A Study On The Relationship Between Adaptive Behaviour And Emotional Intelligence Of College Girls Students

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Abstract

The present investigation has been undertaken in order to study the relationship between adaptive behaviour and emotional intelligence of college girls students. Adaptive Behaviour Scale (ABS) constructed and validated by the Investigator (2019) and Emotional Intelligence Scale (EIS) constructed and standardized by Anukool Hyde, Sanjyot Pethe and Upinder Dhar (2001) have been administered to a sample of 600 college girls students in Pudhucherry Region, India. The statistical techniques used to analyse the data were descriptive, differential and correlation analysis. Findings revealed that the adaptive behaviour is average and high emotional intelligence of college girls students. It is found that college girls students do not differ significantly in adaptive behaviour in respect of type of college and they differ significantly in adaptive behaviour in respect of medium of study. It is found that college girls students differ significantly in emotional intelligence in respect of type of college and they do not differ significantly in emotional intelligence in respect of medium of study. It is found that there is a positive and significant relationship between adaptive behaviour and emotional intelligence of college girls students.

Keywords: Adaptive Behaviour, Emotional intelligence, Type of College, Medium of Study and College girls students.

1. Introduction

Adaptive behavior refers to behavior that enables a person (usually used in the context of children) to get along in his or her environment with greatest success and least conflict with others. This is a term used in the areas of psychology and special education. Adaptive behavior relates to every day skills or tasks that the "average" person is able to complete, similar to the term life skills. Non constructive or disruptive social or personal behaviors can sometimes be used to achieve a constructive outcome.

Perhaps, the first explicit use of Emotional Intelligence with a well-validated conception is from Salovey and Mayer (1990), who defined Emotional Intelligence as "the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use

this information to guide one's thinking and actions" (p. 189). Subsequently, Mayer and Salovey (1997) have expanded their definition to include the capacity to perceive. David W Chan emotions, assimilate emotion-related feelings, understand the information of these emotions, and manage these emotions.

2. Need and Importance of the Study

For time immemorial women in general were forced to occupy a secondary place in relation to men. Women have been relegated to the margins in spite of the fact that they are numerically half of the world's population. This has resulted in women being unable to take a place of human dignity as free and independent entities associated with men on an intellectual and professional equal wavelength. In the ancient period women were known to engage in many productive activities but over the time reproduction and challenges of pregnancy and childbirth gradually made her dependent on men for protection and food. By the time mankind reached more settled existence patriarchy was established. Hence, it was felt by the investigators to study the adaptive behavior of college girls students in Pudhucherry region, India. Several independent variables related to the adaptive behavior by the investigator.

3. Statement of the Problem

The problem chosen for the present study is entitled as "**A Study on the Relationship Between Adaptive Behaviour and Emotional Intelligence of College Girls Students**".

4. Operational Definitions

Adaptive Behavior

Adaptive behavior refers to a person's social responsibility and independent performance of daily activities. **Adaptive behaviours** are everyday living skills such as walking, talking, getting dressed, going to college, reading and writing work, sharing with others, pertaining to academic situation in college.

Emotional Intelligence

Emotional intelligence refers to the ability to process emotion - laden information competently and to use it to guide cognitive activities like problem solving and to focus energy on required behaviors.

5. Objectives of the Study

1. To find out the level of adaptive behaviour of colleg girls students.
2. To find out the level of emotional intelligence of college girls students.

3. To find out whether there is any significant difference in the adaptive behaviour of college girls students in respect of the following sub-samples: a) Type of college and b) Medium of study.

4. To find out whether there is any significant difference in the emotional intelligence of college girls students in respect of the following sub-samples: a) Type of college and b) Medium of study.

5. To find out whether there is any significant relationship between adaptive behaviour and emotional intelligence of college girls students.

6. Hypotheses of the Study

1. The level of adaptive behaviour of college girls students is low.

2. The level of emotional intelligence of college girls students is low.

3. There is no significant difference in the adaptive behaviour of college girls students in respect of the following sub-samples a) Type of college and b) Medium of study.

4. There is no significant difference in the emotional intelligence of college girls students in respect of the following sub-samples a) Type of college and b) Medium of study.

5. There is no significant relationship between adaptive behaviour and emotional intelligence of college girls students.

7. Method of the Study

Normative survey method has been adopted for the present investigation. The present investigation is an attempt to find out the effect on sub-samples Type of college, Medium of study and independent variable Emotional intelligence on the dependent variable Adaptive Behaviour.

8. Sample of the Study

A sample of 600 college girl students of Pudhucherry region, India were chosen using random sampling technique with randomness and representativeness.

9. Tools Used for the Study

The following tools have been administered in the study for the collection of data:

1. Adaptive Behaviour Scale (ABS) Constructed and Validated by the Investigator (2019).

2. Emotional Intelligence Scale (EIS) Constructed and Standardized by Anukool Hyde, Sanjyot Pethe and Upinder Dhar (2001).

10. Scoring Procedure

Adaptive Behaviour

In the Adaptive Behaviour scale the high score is 222 & above, average score is 162-221 and low score is 161 & below.

