

Research Paper

## Emotional Intelligence, Social Intelligence and Family-Life Adjustment: A Gender Based Study on Young Adults

Rima Ghosh<sup>1\*</sup>, Debjani Guha<sup>2</sup>

### ABSTRACT

Adulthood is the period of human development in which full physical growth and maturity have been achieved and certain biological, cognitive, social, personality, and other changes associated with the aging process occur. *The aim of the study was to analyse the impact of emotional intelligence and social intelligence on family-life adjustment among young adults in relation to their gender.* Emotional Intelligence includes awareness of self, empathy, self-motivation, emotional stability, managing relationships, integrity, self-development, and commitment. It refers to the capacity of an individual to recognize his own feelings and those of others and respond accordingly. Social intelligence is the capacity to know oneself and to know others. A socially intelligent person always knows when to say or listen, what to do or not, and where to react or not. Adjustment is a mechanism that helps us deal with the troublesome realities of life. In this research, *proportionate stratified random sampling* was used to collect the data. Young adults who were between 25-35 years of age and married, with children, were taken as the sample of the research. It has been found that there is a positive and high correlation between emotional intelligence and family-life adjustment in young adults. Similarly, there is a positive but low correlation between social intelligence and family-life adjustment in young adults.

**Keywords:** *Emotional Intelligence, Social Intelligence, Family-Life Adjustment, Young Adult*

Adulthood is the period of human development in which full physical growth and maturity have been achieved and certain biological, cognitive, social, personality, and other changes associated with the aging process occur. This stage of human development follows youth and precedes old age. The fullness of social and legal rights and duties of the individual is obtained in this stage. It is commonly framed between 21 and 60 years. Adulthood is sometimes divided into young adulthood (roughly 20 to 35 years of age); middle adulthood (about 36 to 64 years); and later adulthood (age 65 and beyond) (APA,2023). In biological terms, adulthood corresponds to the imago state of animals, that is, to the sexual, physiological and social maturity of the individual. However, given the vital complexity of the human being, these equivalences are always tentative.

<sup>1</sup>Research Scholar, Department of Education, University of Kalyani, Kalyani, West Bengal, India

<sup>2</sup>Professor, Department of Education, University of Kalyani, Kalyani, West Bengal, India

\*Corresponding Author

Received: August 12, 2025; Revision Received: December 01, 2025; Accepted: December 05, 2025

### **1. Emotional Intelligence**

The term “emotional intelligence” was introduced in 1990 by two American University professors. Dr. John Mayer and Dr. Peter Salovey. The credit for popularizing the concept of emotional intelligence goes to another American psychologist Daniel Goleman (1995). Emotional Intelligence involves awareness of self, empathy, self-motivation, emotional stability, managing the relations, integrity, self-development, commitment, and value orientation. It refers to the capacity of an individual of recognizing his own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships. Salovey and Mayer define emotional intelligence as “a type of social intelligence, which involves the ability to monitor one’s own and others’ emotions, to discriminate among these emotions and to use this information to guide one’s thinking and actions”. Emotional Intelligence, often measured as an Emotional Intelligence Quotient, describes an ability, capacity, or skill to perceive, assess, and manage the emotions of one’s self, of others, and of groups. Mayer and Cobb define it as “the ability to process emotional information, particularly as it involves the perception, assimilation, understanding, and management of emotion.” According to Hein, emotional intelligence is the innate potential to feel use, communicate, recognize, remember, learn from, manage and understand emotions. It is an innate ability, which gives us our emotional sensitivity and our potential for learning healthy emotional management skills (Hein, 2005).

### **2. Social Intelligence**

Social intelligence is the capacity to know oneself and to know others. The theory of social intelligence was first brought to the forefront by American psychologist Edward Thorndike in 1920. Timing is a big part of social intelligence. A socially intelligent person always knows when to say or listen, what to do or not, where to react or not. No one is born socially intelligent. Instead, it involves a set of skills that an individual learns over time. Psychologist Edward Thorndike propounded and defined social intelligence as “*the ability to understand and manage individuals to act wisely in human relations*”. Thorndike defined it as, “*The ability to understand and manage men and women and boys and girls, to act wisely in human relations*”. In the present study the term social intelligence is a collective measure of self- and social-awareness, changed social views and attitudes, and an ability and hunger to manage multifarious social change. As a member of the society each individual have to use his/her social intelligence (Lacanlate, 2013). Both genders have same level of social intelligence (Chowdhury, 2016).

