



IMPACTS OF EMOTIONAL INTELLIGENCE ON SOCIAL RELATIONSHIPS IN ADULTHOOD: A NORMATIVE SURVEY STUDY

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ABSTRACT:

The aim of the present study is to examine the predictive capability of emotional intelligence on social relationships in the developmental stage of adulthood. And it also searching out the actual relationship are existing between emotional intelligence & social relationship or not. Studies' are followed on a normative survey research method, which falls on quantitative research design. Age group of 19-30, also known as early adulthood stage is considered as a sample group of our study. A stratified random sampling technique is used to select 60 (15 urban male, 15 urban female, 15 rural male & 15 rural female) university adult students as a sample. Follow on the Emotional Intelligence scale of Shailendra Singh (2004) and the Social Relationship scale of Keiko Takahashi & Akira Sakamoto (2000), the investigator also develops a digital form of EI scale & SR scale for suitability in his/her study through the help of google form's. Each of the scales contained 30 items. Validity & Reliability of both the scale should be kept by appropriate standard method. Considered to all of this, collected data are analyzed through the help of descriptive statistics like Mean, SD & inferential statistics like independent t-test, Pearson product-moment & multiple regression are used. The result of the analysis shows that emotional intelligence unable [F (6, 53) = 2.112, p (0.067) > 0.05, R² = 0.193] to predict social relationship.

KEYWORDS:

EMOTIONAL INTELLIGENCE; SOCIAL RELATIONSHIP; ADULTHOOD; NORMATIVE SURVEY.

1. INTRODUCTION:

In the developmental stage of Adulthood, the period in the human lifespan in which much physical, intellectual and social maturity has been attained. Adulthood is commonly thought of as beginning at the age of 19 or 20 years. Middle age, commencing at about 40 years, is followed by adulthood at about 60 years. However, at the end of adolescence and the beginning of adulthood the man becomes show some degree of maturity. Most of the parts of various domains namely cognitive, affective & psycho-motor domains are already developed in earlier stages. The rest of the parts of these domains are developed in this stage. Some of them also play a good responsibility for a home in terms of helping of siblings in various issues and helping parents in various household purposes. Some of them also taking responsibility to smoothly organize a society in terms of as a member of clubs and organizations etc. In this time he/she also enrolled in higher education to gaining specialized higher knowledge in a particular discipline for getting to enter a good profession in the future. He/she also builds a good friendship bond among his/her classmates and also especially attracted to a particular of them at this time maybe or not. But someone is not able to perform better in terms of good relationships with siblings, parents, classmates and other persons of the society. In these time crash of intimacy vs isolation are create, which are popularized by Erik Erickson. In resolving this crisis is said

to secure one's adjustment with one's self and the world one lives in. But to build a better relationship into the societies people to need any ability or not. These time researchers are found various factors which also help to solve this problem. In this time researcher also remembered that a person's emotions have played a significant role in defining the activities and behavior of an individual on a personal and professional front, so social relationships are why not? These questions are also lead the investigator to explore the exact relationship between emotional intelligence and social relationship at the adulthood stage.

Emotional intelligence (EI) defines the ability of the individual to sense, access, control and manage emotions of oneself and others. EI is that the construct that involves the power to perceive accurately, appraise, and express emotion; the power to access and/or generate feelings once they facilitate thought; the power to understand emotion and emotional knowledge; and therefore the ability to manage emotions to market emotional and intellectual growth (Mayer & Salovey, 1997). It is a key ability that can be developed (Emmerling & Goleman, 2003) and learned (Shapiro 1997; Goleman, 1998) at all ages. EI is neither developed at early childhood age nor is hereditary. With age, one becomes more socially and emotionally intelligent (Bar-On, 2006). EI has tremendous impact and potential value not only for managers and HR

professionals but also for educationalists, teachers, counselors, students and other people (Higgs and Dulewicz, 1999). This has led to questions on its role and ability to develop within learning managerial aspects (Fineman, 1997; Hopfl and Linstead, 1997). However, all of the above discussion also shows that EI may be a factor of social communication and help to build a relationship among the people in the society. And these assumptions also motivated & encourage the investigator to conduct the present study.

