



Test and validity of Emotional Intelligence Model with Social adjustment in Students

Sedigheh Torbat^{*1}, Iqbal Zarei²

1. General Manager of General Psychology, Bandar Abbas Branch, Islamic Azad University, Bandar Abbas, Iran.

2. Associate Professor, Faculty Member, Hormozgan University, Bandar Abbas, Iran.

A B S T R A C T

This research aimed to test the role of emotional intelligence in relation to social adjustment in 2nd Secondary Education Students in Bandar Abbas. The method of this research was descriptive and correlational. The statistical population consisted of 1790 of secondary school students in Bandar Abbas. Based on the Cochran formula, a sample of 316 (138 boys and 178 girls) was determined by multistage cluster sampling. To collect the data, Petrides and Furnham (2006) Emotional Intelligence Inventory, and Sinha and Singh (1993) Social Adjustment, were used. Data were analyzed by using correlation analysis. The findings indicated the significant relation between emotional intelligence and social adjustment in 2nd Secondary Education Students in Bandar Abbas. The model was fitted in the research based on the structural equation model and the results showed that the proposed model has a good fitness to the data of this research (1.028 = χ^2 / df , 0.992 = GFI, 0.009 = RMSEA) and emotional intelligence directly affects social compatibility.

Keywords: Self-regulation, Emotional Intelligence, Social Adjustment.

INTRODUCTION

The most important concern in today's schools is class incompatibility. Students are experienced multiple compatibility issues in the school. For school instructors, controlling and supervising students is an essential element to avoid the disturbance and disorder (Gregory, Clawson, Davis, & Gerewitz, 2016; Korpershoek, Harms, de Boer, van Kuijk, & Doolaard, 2016). Misconduct and incompatibility of students affect the whole process of learning. According to Trautwein and Lüdtke (2009), believes that aggression and disturbance behaviors in classroom as an important aspect of incompatibility, are related to the relationship between teacher and student, but also the perception of student control, self-efficacy and motivation, which are another aspect of inconsistency. Therefore, in this regard, role of ego and related processes are prominent (Haji, Kareshki, & Amin, 2014).

Past researches indicated that emotional intelligence is among other variables that relate to compatibility, emotional intelligence has been expanded as an organizing factor for the thinking and planning of educators, and has been structured the disruptive efforts as primary prevention, and provided them in a unified view (Elias, Krauss, & Aishah, 2010; Montgomery, McCrimmon, Climie, & Ward, 2018). With regard to the acquisition of emotional intelligence, it can be said that the emotional skill learning begins in homes using the child-parent

*. Corresponding Author: s.torbat002@yahoo.com

DOI: [In pressing](#)

To cite this article: Torbat, S., Zarei, I. (2018). Test and validity of Emotional Intelligence Model with Social adjustment in Students. *Iranian Journal of Positive Psychology*, 4 (2), 52-60.

interaction. Therefore, learning opportunities for emotional skills are not always equal (Brackett & Salovey, 2006; Datyner, Kimonis, Hunt, & Armstrong, 2016). The concept of research indicates that there is a significant relationship between emotional intelligence and social adjustment (Animasahun, 2010; Rahmani, 2017). The recognition of the importance of social skills and the ability to cope effectively with others has increased the interest in the concept of emotional intelligence (Mega, Ronconi, & De Beni, 2014; Mousavi, Jabal Ameli, & Alibakhshi, 2012). Emotional intelligence provided a new development in the field of interaction between emotion and cognition to establish the necessary foundations for the development of the concept of emotional intelligence (Forgas, 2012), which play the important contribution in formation, expansion and continuation of effective human interaction. Generally, one of the key factors in emotional intelligence is how and when to use the communication strategies. Emotional intelligence is a set of non-cognitive capabilities that increase the ability of an individual to adapt to environmental conditions and pressures (LIEVENS & Chan, 2017; Locke, 2005; Parker, Saklofske, & Keefer, 2017).

Adjustment: is one of the dimensions of socialization. Some experts consider social adjustment in same meaning to the social skill. Choheili, Pasha, Maktabi, and Moheb (2017) consider social adjustment and social skills as a process that enables a person to understand and predict the behavior of others, to control his behavior and to adjust his social interactions.