Family is the first and long-term context in which a person has to adjust. It can be defined in terms of simple physical coherence, happiness of achievement of certain tasks or success in dealing with family problems. The family is recognized as the fundamental unit of society, playing a crucial role in the civilization and development of children.

### **3. Adjustment**

In the emerging modern era, life is becoming more complex, problematic and conflicting day by day. In order to make life stress free and comparatively easy to live, adjustment is required. Adjustment is a mechanism which helps us deal with the problematic realities of life. In fact, adjustment is a process by which a person maintains a balance between his needs and the circumstances that influence the satisfaction of these needs. The concept of adjustment is as old as the societal process of the human race on earth. Life is a continuous process of adjustment. The process of adjustment starts from infancy and continues till death. All living beings make adjustments in their lives. Most of the adjustments we make

do not even register in our mind. Taking up a study program, taking up an assignment, working on a project, getting married and parenting all involve adjustment of varying degrees. Generally, we speak of people as being well adjusted or poorly adjusted. Well-adjusted people are regarded as successful in their lives whereas a lot of disappointments and disturbance mark the life of a poorly adjusted person. Hence, the need for adjustment becomes all the more necessary in life. The process of adjustment is influenced and modified by the experience of each individual (Yadav, 2018). In one line adjustment refers to the extent to which an object fits the purpose for which it is intended (Jhalani & Sharma, 2021).

#### **4. Family-life Adjustment and Mental Health**

Mental health includes our emotional, psychological and social well-being. It affects how we think, feel and act. It also helps us to determine how we handle stress, relate to others, and make choices. Previous study found that there is a positive correlation between mental health and emotional intelligence (Yadav, Tiwari & Singh, 2017). Mental health is important at every stage of life, from childhood and adolescence through adulthood. Mental health plays a very important role in the process of family-life adjustment. Mental health is a basic human right and it is crucial to personal, community and socio-economic development (WHO, 2022).

### **LITERATURE REVIEW**

**Amandeep (2020)** in his study on self-concept and emotional intelligence of adolescents in relation to their family and school environment found that there is no significant difference of emotional intelligence of boys and girls. There exists a positive and significant correlation between self-concept and emotional intelligence with respect to family environment in high family environment groups. **Sharma (2019)** in her study investigated the effects of high and low levels of emotional and spiritual intelligence on social adjustment in female senior secondary school students. The result revealed a significant mean difference between social adjustment with emotional intelligence and spiritual intelligence. Correlation analysis showed a significance relationship of social adjustment with emotional intelligence. **Sawhney & Kaur (2018)** conducted a study to find out the relation between emotional intelligence and adjustment of boys and girls of secondary school. A sample of 85 students both boys and girls, were collected from. Emotional intelligence scale (EIS), Bell Adjustment inventory by H.M was used to collect the data. Mean, standard deviation and correlation were computed to prove the hypothesis. Researchers found no significant difference between emotional intelligence and adjustment of boys and girls in secondary school. **Sandhu (2017)** conducted a study on 200 senior students selected from different schools to find out the impact of emotional intelligence on their adjustment. Researcher found that High emotionally intelligent students were more adjusted as compared to low emotionally intelligent students. **Singh (2016)** in his study on emotional intelligence and its impact on organizational excellence in IT sector worked on the employees of ten organizations including TCS, Infosys, Accenture, Cognizant, IBM, Wipro, HCL etc. and found out that Higher the emotional intelligence in the organization better would be the organizational excellence. **Paul (2015)** conducted a comparative study of home environment and adjustment among adolescents: Gender differences. The sample consisted of 100 students- 50 boys and 50 girls. Adjustment Inventory by H.S. Asthana and home environment inventory by Mishra were used. The data collected were analyzed using statistical measures of mean, standard deviation and t-test. The findings of study showed significant differences between the male and female adolescents on the variable of home

## Emotional Intelligence, Social Intelligence and Family-Life Adjustment: A Gender Based Study on Young Adults

environment and adjustment. **Nagra (2014)** in his study identified the social intelligence level and adjustment levels of secondary school students in relation to type of school and gender. The results revealed average levels of social intelligence and adjustment in students. Insignificant differences were observed in social intelligence and adjustment in relation to type of school and gender.