Emotional Intelligence

All the 34 items of the scale were positively worded, and the items were scored as 5, 4, 3, 2 and 1 for Strongly Agree, Agree, Uncertain, Disagree and Strongly Disagree. A subject can get a maximum score of 170 and the minimum score of 34.

11. Analysis and Interpretation Data

The analysis and interpretation are given the following tables

Descriptive Analysis

Hypothesis 1

The level of adaptive behaviour of colleg girls students is low.

Table-1
Showing the Mean and Standard Deviation Scores of Adaptive Behaviour of College Girls Students

Variable	N	M	SD
Adaptive Behaviour	600	197.03	30.94

It is evident from the Table 1, that the calculated mean score is found to be 197.03 and the standard deviation value is 30.94 respectively, which indicates that the mean score lay in between 162-221. Therefore hypothesis 1 is rejected and it is concluded that the college girls students adaptive behaviour is average.

Hypothesis 2

The level of emotional intelligence of college girls students is low.

Table-2
Showing the Mean and Standard Deviation Scores of Emotional Intelligence of College Girls Students

Variable	N	M	SD
Adaptive Behaviour	600	164.55	37.85

It is evident from the Table 2, that the calculated mean score is found to be 164.55 and the standard deviation value is 37.85 respectively, which is higher than the mid value of 104. Therefore hypothesis 2 is rejected and it is concluded that the college girls students emotional intelligence is high.

Differential Analysis

Hypothesis 3

There is no significant difference in the adaptive behaviour of college girls students in respect of the following sub-samples a) Type of college and b) Medium of study.

Table-3
Comparison of Mean Adaptive Behaviour Scores of College Girls Students in respect of the following Sub-Samples

Variable	Sub-Samples	N	Mean	SD	't' Value	Level of Significance at 0.05 Level
Adaptive Behaviour	Government	385	201.08	31.68	0.73	Not Significant
	Private	215	202.91	31.03		
	Tamil	208	205.24	33.62	6.17	Significant
	English	392	186.45	29.67		

It is evident from the Table 3, that the calculated 't' value is found to be 0.73 which is not significant. Hence, the framed null hypothesis 3(a) is accepted and it is concluded that the college girls students do not differ significantly in adaptive behaviour in respect of their type of college.

It is evident from the Table 3, that the calculated 't' value is found to be 6.17 which not significant. Hence, the framed null hypothesis 3(b) is rejected and it is concluded that the college girls students differ significantly in adaptive behaviour in respect of their medium of study.

Hypothesis 3

There is no significant difference in the emotional intelligence of college girls students in respect of the following sub-samples a) Type of college and b) Medium of study.

Table-3
Comparison of Mean Adaptive Behaviour Scores of College Girls Students in respect of the following Sub-Samples

Variable	Sub-Samples	N	Mean	SD	't' Value	Level of Significance at 0.05 Level
Emotional Intelligence	Government	385	158.51	29.22	2.42	Significant
	Private	215	161.55	37.31		
	Tamil	208	167.06	39.03	1.50	Not Significant
	English	392	168.22	40.21		

It is evident from the Table 3, that the calculated 't' value is found to be 2.42 which is significant. Hence, the framed null hypothesis 4(a) is rejected and it is concluded that the college girls students differ significantly in adaptive behaviour in respect of their type of college.

It is evident from the Table 3, that the calculated 't' value is found to be 1.50 which not significant. Hence, the framed null hypothesis 4(b) is accepted and it is concluded that the college girls students do not differ significantly in adaptive behaviour in respect of their medium of study.

Correlation Analysis

Hypothesis 5

There is no significant relationship between adaptive behaviour and emotional intelligence of college girls students.

Table-5
Showing the Correlation Values between Adaptive Behaviour and Emotional Intelligence of College Girls Students

Variable	N	'r' Value	Level of Significance
Adaptive Behaviour and Emotional Intelligence	600	0.258	Significant

Table 5 shows, the co-efficient of correlation between adaptive behaviour and emotional intelligence of college girls students is found to be N=600, r=0.258 at 0.01 level which indicates that there is a positive correlation between adaptive behaviour and emotional intelligence of college girls students scores. Therefore null hypothesis is rejected and it is concluded that there is positive and significant relationship between adaptive behaviour and emotional intelligence of college girls students.

12. Findings of the Study

1. The level of adaptive behaviour of college girls students is average.
2. The level of emotional intelligence of college girls students is high.
3. The college girls students do not differ significantly in adaptive behaviour in respect of their type of college.
4. The college girls students differ significantly in adaptive behaviour in respect of their medium of study.

5. The college girls students differ significantly in emotional intelligence in respect of their type of college.

6. The college girls students do not differ significantly in emotional intelligence in respect of their medium of study.

7. There is positive and significant relationship between adaptive behaviour and emotional intelligence of college girls students.

13. Conclusion

In the present study the college girls students adaptive behaviour is average and high emotional intelligence. It is found that there is a positive and significant relationship between adaptive bahaviour and emotional intelligence of college girls students.

14. Reference

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