



# A COMPARITIVE STUDY OF SOCIAL INTELLIGENCE, EMOTIONAL INTELLIGENCE AND ADJUSTMENT AMONG COLLEGE STUDENTS

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## ABSTRACT

Social intelligence, Emotional intelligence and adjustment play a very important role in present society especially for adolescents as adolescent period is defined as the transition period that includes a lot of physical, emotional and behavioral changes. The research aims at to examine comparison of Social Intelligence, Emotional Intelligence and Adjustment among college students. The total sample for the study comprised of 100 college going students. In which 50 students were Male and remaining 50 were Female as well 50 students were from engineering department and 50 were from Bachelors in arts (B.A) department. The educational status of the sample was undergraduate level and the age range of the sample was between 18-22 years from Delhi NCR. The findings indicated that there is a gender-based significant difference and no educational stream-based difference in emotional intelligence, as well as no gender and educational stream-based difference in social intelligence and overall adjustment. Based on findings there was no statistically significant interaction effect between gender and educational stream on the united dependent variables i.e., emotional intelligence, social intelligence and adjustment ( $F = 107$ ,  $p = .956$ ; Wilks'  $\Lambda = .997$ )

**KEYWORDS** – Emotional intelligence, social intelligence, Adjustment, Gender, Educational stream.

## INTRODUCTION

Social intelligence, Emotional intelligence and adjustment play a very important role in present society. While living in today's society one need to adjust according to social and emotional needs and at that point of time social intelligence and emotional intelligence plays a major role especially for adolescents as Furqani (2019) adolescence formation is indeed a transformation phase from infants to adulthood. This transition is subjected to physical, physiological, and psychosocial alteration. The purpose of this study is to understand that is there any gender difference or any educational stream in relation with social intelligence, Emotional intelligence and Adjustment skills among college students. Usually, it has been stereotyped that Emotional intelligence is a female oriented trait and males are more socially intelligent compared to females, but social intelligence, Emotional intelligence and good Adjustment skills are important component for flourishing in today's society for both males and females. Incubating all these elements in adolescents help them to fit better in any circumstances and form healthy interpersonal relations.

Mayer and Salovey (1993) declared that Emotional intelligence can be seen as the capacity to detect feelings of self and others, as well as discriminate among these emotions to direct thinking and encourage emotional growth with acquired knowledge. Gupta (2016) suggested that Emotional Intelligence is the capacity to become conscious of and to monitor even subtle shifts in the emotional tones of one and others, to retain composure in the midst of pressure, to initiate and maintain healthy relationships with others, and to maintain a positive outlook on life.

The notion of Adjustment was initially stated by Charles Darwin as adaption in which he proposed the idea that the organism who is able to adjust in the best way can survive in the environment, whereas “Adjusting involves adapting to the demands and stresses of the social world put on the person.” (Sharma 2016). “An individual who is well-adjusted the interactions like conflicts, emotional breakouts do not get affected him or her adversely and their development of personality goes through a healthy course of socialization.” (Mohiuddin.1975).

According to Vonhaller (1970) adjustment is psychological survival in the same manner that the biologist coined the term adaptation to interpret physiological survival. However, if an individual is not able to meet his or her biological, social and psychological needs that create an imbalance between the expectation of the society and the individual’s internal equilibrium and this is called **maladjustment**.

Social intelligence as the ability to understand self as well as others so that one can act effectively in social situation while maintaining social relations. In simple words social intelligence is the capacity to form good relations with people around in social settings. Social intelligence is necessary for our daily social interactions. Gardner (1983) proposed theory of multiple-intelligence and in there he talked about interpersonal intelligence that was his explanation for social intelligence.

Social intelligence is measured in social quotient, if an individual is measured in intelligence quotient or IQ similarly the social intelligence if an individual statistically is measured in SOCIAL QUOTIENT or SQ.

Students during their adolescent period tend to be aggressive, irritable, naughty and disobedient that impacts their relations with others. These behavioral aspects not only impact student’s relations with peers but could lead to bullying or ragging. The behavior can be caused by various issues like unsuitable environment, emotional instability or hormonal issues. Today it’s important to train students to acquire social intelligence skills, emotional intelligence skills as well as proper adjustment skills. Adjustment, Emotional stability and social relations are related with each other in one or another way and equilibrium in all these three variables help an individual to perform better in areas like workspaces, school setting, social gatherings, community areas etc.

## OBJECTIVES

1. To study and compare Emotional intelligence, social intelligence and Adjustment among male and female college going students.
2. To study and compare Emotional intelligence, social intelligence and Adjustment among Engineering and Bachelors in Arts college students.
3. To study statistically significant interaction between Gender and Educational stream on Emotional intelligence, social intelligence and Adjustment.

