
PROVISION OF SOCIAL RELATIONS AND EMOTIONAL INTELLIGENCE AMONG YOUNG ADULTS

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ABSTRACT

Emotional intelligence plays an important role in the success of an individual in all aspects of life. Hence it is necessary for young adults to have high emotional development to prosper in personal as well as public life. This research is an investigative exploration to establish any possible link between the social support and emotional intelligence in young adults. The study was conducted on a sample of 80 males (40 males and 40 females) within the age limit of 20 to 25. The social support was measured using the Provision of Social Relations (PSR) scale by RJ Turner, BGB Frankel and DM Levin (1983) and emotional intelligence using the Emotional Intelligence Self-assessment Scale by Emily A & Sterrett (2000). The findings of the study revealed there is a negative correlation between family support and emotional intelligence. Also, there is a negative correlation between friend support and overall social support to emotional intelligence. The study also put forward suggestions based on the result of the research which may help the young adults have better standards of life by improving emotional development.

Keywords - Social support, Family Support, Friend Support, Emotional Intelligence

1. Introduction

Adulthood is the major period of an individual's life span where he /she attains physical, mental and intellectual maturity. It is the age in which a person begins to function as a productive member of the society he /she is part of. Young adults try to find their space in society by expressing their emotions and by reasoning their actions.

Emotional development of an emerging adult plays an important role in building strong relationships, making good decisions, and dealing with difficult situations. Emotional intelligence has been touted as a panacea for modern business (Druskat & Wolff, 2001) and the essential but often neglected ingredient in the practice of nursing (Bellack, Morjikian, Barger et al., 2001), law (Silver, 1999), medicine (Carrothers, Gregory & Gallagher, 2000), and engineering (Marshall, 2001). In some commentators' eyes, emotional intelligence even provides the medium by which educational reform can and finally will reach its full potential, across primary, secondary, and tertiary levels of schooling (e.g., Arnold, 2000; Bodine & Crawford, 2000; Hargreaves, 2000; Ormsbee, 2000).

Emotions and relationships highly influence each other. These areas are critically linked due to the ability of emotion and relationship to be a powerful elicitor of each other. Quality of relationships includes positive aspects of relationships, such as emotional support provided by significant others, and strained aspects of relationships, such as conflict and stress (Umberson & Montez, 2011). According to Mayer and Salovey's 1997 model, emotional intelligence comprises four abilities: to perceive and appraise emotions accurately; to access and evoke emotions when they facilitate cognition; to comprehend emotional language and make use of emotional information; and to regulate one's own and others' emotions to promote growth and well-being. This close connection of these two variables opens up the question of whether the development of emotional intelligence in a person is affected by the provision of social relations he or she is exposed to. The studies conducted so far throws light on the possibility of a correlation between emotional intelligence and social support which is considered in this study. This can improve the living standards of young adults.

2. Literature Review

In 2004, Paulo N Lopes et al., administered two studies on a sample of 118 American college students and 103 German college students. They found a positive relationship between the ability to manage emotions and the quality of social interactions. The first study was conducted on a sample of 118 American college students who showed higher scores on the managing emotions subscale of the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) that positively correlated to their interactional quality with their friends, when they were evaluated separately by participants and two friends. The second study was a diary study of social interaction with 103 German college students which proved that there is a positive correlation between managing emotions scores and perceived quality of interactions with opposite sex individuals. Scores on the subscale also established a positive relationship between perceived successes in impression management in social interactions with individuals of the opposite sex.

Khan & Arif (2019) conducted a study with the aim of investigating the ability of social support to act as a predictor of mental health among the university students. This study was conducted on a sample of 180 students within the age limit of 18 to 30 belonging to different universities of Islamabad and Rawalpindi. used the translated versions of Mental Health Inventory and Provisions of Social Relationship Scale. The results of the study proved that family support and friend support were positively correlated and negatively correlated with psychological well-being and psychological distress respectively. It was also established from the study that the social support the students received estimates the mental health of the university students.

The study conducted by Guerra-Bustamante et al., (2019) pursued to inspect the interdependence between different dimensions of emotional intelligence and psychological wellbeing of pubescents. They used the Spanish version of Trait Meta Mood Scale-24 Questionnaire and Oxford Happiness Questionnaire.. The sample comprised students from first, second, third, and fourth years of Secondary Education. The total number of students in the sample was 646 Spanish students. The findings suggest that the magnitude to which an individual can recognize and modulate one's own emotional intelligence has a positive correlation with happiness. This study also emphasizes the necessity of the implementation of exercises that enhance the emotional intelligence of adolescents which thereby improves their happiness and emotional wellbeing.