2. REVIEW OF RELATED LITERATURE:

Emotional intelligence may be a dynamic construct influenced by diverse biological, psychological, and social factors. A good deal of research is already conducted on emotional intelligence and it is found to be appearing as an important factor in the prediction of personal, social, academic and career success. Studies on emotional intelligence concerning various social issues are also correlated and the same results are found in a variety of fields. However, a review of related literature on emotional intelligence regarding different variables like social relationships, gender, habitat, and some other variables is now considered for the presented study. Which are enlisted below:

Salovey & Mayer (1990) traced the roots of EI to social intelligence and highlighted how the concept of emotion had been used in traditional intelligence. They explained that EI is said to positive psychological state and emotionally intelligent people are a satisfying company whereas those lacking in EI are generally maladjusted to their environment.

Goldman (1995) Molouff and Schette (1998) stated that persons with higher emotional intelligence were more socially accepted and they display better social skills. Emotional intelligence includes those traits that are presumably to make sure success in marriage or affairs of relationship and therefore the lack of it explains the reasons why people face failures in their personal and business life despite having high IQ.

Goleman (1995) found that emotional intelligence increases with age and it can be learned, cultivated and increased in adulthood.

Schutte et al. (2001) found that higher scores of EI help to achieve higher scores on a close affectionate relationship.

Singh and Saini (2007) conducted the study regarding emotional intelligence and interpersonal relationships and located that the measures of emotional stability is significantly related with the variables of managing relations, integrity. They also conclude that the emotionally stable person builds a good interpersonal relation, they enjoy the trust of other and they tend to be less aggressive and hostile to others.

Sethi and Ajawani (2008) conducted a study on emotional intelligence as the function of the parent-child relationship. To find out whether the parent-child

relationship exerts any effect on emotional intelligence, a sample of 120 students aging 16 to 18 years and studying XI and XII class with good parent-child relationships and 120 students with poor parent-child relationship were selected randomly from a large population. The parent-child relationship scale (Sharma & Chauhan, 2002) and emotional intelligence scale (Ajawani et al., 2003) were used to assess the parent-child relationship and emotional intelligence of the subjects respectively. An average emotional intelligence score of the subjects with a good parent-child relationship (M=309.94) was found to be higher than that of poor parent-child relationships (M=235.20). The obtained CR (CR=45.49) for the difference is significant at 0.01 level of significance.

Charles, S. & Carstensen, L.L. (2010) organized a study about Social and Emotional Aging. Viewing aging as adaptation sheds light on resilience, wellbeing, and emotional distress across adulthood. A growing number of studies have acknowledged biological changes involved in aging and begun to examine how these processes are influenced by social & emotional aspects of aging.

Luong, G., Charles, S.T. & Fingerman, K.L. (2011) conducted a study about Better with Age: Social Relationships across Adulthood. Through the use of content analysis this review integrates explanations for more positive social and emotional experiences to generate testable questions for scientists to explore how social relationships become more positive across the adult life span.

Noor, F. & Hanafi, Z. (2017) conducted another study about the role of Emotional Intelligence in Mediating the Relationship between Emerging Adulthood and Academic Achievement. The sample comprises of 90 students from Islamia University Bahawalpur between the age of 18-25 years. Emerging adulthood characteristics are measured by using the Inventory of the Dimensions of Emerging Adulthood (IDEA), emotional intelligence is measured by using Bar-On EQ-i and academic achievement is measured by Grade Point Average (GPA). The findings of these studies show a significant relationship among all the variables in the study and emotional intelligence fully mediates the relationship between emerging adulthood and academic achievement.

Macula, A.M. (2017) organized a study about Emotional Intelligence, Its Relation to Social Interaction and Perceived Social Support. The design of the study corresponds with the non - experimental correlation study. The sample of the study consisted of 525 students of the University of Prishtina, Department of Psychology and Department of Education (Preschool) from the cohort age between 18 - 26+. Analysis of findings indicates that there is a strong positive correlation between Emotional Intelligence construct and Perceived Social Support, and a relatively low correlation among Emotional Intelligence construct and Interpersonal Communication.

