

Emotional Intelligence, Adjustment and Quality of Interpersonal Relationship among Young Adults

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ABSTRACT

Introduction: Individuals with elevated levels of Emotional Intelligence (EI) appear to have emotional skills that permit them to adapt viably to the difficulties they face and encourage well being. Considering the part of Emotional Intelligence in adapting exploration may yield advantages for people on the grounds that EI has reliably been connected with constructive measures, including life and work fulfilment, interpersonal relationships, work execution, mental prosperity, physical wellbeing, adjustment and psycho physiological measures of versatile adapting. The main purpose of this study was to assess the Emotional Intelligence, Adjustment and Interpersonal Relationship among young adults and correlation among them.

Methodology: The research was investigated using quantitative approach with a sample of 80 participants, who were selected from a Delhi/NCR based college ranging between 18-23 years of age. Statistical analysis was employed to measure and analyse the data; mean, standard deviation and Pearson Correlation were used to analyze the data. **Results and**

Implications: The empirical results showed that there is a significant relationship between Emotional intelligence and Interpersonal Relationship. People with high EI will possess high IPR i.e. they are more emotionally stable which further helps to have positive relationships with others, on the other hand, statistically a significant correlation could not be found between emotional intelligence and adjustment.

Keywords: *Emotional Intelligence, Adjustment, Interpersonal Relationships, College student*

Education is a persistent and lifelong course. It is the development of improvement from the outset to maturity. It incorporates the impact of everything, which impacts human identity. Feelings specifically impact our regular life. It is a fundamental and component piece of life. Feelings are our reactions to our general surroundings and they are made by the mixture of thought, emotions and actions. Emotional Intelligence like general intelligence is the result of one's heredity and its communication with his ecological powers. Emotional Intelligence has its relationship with various psychological and psychosocial components such as Adjustment and Interpersonal Relationships.

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Goleman ((1995) estimated that Emotional Intelligence plays an imperative part in securing and keeping up relationship and Saarni (1999) placed that the related build of emotional skills is a significant segment of social advancement and adds to the nature of interpersonal connections.

Emotional intelligence was hypothesized to be an aspect in successful life adjustment, among them the successful achievement of a well-balanced life with little interference between work and family and leisure.

REVIEW OF LITERATURE

Empirical studies examining the relationship of emotional intelligence with various psychological and psychosocial components were accounted for by numerous researchers and concurrently revealing the centrality of emotional intelligence and its valuable viewpoints with noteworthy contribution in the field of interpersonal connections, accomplishment in work and individual life, wellbeing , managing work related anxiety, scholastic field, enhancing identity, upgrading execution and numerous more constructive behavioural patterns. Several researches have been done on emotional intelligence.

Afolabo (2009) found out the influence of emotional intelligence on interpersonal relations and confirmed emotional intelligence plays a major role in contributing towards need for achievement among undergraduates whereas it was partially supported as emotional intelligence and need for achievement had its affect on academic achievement. In other study, conducted by **Singh and Saini (2007)**, they investigated about emotional intelligence and interpersonal relationships, it was ascertained that emotional stability is linked to effectively dealing with emotions. It was then concluded that those who are emotionally stable acquire healthy interpersonal relationships and therefore are less hostile towards others and more trustworthy. Additionally, **S. Schutte(2002)**, on emotional intelligence and interpersonal relationships, participants who had a high score on EI were reported to also score high on empathic perspective taking and self monitoring in social settings, social skills, cooperative and affective towards others.

Following these earlier work, there is a continuing interest in exploring EI and various aspects of life adjustment. Some examples will be mentioned here: **Maliha Nasir (2012)** found out that there is a positive relationship between emotional intelligence and cultural adjustment and academic achievement among abroad students. Emotional intelligence skills helps the students to cope with the difficulties faced in adjustment from old to new environment and which further helps in better academic performance. *In addition to this, as cited by Katie A. Gleason (2009) in a study, she investigated the relationship between children's empathic accuracy with peer relationships and the manner they adjust. The study also examined how empathy is moderated by peer relations and its influence on adjustment. According to the study it was seen that prior linkages between indigent adjustment and peer relationships were seen in adolescents having low empathic accuracy in comparison to children with high accuracy.*

METHODOLOGY

Aim

The purpose of the current study is to assess Emotional Intelligence, Adjustment and Quality of Interpersonal Relationships among young adults and the correlation amongst them.

