligence, Adjustment, College Students

Introduction

Emotional intelligence has been recognized as the ability to recognize, interpret manage, assess and react to not only one's emotions but also the emotions of others. Individuals with high degree of emotional intelligence know themselves very well and are also able to sense the emotions of others. Although emotional intelligence was explored and defined before as "the ability to perceive emotions; to access and generate emotions so as to assist thought; to understand emotions and emotional knowledge; and to reflectively regulate emotions so as to promote emotional and intellectual growth" (Salovey & Mayer 1990) but the term gained popularity with the publication of the book "Emotional Intelligence: Why It Can Matter More Than IQ" by psychologist and behavioral science journalist Daniel Goleman in 1995. Goleman (1998) defined emotional intelligence as the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships". Bar-On (1997) defined emotional intelligence as "an array of noncognitive capabilities, competencies, and skills that influence one's ability to succeed in coping with environmental demands and pressures" The ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional meanings, and `to reflectively regulate emotions in ways that promote emotional and intellectual growth." (Mayer, Salovey & Caruso 2004 revised definition). Emotional intelligence is your ability to recognize and understand emotions in yourself and others, and your ability to use this awareness to manage your behavior and relationships" (Bradberry & Greaves, 2009).

Adjustment refers to a continuous process in which an individual modifies his behaviour in order to create a more harmonious association between himself and his surroundings. It can also be viewed as a state of balance between the individual and his surroundings. Adjustment has been defined as the process of finding and adopting modes of behaviour suitable to the environment or the changes in the environment (Good 1959). Shaffer (1961) defined adjustment as the process by which a living organism maintains a balance between its needs and the circumstances that influence the satisfaction of these needs". Adjustment, in psychology, refers to the behavioral process by which humans and other animals maintain equilibrium among their various needs or between their needs and the obstacles of their environments adjustment (Searle & Ward 1990). Adjustment refers to the behavioural process of balancing conflicting needs, or needs challenged by obstacles in the environment (Berndt & Keefe, 2005). Adjustment is defined as coping with the problems of normal, everyday life (Halonen & Santrock, 1997; Weiten, Dunn & Yost Hammer, 2015).

Significant research has been carried out on both the variables under study i.e. emotional intelligence and adjustment. Studies include those of Afshar & Mirzaee (2018) ; Rai & Khanal (2017); Krajniak (2017); Parsamehr & Heddat (2017); Sikand (2016); Sabri et al (2015); Holinka (2015); Ko (2015); Jayalakshmi et al (2015); Bryant & Malone (2015); Bhochhibhoya et al (2014); Costa et al (2013); Adsul (2013); Jdaitawi et al (2011); Chauhan (2011); Alinia et al (2008); Holt (2007); Brackett et al (2004); Reiff et al (2001). While reviewing the related literature, few studies were found to have investigated emotional intelligence and adjustment but no such study was found to have been carried out on the sample under study.

Objectives of the study

1. To find out the level of emotional intelligence and adjustment of college students
2. To compare emotional intelligence of male and female college students.
3. To compare adjustment of male and female college students.
4. To find out the relationship between emotional intelligence and adjustment of college students.

Hypotheses of the study

1. There shall be no significant difference between male and female college students on emotional intelligence.
2. There shall be no significant difference between male and female college students on adjustment.
3. There shall be no significant relationship between emotional intelligence and adjustment of college students.

Methodology

Method: The present study is descriptive in nature.

Sample: 50 students each from four government degree colleges of Srinagar district were selected randomly for the present study, thus making the total sample as 200.

Tools: Following tools were administered on the sample students for collection of data:

1. Emotional Intelligence Inventory (MEII) consisting of 100 items covering four dimensions viz. Intra-personal awareness, Inter-personal awareness, Intra-personal management and Interpersonal management was administered to measure emotional intelligence of college students.

2. HOSOCES Adjustment Scale consisting of 64 items covering areas namely home, social, emotional and school was administered to measure adjustment of college students. Lower score on the inventory signify well adjustment and higher score indicate maladjustment.

Statistical treatment: Percentage statistics, t- test and Pearson's coefficient of correlation was used to analyze and interpret the collected data.

Analysis and Interpretation

Objective 1: To find out the level of emotional intelligence and adjustment of college students

While analyzing the data of emotional intelligence, it was revealed that 16.5% possess high emotional intelligence and 20.5% possess low emotional intelligence. Majority of the college students i.e.63% possess moderate level of emotional intelligence.

Further, an analysis of adjustment data revealed that 21% of students fall in extremely adjusted category whereas 27% fall in the highly adjusted category. 36% of the students fall in the well adjusted category. 8.5% and 7.5% of students were found in the poorly adjusted and extremely maladjusted category respectively.

Objective 2: To compare emotional intelligence of male and female college students.
Hypothesis 1: There shall be no significant difference between male and female college students on emotional intelligence.

Mean Comparison between male (N=91) and female (N=109) college students on emotional intelligence was carried out using t-test. The analysis indicated that there is a significant difference between male and female students on emotional intelligence. The mean value obtained by male students is 72.16 with SD 10.03 while as the mean value obtained by female students is 75.89 with SD 11.46. The calculated t - value came out to be 2.45 (p> 0.01). As the mean difference favoured female students, it clearly indicated that female students possess high emotional intelligence as compared to male students. Hence the hypothesis "*there shall be no significant difference between male and female college students on emotional intelligence*" stands rejected.

Objective 3: To compare adjustment of male and female college students.
Hypothesis 2: There shall be no significant difference between male and female college students on adjustment.

Mean Comparison between male (N=91) and female (N=109) college students on adjustment, using t-test, indicated that there is a significant difference between male and female students on adjustment. The mean value obtained by male students is 18.94 with SD 7.56 while as the mean value obtained by female students is 16.12 with

SD 5.43. The calculated t - value came out to be 2.97 (p> 0.01). As the mean difference favoured male students, it clearly indicated that female students are highly adjusted than male students. Hence the hypothesis "*there shall be no significant difference between male and female college students on adjustment"* stands rejected.

Objective 4: **To find out the relationship between emotional intelligence and adjustment of college students.**

Hypothesis 3: There shall be no significant relationship between emotional intelligence and adjustment of college students.

The correlation analysis between emotional intelligence and adjustment of college students indicate that that there is a positive and high correlation between emotional intelligence and adjustment having coefficient of correlation as 0.49 which is significant at 0.01 level. The results imply that adjustment is strongly influenced by emotional intelligence. Hence the hypothesis "*There shall be no significant relationship between emotional intelligence and adjustment of college students"* stands rejected.

Findings of the study

1. Majority of the college students possess moderate level of emotional intelligence and are well adjusted.
2. There is a significant difference between male and female students on emotional intelligence in favour of female students.
3. There is a significant difference between male and female students on adjustment in favour of female students.
4. There is a positive and high correlation between emotional intelligence and adjustment of college students.

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