### ***Significance of the Study***

The purpose of the present study is to determine the extent of relationship between emotional intelligence and social intelligence on family-life adjustment of young adults, so that efforts can be made to develop a strategic plan for recommending to improve the emotional intelligence and social intelligence of children from school life and hence, helping the adults to make a more adjusting and enjoyable time leading to success in family-life.

### ***Objectives***

The following objectives of the study are summarized:

- To find out the impact of Emotional Intelligence on family-life adjustment of young adults.
- To find out the impact of Social Intelligence on family-life adjustment of young adults.
- To find out the impact of gender difference related to emotional Intelligence.
- To find out the impact of gender difference related to social intelligence.
- To find out the impact of gender difference related to family-life adjustment.

## **DESIGN AND METHODOLOGY**

### ***Area of Study***

The study was conducted in West Bengal. Young adults residing in different parts of West Bengal have been considered for this study.

### ***Hypothesis***

- **H<sub>0.1</sub>:** There is no significant relation between Emotional Intelligence and family-life adjustment of young adults.
- **H<sub>0.2</sub>:** There is no significance relation between Social Intelligence and family-life adjustment of young adults.
- **H<sub>0.3</sub>:** There is no significant gender difference related to Emotional Intelligence, Social intelligence and family-life adjustment of young adults.

### ***Variables***

The variables involved in this study are: Emotional Intelligence, Social Intelligence, family-life Adjustment. Here the Emotional Intelligence and the Social Intelligence are independent variables and the family-life Adjustment is the dependent variable.

### ***Sample and Sampling***

In this research proportionate stratified random sampling was used to collect the data. Young adults between 25-35 year of age group and married with children were taken as samples of the research. Minimum educational qualification of the sample was graduation in any discipline. They belonged to middle-class and upper middle class socio-economic status. The researcher contacted them through email. A total of 100 young adults took part in this study. Out of this, 50 were male and 50 were female.

**Emotional Intelligence, Social Intelligence and Family-Life Adjustment: A Gender Based Study on Young Adults**

**Table 1: Socio-Demographic Information Details of the Sample**

Demographic Categories		No. of Samples	Percentage
<b>Gender</b>	Male	50	50%
	Female	50	50%
<b>Age</b>	>30 years	60	60%
	<30 years	40	40%
<b>Education</b>	Graduation	30	30%
	Post Graduation	65	65%
	Ph.D.	5	5%
<b>Family Type</b>	Nuclear	57	57%
	Joint	43	43%
<b>Socio economic Condition</b>	Middle Class	78	78%
	Upper middle Class	22	22%
<b>Living in</b>	Rural	40	40%
	Urban	60	60%

**Tools Used**

In this study three scales were used by the researcher, namely, (i) Tromsø Social Intelligence Scale (TSIS) by Silvera, Martinussen, & Dahl (2001) (Silvera, Martinussen, & Dahl,2001), (ii) Emotional Intelligence Scale by: Schutte et al (1988), (iii) Parenting and family adjustment scales (PAFAS) (2010). After collection of adequate numbers of data suitable statistical techniques were applied according to the nature of data. Mean, S.D., product moment correlation and t-statistics was applied for quantitative analysis of data.

**Analysis, Interpretation and Results**

**Table 2: Mean, SD, Range and Average Score of Emotional Intelligence, Social Intelligence and family-life Adjustment**

Score	Mean	S.D.	Range	Average	Remarks
<b>Emotional Intelligence</b>	89.8	15.49	0-132	66	Above average
<b>Social Intelligence</b>	91.85	11.27	21-147	84	Above average
<b>family-life Adjustment</b>	24.55	5.004	0-90	45	Below Average

**Interpretation**

Table-2 shows that Mean and SD of Emotional Intelligence are 89.8 and 15.49 respectively, which indicates above average Emotional Intelligence. The Mean and SD of Social Intelligence are 91.85 and 11.27 respectively, which indicates above average Social Intelligence. The Mean and SD of family-life Adjustment are 24.55 and 5.004 respectively, which indicates below average family-life Adjustment. So, the researcher concluded that the Mean score in Emotional Intelligence and Social Intelligence of the samples is above average but Mean score in family-life Adjustment is below average.

