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RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND ADJUSTMENT AMONGST UNDERGRADUATES

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Abstract:

Emotional intelligence is important for adjustment and managing the emotional demands of present day life. This study aimed to investigate the relationship between emotional intelligence and adjustment of 210 male and female undergraduate students belonging to arts and science streams, University of Jammu. Using correlation and regression analysis, statistically significant relationships were found between emotional intelligence and adjustment of undergraduates. Findings from this study showed that emotional intelligence is a significant predictor of adjustment amongst undergraduates.

KEYWORDS:

Emotional Intelligence, Adjustment, Undergraduates

INTRODUCTION

The idea of emotional intelligence was popularized in 1995 by Daniel Goleman after the release of his book *Emotional Intelligence: Why It Can Matter More Than IQ*. However, the phrase Emotional Intelligence was actually coined five years prior to the book release by Salovey and Mayer who described the term as “a type of emotional information processing that includes accurate appraisal of emotions in oneself and others, appropriate expression of emotion, and adaptive regulation of emotion in such a way as to enhance living” (1990). Emotional competencies are not innate talents, rather learned capabilities that must be worked on and can be developed to achieve adjustment in day to day life situations.

The great volume of researches on the topic in recent years has showed a direct relation between emotional intelligence and adjustment. Adjusting to college is a major transition in a young adult's life. College offers an assortment of opportunities for advancement and distraction - there are so many potential friends, parties, courses, things to do and places to go. Not knowing what direction is best and not wanting to miss out on anything, students often try to be included in everything. According to Arkoff (1968), the definition of college adjustment reflects on how much an individual achieves through it and its effect on his personal growth. In terms of how adjusted he is also depends on his capability of getting grades and eventually achieving the degree. The student's successful transition into a college life is evidenced to be associated with other variables or a combination of variables consisting of academic and non-academic factors. Emotional intelligence is one of these factors and is gaining more and more attention from scholars and educators alike. There is a paucity of research on assessing the influence of emotional intelligence on adjustment processes of students in colleges in India. Deducing from above evidences it has found that entering to college is considered as a time full of stress and strain many emotional and psychological issues are raised as a result. A major adjustment difficulty could mean an inability to graduate which in turn can affect their future. Therefore this study was conducted to explore more of emotional intelligence and in exploring its claimed role in adjustment amongst undergraduates.

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OBJECTIVES OF THE STUDY

1. To study the relationship between emotional intelligence and adjustment of male undergraduates.
2. To study the relationship between emotional intelligence and adjustment of female undergraduates.
3. To study the relationship between emotional intelligence and adjustment of undergraduates of arts stream.
4. To study the relationship between emotional intelligence and adjustment of undergraduates of science stream.

HYPOTHESES

1. There is no significant relationship between emotional intelligence and adjustment of male undergraduates.
2. There is no significant relationship between emotional intelligence and adjustment of female undergraduates.
3. There is no significant relationship between emotional intelligence and adjustment of undergraduates of arts stream.
4. There is no significant relationship between emotional intelligence and adjustment of undergraduates of science stream.

REVIEW OF LITERATURE

Enochs and Roland (2006) examined the relationship between living environment, gender, overall adjustment to college social adjustment in freshmen's academic and overall adjustments. The study found that boys had significantly higher overall adjustment levels than girls regardless of living environment. Abdullah et al. (2009) investigated the relationship between emotional intelligence and university adjustment and academic achievement of 250 first year students attending various undergraduate programs at a Malaysian public university. Findings from this study showed that there is significant and positive relationship between students' EI and their overall university adjustment, academic adjustment, social adjustment, personal-emotional adjustment, students' attachment to university, and academic achievement. Results also indicated that throughout a period of one semester, students' overall adjustment and academic achievement was found to be significantly predicted by their emotional intelligence.

Sharma (2012) compared college adjustment processes and emotional maturity between first and final year female students enrolled in different undergraduate courses offered by colleges affiliated with University of Rajasthan in Jaipur city. Results indicated that the first year undergraduate students were less emotionally mature, and had difficulty in adjusting emotionally and socially to the changing demands of the environment and faced more academic difficulty as compared to final year students.

METHODOLOGY

RESEARCH DESIGN The study employs descriptive survey research design to carry out the investigation. In this study the investigator tries to find out relationship between emotional intelligence and adjustment of male and female undergraduate students belonging to arts and science streams.

SAMPLE The sample of the present study was confined to the degree colleges of Jammu district. A sample comprising of 210 (M=105 & F=105) undergraduates was selected from arts and science streams. The colleges were selected conveniently while the students in these colleges were selected randomly as per requirement of the study.

PARAMETERS Adjustment of the undergraduates was taken as dependent variable whereas emotional intelligence was considered as independent variable in the present investigation.

TOOLS USED For present study Emotional Intelligence Scale (EIS) by Ankuool Hyde, Sanjyot Pethe and Upinder Dhar and Saxena Adjustment Inventory by M.S.L. Saxena were used.

COLLECTION OF DATA

The researcher collected the data in person by visiting 4 representative Degree Colleges of Jammu district by using simple random sampling technique.

SCORING After collection of data, responses of all respondents on two instruments were scored according to their manual instructions. After completion of scoring datasheets were prepared according to objectives of the study for computer analysis.