Galdona, N., Etxeberria, I., Taboada, C.M. & Urdaneta, E. (2018) conducted a study about Positive Aging: The Relationship between Emotional Intelligence and Psychological, Social and Physical Wellbeing. Through the use of content analysis this review highlights the relevance of EI in psychological, social and physical health especially in older people. More emotionally intelligence seniors would contribute to healthier societies in terms of well-being, quality of social relationships as well as less health care expenditures related to positive aging.

3. NEEDS AND SIGNIFICANCE OF THE STUDY:

However, the above review show's that though there were various studies done in both outside of India & inside of India on emotional intelligence but it needs more comprehensive in terms. It is also marked that there were different studies exist but their result don't help to generalized for all contexts. Generally they gave a mixed result and their result may not be generalized for all contexts. Various studies were also conducted between Emotional Intelligence with respect to Ageing, Adulthood, Social Instruction and nearly some of the variables but not particularly studied of Impact of Emotional Intelligence on Social Relationship in Adulthood. The review of past studies related to emotional intelligence and other variables also helps investigators for found a knowledge gap. On the basis of the knowledge gap the investigator wanted to lead out his/her research work on this particular variable.

4. STATEMENT OF THE STUDY:

"Impacts of Emotional Intelligence on Social Relationships in Adulthood: A Normative Survey Study"

5. OBJECTIVES OF THE STUDY:

- To compare the emotional intelligence between male & female.
- To compare the emotional intelligence between rural & urban adult.
- To compare the social relationships between male & female.
- To compare the social relationships between rural & urban adult.
- To find out the relationship between emotional intelligence & social relationship.
- To determine the predictive capability of emotional intelligence on social relationship.

6. HYPOTHESIS OF THE STUDY:

H₀ 1: There is no significant difference between male & female with respect to emotional intelligence.

H₀ 2: There is no significant difference between rural & urban adult with respect to emotional intelligence.

H₀ 3: There is no significant difference between male & female with respect to social relationship.

H₀ 4: There is no significant difference between rural &

urban adult with respect to social relationship.

H₀ 5: There is no significant relation exist between emotional intelligence & social relationship.

H₀ 6: There is no predictive capability of emotional intelligence on social relationship.

7. DELIMITATION OF THE STUDY:

Only four regular public university students are selected in our study. Out of four one is non-affiliating & rest three is affiliating in nature. All of them are located in North 24 Parganas, Kolkata & Nadia district. Early Adult who is already engaged & continue his/her study at present are selected only for this study.

8. METHODOLOGY OF THE STUDY:

The normative survey method is used for conducting this study. It is a method to deal with information concerning current conditions is desired in any field, however well explored, during which there are changes of condition or changes or population frequency from time to time. So, we are considered it's as our study.

8.1 SAMPLE & SAMPLING METHODS:

All of the university student in West Bengal is consider as population in this study. Then, Stratified random sampling technique is used to select 60 (15 urban male, 15 urban female, 15 rural male & 15 rural female) early adult students of university as a sample.

8.2 VARIABLES OF THE STUDY:

Some of the variables which are engaged in the present study are follow:

8.2.1 DEPENDENT VARIABLE –

1. Social Relationships.

8.2.2 INDEPENDENT VARIABLES –

1. Emotional Intelligence.

8.2.3 CATEGORICAL VARIABLE-

1. Gender.
2. Habitat.

8.3 OPERATIONAL DEFINITION OF THE TERMS:

8.3.1 EMOTIONAL INTELLIGENCE (EI):

According to Goleman's (1998) Model of Emotional Intelligence present study attempted to measure core dimensions of EI namely: Self-awareness (SA), Self-regulation (SR), Motivation (M), Empathy (E), and Social skill (SS). All of these five skills wholly represent the Emotional Intelligence in our study.