**Table 3: Correlation between Emotional Intelligence and family-life Adjustment**

Correlation Coefficient(r)	t-value	Level of Significance	Remarks
+0.62	7.84	0.05	Significant

## Emotional Intelligence, Social Intelligence and Family-Life Adjustment: A Gender Based Study on Young Adults

### Interpretation

From the above table, it is seen that the correlation coefficient between Emotional Intelligence and family-life Adjustment is +0.62 i.e. there is a positive and high correlation between Emotional Intelligence and family-life Adjustment. Emotional Intelligence has a positive impact on family-life Adjustment. This result is supported by previous research (Deshmukh,2017) If Emotional Intelligence is high then ability of family-life Adjustment increases. The calculated value of ‘t’ at 0.05 level at degree of freedom 98 is 1.984. Here the computed value of ‘t’ is greater than the critical value of ‘t’. So, the correlation is significant at 0.05 level. So, the null hypothesis is rejected and an alternative hypothesis accepted.

Emotional Intelligence helps us to adjust with people around us and surroundings, keeping us alert and ready to avoid conflicts. So, emotional intelligence can have a positive effect on family-life Adjustment.

**Table 4: Correlation between Social Intelligence and family-life Adjustment**

Correlation Coefficient(r)	t-value	Level of Significance	Remarks
+0.16	1.6009	0.05	Significant relation does not exist (Insignificant)

### Interpretation

From the above table it is seen that correlation between Social Intelligence and family-life Adjustment is +0.16, i.e. positive but low. Social Intelligence has a positive but low impact on the family-life Adjustment process. Here the computed t-value is 1.6009 and the critical value of ‘t’ at 0.05 level of significance is 1.984. Computed value of t is less than the critical value at 0.05 level. So, the result is insignificant. The researcher failed to reject the Null hypothesis and alternative hypotheses were rejected. This result is suggested by previous study (Shah & Thingujam, 2008)

**Table 5: Mean Difference of Male and Female by t-test of Emotional intelligence**

Sample	Mean	S.D.	t-value	df	Remark
Male	90.4	16.09	0.387	98	Insignificant
Female	89.2	14.85			

### Interpretation

From table number 5 it is seen that the computed t-value is 0.387 and critical t-value at 0.05 level of significance is 1.984. Computed value of ‘t’ is less than the critical value at 0.05 level. So, the result is insignificant. The researcher failed to reject the Null hypothesis and alternative hypotheses were rejected.

Here it is concluded that no significant gender difference of Mean exists between Male and Female in the case of Emotional intelligence for young adults. Male and Female samples have similar Emotional Intelligence.

## Emotional Intelligence, Social Intelligence and Family-Life Adjustment: A Gender Based Study on Young Adults

**Table 6: Mean Difference of Male and Female by t-test of Social Intelligence**

Sample	Mean	S.D	t-value	df	Remarks
Male	89.6	12.547	1.99	98	Significant
Female	94.1	9.833			

### Interpretation

From the above table it is seen that the computed t-value is 1.99 and critical t-value at 0.05 level of significance is 1.984. Here the computed value of 't' is greater than the critical value at 0.05 level. So, the result is significant at 0.05 level of significance. Here the null hypothesis is rejected and an alternative hypothesis is accepted.

Hence it is concluded that there is a gender difference of mean between Male and Female sample related to Social Intelligence. Young adult females have more Social Intelligence than young adult male.

**Table 7: Mean Difference of Male and Female by t-test of family-life Adjustment**

Sample	Mean	S.D.	t-value	df	Remarks
Male	23.6	2.8	13.38	98	Significant
Female	25.5	6.5			

### Interpretation

From the above table it is seen that the computed t-value is 13.38 and critical t-value at 0.05 level of significance is 1.984. Here the computed value of 't' is greater than the critical value at 0.05 level. So, the result is significant at 0.05 level of significance. Here the null hypothesis is rejected and an alternative hypothesis is accepted. Females have more family-life adjustment power than male. Hence it is concluded that there is a gender difference of mean between Male and Female sample related to family-life Adjustment.