STATISTICAL ANALYSIS

The collected data were classified, tabulated and subjected to statistical analysis using product moment coefficient of correlation and linear regression analysis to test the framed hypotheses.

RESULTS AND DISCUSSION

Pearson Product Moment Correlation Coefficients were computed to find relationship between emotional intelligence and adjustment where as Linear Regression analysis was performed for analyzing whether emotional intelligence was a significant predictor of adjustment. Results are given in Table 1 to Table 3.

Table 1
Correlation between emotional intelligence and adjustment of undergraduates (N=210)

Groups	Subgroups	Variable	N	Mean	S.D.	r
Gender	Male	Emotional intelligence	105	133.73	14.97	0.21*
		Adjustment		44.34	5.19	
	Female	Emotional intelligence	105	127.30	15.82	0.22*
		Adjustment		44.37	5.47	
Stream	Arts	Emotional intelligence	105	127.93	15.43	0.20*
		Adjustment		44.59	5.21	
	Science	Emotional intelligence	105	132.92	16.03	0.34**
		Adjustment		44.08	5.66	

*=Significant at .05 level, **=Significant at .01 level

Table 1 shows correlation coefficients between emotional intelligence and adjustment of undergraduates belonging to different demographic groups. According to the results reported in the table, the correlation between emotional intelligence and adjustment of male undergraduates ($r = 0.21$, $p < 0.05$), emotional intelligence and adjustment of female undergraduates ($r = 0.22$, $p < 0.05$), emotional intelligence and adjustment of arts undergraduates ($r = 0.20$, $p < 0.05$), emotional intelligence and adjustment of science undergraduates ($r = 0.34$, $p < 0.01$) were significant and low positive.

To test the hypotheses 1 and 2 linear regression analysis was adopted for the regression model to estimate the variance explained onto adjustment of male and female undergraduates by emotional intelligence separately. Results are given in Table 1.

Table 2
Model Summary of Regression Analysis for Emotional intelligence Predicting Adjustment in Male and Female undergraduates (N=210, Male=105, Female=105)

Criterion	Predictors	R	R ²	Adjusted R ²	Std. Error of the Estimate	F
Male						
Adjustment	Emotional intelligence	0.207	0.043	0.033	5.101	4.656*
Female						
Adjustment	Emotional intelligence	0.222	0.049	0.040	5.361	5.360*

*p<.05

Though the model summary of regression analysis (Table 2) reveals a statistically significant relationship between emotional intelligence and adjustment in both male and female students, the relationship of emotional intelligence to adjustment was stronger in female students ($R = .222$, $F(1, 103) = 5.360$, $p < .05$) than in male students ($R = .207$, $F(1, 103) = 4.656$, $p < .05$), and emotional intelligence accounted only for approximately 4% variance in adjustment of male students ($R^2 = .043$) whereas approximately 5% variance in the adjustment of female students was explained by emotional intelligence ($R^2 = .049$). Thus the results in this study support the alternative hypotheses that emotional intelligence significantly influences the adjustment of male and female undergraduates.

To test the hypotheses 3 and 4 linear regression analysis was run to test the predictability of emotional intelligence for adjustment of undergraduates of arts and science streams separately. Results are given in Table 3.

Table 3
Model Summary of Regression Analysis for Emotional intelligence Predicting Adjustment in undergraduates of Arts and Science stream (N=210, Male=105, Female=105)

Criterion	Predictors	R	R ²	Adjusted R ²	Std. Error of the Estimate	F
Arts						
Adjustment	Emotional intelligence	0.204276	0.041729	0.032425	5.123388	4.485*
Science						
Adjustment	Emotional intelligence	0.341586	0.116681	0.108105	5.350548	13.605**

*p<.05, **p<.01

Though the model summary of regression analysis (Table 3) reveals a statistically significant relationship between emotional intelligence and adjustment in both arts and science undergraduates, the relationship of emotional intelligence to adjustment was stronger in science students ($R = .341$, $F(1, 103) = 13.605$, $p < .01$) than in arts students ($R = .204$, $F(1, 103) = 4.085$, $p < .05$), and emotional intelligence accounted only for approximately 4% variance in adjustment of arts students ($R^2 = .041$) whereas approximately 12% variance in the adjustment of science students was explained by emotional intelligence ($R^2 = .116$). Thus the results in this study support the alternative hypotheses that emotional intelligence significantly influences the adjustment of undergraduates of arts and science streams.

CONCLUSIONS

Summarizing the above discussion, it can be concluded that emotional intelligence is a significant predictor of adjustment that plays an important role in the adjustment of undergraduates. The male and female undergraduate students belonging to arts and science streams in this study were found to have significant but low positive correlation between emotional intelligence and adjustment. It can be concluded that emotional intelligence plays a pivotal role in establishing, maintaining and having interpersonal relations during the process of adjustment. Our findings support the importance of emotional intelligence in the college adjustment process. The students should be given opportunities to participate in different types of group activities in order to maintain a high level of adjustment in college. Peers become a source of personal and social support and can empathize effectively with their comrades as they are also undergoing the same kind of experiences. Communicating educational goals and expectations should be done in a manner respectful of the student's own style and interests. College should be a time of self-discovery, even if the process is marked by some fits and starts.

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