

Effects of Emotional Intelligence on Social Intelligence of Young Adults

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The current study was done to assess the effects of emotional intelligence on social intelligence of young adults. The targeted demographic sample was 100, 17-23 year old students from public as well as private colleges and method of randomized sampling was used to collect the data. The tools used for the study were emotional intelligence scale by Dr. Arun Kumar Singh and & Dr. Shruti Narain and Social Intelligence scale by N. K. Chadha and Usha Ganesan. The results were calculated using the SPSS software. The findings revealed a significant positive relation correlation of emotional intelligence and social intelligence.

Keywords: Emotional intelligence, social intelligence, SPSS, Correlation, demographic

EQ is defined as the skill of regulating and assessing an individual's affect as well as our own affect.

Affect intelligence

It deals with an individual's skill to understand and analyze affect skillfully and is able to manage/manipulate it effectively. It helps to memorize, contain and separate affect, and also assists with relations with the community/public. Individuals who are high in EQ are skilled in understanding feelings of others and are able to relate it with themselves and are able to efficiently manage and influence those feelings. Being able to understand and control emotions effectively gives the individual an upper hand in the social environment and helps in effective public relation management. People with high EQ have increased life fulfillment and are able to see life in a more positive light as compared to individuals who do not have high EQ. EQ contains some attributes like: mindfulness of affect which in other means finding out your own affect, skill to master affect and implement it to activities such as cognitive functions and mental activities; also the skill to regulate affect involving managing affect of yourself and also helping and relaxing individuals around us. A lot of people benefit from attaining greater EQ as compared to IQ which assisted them in attaining prosperity and wealth.

Individuals are better if they inculcate abilities of EQ that helps in comprehension

and insight into one's own feeling as well as of someone else. There were several significant attributes identified by EQ scholars which are as follows:

1. *Mindfulness*: notice and perceive an individual's affect and drives and analyze how it influences people around that person. The important component is to be able to analyze and regulate feelings of one-self. Abilities in this component represent:

- *Boosted esteem of self.*
- Attribute to understand comedy and having the skill to chuckle at jokes about oneself.
- Being mind full about how other individuals see you and feel about you.
- Having knowledge and esteem in your abilities

2. *Individual adjustment*: due to irregularities in your affect balancing oneself can be very challenging. To deal with the issues fully being open and mindful about the situation and re analyzing the event in a better and light way helps. Handling of immediate reflexive action is greatly required. The skills are:

- Being in-charge and accepting responsibility of what ever occurred.
- Adjusting to alterations in situations in a positive way.

- Reverting in a calm and composed way to control the heat of the moment and showing no outbursts or immediate reflexes which might worsen the situation.
- Being open to unique views and opinions and understand them.

3. *Intrinsic drives*: understand and achieve success and create a drive to give your best in every task. Drives lead to gathering knowledge and information. The skills in this are:

- Dedication and leadership qualities to accomplish any tasks
- Getting through the challenges and problems effectively.
- Being very open and flexible to involve aims of other companions as well.

4. *Having the ability to show compassion or "empathy"*: skill of being able to relate and perceive other individual's affect and feelings. The skills are:

- Being available and playing an active role of perceiving other individuals affinity.
- Being able to mentor and nurture attributes of individuals.

5. *Communal abilities*: understanding communicational skills and set up mutual rules/norms, create, develop, foster new bonds.

- Great vocal as well as non verbal way of interaction with the community.
- Ability to be a great influencer and teacher.
- Good at regulating and effectively handling chaos and quarrels through means of bargaining and convincing.

Social Intelligence vs. Emotional Intelligence"

EQ and SI are linked greatly when taken in comparison with IQ due to the fact that they deal with public relations and affect manipulation in difficult scenarios. This does not mean that they both are the same thing. They are very different disciplines and have or require different skills and abilities.

EQ focuses more on the here and now and how to regulate and deal with the situation

causing imbalances in our affect. On the contrary SI focused on what is to come and has not yet occurred. It analyses the personal characteristics, affect, and attitudes of people to come up with a better output. Although requiring or using same skills both are different.