8.3.2 SOCIAL RELATIONSHIP (SR):

In the present study social relationship is defined as Adult's opinion & behaviour about people who are also helping to fulfil his/her daily lives need and also giving company at every stage of life. Here mainly five persons are included who are directly related to adult and all of the items are represent the

relationship between these five persons and adults. All of these persons are- the mother, the father, the closest sibling, the closest same-sex friend and a romantic partner/favourable person.

8.3.3 ADULTHOOD:

Adulthood the period in the human lifespan in which beginning at the age of 19 or 20 years and still end at the age of 40. But in the present study, we are work only age range between 19-30 years and this stage is defined as the early adulthood stage in our study.

8.4 DEVELOPMENT OF TOOLS:

8.4.1 DEVELOPMENT OF EMOTIONAL INTELLIGENCE SCALE:

In the present study follow on the Emotional Intelligence scale of Shailendra Singh (2004) the investigator constructs an Emotional intelligence scale for suitability in his study. This scale is contained in 30 items, which are equally distributed by five dimensions of EI namely: Self-awareness, Self-regulation, Motivation, Empathy & Social skills. All of these dimensions are converted into a five-point rating scale. Its reliability is measured by the use of Cronbach's alpha and value is 0.74. Content and face validity are also examined by the expert in the field of education & psychology. The score range of these scales is 6-30 for each dimension and 30-150 for the whole scale. Obtained score from 120-150 indicates that, the person is highly emotionally intelligent, the average emotionally intelligent person obtained scores from 60-119 and obtained score range of 30-59 indicates that, the person is less emotionally intelligent.

8.4.2 DEVELOPMENT OF SOCIAL RELATIONSHIP SCALE:

Follow on Social Relationship scale of Keiko Takahashi & Akira Sakamoto(2000), the investigator also develop another scale namely Social Relationship scale. This scale is contained in the same 30 items, which equally represent the relationship between five-person and adults. All of those are also helpful for an adult in daily life. Name of these people's are- the mother, the father, the closest sibling, the closest same-sex friend and a romantic partner/favourable person. All of the items of these scales are converted into a five-point rating scale. Its reliability is measured by the use of Cronbach's alpha and value is 0.84. Content and face validity are also examined by the expert in the field of education & psychology. The score range of these scales is 30-150 for the whole scale. In these scale who obtained score from 120-150 indicates that, the person's ability is much better for building social relationship & he/she is a more acceptable person in societies people, in the score obtained from 60-119 indicates that, this person's ability is average to build social relationship and score obtained from 30-59 indicates that, the lower performance to build better social relations among the people.

9. RESULTS AND DISCUSSION:

The collected data are analyzed by using of SPSS. Descriptive statistics like mean, standard deviation, and inferential statistics like 't'-test, coefficient of correlation & multiple regression are employed in this study. However, let's go to test the hypotheses one by one.

TABLE-1: OVERALL EMOTIONAL INTELLIGENCE AND SOCIAL RELATIONSHIP OF ADULT

Variable	N	Mean	Standard Deviation
Emotional Intelligence	60	114.37	20.78
Social Relationship	60	110.18	26.19

Above Table-1 shows that, adults are securing their position as highly average in respect to emotional intelligence (114.3667). Which are also fall on score range between 60-120. And same results are also reflected in social relationship.

9.1 TESTING OF HYPOTHESIS-1

H₀ 1: There is no significant difference between male & female with respect to emotional intelligence.

TABLE-2: COMPARISON OF EI BETWEEN MALE & FEMALE

Dimension of EI	Gender	N	M	SD	S.E. of M	T	df	Sig.(2 tailed)	M dif.	S.E. of dif.
Self-Awareness (SA)	Male	30	24.40	5.16	.942	0.688*	58	0.494	0.83	1.21
	Female	30	23.57	4.17	.760					
Self-Regulation (SR)	Male	30	23.80	4.80	.878	0.955*	58	0.344	1.10	1.15
	Female	30	22.70	4.08	.746					
Motivation (M)	Male	30	23.60	5.35	.976	0.603*	58	0.549	0.80	1.33
	Female	30	22.80	4.92	.898					
Empathy (E)	Male	30	21.90	4.73	.863	0.736*	58	0.465	0.87	1.18
	Female	30	21.03	4.39	.801					