## CONCLUSION AND IMPLICATIONS

In the present study, analysis is done with the data collected on the topic 'Emotional Intelligence, Social Intelligence and family-life Adjustment: A Gender Based Study on Young Adults'. Aim of the study was to study the impact of emotional intelligence and social intelligence on family-life adjustment among young adults in relation to their gender. From the result the researcher concludes that young adults have above average emotional intelligence and social intelligence but below average family-life adjustment ability. Results of the study reveal that there is a positive and high correlation between emotional intelligence and family-life adjustment in young adults. This result is significant. Similarly, there is positive but low correlation between social intelligence and family-life adjustment in young adults but the result is insignificant.

This analysis also shows that no significant gender difference exists between Male and Female in case of Emotional intelligence of young adults. Male and Female samples have similar Emotional Intelligence. However, there is a significant gender difference between Male and Female samples related to social intelligence. Young adult females have more Social Intelligence than young adult male. In case of family-life adjustment there is a significant gender difference between Male and Female sample related to family-life Adjustment of young adults. Emotional intelligence and social intelligence influence one's family-life adjustment ability.

## Emotional Intelligence, Social Intelligence and Family-Life Adjustment: A Gender Based Study on Young Adults

Most of the past research indicated mixed results regarding significant differences between males and females in relation to emotional intelligence, social intelligence and adjustment, that means the gender of an individual may or may not influence emotional intelligence, social intelligence level or adjustment capacity. Whereas some research on social intelligence and adjustment highlights high levels of social intelligence in females compared to males as well.

Research findings suggest that adjustment ability of females is better than males. However past studies revealed positive correlation between social intelligence and adjustment which supports the findings of the current research. It can be concluded that there is a positive relationship between emotional intelligence and social intelligence with family-life adjustment ability.

### *Educational Implications*

On the basis of these research findings the education system should incorporate social development aspects in their curriculum. Social development is an important aspect that should be learned by adolescent students in education institutes. It helps students to become more aware about social norms and to understand ways of adjustment in social setting. It makes them more social and emotional intelligent as well will increase their family-life adjustment ability. Based on the research findings, the research result suggests that it would be better if the learning process in the school gives more focus on the emotional intelligence formation which can affect the development of social adjustment ability of the students. It is because the social adjustment ability constitutes a predictor of someone's successful life in the future.

## REFERENCES

- Amandeep (2020). A Study of Self Concept and Emotional Intelligence of Adolescents in Relation to their Family and School Environment. Shodh ganga.
- APA Dictionary (2023). <http://dictionary.apa.org/adulthood>.
- Chowdhury, M. (2016). Study the Social intelligence among Under Graduate Students in Relation to their adjustment. *PARIPEX - Indian Journal of Research*, 5(12),221-223
- Deshmukh,N.H.(2017). Impact of Self Concept and Emotional Intelligence on Adjustment of Adults. *International Journal of Research and Review*. 4(4), 52-56
- Gayathri, N. & Karthikeyan, P. (2013). Work life balance in India–A social responsibility or a competitive tool. *International Research Journal of Business and Management*, 1, 103- 109.
- Gupta, G., & Kumar, S. (2010). Mental Health in Relation to Emotional Intelligence and Self Efficacy among College Students. *Journal of the Indian Academy of Applied Psychology*, 36(1), 61-67.
- Hein, S (.2005). History and Definition of Emotional Intelligence. <https://eqi.org/history.htm>
- Indira Gandhi National Open University. (2013). Developmental Psychology. Development during Adulthood, Middle Age and Old age. BPC-002.
- Jhalani, S., & Sharma, M. (2023). A Study of Adjustment Among Secondary School Students of Jaipur District. *Elementary Education Online*, 20(2), 2027–2032. Retrieved from <https://ilkogretim-online.org/index.php/pub/article/view/2359>
- Kaur, R. & Kaur, N. (2018). Adjustment among adolescents in relation to their general intelligence, emotional intelligence and home environment.
- Lacanlale, E. P. (2013). Development and validation of a social intelligence inventory. *International Journal of Information and Education technology*. 3(2).

