Original Research Article

Impact of Self Concept and Emotional Intelligence on Adjustment of Adults

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ABSTRACT

The purpose of the study is to determine the impact of self concept and emotional intelligence on adjustment of adults. A sample of three hundred post graduate students (one hundred fifty male and one hundred fifty female), age range from 20 to 25 years of different colleges in Amravati district is selected for the study. Self concept questionnaire developed by Hyde, Pethe and Dhar and Adjustment Inventory developed by Sinha and Singh are used for data collection. The scores of the tests are measured as per the scoring key. 2x2 factorial designed is used. Low and high groups of self concept and emotional intelligence are considered using P_{25} and P_{75} as cutting points. Two way analysis of variance is used to find out the effect of self concept and emotional intelligence and adjustment of adults.

The results indicate that self concept significantly affects adjustment of adults. Emotional intelligence does significantly influence on adjustment of adults. The interaction between self concept and emotional intelligence does not affect adjustment of the adults.

Key words: Self concept, emotional intelligence, adjustment of adult.

INTRODUCTION

Human adjustment is basically purposive transactional process as the individual lives in his family setting, advances educationally and professionally engages in social relationships, matures emotionally and grows in to both physically and mentally healthy adult. The effectiveness of adjustment is measured in terms of how well a person copes with his changing circumstances. Good adjustment of individual is seen as a kind of inner harmony in the person, in the sense that he is satisfied with himself and has harmonious relationship with people whom he is associated (Hurlock, 1978). Adjustment is the interaction between a person and his environment. Gilmer (1978) identified behaviour adjustment as "the process of trying to bring about a balance between needs, stimuli and the opportunities offered by the environment.

Self is the core of our personality. Self concept theory and research indicates that attitudes to self influence behaviour and provide insight into the individuals' perceptions, needs and goals. Coleman (1971) views 'self' as a complex psychological process which has a developmental course, is influenced by learning, is subject to change and can be studied by scientific procedures.

Allport (1961) has described the self concept as something of which we are immediately aware. We think of it as the warm, central private region of our life. As such it plays a crucial part in our consciousness and personality. Thus it is some kind of core on our being.

Emotional intelligence plays an important role in ones adjustment to self and environment. An adjusted individual is able

to express his emotions in the socially approved way at a proper time. Mayer and Salovey (1997) proposed ability model for emotional intelligence. They proposed that there are four constituent abilities of emotional intelligence. a) perception, appraisal and expression of emotion b) emotional facilitation of thinking c) understanding and analyzing emotions d) reflecting regulation of emotions to promote emotional and intellectual growth.

Jazaeri and Kiran Kumar, (2008) opine to be emotionally intelligent is to effectively understand and express oneself, to understand and relate well with others and to successfully cope with daily demands, challenges and pressures. Aravind (2008) states that EI is a meta ability which involves handling raw intellect. E.I. helps people to manage better their feelings, anger, anxiety, depression, pessimism and loneliness and is a form of disease prevention.

Emotional intelligence is developed through the social learning process. EQ can be improved throughout life. In normal course, emotional intelligence increases as one learns to be aware of one's moods, to listen empathic manner and handle distressing emotions. As a person progresses from childhood to adulthood, he gains experience and maturity help to increase EQ.

Hall & Lindzey (1957) point out that the concept of self in the present day psychology seems to have two different meanings. It is used frequently to refer to a person's attitudes and feelings about himself and on the other hand, it is regarded as a group of psychological processes which govern behaviour and adjustment. Hanlon, Hafstaeffer and O' Connor (1954) studied the relationship between measures of adjustment and the congruence of self concept and ideal self concept in a sample of 72 high school students. They found the correlation between self concept and ideal congruence with total adjustment was positive and highly significant (.70)

Sharma (1985) in his study has found a positive relation between self concept and adjustment. Ya-Chin Sun (2004) reported that adolescents emotion was positively related to their adjustment more specifically 'motivating ones self.' Paliwal and Gupta (2006) study revealed that there is no significant relationship between emotional intelligence and adjustment of elderly males as well as females. Brodin has suggested that self description reflects a self concept which has directive effect on behaviour. If this is correct then poor self concepts should be reflected in other behaviour that represents poor personal and social adjustment.

An individual's self concept is closely related with the development and adjustment. Emotional intelligence can be said to be key to adjustment. The investigator has an interest to study the effect of self concept, emotional intelligence on adjustment of adults.

MATERIALS AND METHODS
Sample:
The investigator is interested in finding out the effect of self concept and emotional intelligence on adjustment of adults. The investigator has chosen post graduate students whose age range is 21-28 years for the study. 300 students from post graduate colleges are selected, keeping 1:1 male and female ratio. Incidental sampling technique is used for collection of data.

Tools used: The following tests are used for the present study
1. Self concept questionnaire: SCQ developed by Dr. Saraswat is used for measurement of self concept. SCQ has 48 items which measure the different dimensions of self concept viz, Physical, Social, Temperamental, Educational, Moral and Intellectual. Reliability of the questionnaire by test retest method is found to be ranging from .67 to .88 for the different aspects. Co-efficient of validity 0.80 which is quite high and justifies the use of the test for research purpose.

2. Emotional intelligence scale: EI scale developed by Hyde, Pethe and Dhar is used to measure emotional intelligence of adults. There are 34 statements which cover the different dimensions like self awareness, empathy, self motivation, emotional stability, managing relations, integrity, self development, value orientation, commitment and altruistic behaviour. Reliability of the scale by split half method, coefficient is 0.88. The scale has high content validity.