The primary objectives of this study are:

1. To assess the level of Emotional Intelligence among males and females respondents.
2. To assess the level of Interpersonal relationship among males and females respondents.
3. To assess the level of adjustment level among males and females respondents.
4. To study the relationship between Emotional Intelligence and Adjustment among young adults.
5. To study the relationship between Emotional Intelligence and Interpersonal Relationship among young adults.

Hypotheses

1. There will be a significant relationship between Emotional Intelligence and Adjustment.
2. There will be a significant relationship between Emotional Intelligence and Interpersonal Relationship.

Participants

The participants of the study belonged to young adult population, with age ranging from 18 to 23 years. The data was collected from the Delhi/NCR based college.

Design of the study

Exploratory Method- Aimed to understand the general trends and overall gender variations among young adults on Emotional Intelligence, Adjustment and Interpersonal Relationships.
Ex-Post Research and Co relational Study

Description Of Tools

It is proposed to use the following standardized tests / tools for the collection of data

Psychological Tests:

1. **Emotional Intelligence Test by Anukool Hyde, Sanjvot Pethe and Upinder Dhar, 2002**
2. **Adjustment Inventory by M.S.L Saxena**
3. **FIRO-B by William Schutz, 1978**

S.No	Name Of The Test	Developed By	Year	Items
1	Emotional Intelligence Test	Anukool Hyde, Sanjvot Pethe and Upinder Dhar	2002	34
2	The Adjustment Inventory	M.S.L.Saxena		90

S.No	Name Of The Test	Developed By	Year	Items
3	Fundamental Interpersonal Relations Orientation-Behavior	William Schutz	1978	54

Emotional Intelligence Test (2002)

The emotional intelligence scale developed by Upinder dhar, Anukool Hyde & Sanjyot Pethe EIS have 10 factors of emotional intelligence. The questionnaire has 34 questions, on a 5 point Likert scale. The reliability is 0.88 and validity is 0.93.

EIS is a 170 point questionnaire of Emotional Intelligence, with 4 item self awareness scale, 5 item empathy scale, 6 item self motivation scale, 4 point emotional stability scale, 4 point managing relations scale, 3 point integrity scale, 2 point on self development scale, value orientation scale , commitment scale and altruistic behaviour scale. The total score indicates the emotional intelligence.

Adjustment Inventory

This inventory is proposed for use with school, college and university students ranging in age from eleven year to adulthood. It seeks to differentiate between well adjusted and poor adjusted students. The inventory have five domains of adjustment-home ,health ,social, emotional and school or college. The inventory have 90 items, seeking responses in ‘YES’,?,’NO’. The test-retest reliability of the test is .87 .Validity co-efficient of correlation with Asthana’s adjustment inventory is .80.

Fundamental interpersonal relations orientation-behaviour (1978)

The *Fundamental Interpersonal Relations Orientation (FIRO)* tool is used to make people understand the interpersonal needs and their influence on the communication style and behaviour. It contains 54 items which have three interpersonal needs-affection/openness, control and inclusion.

Data Analysis

For the exploratory part of research, Descriptive statistics like Mean, Standard Deviation and graphic representation is used.

For the Co relational part of research, hypothesis testing was done using inferential statistics like Pearson’s Correlation.

The result showed that :

- The study implicated that, firstly, males have a higher emotional intelligence (with mean=135.35, SD=16.6) than of females (with mean=131.6, SD=13.2).
- Secondly, males have a marginally high aptitude for interpersonal relationships (mean= 21.7, SD=10.2), from their female counterparts (mean=21.2, SD=8.3).

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- Thirdly, males have a marginally high adjustment (mean=21.7, SD=42.4) from their female counterparts (mean=21.4, SD=35).
- Finally, as per the findings, there was a significant correlation between emotional intelligence and interpersonal relationship ($p=0.01$). However, a significant positive correlation could not be found between emotional intelligence and adjustment.

RESULT

TABLE 1: Comparison between mean and Standard deviation of emotional intelligence of males and females young adults

Gender	Mean	Standard Deviation	
Male	135.35	16.6	
Female	131.6	13.2	

Table 1 shows difference between mean and standard deviation of emotional intelligence among young males and females. It can be observed from the results that the mean calculated of males i.e. 135.35 is greater than 131.6 mean value of the females, which shows higher emotional intelligence in males as compared to females.