Psychologists also consider the individual's adaptability to the environment and characterize characteristics of the person as normal, which makes the individual adjusted into his environment, that is, he lives with others in peace and has a status in society for himself. . Many other psychologists believe that if the adjustment modification is applied in the sense of being in harmony with the actions and thoughts of others, then one can no longer describe a healthy personality, they focus more on positive qualities, such as individuality, creativity, and the prosperity of potential talents (Zahed Zahedani, Rezaee, Yazdani, Bagheri, & Nabeiei, 2016).

Another definition of adjustment has been proposed that consider the adjustment as the emotional stability and courage in social relationships as well as interest in education, which can be seen emotionally, socially and educationally. In any case, adjustment means adapting a person to the environment, for example, when we say that a person is consistent with the environment, that is, in the group to which it belongs. Tanyi (2002) defined the adjustment means to adapt consistently to changes and to establish a relationship between themselves and the environment in such a way that maximum self-regulation is possible along with social welfare and also considering the externalities. In this way, adjustment indicate this fact that one has to pursue his goals in accordance with socio-cultural frameworks (Haji et al., 2014).

Social Adjustment: It is an effective interaction of the individual with the environment and the symptoms are positive emotions about himself, participation in social activities, enjoyment of communication with others, feeling comfortable in unfamiliar situations, having positive feelings about others and the ability to affecting others (Zahed Zahedani et al., 2016).

Emotional adjustment: emotional stability and courage in social relationships and education that are shown in person emotionally, socially and educationally. In any case, adjustment is the adaptation of a person's excitement towards the environment (Moradi,

Rashidi, & Golmohammadian, 2017).

Academic adjustment: Positive attitudes toward the goals, completing the academic requirements, and the effectiveness of student endeavors to achieve these conditions and also positive attitudes toward the educational environment(Moradi et al., 2017).

Emotional Intelligence: Emotional Intelligence is one of the newest concepts that emerged in the field of psychology and is one of the vital elements of leadership. Evidence suggests that intelligence alone does not represent our success in life and work environment, and emotions play a key role in organizational success(Herrmann, 1990).

Emotional intelligence is the ability to understand emotions in order to achieve and create emotions that can help you better think emotionally. Meanwhile, it provides the necessary coordination between emotions for emotional and intelligence enhancement. Self-awareness means the awareness of one's self, self-determination and recognizing feelings as they exist(Ghafoori, Shahbazi, Rastegar, & Fatehi, 2013; Kajbafnezhad, Ahadi, Heidarie, Askari, & Enayati, 2011). Social skills mean to manage and control the excitement of others and to have social skills.

Understanding, evaluating and controlling your emotions and others: This means that one can be able to properly and correctly assess emotions of himself and others in particular situations and times(Ghafoori et al., 2013). Optimism: is the belief that there may be positive outcomes. Optimism as well as hope in general means deep trust in the subject.

Considering the importance of the effect of emotional intelligence on daily life and academic performance, on the other hand, studies have shown that there is a significant relationship between emotional intelligence and academic achievement, motivation and self-efficacy and educational failure components, also the adjustment in performance is important in educational and emotional value of the students. Therefore, considering the contents mentioned in this field and the important necessities of this study, the main question of this study is whether emotional intelligence contribute in social adjustment of 2nd Secondary Education Students in Bandar Abbas or not?