Science of mind and EQ

Introduction of EQ has helped in understanding and fulfilling the hole in the study of IQ for scholars. For them IQ was always missing some important component. It was addressed by the creation of EQ as a concept and as a separate discipline. The concept of EQ was created by researcher Peter Salovey".

Some of the various domains of EQ are:

1. Recognize affect: it talks about the mindfulness aspects of self and others both biological as well as mental. Find out feelings of others as well as oneself as precisely as possible and being able to segregate true genuine feelings from pretentious one.
2. Ability to manipulate affect and enhance cognition: giving trajectory and importance to cognition depending on affect in turn creating opportunities for effective decision making, mental processes and information retention.
3. Comprehending affect: this involves comprehension of various feelings and sentiments as well as what might have generated or affected it. Comprehending conflicting affect and difficult feelings and efficiently deal with it.
4. Regulating affect: being accepting of bad as well as good affect. Comprehending it and pondering on it and also being able to easily and successfully separate oneself from those feelings and regulating affect of oneself.

Attributed of individuals who possess high EQ:

- Openness to alteration in life and fast coping skills to new surroundings.
- Have knowledge and insight about one's own abilities and skills.

- Sense of compassion and being an empath. Being able to comprehend and relate to others circumstances.
- Show commitment and dedication to good work but at the same time have a sense of irrational perfectionism.
- Have an equilibrium and consistency of professional life as well as personal.
- Readiness to effectively and efficiently combat any adversity and life challenges head on.
- Having a stress resistance personality and good and easy coping mechanisms to deal with stress.

Social intelligence

The term SI may be explained as comprehension of individuals and using that gathered knowledge to effectively deal with them. SI can include some dimensions like:

- Appearance: something covert seen by community such as characteristics like self regulation, worth or value of self, faith in yourself etc.
- Simplicity and lucidity: being able to easily portray your opinions and views and being fluent and convincing.
- Mindfulness: being present and mindful of the surroundings and actions of self and others and noticing even the subtle alterations.
- Originality: being genuine and real and truthful to people as well to yourself.
- Having the ability to show compassion or "empathy": this helps in developing bonding and influence and promote friendliness and assistance along with acceptance of feelings and cherish them.

Individuals with superior SI are good at nurturing individuals around them in turn making others developing a sense of gratefulness, worth, compassion etc. They appear to others as attractive and having a great persona. On the contrary individuals with less SI are deemed bad or poisonous. But the cause of this could be less awareness and understanding of social scenarios.

Rational:

This study was done to assess the emotional intelligence and its affect on social intelligence as they both influence the quality of life and assist in success and prosperity of an individual. This study was also done to analyze a link to what extent does emotions or affect influences social interactions and how it can be enhanced or improved and its characteristics.

Objective:

The objective of the study is to assess and analyze the effect and type of relationship between emotional intelligence and social intelligence of an individual.

Hypothesis:

There is a positive correlation between emotional intelligence and social intelligence.

Method

Design:

A purposeful study aimed towards assessment of effects of emotional intelligence on social intelligence of young adolescents. Randomized sampling was used for the purpose of data collection from college students via scales EIS and SIS which were simultaneously answered by the participants.

Dependent Variable: similarly the variable which will be affecting by the independent variable is social intelligence.

Extraneous Variable: the extraneous variables that could have influenced or affected the participant's answers could be mood of the participant at the time of the conduction of the study, environment (such as lighting, humidity, crowding etc.), presence of other individuals in the room, socially acceptable response, fear of being judged, and fear of availability of results to other individuals.

