

## **Emotional Competence In Relation To Personality and Adjustment among College Students**

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**Abstract:** *There is a stark difference between knowing something is emotionally wrong and feeling that something is wrong. This study will argue that in the case of emotional competence development and how students must knowing precedes emotionally students are intelligent, and that “gut” feelings of wrong doing are explicitly taught, and over time become rapid automatic responses to. A developmentally constrained progression exists in moral development whereby conditioned behavior precedes explicit thought; and through social learning in adolescence, thoughts and behaviors become associated with emotions. In their most evolved/mature state, emotions produce socially appropriate with relatively little adjustment influence. Emotional intelligence is no doubted the integration of many developmental processes, this study will discuss the student’s emotional intelligence, personality; adjustment. The present study has been conducted to identify the relation in emotional intelligence, personality and Adjustment of college students. The researcher used descriptive study; the sample consists of 200 college students. They were selected randomly. Emotional intelligence questionnaire developed by Schutte (1998), Eyesenck Personality Inventory was observed by Fay Fransella (1981) and the Pre-adolescent adjustment scale(PASS) - This scale was developed by Pareek Rao(1975) has been administered was used to collect the data. The correlation between the emotional intelligence, personality, adjustment and the purpose of this analysis is to find out the inter dependence of each of the three variables on one another. The inter dependence between variables are discussed variable wise.*

**Keywords:** *Emotional intelligence, Personality, College Students, Adjustment*

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### **I. Introduction**

Emotional competence refers to one's ability to express or release one's inner feelings (emotions). It implies to determine one's ability to effectively and successfully lead and express. It is described as the essential social skill to recognize, interpret, and respond constructively the emotions in one and others. The concept of emotional competence is rooted in understanding emotions as normal, useful aspect of being human. Anger is a reaction to aggression and gives a person the strength to repel the aggression. Grief is a reaction to abandonment or feeling unloved and it has the effect of eliciting sympathetic responses from others. Fear is a response to danger and has a clear physiological effect of heightening one's senses and speeding up one's reactions.

From this it can be seen that the suppression of emotion is not useful and that people to suppress their emotions is part of trying to control them. Emotionally competent people will express emotions appropriate to the situation and their needs and they will not seek to suppress emotions in others. It is fairly widely believed that if appropriate emotions are not expressed some sort of memory of them becomes stored. Later events may trigger off the old emotions resulting in inappropriate emotional responses. This particularly applies to emotions that children are prevented from expressing. Releasing these old emotions is a key feature of co-counseling.

Emotional competence can lead to improved health through avoiding stress that would otherwise result from suppressing emotions. It can also lead to improved relationships since inappropriate emotions are less likely to be expressed and appropriate behavior is not avoided through fear of triggering some emotion. The concept is distinct from emotional intelligence which, while recognizing the importance of emotions, gives emphasis to controlling or manipulating them.

Goleman (1998) divides emotional intelligence into the following five emotional competencies

1. To identify one's emotional states and to understand the link between emotions, thought and action
2. To manage one's emotional states — to control emotions or to shift undesirable emotional states to more adequate ones
3. To enter into emotional states associated with a drive to achieve and be successful
4. To read, be sensitive and influence other people's emotions
5. To enter and sustain satisfactory interpersonal relationships

Further, these emotional competencies build on each other in a hierarchy. One must identify one's emotions in order to manage them. One aspect of managing emotions involves entering into drive to achieve emotional

states. The above three abilities, when applied to other people, lead to the fourth one: to read and influence positively other people's emotions. All four competencies lead to increased ability to enter and sustain good relationships. For example if the students have such a competencies they have to achieve better in their academic.

### **1.1 Personality**

The term personality derived from the Latin word "Personae" which means "mask". It was used by the actors to portray different characters; the mask covers the real face. Like this personality covers the entire mental and behavioural aspects of an individual. The behaviour of an individual is directed by his personality. The observance of an individual over a wide range of situations over a period of time will enable to find a pattern of behaviour and thought of the particular individual.