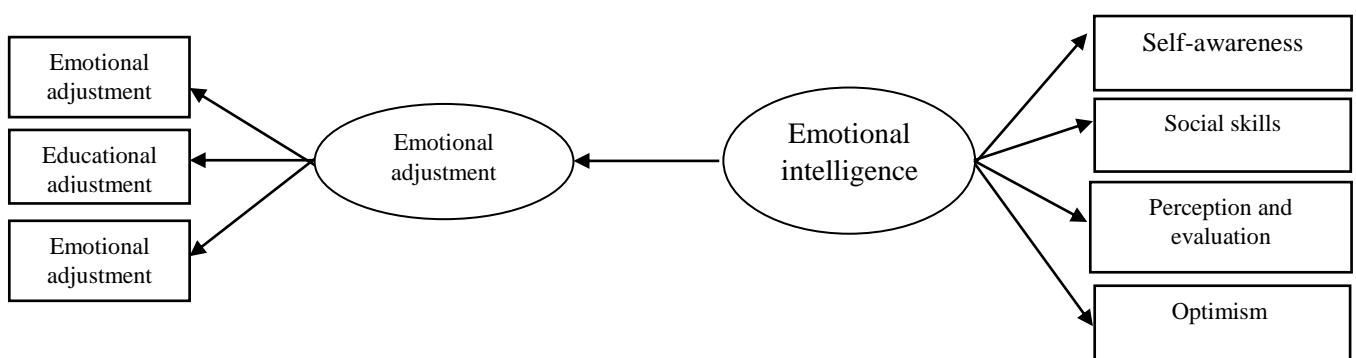


Figure 1. The purposed model of the structural relation between emotional Intelligence and social adjustment

METHODOLOGY

The method of this research is descriptive, correlational and predictive. Data was analyzed using path analysis to identify the relationship between variables according to the proposed model.

Statistical population, sample size and sampling method

The statistical population of this study consists of 1790 male and female high school students in Bandar Abbas city who were studying in 2nd secondary education. The number of statistical population determined based on input criteria (resident of Bandar Abbas city, students were in the 2nd secondary education and who had consciousness consent of participation in the research). Then, among the statistical society, a sample of 316 people was determined based on the Cochran formula. The sampling method used in this research was multistage cluster sampling randomly. The final sample size was 138 boys and 178 girls from 8 different classes in Bandar Abbas, which was studied. This study was performed with 95% confidence level and 5% error

Data gathering tool:

A: Emotional Intelligence Questionnaire: Petrides and Furnham (2006), Emotional Intelligence Questionnaire was used to measure emotional intelligence. This questionnaire is a self-assessment scale. The original form had 144 items and 15 sub-scales. But it was reduced to 30 questions and was adjusted in four dimensions (self-awareness, social skills, understanding, evaluation and control of emotions of self & others and also optimism). The coefficient of internal consistency was 0.8 (0.84) through the Cronbach's alpha coefficient (Babaei & Cheraghali, 2016). The ranking method is a seven-point Likert scale. Each question was scored on a seven-point scale from the totally agreeable to completely disagreeable range. In this research, after collecting the data, the reliability of the research questionnaires was 0.741 through the Cronbach's alpha coefficient.

B. Social Adjustment Questionnaire

The questionnaire was prepared by Sinha and Singh (1993). The questionnaire includes 60 questions, designed in a yes and no manner, and students with good adjustment separated from poor students in three areas of adjustment (social, emotional and Education). In this questionnaire, zero score was determined for adjustment responses in all three domains, and otherwise the score was 1. The reliability coefficient of this test was reported using the re-test and halving method as 0.95 and 0.93, respectively (Khoshkonesh, Asadi, Shiralipour, & Keshavarz, 2010).

In the present study, after the data collection, the reliability of the questionnaire was calculated through Cronbach's alpha coefficient, which is the Cronbach's alpha coefficient for the present questionnaire was 0.782.

RESULTS

Before analyzing the data of this study, we estimate the assumptions underlying the structural equation modeling, which examined some of the main structural equation

assumptions including lost data and normalization. In the present study, the method of replacing the missing data with mean was used. To assess the normality of the variables, Kolmogorov-Smirnov test was used, and all research variables were normalized using normal logarithm, so all the research variables have the absolute value of the coefficient of Skewness and elongation less than 3, so the violation of the normality of data in the present study is not visible.

In this section, the research findings were presented according to the research hypothesis. To this end, the hypothesis was first expressed and then the result of the related statistical test was presented.

Research hypothesis: Emotional intelligence has a mediating role in relation to social adjustment of 2nd secondary education students in Bandar Abbas

To test the above hypothesis and also the contribution of emotional intelligence in social adjustment of 2nd secondary education students in Bandar Abbas, the path analysis was used and a hypothetical path diagram was drawn (Chart 1), which illustrates the existence of a structural relationship between emotional intelligence and social adjustment.

In this section, the proposed model was used to investigate the role of emotional intelligence components on social adjustment components, which is a causal model of path analysis, it was supposed that there is direct relation between the components of emotional intelligence (optimism, self-awareness, understanding, evaluation and controlling the emotions of self and Others as well as the social skills) to the components of social adjustment (social adjustment, emotional adjustment, and educational adjustment), path analysis was performed. After performing the path analysis, an experimental and usable model was obtained. It should be noted, however, that the fitness of initial model was about 3.505, so the model was manipulated using the proposed corrective indexes.

