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Adjustment among Adolescents in relation to their Emotional Intelligence and Social Competence

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Abstract

This paper aims to study adjustment among adolescents in relation to their emotional intelligence and social competence. For this purpose, the investigator used the standardized tools. To check the adjustment among adolescents, the investigator constructed and standardized the tool. Tool of emotional intelligence by Hyde, Pethe and Dhar (2012) and social competence scale by Sharma and Rani 2013 was used by the investigator. 400 adolescents of XI and XII class from schools of Punjab constituted the sample. Results from the analysis showed that there exists significant relation between adjustment and emotional intelligence. Also significant relationship exists between adjustment and social competence. Among both independent variables emotional intelligence resulted to be stronger predictor of adjustment among adolescents. The results and implications are discussed in this paper.

Keywords: Adjustment, Emotional intelligence, Adolescents and Social competence

Introduction

Life of a person is a beautiful gift given by God. The whole of life, from the moment a person is born to the moment he dies faces many stages from conception till birth, infancy, childhood and adult hood till old age. Adolescence is a period in which this growth and development are believed to be at pinnacle. During adolescence there are rapid physiological, psychological, emotional changes as well as demand for new social role takes place. Thus, the period of adolescence is a period of great challenge during which an individual is in the process of establishing attitudes for effective participation in the society. This is a stage of emerging independence which can also pose significant threats and danger to the adjustment of the adolescents.

The promotion of adjustment among young people is ongoing concern for educators. Adolescents require proper adjustment in life by understanding themselves.

Adolescence

Adolescence emerged as a concept in 1890 when psychologists began investigating the abilities, capacities, behavioural problems and attitudes of young people towards diversified aspects .It is the most important and crucial period of one's life. According to Peterson (1988), "Adolescence is the phase of life beginning in biology and ending in society". According to Rogers (2002), "Adolescence as a process rather than a period, a process of achieving the attitudes and beliefs needed for active participation in the society." Hence adolescence is an important stage of human growth and development and also the most exciting period in the life of an individual.

Adjustment

The concept of adjustment is old as human race on earth. It is borrowed from biology and was modeled after the biological term "Adaptation".Life is a continuous process of adjustment and it continues from infancy till death. The word adjustment is derived from a French word "adjuster"which means approximate.Dictionary defines the word adjustment as to fit, modify, arrange and harmonise. According to International Webster dictionary (1996), "Adjustment is the act of adjusting or the condition of being adjusted". Britannica Encyclopaedia (2006) states "Adjustment is the behavioural process by which humans maintain an equilibrium among their various needs or between the needs and obstacles of their environment".

In psychology, adjustment refers to the behavioural process of balancing the conflicting needs. Humans and animals regularly adjust to their environment. A sequence of adjustment begins when a need is felt. Adjustment is a stage where an individual tries to cope with need conflict, frustration and bring coordination between demands. It is therefore a state of harmony arrived at by a person whom we call well-adjusted. So, adjustment can also be defined as how efficiently an individual can perform his duty under different circumstances.

Emotional intelligence

Success in life not only depends upon intelligence but also other essential components which play important role in making fruitful adjustment.This fundamental aspect is none other than emotional intelligence. The term emotional intelligence comprises of two words:- emotion and intelligence. The term emotion is derived from a Latin word"emovere" meaning movement. Emotion can also be interpreted as energy that motivates us. Emotional intelligence is a combination of both the heart and brain.

The term emotional intelligence has been rooted from Social intelligence, which was first coined by E.L.Thorndike in 1920. Historically the term emotional intelligence was introduced in 1990 by two researchers of American University professors Dr.John Mayer and Dr.Peter Salovey. The credit for popularising the concept of emotional intelligence goes to another American psychologist Daniel Goleman (1995) in his book "Emotional Intelligence"where he defined it in the number of ways comprising many personality traits. According to Salovey and Mayor (1990), emotional intelligence is the ability to monitor one's own and others feelings and emotions to discriminate among them and to use this information to guide

someone thinking and action. Babu (2008) defines emotional intelligence as the ability to accurately identify and understand ones emotional reactions and those of others consisting of the ability to control one's emotion and use them to form good decisions to act purposefully and to involve effectively in given situation.

