

AN INVESTIGATION IN TO THE CORRELATION BETWEEN ADAPTIVE BEHAVIOR OF COLLEGE GIRLS' STUDENTS AND THEIR EMOTIONAL INTELLIGENCE

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Abstract

In this study, an attempt has been made to study the correlation between adaptive behavior of college girls' students and their emotional intelligence. The Adaptive Behaviour Scale (ABS) constructed and validated by the investigator and Emotional Intelligence Scale by Anukool Hyde, Sanjyotha Pethe and Upendar Dar (2001), where used to collect the data from a sample of 600 college girls students studying Pudhucherry Region, India. The survey method had been followed and simple random sampling technique was used in administration of the research tools. The result of the analysis reveals that there is significant and positive relationship between adaptive behavior and emotional intelligence of college girls students. It is also found that only 5.2% of the total variance in adaptive behavior is attributed by the emotional intelligence of college girls students. The remaining percentage of variance 94.8 % is to be accounted by other factors which are not included in this study and there is a significant contribution of emotional intelligence on the dependent variable adaptive behavior of college students.

Keywords: *College girls students, Adaptive behaviour, Emotional intelligence.*

1. Introduction

Adaptive behavior has been an integral, although sometimes unstated, part of the long history of mental retardation and its definition. In the 19th century, mental retardation was recognized principally in terms of a number of factors that included awareness and understanding of surroundings, ability to engage in regular economic and social life, dependence on others, the ability to maintain one's basic health and safety, and individual responsibility (Brockley, 1999). Today, fulfillment of these personal and social responsibilities, as well as the performance of many other culturally typical behaviors and roles, constitutes adaptive behavior.

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. Rather than as a single ability, Emotional Intelligence is now conceptualized as a set of abilities that ranges from the relatively simple, such as distinguishing emotional facial expressions, to the more complex and integrated, such as understanding the causes and consequences of emotions in everyday interpersonal situations and how they interplay with motivation.

2. Need and Importance of the Study

Adaptive behavior includes socially responsible and independent performance of daily activities. However, the specific activities and skills needed may differ from setting to setting. When a student is going to school, school and academic skills are adaptive. However, some of those same skills might be useless or maladaptive in a job settings, so the transition between school and job needs careful attention. Teaching social literacy involves developing and identifying communication and social skills, as well as showing how to effectively and purposefully mediate interactions with family members, friends and colleagues in the personal or business environment. Social literacy is important on a number of different levels. Hence, it was felt by the investigators to study the adaptive behavior of college girls students in Pudhucherry region, India. Several independent variable related to the emotional intelligence by the investigator.

3. Operational Definitions

Adaptive Behavior

Adaptive behavior refers to a person's social responsibility and independent performance of daily activities. Adaptive behaviors are everyday living skills such as walking, talking, getting dressed, going to school, going to work, preparing a meal, cleaning the house, etc.

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.

4. Objectives of the Study

- To find out whether there is any significant relationship between Adaptive behaviour and Emotional intelligence of college girls students.

- To find out the contribution of Emotional intelligence on the Adaptive behavior of college girls students.

5. Hypotheses of the Study

- To find out whether there is any significant relationship between Adaptive behaviour and Emotional intelligence of college girls students.
- To find out the contribution of Emotional intelligence on the Adaptive behavior of college girls students.

6. Method and Sample of the Study

The normative survey method was adopted in the present study. The Adaptive Behaviour Scale (ABS) and Emotional Intelligence Scale (EIS) by Anukool Hyde, Sanjyoth Pethe and Upender Dar (2001) were used to collect the data from a sample of 600 college girls' students in Pudhucherry Region, India. Simple random sampling technique was used in administration of the research tools. The data collected has been subjected to correlation and regression analysis.

7. Analysis of Data and Interpretation

The data collected has been subjected to statistical techniques. Product moment Coefficient of Correlation (PPMC) has been applied to find out the significant relationship between adaptive behaviour and emotional intelligence of college girls students. Regression analysis was carried out to study the relative influence of the independent variable emotional intelligence on the dependent variable adaptive behaviour.

Result for hypothesis 1

The coefficient of correlation has been found out to determine the relationship between Emotional intelligence and Adaptive behavior of college girls' students. The result of the analysis is given in Table-1

Table-1

Coefficient of Correlation between Adaptive Behaviour and Emotional intelligence

Variables	'r' value	Level of Significance at 0.01 level
Adaptive Behavior and Emotional intelligence	0.346	Significant

Table-1 shows, the co-efficient of correlation between adaptive behavior and emotional intelligence of college girls students for women is found to be $r=0.346$ at 0.01 level which indicates that there is a positive correlation between adaptive behavior and emotional intelligence of college girls students for women scores. Therefore the null hypothesis is

rejected and it is concluded that there is positive and significant relationship between adaptive behavior and emotional intelligence of college girls' students.

Result for hypothesis 2

The regression analysis has been carried out to find out whether there is any significant contribution of emotional intelligence on the dependent variable adaptive behaviour of college girls students. The result of the analysis are presented in table 2 to 4.

Table -2

Contribution of Emotional intelligence on Adaptive Behavior of College Girls Students

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.106(a)	0.052	0.18	8.017

The table-2 shows the R square value, which is found to be 0.052. It is evident that only 5.2% of the total variance in adaptive behavior is attributed by the emotional intelligence of college girls students. The remaining percentage of variance 94.8 % (1-R Square) is to be accounted by other factors which are not included in this study.

Table-3

ANOVA for Contribution of Emotional intelligence on Adaptive Behaviour of College Girls students

Model	Sum of Squares	df	Mean Square	F	Level of Significance
Regression	393.242	1	693.242	14.108	Significant
Residual	20272.876	598	50.958		
Total	20666.118	599			

It is evident from table-3 that the F value is found to be 14.108, which is significant at 0.01 level. It indicates that there is a significant contribution of emotional intelligence on the dependent variable adaptive behavior of college girls' students. Hence the framed hypothesis is rejected and it is concluded there is a significant contribution of emotional intelligence on the dependent variable adaptive behavior of college girls' students.

Table-4

Significant Contribution of Emotional intelligence on Adaptive Behavior of College Girls Students

Model	Unstandardized Coefficients		Standardized Coefficients	't' value	Level of Significance
	B	Std. Error	Beta		
Constant	78.361	4.012		15.173	.000
Emotional intelligence	0.311	0.053	0.220	4.162	Significant

The results of Regression Analysis given in Table-4, shows the influence of the select intervening variable emotional intelligence on the adaptive behavior of college girls students. It is found out that value of the independent variable emotional intelligence is 4.162 and it is significant. Since the p value is less than 0.01, the null hypothesis is rejected at 0.01 level.

8. Findings of the Study

- There is positive and significant relationship between adaptive behavior and emotional intelligence of college girls students.
- It is evident that only 5.2% of the total variance in adaptive behavior is attributed by the emotional intelligence of college girls' students. The remaining percentage of variance 94.8 % (1-R Square) is to be accounted by other factors which are not included in this study.
- There is a significant contribution of emotional intelligence on the dependent variable adaptive behavior of college girls' students.

9. Conclusion

In this present study the correlation between adaptive behavior of college girls' students and their emotional intelligence. Findings revealed that there is significant and positive relationship between adaptive behavior and emotional intelligence and it is also found that only 5.2% of the total variance in adaptive behavior is attributed by the emotional intelligence of college girls students. The remaining percentage of variance 94.8 % is to be accounted by other factors which are not included in this study.

11. References

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