Table 2: Level of Emotional Intelligence among males and females

Gender	Low	Average	High	
Male	0	0	40	
Female	0	0	40	

Table 2 shows the level of emotional intelligence among males and females indicating that all the males in the sample taken as well as all females within the sample fall in the range of high emotional intelligence.

Table 3: Comparison between mean and SD for Interpersonal Relationship among male and female young adults

Gender	Mean	Standard Deviation	
Male	21.7	10.2	
Female	21.2	8.3	

Table 3 shows the mean value of male i.e. 21.7 is greater than 21.2 mean value of female, which indicates negligible difference between the levels of interpersonal relationship among males and females.

Table 4 : Level of Interpersonal Relationship among males and females.

Gender	Low	Average	High	
Male	20	18	2	
Female	16	24	0	

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Table 4 shows the levels of interpersonal relationship of males and females, indicating that most of the males have low to average levels of interpersonal relationship with a very few having a high level of interpersonal relationship whereas most of the females have an average level of interpersonal relationship while some have low levels of interpersonal relationship and none having high interpersonal relationship.

Table 5 : Comparison between mean and SD of Adjustment among males and females.

Gender	Mean	Standard Deviation	
Male	21.7	42.4	
Female	21.4	35	

Table 5 shows the comparison of mean and SD for adjustment level of male and female young adults where mean value of males i.e. 21.7 is greater than 21.4 mean value of females which states that there is no difference between the adjustment level of males and females.

Table 6: Level of Adjustment of young males and females

Gender	Excellent	Very Good	Good	Satisfactory	Unsatisfactory	Very Unsatisfactory	Poor
Male	0	0	3	15	9	6	6
Female	0	0	3	11	17	5	3

Table 6 shows adjustment of males and females on various levels; where in maximum number of females was falling under unsatisfactory level and maximum number of males falling under satisfactory level. On the scale of good adjustment the number was equal for both and on the scale of very unsatisfactory and poor the numbers of males were same. None of the male and female respondents showed excellent and very good level of adjustment.

Table 7: Correlation between EI & Adjustment and EI&Interpersonal Relationship

<i>Correlations</i>				
		emotional_INT	Interpersonal_R	Adjustment
emotional_INT	Pearson Correlation	1	.314**	.115
	Sig. (2-tailed)		.005	.309
	N	80	80	80
Interpersonal_R	Pearson Correlation	.314**	1	.043
	Sig. (2-tailed)	.005		.705
	N	80	80	80
Adjustment	Pearson Correlation	.115	.043	1
	Sig. (2-tailed)	.309	.705	
	N	80	80	80

**Correlation is significant at the 0.01 level(2 tailed)

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Table 7 shows the correlation between Emotional Intelligence & Adjustment and Emotional Intelligence & Interpersonal Relationship. The correlation between EI & Interpersonal Relationship is .314 which is significant at 0.01 level. And 0.115 indicates insignificant correlation between EI & Adjustment.

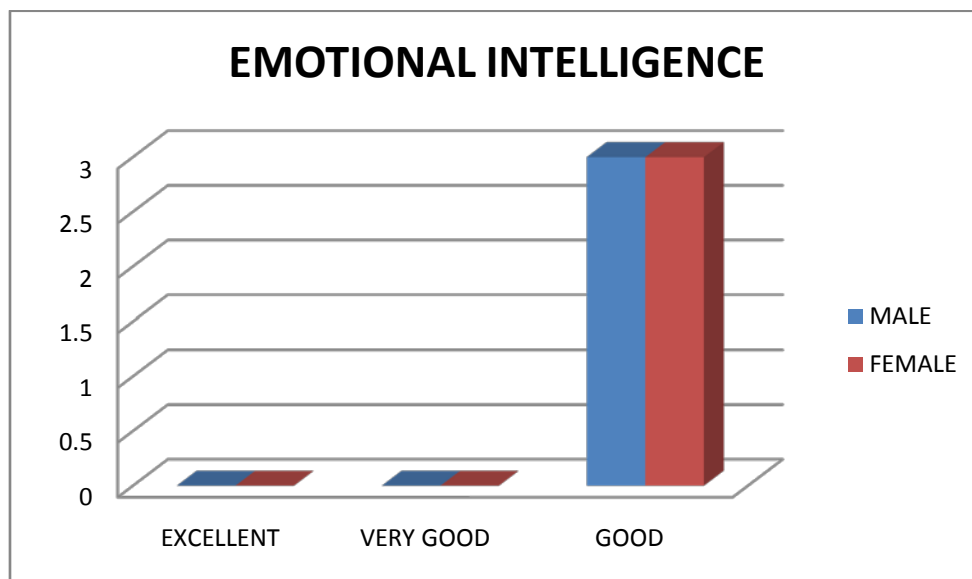


Figure 1 represents level of emotional intelligence among young males and females as described in table 2.