This intelligence can be either developed or damaged with life experiences by emotional lessons taught by parents and teachers during childhood and adolescence.

Social Competence

Social Competence is a foundation upon which expectations of future interactions with others are built and upon which individual develops perception of their own behavior. Social competence is a composite term which is made up two words, social and competence. According to Oxford dictionary (1998), Social signifies attitude to take the interests and needs of people concerning the society. Competence means capability and proficiency. It means overall success in society as it occurs in daily life.

Social competence is a set of skills that allow a person to communicate with other people. Social competence is a skill in social situations, it is generally considered as important element of mental health and well being. This consists of virtues of taking responsibility and having positive outlook towards work and eagerness to explore new things.

Review of related literature

Studies related to emotional intelligence and adjustment:

Sawhney and Kaur (2016) conducted the study to find out the emotional intelligence and adjustment of boys and girls of secondary school. A sample of 85 student board boys and girls were collected from two schools of Karnal. Results of the study indicated no significant difference in the emotional intelligence and adjustment of boys and girls of secondary schools but significant relationship was found in emotional intelligence and adjustment of both boys and girls of secondary schools.

Deep and Mathur (2017) carried a study to assess the emotional intelligence, adjustment and inter personal relationship among young adults and correlation among them. The investigator investigated using qualitative approach with a sample of 80 participants who are selected from Delhi. The results showed that statistically a significant correlation could not be found between emotional intelligence and adjustment.

Yadav (2018) conducted a study to find the relationship between emotional intelligence and adjustment of senior secondary students of Jind. The study was conducted on a sample of 200 students of 11^{th} class studying in government and private schools of Jind. It was found that higher the emotional intelligence higher the adjustment of senior secondary school students.

Tripta (2019) conducted a study to find out adjustment among adolescents in relation to general intelligence emotional intelligence and home environment. The sample comprised of 800 students from the districts of Ludhiana Patiala, Amritsar and Moga. The result showed that adolescent with higher emotional intelligence has better adjustment than adolescent with low level of emotional intelligence.

Studies related to social competence and adjustment:

Wang (2009) studied an ecological framework to examine the relationships among adolescents' perceptions of school climate, social competence and behavioral and psychological adjustment. The results revealed that social competence acts as a mediator between school climate and adjustment of adolescents.

Beri and Kaur (2020) examined the relationship of adjustment, social competence and achievement motivation among senior secondary school students. The sample consisted of 478 senior secondary students from Jalandhar and Hoshiarpur district. The results of this study revealed that senior secondary students have low level of achievement motivation, average level of social competence and very unsatisfactory level of home adjustment, health adjustment, social adjustment and emotional adjustment. Statistically significant difference was found in adjustment and social competence with respect to gender, type of school and locality. Adjustment was not found correlated to social competence.

Objective of the study

1. To find out the relationship of adjustment among adolescents with emotional intelligence and social competence.

Hypotheses of the study

1. There exists no significant relationship between adjustment and emotional intelligence among adolescents.

2. There exists no significant relationship between adjustment and social competence among adolescents.

3. Emotional intelligence and social competence contribute towards the prediction of adjustment of adolescents both independently as well as conjointly.

Methodology

Method

In this present study descriptive method was employed.

Design of the study

In the present study random sampling technique was used. The target population was students of class XI and XII studying in various schools affiliated to Punjab School Education Board located in urban and rural areas from administrative divisions of Punjab. From each division one district and schools from each district were randomly selected.

Sample

A total sample of 400 students of XI and XII were selected from rural and urban areas drawn from Government and private schools affiliated to Punjab School Education Board.

Operational definitions

Adjustment: Adjustment is the process of adapting behavior to a changed environment. It includes three areas: emotional, social and educational.

Emotional Intelligence: Emotional intelligence means the ability to understand and express oneself to relate to others, to adapt to change and to solve problems of personal and social nature. It is the ability to manage and use emotions effectively and productively based on the situation and to manage relationship with others, solving problems and taking decisions to establish the strong bond.

Social competence: Social competence refers to the effectiveness in social interaction. It is considered with both individual's self perspective and his relationship
with others. It is a multifaceted concept involving positive self concept, social, emotional and cognitive skills that help a person in social adaptation.