### **1.2 Cattell's 16 trait dimensions**

Gordon Allport (1897–1967) made the first comprehensive attempt to develop a framework to describe personality using traits. Allport and Odbert (1936) used New International Dictionary to identify terms that describe personality. This work was developed further by Raymond Cattell (1905– 97), who used a statistical procedure called factor analysis to determine the structure of personality. Factor analysis is a tool for summarizing the relationships among sets of variables by identifying those that co-vary and are different from other groups of variables. In personality theory, factor analysis can be used to identify which sets of variables most simply and accurately reflect the structure of human personality. Like Allport, Cattell believed that a useful source of information about the existence of personality traits could be found in language, the importance of a trait being reflected in how many words describe it. Cattell called this the lexical criterion of importance. Building on Allport's work, Cattell (1943) collated a set of 4500 trait names from various sources and then removed obvious synonyms and metaphorical terms, until researcher reduced these to 171 key trait names. Cattell collected ratings of these words and factor- analysed the ratings. Cattell's subsequent investigations yielded three types of data, which he categorized as follows L-data – life record data, in which personality assessment occurs through interpretation of actual records of behaviour throughout a person's lifetime (e.g. report cards, ratings by friends and military conduct reports) Q-data – data obtained by questionnaires (e.g. asking people to rate themselves on different characteristics); and T-data – or objective psychometric test data (e.g. the thematic perception test). On the basis of this research, Cattell (1947) developed a model of personality describing 16 trait dimensions. There are three body types according to Sheldon (1954) Endomorph Mesomorph , Ectomorph. Endomorphic body types are plump and round with a tendency to be relaxed and outgoing. Mesomorphic physiques are strong and muscular, and usually energetic and assertive in personality. Ectomorphic body types are tall and thin and tend to have a fearful and restrained personality. Traits labels given to consistent and enduring aspects of personality, viewed as continuous dimensions, a term used by early personality theorists, who divided people into different categories, or types lexical criterion of importance Cattell's proposal that an aspect of personality described by many words in the vernacular is likely to be more important than one described by just a few Personality A further super trait identified by Eysenck (1982) is psychoticism. People scoring high on psychoticism are described as: 'egocentric, aggressive, impersonal, cold, lacking in empathy, impulsive, lacking in concern for others and generally unconcerned about the rights and persons welfare of other people'. Eysenck's (1967) hierarchical model divides personality into various units . This allows personality to be described questionnaire to measure these traits (Cattell, Eber and Tastuoka,1977) called the Sixteen Personality Factors Questionnaire (16PF).

### **1.3 Here are the 16 trait dimensions used in the 16PF:**

Reserved-----Outgoing  
Less intelligent-----More intelligent  
Stable, ego strength-----Emotionality/neuroticism  
Humble-----Assertive  
Sober-----Happy-go-lucky  
Expedient-----Conscientious  
Shy-----Venturesome  
Tough-minded-----Tender-minded  
Trusting-----Suspicious  
Practical-----Imaginative  
Forthright-----Shrewd  
Placid-----Apprehensive  
Conservative-----Experimenting  
Group-dependent-----Self-sufficient

Indiscipline-----Controlled  
Relaxed-----Tense

## II. Adjustment

Adjustment is a universal human life process. It is not limited to any specific period, but to the whole span of life. Throughout the lives all living organisms from amoeba to man meet situations in which they are unable to satisfy their needs promptly or completely. Everyone in this world generally faces the problem of adjustment. Personality adjustment is a mode of an individual's life experience projected in the environment towards other human beings and situations. Mathis et al. (1970) call adjustment as a continuous process. At every stage of life there are problems to be solved. The solution to the problems always leaves some new experience in the individual's life.

Student's problems are considered to be a serious one. Understanding students' problem in the educational environment is perhaps the single most important aspect today. Modern educational practices emphasize the understanding of each individual student. An essential part of understanding an individual is to find out the problems, worries and anxieties which occupy their mind, hamper their work and adversely affect their potentiality.

When educationalists and psychologists understand an adolescent student, they often pay particular attention to the ways in which people respond to the stresses and demands of their environment. When an adolescent students mind is seriously preoccupied with problems, the entire effort to educate them will be futile. The problems related to educational and vocational area person usually expressed in the form of constant failures, dissatisfaction with studies and against teachers. These often lead to strikes and other acts of indiscipline. Over the year's student's problem are viewed as serious one because these problems affect their cognitive outcome.

Investigator suggests that some students are losing faith in their schools owing to their problems. In India, it was recognized that 43 per cent of adolescents had serious adjustment problems; the school area according to Kakkar (1964) posed the greatest number of problems. Kakkar (1965) estimated that 93 per cent of the students had school adjustment problems.

Therefore, it is absolutely essential to renew the search for easily manipulating factors that will improve students personality adjustment which in turn create interest in education.

## III. Review of Related Literature

**Fathima Banu and Neelakandan (2011)** made a study on, Influence of gender on Emotional intelligence of College Students. The present research aimed to identify the influence of gender on emotional intelligence. The sample consists of 100 college student selected at randomly. Emotional intelligence questionnaire developed by Schutte (1998) was used to collect the data. Use of t-test proved that there is significant different between boys and girls in their emotional intelligence.