Table 1. Fitness index of model after and before correction

| Model index | RMSEA | IFI | TLI | NFI | CFI | GFI | χ^2/df |
|-------------|-------|-------|-------|-------|-------|-------|-------------|
| Before | 0.089 | 0.926 | 0.88 | 0.901 | 0.926 | 0.96 | 3.505 |
| After | 0.009 | 0.999 | 0.999 | 0.98 | 0.999 | 0.992 | 1.028 |

In the above table, the fitness index of model is shown before and after the correction between the components of emotional intelligence (optimism, self-awareness, understanding, evaluation and control of emotions of self and others and also social skills) with social adjustment components (social adjustment, emotional adaptability and educational adaptability).

In the above table the fitness index of model before and after correction between the components of emotional intelligence (optimism, self-awareness, understanding and evaluation, and social skills) with the components of social adjustment (social adjustment, emotional adjustment, and educational adaptability) indicated that to determine the fitness of the model, a combination of fitness indicators was used and showed a suitable fitness. The structural model of the test and the research measurement models including the regression coefficients or

factor loads of the relationship between hidden and observed variables were shown in Fig. 2. The path coefficients in this figure indicate the significance of the direct paths related to the measurement models, which indicates that all the variables are sub-scales for the relevant variable.

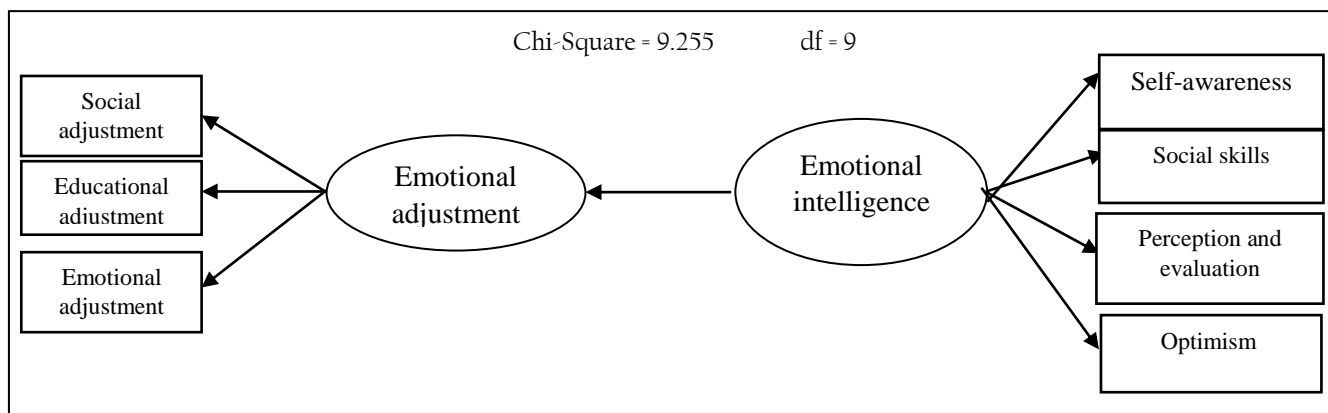


Figure 2. The final model tested for the present study variables

The structural relationships of the variables in the model including the direct effects of the variables were given in Table 2.

Table 2. Regression weight assessment based on direct effect

| Type of effect | Path | Regression weight assessment | P |
|----------------|---|------------------------------|-------|
| Direct | Social Adjustment <--- Emotional Intelligence | 4.075 | 0.001 |

The above table shows regression weight estimation based on the direct effect between emotional intelligence and social adjustment without the role of self-regulatory mediation. The regression of emotional intelligence with social adjustment (4.075) was obtained at alpha level (0.001) which is significantly less than ($p < 0.01$). Therefore, there is a direct and significant relationship between emotional intelligence and social adjustment

CONCLUSION

This research was conducted to determine the role of emotional intelligence in relation to social adjustment of high school students. According to the results obtained in the fitted model, the path analysis showed that emotional intelligence has a direct relationship with social adjustment ($p = 0.001$). The results of this study were compared with the results of Yarmohammadian and Sharafi (2012) research.