Control Variable: to minimize the degree of effect of extraneous variables on the participant's response the participant was provided with a comfortable environment and rapport was established to minimize the degree of emotional imbalance and to clam his/her nerves. All the participants were ensured absolute confidentiality to ensure that they provide the most accurate response without any apprehension or fear.

| Name of the scale | Author | Year | Number of Items | Reliability | |
|------------------------------|----------------------------|------|-----------------|--|---|
| Emotional Intelligence Scale | Narain, S. & Singh, A.K. | 1971 | 31 | 0.86 (alpha coefficients) | |
| Social Intelligence Scale | Chadha, N.K. & Ganesan, U. | 1971 | 66 | "Split half reliability Patience-0.93 Cooperativeness-0.91 Confidence-0.89 Sensitivity-0.90 Recognition of social environment-0.95 Tactfulness-0.91 Sense of humour-0.90 Memory-0.96" | "Test retest reliability Patience-0.94 Cooperativeness-0.91 Confidence-0.90 Sensitivity-0.93 Recognition of social environment-0.95 Tactfulness-0.84 Sense of humour-0.92 Memory-0.97" |

| Validity of Scales | |
|------------------------------|---|
| Emotional Intelligence Scale | 0.86 " (concurrent validity .01 level of significance)" |
| Social Intelligence Scale | 0.70 (empirical validity) |
| | Cross validation correlation between two groups Patience-0.82 Cooperativeness-0.91 Confidence-0.86 Sensitivity-0.75 Recognition of social environment-0.91 Tactfulness-0.75 Sense of humour-0.95 Memory-0.94" |

Sample and its selection:

A sample of 100 randomly selected young adult college students were taken as participants for the current purposive study. Two standardized scales were utilized for the present study. The targeted demographic of the participant of the study were college going students within the age range of 17-23 years from both privately run universities/colleges and government run colleges. The participants were both from masters and bachelors background. Debriefing and explanation on the part of the researcher was provided to the participants and all the queries and doubts were resolved and proper instructions were given. The participant's were ensured absolute confidentiality and were assured that their results would be kept anonymous and would only be used for the sole purpose of the study and this information will not provided to and third party without their consent. Verbal consent was taken from each

participant. The conduction of the study was done in comfortable and controlled environment, majorly inside the college campus.

Tools:

Emotional intelligence scale: the scale consists of thirty three items assessing four dimensions such as "understanding emotions, understanding motivation, empathy, handling relations". It analyzes the emotional intelligence of an individual and its various dimensions as mentioned above. It is best analyzed in a controlled environment where absolute accuracy of the responses can be assured and no external influences can affect the responses.

Social intelligence scale: The scale comprises of sixty six questions assessing eight dimensions such as "patience, cooperativeness, confidence, sensitivity, recognition and social environment, tactfulness, sense of humor, memory". It analyzes the social intelligence

of the individual using those eight dimensions mentioned above. It too is best analyzed in a controlled environment where absolute accuracy of the responses can be assured and no external influences can affect the responses.

Results and Discussion

Table 1: Mean and standard deviation table for Emotional intelligence scale and social intelligence scale.

| Descriptive Statistics | | | |
|------------------------|--------|----------------|-----|
| | Mean | Std. Deviation | N |
| SI Total | 101.35 | 10.679 | 100 |
| EQ Total | 22.12 | 3.859 | 100 |

Table 2: representation of correlation between Emotional Intelligence and Social Intelligence.

| Correlations | | | |
|---------------------|----------|----------|----------|
| | | SI total | EQ total |
| Pearson Correlation | SI Total | 1.000 | .384 |
| | EQ total | .384 | 1.000 |
| Sig. (1-tailed) | SI total | | .000 |
| | EQ total | .000 | |
| N | SI total | 100 | 100 |
| | EQ total | 100 | 100 |

The aim of the present study was to assess the effect of emotional intelligence on social intelligence among young adults. This study was done to assess the emotional intelligence and its affect on social intelligence as they both influence the quality of life and assist in success and prosperity of an individual. This study was also done to analyze a link to what extent does emotions or affect influences social interactions and how it can be enhanced or

improved and its characteristics. A sample of 100 randomly selected young adult college students were taken as participants for the current purposive study. Two standardized scales EIS and SI were utilized for the present study. The targeted demographic of the participant of the study were college going students within the age range of 17-23 years from both privately run universities/colleges and government run colleges. The participants were both from masters and bachelors background. Rapport was established. Debriefing and explanation on the part of the researcher was provided to the participants and all the queries and doubts were resolved and proper instructions were given. The participant's were ensured absolute confidentiality and were assured that their results would be kept anonymous and would only be used for the sole purpose of the study and this information will not provided to and third party without their consent. Verbal consent was taken from each participant. The analysis of the data collected was done statistically using SPSS linear regression.