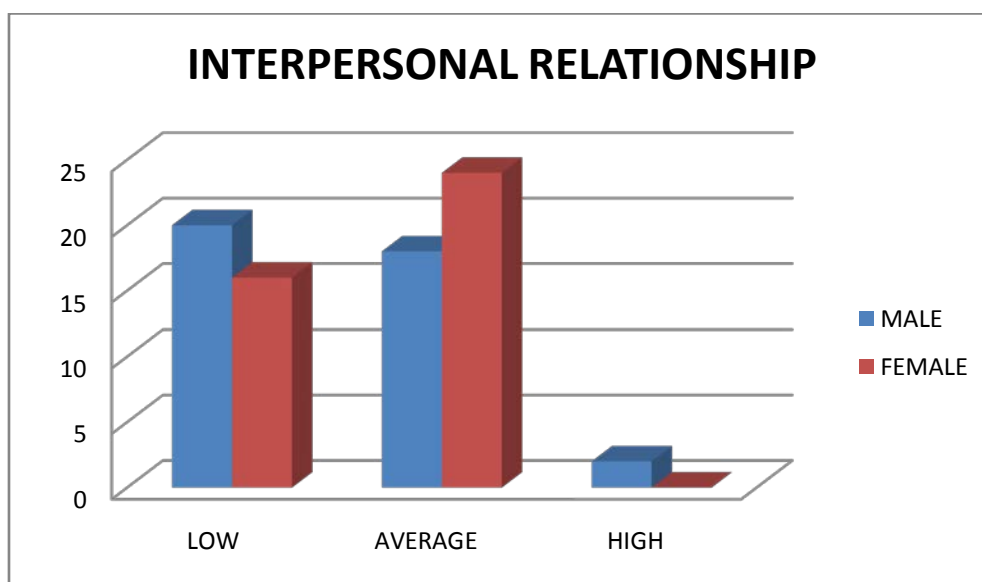


Figure 2 represents the level of interpersonal relationship among young males and females as described in Table 4.

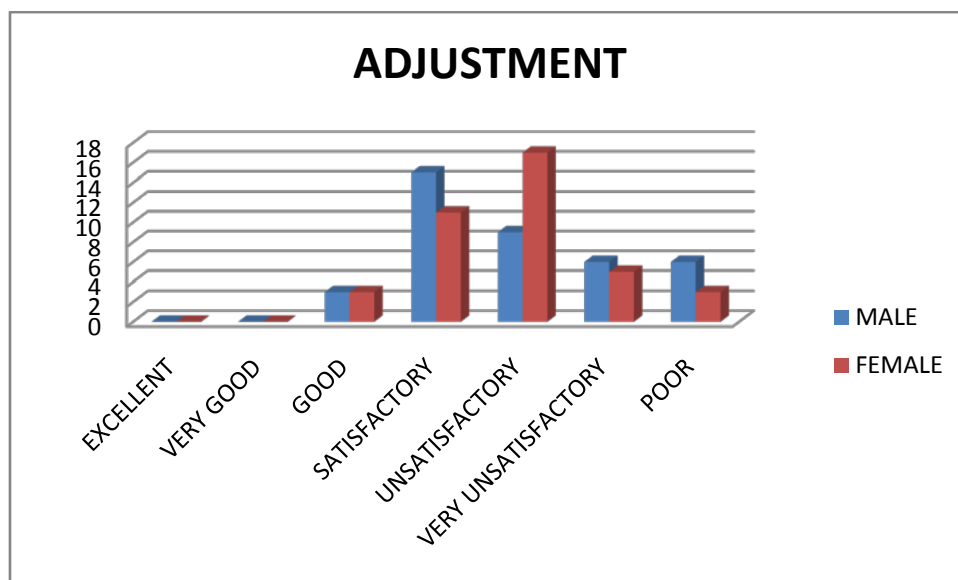


Figure 3 depicts level of adjustment among young males and females as described in Table 6.