In explaining this research finding, Gottman (1993) believes that intelligent individuals with emotional intelligence have the ability to recognize and control their emotions, which leads to identifying their positive and negative emotions and, at the time of experiencing the negative emotions, they show more adaptive and thinking power, this flexibility helps them to keep themselves adjustable, even when the environment is not compatible. On the other hand, people with emotional intelligence have the ability to have a good relationship with others, which makes them to understand others well, be sympathetic to them, and have social adjustment. Emotional intelligence is directly related to social adjustment (social adjustment,

emotional adjustment, and academic adjustment), emotional intelligence (optimism, self-awareness, understanding, evaluation, and controlling the emotions of self and others and also social skills.

Discussion: Based on the results, it can be said that emotional intelligence plays a role in social adjustment. It seems that emotional intelligence training can increase the academic achievement, personal and social adjustment, reduce the incompatibility and improve life skills in students. In order to increase social adjustment, the emotional intelligence components have become more important. By improving the quality of the school environment and creating the grounds of students' emotional intelligence development, they will provide better ground for students to have a better social adjustment. The fact is that having emotional intelligence and increasing it in students can improve their living conditions. In order to achieve better results, all students can be studied. Considering the significant relationship between the role of emotional intelligence and social adjustment, one can expect that education is a positive step for social adjustment of students. In structural equations, the mediating role of other factors with the components of emotional intelligence and social adjustment is also examined. Considering the significant relationship between emotional intelligence and social adjustment, the training of emotional intelligence components is very important for students in order to deal with problems and adjust with others. Thus, training of emotional intelligence and social skills in education duration is an effective approach to promote the social adjustment, while provide a good opportunity to increase the social adjustment as well as to improve the student learning.

REFERENCES

- Animasahun, Rotimi A. (2010). Intelligent quotient, emotional intelligence and spiritual intelligence as correlates of prison adjustment among inmates in Nigeria prisons. *Journal of Social sciences*, 22(2), 121-128.
- Babaei, Mahnaz, & Cheraghali, Mahmoud Reza. (2016). The relation of emotional intelligence with social and job adjustment among health care centers' staffs. *International Journal of Humanities and Cultural Studies (IJHCS) ISSN 2356-5926*, 353-360.
- Brackett, Marc A, & Salovey, Peter. (2006). Measuring emotional intelligence with the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT). *Psicothema*, 18(Suplemento), 34-41.
- Choheili, Homa, Pasha, Reza, Maktabi, Gholam Hossein, & Moheb, Ehsan. (2017). Creating and Validating the Adjustment Inventory for the Students of Islamic Azad University of Ahvaz. *MIDDLE EAST JOURNAL OF FAMILY MEDICINE*, 7(10), 181.
- Datynier, Amy, Kimonis, Eva R, Hunt, Elizabeth, & Armstrong, Kathleen. (2016). Using a novel emotional skills module to enhance empathic responding for a child with conduct disorder with limited prosocial emotions. *Clinical Case Studies*, 15(1), 35-52.
- Elias, Habibah, Krauss, Steven Eric, & Aishah, Siti. (2010). A review study on spiritual intelligence, adolescence and spiritual intelligence, factors that may contribute to individual differences in spiritual intelligence, and the related theories. *International Journal of Psychological Studies*, 2(2), 179.
- Forgas, Joseph P. (2012). *Handbook of affect and social cognition*: Psychology Press.
- Ghafoori, Mehdi, Shahbazi, Mehdi, Rastegar, Parisa, & Fatehi, Ehsan (2013). The Survey of Emotional Intelligence in Male and Female Elite Athletes in Individual and Team Sports. *A Journal of Faculty of Physical Education and Sport Sciences University of Tehran*, 5(4), 91-105 [Persian].