Social-Skill (SS)	Male	30	22.23	4.51	.823	0.831*	58	0.410	1	1.20
	Female	30	21.23	4.81	.878					
Overall EI	Male	30	115.50	22.60	4.13	0.651*	58	0.518	3.60	5.53
	Female	30	111.90	20.20	3.69					

* Not Significant at 0.05 Level of Significance. (P-value>0.05)

In the above Table-2 mainly illustrate the comparison of EI between Male & Female. The initial descriptive statistics shows that the adult male are achieved more Mean & SD score than the adult female on the dimensions of SA (24.40, 5.16), SR (23.80, 4.80), M (23.60, 5.35), E (21.90, 4.73), SS (22.23, 4.51) and overall EI (115.50,22.60). And mean difference in the gender on the various dimensions of EI is respectively 0.83(SA), 1.10(SR), 0.80(M), 0.87(E), 1(SS), 3.60(over all EI). All of these result showed that the adult male are higher in all of the dimensions of EI and overall EI than female. But, in order to know whether these differences are statistically significant or not, the investigator further applied t-test. The t-test result of various dimensions of

EI[i.e.SA(0.688,df-58,p=0.494>0.05), SR(0.955,df-58,p=0.344>0.05), M(0.603,df-58,p=0.549>0.05), E(0.736,df-58,p=0.465>0.05), SS(0.831,df-58,p=0.410>0.05) & over all EI(0.651,df-58,p=0.518>0.05)] shows that there is no significant difference exist between male and female. Both are achieved same developmental rate in terms of EI. Consequently, we are fail to reject the null hypothesis (H_0 1).

9.2 TESTING OF HYPOTHESIS-2

H₀ 2: There is no significant difference between rural & urban adult with respect to emotional intelligence.

TABLE-3: COMPARISON OF EI BETWEEN RURAL & URBAN

Dimension of EI	Habitat	N	M	SD	S.E. of M	t	df	Sig.(2 tailed)	M dif.	S.E. of dif.
Self-Awareness (SA)	Rural	30	24.43	5.28	.964	0.437*	58	0.664	0.53	1.22
	Urban	30	23.90	4.11	.749					
Self-Regulation (SR)	Rural	30	23.83	4.55	.830	0.751*	58	0.456	0.83	1.11
	Urban	30	23.00	4.03	.736					
Motivation (M)	Rural	30	23.60	5.73	1.04	0.203*	58	0.840	0.27	1.32
	Urban	30	23.33	4.37	.798					
Empathy (E)	Rural	30	21.93	4.51	.824	0.586*	58	0.560	0.70	1.20
	Urban	30	21.23	4.73	.865					
Social-Skill (SS)	Rural	30	21.50	4.84	.883	-1.125*	58	0.265	-1.27	1.13
	Urban	30	22.77	3.82	.697					
Overall EI	Rural	30	115.30	22.96	4.19	0.178*	58	0.859	0.97	5.42
	Urban	30	114.33	18.84	3.44					

*Not Significant at 0.05 Level of Significance (P-value>0.05).

In the Table-3illustrate the Comparison of EI between Rural & Urban. The initial descriptive statistics shows that the rural adult are achieved more Mean & SD score than the urban adult on the dimensions of SA (24.43,5.28), SR (23.83,4.55), M (23.60,5.73), E (21.93,4.51) & over all EI (115.30,22.96) except the variety of the dimension of SS (21.50,4.84), where the urban adult (22.77,3.82) are better than rural adult. And mean difference in the habitat on the various dimensions of EI is respectively 0.53(SA), 0.83(SR), 0.27(M), 0.70(E), -1.27(SS), 0.97(over all EI). All of these result showed that the rural adult are higher in all of the dimensions of EI and overall EI than urban adult except the dimension of empathy & social skill. But, in order to know whether these differences are statistically significant or not, the investigator also applied t-test. The

result of the t-test of various dimensions of EI[i.e.SA(0.437,df-58,p=0.664>0.05), SR(0.751,df-58,p=0.456>0.05), M(0.203,df-58,p=0.840>0.05), E(0.586,df-58,p=0.560>0.05), SS(-1.125,df-58,p=0.265>0.05) & over all EI(0.178,df-58,p=0.859>0.05)] shows that there is no significant difference exist between rural and urban adult. So, we consequently fail to reject the null hypothesis (H_0 2).