## Emotional Intelligence, Social Intelligence and Family-Life Adjustment: A Gender Based Study on Young Adults

- Mangal, S.K. & Mangal, S. (2004). Manual for Mangal Emotional Intelligence Inventory. Agra: National Psychological Corporation.
- Mayer, J. D., & Salovey, P. (2002). Emotional Intelligence and Emotional Leadership. In R. Riggio, S. Murphy andamp; F.J. Pirozollo (Eds), Multiple Intelligences and Leadership (pp. 55-75). Mahwah, New Jersey: Lawrence Erlbaum Associates.
- Mohil, T (2016). The effect of passion for work psychological capital and emotional intelligence on work related outcomes of bank managers. Retrieved from <http://shodhganga.inflibnet.ac.in/handle/10603/207342>.
- Mushtaq, A., Siddique, F. & Hussain, S.N. (2018). Exploring the Development of Social Intelligence of Students During University Years. *Pakistan Journal of Education*, 35(1), 43-58. DOI:10.30971/pje.v35i1.563
- Nagra, V. (2014). Social Intelligence and Adjustment of Secondary School Students. *Indian Journal of Research*,3(4),86-87
- Paul, S. (2015). A comparative study of home environment and adjustment among adolescents: Gender differences. *Indian journal of health & wellbeing*, 6 (6), 616-618.
- Sanders, M. R., & Morawska, A. (2010). Parenting and Family Adjustment Scales (PAFAS). Brisbane: Parenting and Family Support Centre, The University of Queensland.
- Sanders, M.R. et al. (2013). Parenting and Family Adjustment Scales (PAFAS): Validation of a Brief Parent-Report Measure for Use in Assessment of Parenting Skills and Family Relationships, DOI 10.1007/s10578-013-0397-3
- Sawhney, N. & Kaur, H. (2016). Study of Emotional Intelligence in Relation to Adjustment of Secondary School Students. *Indian Journal of Educational Studies: An Interdisciplinary Journal*.3(1), ISSN No. 2349-6908
- Shah, M., & Thingujam, N. S. (2008). Perceived Emotional Intelligence and Ways of Coping among Students. *Journal of the Indian Academy of Applied Psychology*, 34(1), 83-91.
- Sharma, S. (2019) A Study of Social Adjustment in Relation to Emotional Intelligence and Spiritual Intelligence among Senior Secondary School Teachers. *International Journal of Professional Management* 14(2) 1-10, ISSN 20422341
- Silvera, D., Martinussen, M., & Dahl, T. (2001). The Tromso social intelligence scale, a self-report measure of social intelligence. *Scandinavian Journal of Psychology*, 42(4), 313 – 319.
- Singh, A. K. (2016). Tests, Measurements and Research Methods in Behavioural Sciences (5th ed.). New Delhi: Bharati Bhawan Publishers.
- Singh, D. (2016). Emotional intelligence and its impact on organizational excellence in IT sector. <http://sodhganga.inflibnet.ac.in/handle/10603/208318>
- Yadav, K. S. (2018). Relationship Between Emotional Intelligence and Adjustment of Senior Secondary School Students of Jind. *International Journal of Research in Social Sciences*,906-919, ISSN 2249-2496.
- Yadav,V.,Naveen, Tiwari,T. & Singh,A.L (2016). Mental Health in Relation to Emotional Intelligence among University Students. *Indian Journal of Health and Well-being*, 8(10),1210-1212.

## Emotional Intelligence, Social Intelligence and Family-Life Adjustment: A Gender Based Study on Young Adults

### ***Acknowledgment***

The author would like to thank all participants for their help in this research.

### ***Conflict of Interest***

The author declares that there are no competing interests.

***How to cite this article:*** Ghosh, R. & Guha, D. (2025). Emotional Intelligence, Social Intelligence and Family-Life Adjustment: A Gender Based Study on Young Adults. *International Journal of Indian Psychology*, 13(4), 1840-1849. DIP:18.01.168.20251304, DOI:10.25215/1304.168