Another study was conducted by Permatasari et al.,(2021) on the perceived social support to online education during the COVID-19 pandemic on the 291 cadets at Politeknik Ilmu Pelayaran (Marine Science Polytechnic) in Makassar city selected through accidental sampling. The scales used include Academic Resilience Measurement Tool constructed by Afriyeni & Rahayuningsih (2020) and Social Support Appraisal Scale (APP) by Dubow & Ullman (1989). The study proved that family support is the highest donating component in online education whereas peer support and academic resilience in online learning was found to be positively related .The study shows beyond doubt that a person's awareness on the available social support increases the individual's academic resilience.

Also the study conducted by Trigueros et al.,(2020)on the topic," The Influence of Emotional Intelligence on Resilience, Test Anxiety, Academic Stress and the Mediterranean Diet. A Study with University Students" conducted on a sample of 733 male and 614 female students from the University of Almeria, within the age limit of 19 and 27. The scales used in the study were Trait Meta Mood Scale 24 (TMMS-24) by Fernández-Berrocal, Extremera, and Ramos, Connor-Davidson Resilience Scale in the Spanish context by Notario-Pacheco, Solera-Martínez, Serrano-Parra, Bartolomé-Gutiérrez, García-Campayo, and Martínez-Vizcaíno, Test Anxiety Inventory adapted to the Spanish context by Sesé, Palmer, and Pérez-Pareja, Student Stress Inventory Stress Manifestations adapted to the Spanish context by Escobar, Blanca, Fernández-Baena, and Trianes and the The Kidmed Scale. The study demonstrated a positive relation on the resilience and emotional intelligence of the students. These studies urge us to further investigate the possibility of a relationship between the provision of social relationships and emotional intelligence in young adults.

2.1 Objectives

1. To assess the relationship between family support and emotional intelligence.

2. To assess the relationship between friend support and emotional intelligence.
3. To assess the relationship between social support and emotional intelligence.

2.2 Hypothesis

1. There is a significant relationship between family support and emotional intelligence.
2. There is a significant relationship between friend support and emotional intelligence.
3. There is a significant relationship between social support and emotional intelligence.

3. Methodology

This study was conducted with the intention of examining the connection between family support and emotional intelligence and friend support and intelligence. The data from a sample of 80 male and female young adults within the age limit of 20 to 25. The sample data was collected from rural and urban areas of residences of individuals who are either undergraduate or postgraduate students or employed who were asked to answer a questionnaire. The collection of the samples was done using the convenience sampling method. The collection of the sample data was conducted using a Google form. Spearman's rank correlation was found using the SPSS 28.0.1.1 (14).

The survey was conducted after the consent of the participant was taken. The participants were permitted to take part in the survey during their free time. In case of any doubt the participants were provided with the opportunity to ask questions and clear their doubts. The survey consisted of four sheets which began with the general instructions and information on the survey. The second sheet of the survey was designed to collect the socio-demographic details of the participant like the age and gender. The third and fourth sheets of the survey consisted of an emotional intelligence assessment tool and provision of social relations scale respectively. The information that was gathered from the survey was evaluated on the grounds of the focus of the study and deductions were extracted

The emotional intelligence self-assessment tool was adapted from Emily A & Sterrett(2000). The test consists of 20-items that were answered on a five point Likert scale and it provides an assessment on the four facet model of emotional intelligence which comprises self- awareness, self-management, social awareness and relationship management. The emotional intelligence self-assessment scale was found to have a reliability of 0.86 and the validity was also established.

Turner, Frankel and Levin (1983) developed Provision of Social Relations (PSR), a 15-item instrument, to measure the components of social support. The scale assesses social relations in two dimensions: family support and friend support. The answer on the questionnaire is marked on a five point Likert scale. This scale is one of the few instruments that measure the environmental variables that are associated with the social support of an individual. The PSR has good internal consistency, with alphas that range from .75 to .87. No test-retest scores were reported and the validity was established.

4. Results And Discussion

The data that was collected from the participants were analyzed on the grounds of the objectives and hypotheses that were formulated. The scores of the participants for the provision of social relations and emotional intelligence were analyzed using Spearman's rank correlation.