CONCLUSION

The idea behind the investigation was to understand the difference in concepts of emotional intelligence, interpersonal relationship and adjustment individually in young adult males and females along with the correlation of the three components. The sample consisted of young adults (male and females) in the age range of 18-23, with domicile of Delhi and NCR belonging to undergraduate and post-graduate students. The results of the study were calculated on mean, standard deviation and correlation of the components.

The statistical analysis of Emotional Intelligence resulted in a significant level of difference in EI, wherein, males (mean=135.5 and SD=16.6) were higher than that of females (mean=131.6 and SD=13.2). It implies that men have a higher level of emotional astuteness, the probable reason being that emotional intelligence measured managing and expressing one's emotions along with skills of social adjustment. In the current research it could be seen that the level of interpersonal relationship amongst males like emotional intelligence (with mean=21.7, SD=10.2) was marginally higher than females (with mean=21.2, SD=8.3). This is indicative of males having a higher propensity towards relationships. The result of the current findings in the area of adjustment ensued to, males (mean=21.7, SD=42.4) were negligibly higher than females (mean=21.4, SD=35). The findings were suggestive of marginal differences in the adaptation levels of males and females, it could also be due to the participants being based in metropolitan city and its peripheries, hence, being exposed to the lifestyle changes and upgradation in facilities and amenities.

Eventually, the hypothesis of the study, (a) to examine the correlation of emotional intelligence and adjustment; (b) to examine the correlation of emotional intelligence and interpersonal relationship. It was seen that the hypothesis (b) was proved by the study with a significant correlation coefficient of 0.01 (2-tailed test). And statistically a significant correlation could not be found between emotional intelligence and adjustment.

FINDINGS

The findings of the study were suggestive of the following results:

- The study implicated that, firstly, males have a higher emotional intelligence (with mean=135.35, SD=16.6) than of females (with mean=131.6, SD=13.2).
- Secondly, males have a marginally high aptitude for interpersonal relationships (mean= 21.7, SD=10.2), from their female counterparts (mean=21.2, SD=8.3).
- Thirdly, males have a marginally high adjustment (mean=21.7, SD=42.4) from their female counterparts (mean=21.4, SD=35).
- Finally, as per the findings, there was a significant correlation between emotional intelligence and interpersonal relationship ($p=0.01$). However, a significant positive correlation could not be found between emotional intelligence and adjustment.

FURTHER SUGGESTIONS

- Qualitative study could be done such as interviews.
- Relationship between Emotional Intelligence and General Intelligence could be done.
- This study could be done on other professions such as teachers, doctors for the adjustment and interpersonal relationship for the success on their profession.
- To study the effectiveness of IQ and EQ in the change of Behavioural facet.

PRACTICAL IMPLICATIONS

This research is vital in two perspectives: (a) Studies of emotional intelligence in college are in their early stages, and (b) This study showed the effect of curricular intercession as a treatment strategy for expanding students' emotional intelligence. Young adults who are underprepared scholastically could profit from the mindfulness and self management competencies toward oneself capabilities to all the more effectively handle obstructions that might stop them. Changing one's attitude from rejection to plausibility using strategies of self coaching could be a noteworthy standard change for some students. Approaching and cooperating with staff or knowing how to utilize learning assets accessible on all colleges, would surely help students to have a focused way of determination. Figuring out how to adjust in a perpetually changing world environment is unquestionably a competency that will be needed of all students in their professions and lives get to be more interconnected and reliant. For a skilful and knowledgeable adult, quite a bit of this appears glaringly evident. For college students getting prepared to contend in this global environment, it is not self-evident. Curricular intervention in emotional intelligence are much needed and which will further bring the difference. Emotional Intelligence is surely in the early phases of research particularly in the domain of higher education. College students are youths who are getting mature and making decisions regarding way of life, business, and future careers. This populace gives rich ground to on-going research; teachers, parents and the students themselves who keep on seeking approaches to enhance achievement rates regarding determination and readiness for the future. Today's youth will be tomorrow's political and business pioneers, instructors, researchers, specialists, and parents. The vital need to be rationally prepared to contend and flourish in tomorrow's reality is not lost on anybody. Hence, the more we see about beyond academics, for example, emotional intelligence and

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their contribution to one's achievement, the better capable an individual will be to tackle the economic, social, emotional and political challenges in life.

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Conflict of Interest

There is no conflict of interest of the authors with anyone regarding financial matters.

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