9.3 TESTING OF HYPOTHESIS-3

H₀ 3: There is no significant difference between male & female with respect to social relationship.

TABLE-4: COMPARISON OF SOCIAL RELATIONSHIP BETWEEN MALE & FEMALE

Dimension	Gender	N	M	SD	S.E. of M	t	df	Sig.(2 tailed)	M dif.	S.E. of dif.
Social Relationship	Male	30	106.07	28.76	5.25	-1.341*	58	0.185	-9.07	6.76
	Female	30	115.13	23.32	4.26					

*Not Significant at 0.05 Level of Significance (**P-value>0.05**).

The above Table-4 show the comparison of social relationship between male & female. The initial descriptive statistics shows that the adult female are achieved more Mean score & less SD score than the adult male on the overall social relationship (115.13, 23.32). And mean difference is respectively -9.07. All of these result showed that the adult female are higher in overall social relationship than adult male. But, in order to know whether these differences are statistically significant or

not, the investigator also applied t-test. The result of the t-test (i.e. -1.341, df-58, **p=0.185>0.05**) shows that there is no significant difference exist between adult male & female. Consequently, fail to reject the null hypothesis (**H₀ 3**).

9.4 Testing of Hypothesis-4

H₀ 4: There is no significant difference between rural & urban adult with respect to social relationship.

TABLE-5: COMPARISON OF SOCIAL RELATIONSHIP BETWEEN RURAL & URBAN

Dimension	Habitat	N	M	SD	S.E. of M	t	df	Sig.(2 tailed)	M dif.	S.E. of dif.
Social Relationship	Rural	30	113.40	25.42	4.64	0.951*	58	0.346	6.43	6.77
	Urban	30	106.97	26.97	4.92					

*Not Significant at 0.05 Level of Significance (**P-value>0.05**).

The above Table-5 show the comparison of social relationship between rural & urban. The initial descriptive statistics shows that the rural adult are achieved more Mean score & less SD score than the urban adult on the overall social relationship (113.40, 25.42). And mean difference is respectively 6.43. All of these result showed that the rural adult are higher in overall social relationship than urban adult. But, in order to know whether these differences are statistically significant or not, the

investigator also applied t-test. The result of the t-test (i.e. 0.951, df-58, **p=0.346>0.05**) shows that there is no significant difference exist between rural & urban adult. Consequently, fail to reject the null hypothesis (**H₀ 4**).

9.5 TESTING OF HYPOTHESIS-5

H₀ 5: There is no significant relation exist between emotional intelligence & social relationship.

TABLE-6: CORRELATION BETWEEN EI & SOCIAL RELATIONSHIP

Variable	Social Relationship
Self-Awareness(SA)	0.360(.005)**
Self-Regulation(SR)	0.271(.036)*
Motivation(M)	0.357(.005)**
Empathy(E)	0.187(.152)
Social Skill(SS)	0.331(.010)**
Total EI	0.171(.193)

** Correlation is significant at the 0.01 level
 * Correlation is significant at the 0.05 level

In the Table-6 shows that the correlation among the five dimensions of EI as well as overall EI with social relationship. The analysis of correlation between self-awareness and social relationship are indicates that the moderate but positive correlation are exist. It means if self-awareness is increases or decreases social relationship also increases or decreases. The p-value shows that the significant relationship between self-awareness and social relationship(r=0.360, p<0.01). The analysis of correlation between self-regulation and social relationship indicates that the poor but positive

correlation are exist(r=0.271, p<0.05).The correlation between motivation and social relationship indicates that the moderate but positive correlation are exist. The p-value also shows that the significant relationship between motivation and social relationship(r=0.357, p<0.01). Moderate but positive correlation are also exist between social skill and social relationship. The p-value also shows that the significant relationship between social skill and social relationship(r=0.331, p<0.010). But the correlation between empathy, total EI and social relationship are not statistically significant (p>0.05&0.01).