## VARIABLES

### • INDEPENDENT VARIABLE

1. Gender (Girls and Boys)
2. Educational stream (Engineering and Bachelors in Arts)

### • DEPENDENT VARIABLE

1. Social intelligence
2. Emotional intelligence
3. Adjustment

## POPULATION AND SAMPLE

The sample for the study was collected through random sampling technique from Delhi NCR. The total sample for the study comprised of 100 college going students. In which 50 students were Male and remaining 50 were Female as well 50 students were from engineering department and 50 were from Bachelors in arts (B.A) department. The educational status of the sample was undergraduate level and the age range of the sample was between 18-22 years.

## RESEARCH METHEDODOLOGY

- STATISTICAL TOOLS AND INSTRUMENTS

### 1.EMOTIONAL INTELLIGENCE SCALE (EIS-SANS)

The EIS-SANS scale is developed by Singh and Narain. There are Four dimensions in the scale i.e.

- a) Understanding Emotions
- b) Understanding Motivation
- c) Empathy
- d) Handling Relations

- RELIABILITY

The test re-test reliability was determined by administering the test to the same sample N = 100. It was discovered to be 0.86 alpha coefficients, which was significant at the.01 mark.

- VALIDITY

The concurrent validity is 0.86, which is significant at the.01 mark.

- NORMS

Emotional intelligence Scale percentile norms have been established. The scale was administered to a larger population of N = 500 participants from both the gender. Percentile norms were established separately for both classes (male, N =230; female, N=270) since their t-ratios were considered to be significant.

- SCORING

The answer were tallied with the scoring key were given +1 and the answer which didn't tallied with the scoring key were given zero scores.

### 2.TROMSO SOCIAL INTELLIGENCE SCALE

The Tromso social intelligence scale is developed by Silvera, The Tromso scale consisted of 21 items and 3 factors in it i.e.

- a) Social Information Processing (SIP)
- b) Social Skills (SS)
- c) Social Awareness (SA)

- RELIABILITY

Internal accuracy, test-retest, and split-half approaches were used to determine the reliability of the Tromso Social Intelligence Scale. Internal consistency, reliability coefficient obtained from 719 subject's was .83 for the whole scale.

- SCORING

The reverse score items i.e., 2, 4, 5, 8, 11, 12, 13, 15, 16, 20 and 21 are noted before starting the scoring. High scores indicated high level of social intelligence. Each factor has designated question number and the sum of the items of each factor is termed as the final score.

- (1) Social information processing- 1, 3, 6, 9, 14, 17, 19
- (2) Social Skills - 4, 7, 10, 12, 15, 18, 20
- (3) Social Awareness - 2, 5, 8, 11, 13, 16, 21

### 3.ADJUSTMENT INVENTORY FOR COLLEGE STUDENTS

The adjustment inventory for college students is developed by Sinha and Singh. The adjustment inventory consists 102 items and five dimensions.

- a) Home
- b) Health
- c) Emotional
- d) Social and
- e) Educational adjustment.

- **RELIABILITY**

The reliability co-efficient was measured using the Split half process, Hoyt's method of study of variation, Test-Retest method and K-R Formula-20. The reliability of the scale by using split half method is 0.94, by using test-retest method is 0.94, by using Hoyts method is 0.94 and by K-R formula is 0.92.

- **SCORING**

The item with the answer YES receives 1 point, while the item with the response NO receives 0 points. A low score indicates good adjustment in the corresponding dimension, while a high score indicates mediocre adjustment in the corresponding dimension.

- **ETHICAL CONSIDERATION**

The document certifies the purpose of the study was to study social intelligence, emotional intelligence and adjustment among male and female college going students and to study and compare social intelligence, emotional intelligence and adjustment among Engineering and Bachelors in Arts college students. Proper written instructions were provided to the participants. Participants Right to refuse to participate, Right to confidentiality/privacy and Debriefing were maintained.

### **RESULT**

The quantitative analyses of the data were done after the information was provided by the respondents. The data was collected using three standardized tools to compare the social intelligence, emotional intelligence and adjustment among Engineering and Bachelors of arts students as well Male and Female students. The total sample for the study comprised of 100 college going students. In which 50 students was Male and remaining 50 were Female as well 50 students were from engineering department and 50 were from Bachelors in arts (B.A) department. The educational status of the sample was undergraduate level and the age range of the sample was between 18-22 years.

The data is analyzed by calculating mean, standard deviation, independent t-test and MANNOVA.

Table 1

Mean, Standard Deviations and t-ratio comparing Male students and Female students.