- Gottman, John M. (1993). The roles of conflict engagement, escalation, and avoidance in marital interaction: a longitudinal view of five types of couples. *Journal of consulting and clinical psychology, 61*(1), 6.
- Gregory, Anne, Clawson, Kathleen, Davis, Alycia, & Gerewitz, Jennifer. (2016). The promise of restorative practices to transform teacher-student relationships and achieve equity in school discipline. *Journal of Educational and Psychological Consultation, 26*(4), 325-353.
- Haji, Shamsaie M, Kareshki, H, & Amin, Yazdi Sa. (2014). Testing the model of mediator role of self-regulation in relation between Classroom socio-mental climate and maladjustment. *Journal of School Psychology, 3*(3), 21-37 [Persian].
- Herrmann, B. (1990). Cognitive and metacognitive goals in reading and writing. *Reading in the middle school, 81-109*.
- Kajbafnezhad, Hadi, Ahadi, Hassan, Heidarie, Ali Reza, Askari, Parviz, & Enayati, Mirsalahedin. (2011). Difference between team and individual sports with respect to psychological skills, overall emotional intelligence and athletic success motivation in Shiraz city athletes. *Journal of Basic and Applied Scientific Research, 1*(11), 1904-1909.
- Khoshkonesh, A, Asadi, M, Shiralipour, A, & Keshavarz, Afshar H. (2010). The role of essential needs and social support in social adjustment among high school students. *Journal of Applied Psychology 4*(1), 82-94 [Persian].
- Korpershoek, Hanke, Harms, Truus, de Boer, Hester, van Kuijk, Mechteld, & Doolaard, Simone. (2016). A meta-analysis of the effects of classroom management strategies and classroom management programs on students' academic, behavioral, emotional, and motivational outcomes. *Review of Educational Research, 86*(3), 643-680.
- LIEVENS, Filip Rene O, & Chan, David. (2017). Practical intelligence, emotional intelligence, and social intelligence.
- Locke, Edwin A. (2005). Why emotional intelligence is an invalid concept. *Journal of organizational Behavior, 26*(4), 425-431.
- Mega, Carolina, Ronconi, Lucia, & De Beni, Rossana. (2014). What makes a good student? How emotions, self-regulated learning, and motivation contribute to academic achievement. *Journal of Educational Psychology, 106*(1), 121.
- Montgomery, Janine, McCrimmon, Adam, Climie, Emma, & Ward, Michelle. (2018). Emotional Intelligence in Atypical Populations: Research and School-Based Interventions *Emotional Intelligence in Education* (pp. 243-287): Springer.
- Moradi, S., Rashidi, A., & Golmohammadian, M. (2017). The Effectiveness of Positive Thinking Skills on Academic Procrastination of High School Female Students Kermanshah City. *Interdiscip J Virtual Learn Med Sci, 8*(1), e11784. doi: 10.5812/ijvllms.11784
- Mousavi, Setareh, Jabal Ameli, Jalal, & Alibakhshi, Fatemeh (2012). Study of the relation emotional intelligence (EI) and, motivation beliefs self-regulatory on the academic performance. *JOURNAL OF RESEARCH IN BEHAVIOURAL SCIENCES, 10*(3), 179-192 [Persian].
- Parker, James DA, Saklofske, Donald H, & Keefer, Kateryna V. (2017). Giftedness and academic success in college and university: Why emotional intelligence matters. *Gifted Education International, 33*(2), 183-194.
- Petrides, KV, & Furnham, Adrian. (2006). The Role of Trait Emotional Intelligence in a Gender-Specific Model of Organizational Variables 1. *Journal of Applied Social Psychology, 36*(2), 552-569.
- Rahmani, Motahhare. (2017). Emotional intelligence of students: Examining Predictive Role of assertiveness and aggression of parent. *Razi Journal of Medical Sciences, 24*, 73-82 [Persian].
- Sinha, AKP, & Singh, RP. (1993). The adjustment Inventory for school students (AISS). *Agra (India): National Psychological Corporation*.
- Tanyi, Maureen Ebanga. (2002). The Student's Adjustment Inventory Manual. *IFE Psychologia, 10*(1), 1-14.
- Trautwein, Ulrich, & Lüdtke, Oliver. (2009). Predicting homework motivation and homework effort in six school subjects: The role of person and family characteristics, classroom factors, and school track. *Learning and Instruction, 19*(3), 243-258.
- Yarmohammadian, A, & Sharafi, Rad H. (2012). Analysis of Relationship between Emotional Intelligence and Social Adjustment in Teenager Male Students. *Journal of Applied Sociology 22*(4), 35-50 [Persian].
- Zahed Zahedani, Z., Rezaee, R., Yazdani, Z., Bagheri, S., & Nabeiei, P. (2016). The influence of

parenting style on academic achievement and career path. *Journal of Advances in Medical Education & Professionalism*, 4(3), 130-134.