Tools used

i. Adjustment inventory will be constructed and standardized by the investigator.
.ii. Emotional intelligence scale (Hyde, Pethe and Dhar 2012).
iii. Social competence scale (Sharma and Rani 2013).

Statistical techniques used

To find the adjustment among adolescents in relation to their emotional intelligence and social competence, correlation and regression techniques of statistics were used.

Results and interpretation

Correlation N=400

Variables	r
Adjustmentand Emotional Intelligence	0.52**
Adjustmentand Social Competence	0.40**

** Significant at .01

The coefficient of correlation between adjustment and emotional intelligence among adolescents is found to be 0.52 which is significant at .01 level.

The hypothesis 1 stating 'There exists no significant relationship between adjustment and emotional intelligence among adolescents' stands rejected.

The coefficient of correlation between adjustment and social competence among adolescents is found to be 0.40 which is significant at .01 level.

The hypothesis 2 stating 'There exists no significant relationship between adjustment and social competence among adolescents' stands rejected.

Regression for predictive efficiency

'The conjoint effect of emotional intelligence and social competence on adjustment among adolescents is higher than their individual effects'

Variable	**R**	**R^2**	**% Variance**	**F**	**Inference**	**Step-up Regression Equation**
YX_1	.517	.268	6.8	76.92	Sig at 0.01 level	Y= -8.67+0.17X_1
YX_2	.400	.160	6.0	95.98	Sig at 0.01 level	Y= -3.97+0.14X_2
YX_1X_2	.557	.310	1.0	31.31	Sig at 0.01 level	Y= -15.12+0.14X_1+0.08X_2

Y –Adjustment X_1 - Emotional IntelligenceX_2 - Social Competence

The effect of emotional intelligence on adjustment among adolescents was found significant at .01 level (F (1, 398) =376.92). The computed value of R^2 of emotional intelligence and adjustment among adolescents (YX_1) is 0.268 which indicates that the contribution of emotional intelligence on adjustment among adolescents is 26.8% which is significant. The adjustment among adolescents can be predicted with the equation:

Adjustment = -8.67+0.17xEmotional Intelligence

i.e. for every unit of increase in emotional intelligence, adjustment among adolescents increase 0.17

The effect of social competenceon adjustment among adolescents was found significant at .01 level (F (1, 398) =195.98). The computed value of R^2 of social competenceand adjustment among adolescents (YX_1) is 0.160 which indicates that the contribution of social competenceon adjustment among adolescents is 16% which is significant. The adjustment among adolescents can be predicted with the equation:

Adjustment = -3.97+0.14xSocial Competence

i.e. for every unit of increase in social competence, adjustment among adolescents increase 0.14.

The conjoint effect of both emotional intelligence and social competence on adjustment among adolescents was found significant at 0.01 level of significance (F (2,197) =231.31). The computed value of R^2 of Adjustment with emotional intelligence and social competence ($Y_1X_1X_2$) is 0.310 which indicates the contribution of emotional intelligence and social competence on Adjustment among adolescents is 31%.

The Adjustment among adolescents can be predicted with the equation

Adjustment = -15.12+0.14x Emotional Intelligence+0.08X Social Competence

Hence, hypothesis 3 stating, "Emotional intelligence and social competence would contribute towards the prediction of adjustment of adolescents both independently as well as conjointly" stands accepted.

Further 31% of variance in adjustment is caused due the conjoint effect of emotional intelligence and social competencewhereas 26.8% and 16% variance in adjustment is caused by emotional intelligence and social competenceseparately. thus, the conjoint effect of independent variables of emotional intelligence and social competenceon adjustmentis more than their separate effects. Also, out of the two independent variables of emotional intelligence and social competence, emotional intelligence came out to be the strongest predictor of adjustment of adolescents.

Implications

The present study revealed that there exists significant relation between adjustment and emotional intelligence. Also significant relationship exists between adjustment and social competence. Among both independent variables emotional intelligence resulted to be stronger predictor of adjustment among adolescents. Parents and teachers must emphasis on promoting adjustment among adolescents. Various activities should be planned to develop emotional intelligence and social competence among adolescents for their bright future and success.

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