S. No	Variables	Male students (n-50)		Female students (n-50)		t-ratio
		Mean	SD	Mean	SD	
1	Understanding emotions	3.36	0.80	3.46	0.73	0.65
2	Understanding motivation	5.52	1.38	5.26	1.41	0.92
3	Empathy	7.42	1.69	7.68	1.67	0.77
4	Handling relations	7.12	1.79	7.08	1.46	0.34
5	Emotional intelligence	23.36	4.42	23.60	3.59	2.97
6	Social information processing	27.92	3.44	28.02	2.48	0.16
7	Social skills	21.98	5.13	21.96	3.99	0.02
8	Social awareness	19.74	5.49	19.92	4.26	0.18
9	Social intelligence	69.28	9.85	69.66	6.97	0.22
10	Home adjustment	6.80	3.73	6.90	3.27	0.14
11	Health adjustment	4.86	3.52	5.54	3.01	1.03
12	Social adjustment	10.00	3.03	9.54	2.54	0.44
13	Emotional adjustment	14.54	6.88	16.12	5.83	1.23
14	Educational adjustment	9.68	4.46	9.62	3.83	0.72
15	Overall Adjustment	45.88	18.36	47.72	15.32	0.54

\*t-value significant at 0.05 level = 1.97

\*\*t-value significant at 0.01 level = 2.60

Table 2

Mean, Standard Deviations and t-ratio comparing Engineering students and bachelors in arts students.

S.No	Variables	Engineering students (n-50)		Bachelors in arts students (n-50)		t-ratio
		Mean	SD	Mean	SD	
1	Understanding emotions	3.24	0.87	3.58	0.60	2.26
2	Understanding motivation	5.18	1.50	5.60	1.26	1.51
3	Empathy	7.34	1.81	7.76	1.51	1.25
4	Handling relations	6.90	1.77	7.30	1.46	1.23
5	Emotional intelligence	22.64	4.42	24.32	3.40	2.12
6	Social information processing	27.98	3.17	27.96	2.82	0.33
7	Social skills	21.30	4.60	22.64	4.50	1.47
8	Social awareness	18.68	4.42	20.98	5.11	2.40
9	Social intelligence	67.96	8.73	70.98	8.06	1.79
10	Home adjustment	7.04	3.70	6.73	3.28	0.43
11	Health adjustment	5.44	3.48	4.96	3.09	0.72
12	Social adjustment	9.68	2.56	9.86	3.02	0.34
13	Emotional adjustment	15.08	6.24	15.58	6.60	0.50
14	Educational adjustment	9.88	3.77	9.42	4.49	0.55
15	Overall Adjustment	47.12	16.63	46.48	17.23	0.18

\*t-value significant at 0.05 level = 1.97

\*\*t-value significant at 0.01 level = 2.60

Table 3

Multivariate (Wilks' Lambda) test

Effect	Value	F-value	Sig/P-value
GENDER * STREAM (Wilks' Lambda)	.997	.107 <sup>b</sup>	.956

## DISCUSSION

The main objective of the study was to study social intelligence, emotional intelligence and adjustment among male and female college going students and to study and compare social intelligence, emotional intelligence and adjustment among Engineering and Bachelors in Arts college students. The three variable social intelligence, emotional intelligence and adjustment play a very important role in present society. While living in today's society one need to adjust according to social and emotional needs and at that point of time social intelligence and emotional intelligence plays a major role especially for adolescents.

**From table-1** it can be seen that for Emotional intelligence the t –value is obtained as 2.97, the value is greater than value at 0.05 level i.e., 1.97 and value at 0.01 level i.e., 2.60. This indicates that there is a significant difference between mean emotional intelligence scores of male and female college students. The mean score of emotional intelligence in males was 23.36 and 23.60 for females that indicates that female college students have higher level of emotional intelligence compared to male students.

On similar lines Fida, Ghaffar, Zaman (2018) studied about emotional intelligence and its comparison between male and female college students. The result showed a significant difference between males and females emotional intelligence scores, females had better emotional intelligence score compared to males. The findings also revealed that humanities students have high emotional intelligence.

The t-value obtained from the dimensions is 0.65, 0.92, 0.77 and 0.34 for Understanding emotions, Understanding motivation, Empathy, Handling relations respectively. The t- value obtained by the dimensions of emotional intelligence is lower than value at 0.05 level i.e., 1.97 and value at 0.01 level i.e., 2.60.

The t- value of social intelligence obtained was 0.22; the value is lower than value at 0.05 level i.e., 1.97 and value at 0.01 level i.e., 2.60. This indicates that there is no significant difference between mean social intelligence scores of male and female college students. The t-value obtained from the dimensions is 0.16, 0.02, 0.18 for social information processing, social skills and social awareness respectively. The t- value obtained by the dimensions of emotional intelligence is lower than value at 0.05 level i.e., 1.97 and value at 0.01 level i.e., 2.60.