On interpreting the tables 1, 2, 3, 4, it can be analyzed that a positive correlation exists between the independent and dependent variables. The hypothesis of this paper has been proven by the positive correlation between independent and dependent variable. The mean for SI was 101.35 with standard deviation of 10.679, a positive significance of 0.000 and the mean value of EQ was 22.12 with standard deviation of 3.859, a positive significance of 0.000. The results reveal significance difference and that the correlation exist which is positive between independent and dependent variable.

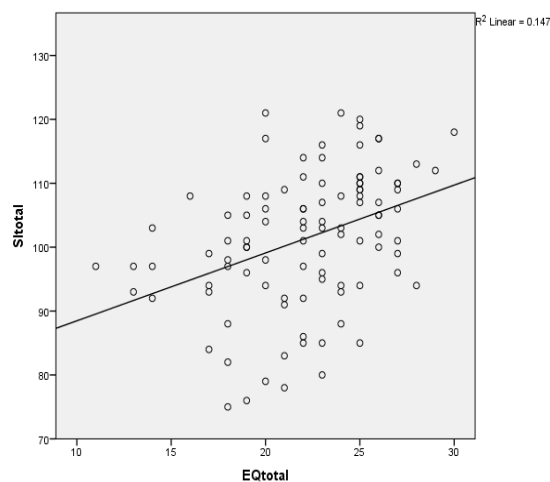
Table 3- The table for Hypothesis 1- There is a positive correlation between emotional intelligence and social intelligence.

| Model Summary | | | | | | | | | |
|------------------------------------|-------|----------|-------------------|----------------------------|-------------------|----------|-----------------|-----------------|---------------|
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Change Statistics | | | | |
| | | | | | R Square Change | F Change | df ¹ | df ² | Sig. F Change |
| 1 | .384a | .147 | .139 | 9.912 | .147 | 16.924 | 1 | 98 | .000 |
| a. Predictors: (Constant), EQtotal | | | | | | | | | |

Table4- Representation of regression analysis

| ANOVA ^a | | | | | | |
|-------------------------------------|------------|----------------|----|-------------|--------|-------------------|
| | Model | Sum of Squares | df | Mean Square | F | Sig. |
| 1 | Regression | 1662.686 | 1 | 1662.686 | 16.924 | .000 ^b |
| | Residual | 9628.064 | 98 | 98.246 | | |
| | Total | 11290.750 | 99 | | | |
| a. Dependent Variable: SI Total | | | | | | |
| b. Predictors: (Constant), EQ Total | | | | | | |

| Coefficients ^a | | | | | | | |
|--------------------------------|-----------------------------|------------|---------------------------|--------|------|---------------------------------|-------------|
| Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. | 95.0% Confidence Interval for B | |
| | B | Std. Error | Beta | | | Lower Bound | Upper Bound |
| (Constant) | 77.861 | 5.795 | | 13.436 | .000 | 66.361 | 89.361 |
| EQ total | 1.062 | .258 | .384 | 4.114 | .000 | .550 | 1.574 |
| a. Dependent Variable: SItotal | | | | | | | |

**Figure 1: Graph showing linear regression line of emotional as well as social intelligence scores.**

Hence the hypothesis of the present research was proved.

Summary and Conclusion

The aim of the present study was to assess the effect of emotional intelligence on social intelligence among young adults. With reference to the reviews of literatures and the results of the study our hypothesis was proven as there existed a positive correlation between the

variable under studies and SI are linked greatly when taken in comparison with IQ due to the fact that they deal with public relations and affect manipulation in difficult scenarios. This does not mean that they both are the same thing. They are very different disciplines and have or require different skills and abilities. EQ focuses more on the here and now and how to regulate and deal with the situation causing imbalances in our affect. On the contrary SI focused on what is to come and has not yet occurred. It analyses the personal characteristics, affect, and attitudes of people to come up with a better output. Although requiring or using same skills both are different. This study was also done to analyze a link to what extent does emotions or affect influences social interactions.

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