3. Adjustment inventory for college students: AICS developed by Sinha & Singh is used to measure adjustment. It has 102 statements which cover five areas of adjustment namely home, health, social, emotional and educational adjustment. It has split half and test retest reliability coefficients of .94 & .93 respectively. Validity of the inventory is found to be 0.58.

Hypotheses
1. Self concept affects adjustment of adults.
2. Emotional intelligence does influence on adjustment of adults.
3. The interaction between self concept and emotional intelligence does significantly influence on adjustment of adults.
4. There are significant mean differences of adjustment among inter groups of self concept and emotional intelligence.

Procedure:
Data collection was done in three post graduate colleges of Amravati. The investigator personally visited colleges and co-operation of Principals and teachers was taken to collect data. Groups of 20-25 students were given the tests. To start with pleasant rapport was established and personal data blank sheet was filled up by the students. The self concept questionnaire and emotional intelligence scale were then administered. After a 10 minutes rest, AICS was given. The students were requested to see that all the statements were responded to. The investigator also checked the same. Three tests of different variables of same individual were tagged together. It was called a complete case. 300 complete cases (150 males and 150 females) formed the sample for scoring and statistical analysis.

RESULTS AND DISCUSSION
The main purpose is to study the effect of self concept and emotional intelligence on adjustment of adults. For this, 2 x 2 factorial design is used. P_{25} and P_{75} cutting points are used for considering low and high groups of self concept and emotional intelligence respectively. Dependent variable is adjustment among adults. The 300 adjustment scores are distributed into four classified groups, (10 scores in each group). The effective sample of study is 40 only. Two way analysis of variance (ANOVA) is used for study. The results and discussion are as follows.

Table No. 1 Complete summary of two way ANOVA

	Sources of variation	Ss	df	Mss	F
A :	Self concept	1357.27	1	1357.27	113.86**
B :	Emotional intelligence	1050.04	1	1050.04	88.09**
AxB :	Self concept emotional intelligence	3.03	1	3.03	0.25
Error :	Within treatment	429.10	36	11.92	
Total :		2839.44	39		

** - Significant at 0.01 level

The discussion of the results is as follows.

Table No. 1 shows that F ratio (113.86) of the main effect of the self concept is significant at .01 level. It indicates that self concept independently affects adjustment of adults. Hypothesis No. 1 is accepted.

The probable explanation may be that concept of self personifies the individual as a whole. It is the individuals' way of looking at himself. It signifies his

way of thinking, feeling and behaving. It makes the person behave more or less in a confident manner in facing the various problems of life. Hence self concept may affect the adjustment of the individual at home and in society.

Table No. 2 shows that the F ratio for the B i.e. main effect of emotional intelligence is (88.09) and significant at 0.01 level. It indicates that emotional intelligence does effects on the adjustment of the adults. Hypothesis No. 2 is accepted.

The explanation may be that emotional intelligence is a consideration of self awareness, self motivation, empathy, emotional stability, managing relations, integrity, self development, value orientation, commitment and altruistic behaviour. All these qualities may be

conducive to adjust in life. Emotional intelligence helps to effectively understand and express one self, to relate well with others and to successfully cope with daily demands, challenges and pressure. Thus emotional intelligence does significantly affect adjustment.

The ANOVA results show that F ratio for the interaction between self concept and emotional intelligence is 0.25 and not significant at 0.05 level. It indicates that the interaction between self concept and emotional intelligence does not significantly affect adjustment of the adults. Third hypothesis is rejected.

Duncan's test of multiple ranges is used to find out inter group mean differences related to adjustment of adults. The results are as follows.

Table No. 2: Duncan's Multiple Range Test Scores (Adjustment measure)

Group		A	B	C	D	Shortest significant ranges
	Mean	22.80	32.50	33.90	44.70	0.01 level
A	22.80	--	9.70**	11.10**	21.90**	$R_2 = 4.20$
B	32.50		--	1.40	12.20**	$R_3 = 4.37$
C	33.90			--	10.80**	$R_4 = 4.50$

** - Significant at .01 level
A - low self concept with low emotional intelligence.
B - low self concept with high emotional intelligence
C - high self concept with low emotional intelligence.
D - high self concept with high emotional intelligence.

Table No. 2 shows that there are significant differences in mean scores of adjustment among five inter groups at 0.01 level. Group of low self concept and high emotional intelligence and group of high self concept and low emotional intelligence do not differ significantly on adjustment of adults only. Hypothesis No. 4 is accepted to a large extent. The careful observation of the findings suggests that.

1. Adults with low self concept and high emotional intelligence are significantly well adjusted than low self concept and low emotionally intelligent adults.
2. Adults with high self concept and low emotional intelligence are significantly well adjusted than low self concept and low emotionally intelligent adults.
3. Adults with high self concept and high emotional intelligence are

significantly better adjusted than low self concept and low emotionally intelligent adults.
4. There is no significant difference between low self concept and high emotional intelligence group of adults and high self concept with low emotional intelligence group of adults.
5. Adults with high self concept and high emotional intelligence are significantly well-adjusted than adults with low self concept and high emotional intelligence.
6. Adults with high self concept and high emotional intelligence are significantly well adjusted than adults with high self concept and low emotional intelligence.

It can be definitely said that high self concept and high emotional intelligence are potent factors for better adjustment.

CONCLUSION

Self concept and emotional intelligence contribute significantly to adjustment. A well adjusted person lives his own life to the best of his abilities and makes life a pleasure for others. Adults are the pillars of the society. They form the most productive age group of the society in all fields. This will definitely increase the quality of life in the world. Self concept and emotional intelligence can be enhanced in order to make adult life more productive and fulfilling.

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