**Syed Hossein Fazeli (2012)**, The present study aims to find out the relationship between the Extraversion trait and use of the English Language Learning Strategies (ELLSs) for learners of English as a foreign language. Four instruments were used, which were Persian adapted Strategy Inventory for Language Learning (SILL), a Background Questionnaire, NEO-Five Factors Inventory (NEO-FFI), and Test of English as a Foreign Language (TOEFL). Two hundred and thirteen Iranian female university level learners of English language as a university major in Iran were the volunteer to participate in this research work. The intact classes were chosen. The results show that there is a significant relationship between the Extraversion trait and use of the each of three of the six categories of ELLSs (Memory Strategies, Meta-cognitive Strategies, and Social Strategies).

**Kim, Eunyong (2012)** the researcher conducted a study on, Despite the plethora of college student identity development research, very little attention has been paid to the identity formation of international students. Rather than adopting existing identity theories in college student development, this exploratory qualitative study proposes a new psychosocial identity development model for international students as an alternative theoretical viewpoint. Based primarily on the ethnographic interview data collected from international undergraduate students at a large public institution in the Midwest, the proposed conceptual model, International Student Identity (ISI), consists of six phases: pre-exposure, exposure, enclosure, emergence, integration, and internationalization. A description of each phase is provided and implications for practice and future research are offered as well. Keywords: international students, psychosocial identity development, cross-cultural adjustment.

#### **IV. Method**

##### **Objectives**

To find out the significant correlations between Emotional intelligence, personality and Adjustment of college students.

##### **Hypotheses**

1. There will be significant correlations between Emotional intelligence, personality and Adjustment of college students.
2. There is a significant influence of demographic variables on emotional competence, personality and adjustment.

##### **Sample**

The sample comprised 200 college students. They were 100 male and 100 female students in Chennai college and the age groups of college students is (17 to 21), such as the two sample may treated as homogeneous with respect to age. The samples were related to random sampling technique.

##### **Tool used**

For the present study the following tool are used

1. Emotional Intelligence by Schutte.
2. Eysenck personality inventory.
3. Pre-adolescent adjustment scale(PASS) - by Pareek Rao(1975)

##### **Emotional Intelligence**

To measure emotional intelligence, Schutte (1998) Scale was used. The scale consists of 5 dimensions such as self – Awareness, self – regulation, self – motivation, empathy and social skills. It has 58 statements, with 4 response categories (Never, Rarely Sometime and always). For positive statements score ranges from 1 to 4 and for negative statements the score is in reverse (4 to 1).

##### **Tool description**

The scale consists of 58 statements representing five dimensions. There are 29 positive and 29. Negative statements.

**The dimensions and the corresponding are statements are shown in the table below.**

<b>Statement</b>	<b>Positive</b>	<b>Negative</b>
<b>Self – Awareness</b>	1,6,11,26,36,	16,21,31,41,46,51,
<b>Self – regulation</b>	2,17,27,37,42,47,52,	7,12,22,32,56,57,
<b>Self – motivation</b>	3,8,18,53,	13,23,28,33,38,43,48,
<b>Empathy</b>	4,14,24,29,39,44,54,	9,19,34,49,
<b>Social skill</b>	10,20,30,35,45,50,	5,15,25,40,55,58,

The maximum score for the scale is 232 and the maximum score for each dimension as follows Self awareness score is 44, Self regulation score is 52, Self motivation score is 44, Empathy score is 44, and finally social skills score is 48. The tool was found to be reliable and valid. The reliability score was 0.77.

##### **Personality Inventory**

Eysenck Personality Inventory was observed by Fay Fransella (1981) used. This inventory consisting of 57 questions serves as the answer sheet as well, for the subjects, to record their responses. The respondent is required to circle entire the ‘Yes’ responses or the ‘No’ response according to his final choice. The inventory aims at the measurement of two personality dimensions Viz, Extraversion and Neuroticism.

##### **ADJUSTMENT**

Each negative item was given a score of one. The total score for each dimension is obtained by adding all responses, of the negative items.

##### **Home**

**Item** 3,9,22,31

##### **School**

**Item** 2,10,11

##### **Peer**

**Item** 6,7,18,21

##### **Teachers**

**Item** 26,27,39

**General Item 16,19,39**

The total adjustment score was computed by adding scores on the sub scales. High scores indicated more adjustment problems.