All of these also help us to conclude that most of the dimensions of EI are correlated with social relationship but one of the dimension and overall EI are not correlated with social relationship. So, in these situation we are consequently fail to reject the null hypothesis (**H₀ 5**).

9.6 TESTING OF HYPOTHESIS-6

H₀ 6: There is no predictive capability of emotional intelligence on social relationship.

TABLE-7: MODEL SUMMARY^b

Model	R	R Square	Adjusted R square	S.E. of the Estimate
1	0.439 ^a	0.193	0.102	24.58104

a. Predictors: (Constant), Overall EI, E, SS, SR, SA, M & b. Dependent Variable: Social Relationship.

In the Table-7 shows the predictive percentage of I.V. is 19% on Social Relationship, which is very poor. And rest (100-19) 81% is predicted by other factor which are not

included in these study. In these study only 10% of variation in the D.V. is explained by I.V.

TABLE-8:ANOVA^a

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	7658.514	6	1276.419	2.112	0.067 ^b *
	Residual	32024.069	53	604.228		
	Total	39682.583	59			

a. Dependent Variable: Social Relationship * Not significant at 0.05 level.

b. Predictors: (Constant), Overall EI, E, SS, SR, SA, M

In the Table-8 illustrate that the independent variables are statistically not significant to predict the dependent variable $F(6, 53) = 2.112, p(0.067) > 0.05$.

Lastly, in these study multiple regression was run to predict social relationship from various dimension's of EI i.e. Self-Awareness, Self-Regulation, Motivation, Empathy, Social Skill & over all EI. Analysis shows that, the model statistically not significant for predicting social relationship $F(6, 53) = 2.112, p(0.067) > 0.05, R^2 = 0.193$. When the model are not statistically significant, R-square is not able to predict so well and investigator don't perform any other statistics. So, we are consequently fail to reject the null hypothesis (**H₀ 6**).

10. CONCLUSION:

In the above analysis of the data indicate that, adults are securing highly average performance on the emotional intelligence & social relationship. They are also do better on emotional intelligence rather than social relationship. In terms of emotional intelligence adult male & adult rural are also better than adult female & adult urban but their difference is not statistically significant. In the same way adult female & adult rural are well done in social relationship but statistical analysis are don't agree in these difference. The investigator are also found that the most of the dimensions of EI like self-awareness, self-regulation, motivation & social skill are positively correlated with social relationship but the nature of relationship is moderate not so good. But, the main objectives to conducted these study is to find out the effect of emotional intelligence on social relationship. Remember these objectives investigator also previously assumed that social relationship may be successfully don't predicted by the emotional intelligence and by the way this study also agree the assumption of the researcher, which are previously taken. The regression model show that social relationship

successfully don't effected & predicted by the emotional intelligence. It indicates that both of the variable are mostly independent in their nature. Any other factors are also be helpful for early adult to build good social relationship among the people in the society but emotional intelligence may be not. All of the factors which are influential for build social relationship in the stage of adulthood are immediately identified and managed. It also be helpful for early adult to resolve the crash of intimacy vs isolation. And also helpful for ego development & personality development in these particular age stage. However, present investigator also suggested that, in future further studies may be conducted on these two variable at middle & later adulthood stage. And may be factorial analysis should be conducted in future for identifying those factor, which are related to social relationship. And these also helpful for successfully predict the social relationship.

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CONFLICT OF INTERESTS

The authors declare that no competing interests exist.

AUTHOR'S CONTRIBUTIONS

Both the authors contributed equally to the theoretical development, analysis, interpretation and writing of the manuscript.

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