For adjustment the t- value obtained as 0.54, the value is lower than value at 0.05 level i.e., 1.97 and value at 0.01 level i.e., 2.60. This indicates that there is no significant difference between mean overall adjustment scores of male and female college students. The t-value obtained from the dimensions is 0.14, 1.03, 0.44, 1.23 and 0.72 for home adjustment, Health adjustment, social adjustment, Emotional adjustment and educational adjustment respectively. The t- value obtained by the dimensions of emotional intelligence is lower than value at 0.05 level i.e., 1.97 and value at 0.01 level i.e., 2.60.

**From table-2** it can be seen that for Emotional intelligence the t –value is obtained as 2.12, the value is greater than value at 0.05 level i.e., 1.97. This indicates that there is a significant difference between mean emotional intelligence scores of engineering and bachelors in arts college students. The mean score of emotional intelligence in engineering was 22.64 and 24.32 for bachelors in arts that indicate that Bachelors in Arts students have higher level of emotional intelligence compared to Engineering students. The t-value obtained from the dimensions is 2.26, 1.51, 1.25, 1.23 for Understanding emotions, Understanding motivation, Empathy, Handling relations respectively. The t- value of the three dimensions i.e., Understanding motivation, Empathy, Handling relations is lower than value at 0.05 level i.e., 1.97 and value at 0.01 levels i.e., 2.60 whereas the t –value obtained in dimension understanding emotions was 2.26, the value is greater than value at 0.05 level i.e., 1.97.

The t- value of social intelligence is obtained as 1.79; the value is lower than value at 0.05 level i.e., 1.97 and value at 0.01 level i.e., 2.60. This indicates that college students. The t-value obtained from the dimensions is 0.33, 1.47, 2.40 for social information processing, social skills and social awareness respectively. The t- value of the two dimensions i.e., social information processing, social skill is lower than value at 0.05 level i.e., 1.97 and value at 0.01 levels i.e., 2.60 whereas the t –value obtained in dimension social awareness was 2.40, the value is greater than value at 0.05 level i.e., 1.97. It was found out through the findings that there is no gender and educational steam-based difference in social intelligence,

The findings were supported by Ali, Ahmad and Khan (2019) conducted a study on social intelligence among bachelors in educations (hons) students. Tromso social intelligence scale was used for data collection. The

results analyzed there is no significant difference between gender and locality but there is a significant age-based difference in social intelligence.

For adjustment the t- value obtained as 0.18, the value is lower than value at 0.05 level i.e., 1.97 and value at 0.01 level i.e., 2.60. This indicates that there is no significant difference between mean overall adjustment scores of engineering and bachelors in arts college students. The t-value obtained from the dimensions is 0.43, 0.72, 0.34, 0.50, 0.55 for home adjustment, Health adjustment, social adjustment, Emotional adjustment and educational adjustment respectively. The t- value obtained by the dimensions of emotional intelligence is lower than value at 0.05 level i.e., 1.97 and value at 0.01 level i.e., 2.60.

On similar lines Gehlawat (2011) studied about school going students' adjustment level in relation to their gender. 100 students were selected as sample. AISS Adjustment inventory for school students developed by Sinha and Singh was used to collect data. Independent sample t-test and ANOVA statistic was used for result analysis. The result as well as findings here indicates no significant difference between genders in relation to adjustment

**From table-3** the interaction effect determines whether the effect of the educational streams is similar for males and females on combined dependent variables i.e., emotional intelligence, social intelligence and adjustment. P value = .956 (i.e., the Wilks' Lambda score)  $p > .05$ , which means that there is no statistically significant interaction effect. This means there is no interaction between educational stream and gender to impact emotional intelligence, social intelligence and adjustment

## CONCLUSION

The main objective of the study was to study social intelligence, emotional intelligence and adjustment among male and female college going students and to study and compare social intelligence, emotional intelligence and adjustment among Engineering and Bachelors in Arts college students. The result analyses revealed that there is gender based and educational stream based significant difference in emotional intelligence. It was found out through the findings that there is no gender and educational stream-based difference in social intelligence and overall adjustment as well there was no statistically significant interaction effect between gender and educational stream on the united dependent variables i.e., emotional intelligence, social intelligence and adjustment ( $F = 107$ ,  $p = .956$ ; Wilks'  $\Lambda = .997$ )

## LIMITATIONS

1. The collection of the data has been done online because of covid-19 outbreak that doesn't allow us to get personal observational report of the participants.
2. There was a constraint of time for depth research work.

## FUTURE IMPLICATIONS

A research project is the creation of new information and knowledge based on past experience and learning. Every study may be used as a learning experience for future research. There are further limitations to the study that may be addressed and worked on for future research.

1. The sample was 100 students for the research but the study can be replicated on a large sample to provide more information and understanding about the research.
2. The study is a comparative study between college students based on their educational stream and gender, the study can be continued by investigating correlation between the variables.
3. The study can be conducted on other dimensions and educational streams



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