**Statistical Analysis**

The collected data were analyzed using appropriate statistical techniques. The descriptive statistics such as mean, S.D, and t-value were computed. Correlation and Regression were also used.

**Table : 1** Showing the correlation between the emotional intelligence, personality, adjustment and for the general sample (N=200)

Variables	Emotional intelligence	Adjustment	Personality
<b>Emotional Intelligence</b>	---	0.230**	0.216**
<b>Adjustment</b>	0.230**	---	0.431**
<b>Personality</b>	0.216**	0.431**	---

\*Significant at 0.01 level

\*\* Significant at 0.05 level

Table 1 shows the correlations between the variables emotional intelligence, personality, adjustment and were worked out for the general sample of 200 college students. The purpose of this analysis is to find out the inter dependence of each of the three variables on one another. The inter dependence between variables are discussed variable wise.

**Emotional Intelligence**

Emotional intelligence is positively and significantly related to Adjustment (0.230) and Personality (0.216). Here there is a positive and significant correlation among the variables. But there is high positive correlation between emotional intelligence and Adjustment. Therefore it is concluded that there is a direct relationship between the two variables.

**Adjustment**

Emotional intelligence and personality are significantly and positively correlated with each other. It shows that there is a direct relationship among the variables. Here personality is highly correlated with adjustment.

**Personality**

Emotional intelligence and Adjustment are significantly and positively correlated with each other. Here personality is highly correlated with Adjustment.

**Table 2** Showing the Stepwise regression analysis predicting Emotional intelligence

Sl.No	Step/Source	Cumulative R <sup>2</sup>	ΔR <sup>2</sup>	Step t	P
1.	Type of family	0.068	0.065*	5.924	0.01
2.	Social Activities	0.088	0.083*	4.320	0.01

\* P < 0.01

Constant value = 35.743

The results of regression analysis such as cumulative R<sup>2</sup>, ΔR<sup>2</sup>, step t and P value have been given in table 2. An attempt was made to find out whether the demographic variables would be possible predictors of Emotional intelligence. The results indicate that the two variables are very significant in predicting the Emotional intelligence. The type of family is poised to predict Emotional intelligence to an extent of 0.068 which is found to be statistically significant at 0.01 level.

**Table 3** Showing the Stepwise regression analysis predicting Personality.

Sl.No	Step/Source	Cumulative R <sup>2</sup>	ΔR <sup>2</sup>	Step t	P
1.	Education	0.012	0.018*	2.76	0.01
2.	Type of family	0.033	0.029*	2.84	0.01

\* P < 0.01

Constant value = 29.52

The variables namely education and type of family have contributed significantly predicting personality. The  $R^2$  value for income is 0.012, which is statistically significant. The second variable type of family when added to income increases the  $R^2$  value to the extent of 0.033. The t-ratio for the increases in  $R^2$  is statistically significant.

**Table 4** Showing the Stepwise regression analysis predicting adjustment

Sl.No	Step/Source	Cumulative $R^2$	$\Delta R^2$	Step t	P
1.	Age	0.050	0.047*	4.075	0.01
2.	Education	0.067	0.061*	5.623	0.01
3.	Type of Family	0.083	0.074*	3.013	0.01
4.	Fathers Education	0.091	0.083*	3.401	0.01
5.	Mothers Education	0.095	0.096*	2.372	0.01

\*  $P < 0.01$

Constant value = 21.87

Five variables Age, Education, type of family, fathers education and mothers education have significantly contributed for predicting the students level of adjustment. This is statistically confirmed by obtained t-values which are all significant at 0.01.

### V. Discussion

The correlation result shows that emotional intelligence is positively and significantly related to adjustment (0.320), personality (0.316) and academic achievement (0.74),(Table1). Research findings show that the sub-scales of the Emotional Intelligence Scale, adaptability and coping with stress, are highly correlated with the students' academic procrastination tendency scores (p less than 0.05). Results showed a positive correlation between the two factors and the students' emotional intelligence pretest assessment scores.

An attempt was made to find out whether the demographic variables would be possible predictors of Emotional intelligence. The results indicate that the two variables are very significant in predicting the Emotional intelligence (Table 2). The results obtained that no significant main effects were found for gender or total EI score.

The stepwise regression result shows that the variables namely education and type of family have contributed significantly predicting personality.(Table3)

The Stepwise regression obtained results shows that, five variables. They were age, education, type of family, fathers education and mothers education have significantly contributed for predicting the students level of adjustment. (Table4). Regression analyses revealed that the quality of the parent-adult child relationship was the only significant predictor of adjustment during year one, and none of the variables were statistically significant predictors of adjustment during year three.

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