Table 1

Analysis of Spearman rank correlation between social support and emotional intelligence

Variables		Emotional Intelligence
Family support	r-value	-0.228*
	p-value	0.040
Friend support	r-value	-0.197
	p-value	0.077
Social support	r-value	-0.206
	p-value	0.064

* The value is significant at 0.05 level

Table 1 shows the Spearman rank correlation between social support and emotional intelligence of the participants. By analyzing table 1, it can be interpreted that there is a significant relationship between family support and emotional intelligence as the p-value was found to be 0.040. Spearman's rho (r) value was found to be -0.228, which shows that there is a negative relationship between family support and emotional intelligence. The variable, friend support, is negatively related to emotional intelligence (r =0.197) and the relationship between these two variables is not significant as the p-value was found to be 0.077.

The social support and emotional intelligence are negatively correlated as Spearman's rho (r) was found to be -0.206. The p-value obtained was 0.064 so; there is no significant relationship between these two variables.

The results that we have obtained from our research are highly contrasting with the studies that we have taken into account earlier. Like the study conducted by Esther Lopez-Zafra et al., (2019) on 1277 moroccan adults in which the results show that social support largely enhanced the positive correlation between life satisfaction and emotional intelligence and the study conducted by Moshe Zeidner and Gerald Mathews (2016) also stresses on the fact that emotional intelligence and social support are two variables which positively correlate with the greater wellbeing during adolescence period. The data was collected from 203 Israeli highschool students and analyzed. The results proved that emotional intelligence was linked to social support but not to different coping styles. It was concluded that the wellbeing of an adolescent is critically associated with the social support the individual receives.

Even though most of the research conducted in earlier time periods provides a possibility of a positive correlation between emotional intelligence and the social relations of the young adults, the results acquired during our study were highly contradicting to these facts. This may be due to any intervening or moderating variables which are present between emotional intelligence and social relations. There was a study conducted by Javier Cejudo et al., (2018) on the topic, "Emotional Intelligence and Its Relationship with Levels of Social Anxiety and Stress in Adolescents". They explored the correlation between emotional intelligence and the different possible indicators of subjective wellbeing which included stress and social anxiety among 505 Spanish adolescents. The study unveiled the existence of a negative relationship between social anxiety and emotional intelligence. On the other hand the study conducted by Maria Tillfors et al., (2012) on the topic, "Prospective links between social anxiety and adolescent peer relations" investigates the bilateral relationship between social anxiety and the various facets of peer relations in a sample of 1528 adolescents. The study foretold escalated social anxiety proved to reduce relationship support for males and a rise in peer victimization for females. From these studies it can be suggested that the stress and social anxiety that peer relationships place on an individual affects their emotional intelligence which is reflected in our study. Also there was a study conducted by Karen L. Fingerman et al., (2004) on the topic, "The Best of Ties, the Worst of Ties: Close, Problematic, and Ambivalent Social Relationships" ' in a sample of 187 participants within the age group of 13 to 99. The study revealed that people regarded some next of kin relations such as partner, children, father, mother, brother, sister...etc. with greater ambivalence when they are compared to some other distant relationships. The study also disclosed that getting affectionate with a social partner also had a relationship between ambivalence. On the other hand the study conducted by Zarrati I. et al., on the topic, "The Relationship between Emotional Intelligence and Attachment Styles" ' on 232 undergraduate students of Ferdowsi University. It was found in this study that emotional intelligence and anxious-ambivalent nature shared a significant negative correlation. This study also adds to the fact that the significantly negative correlation between the family support and emotional intelligence that has been established through our research can be reasoned by the certain ambivalent nature associated with the family relations.

As a whole the study puts forward the notion that the social support available to a person is having a negative link with the participant. This may be due to the share of psychological distress and hardships that comes as the cost for the maintenance of the social relationship that a person has in the society.

It was revealed in the study of Jason T. Newsom et al., (2005) that the negative social relations have more presumably been affecting psychological health than the positive social relations.

The results obtained from the present study are highly contrasting with the results of studies that we have taken into account earlier. This may be due to any intervening or moderating variables which are present between emotional intelligence and social support. There were few limitations to the study which include the short time period in which the study was conducted and a small sample in which the study was conducted. The fact that subscales of the emotional intelligence were not considered in the study opens up the scope for further research to be conducted in this area. There is also the possibility that the participants of the study may have hailed from not much supportive social backgrounds in general but their exposure to these challenging factors in life helped them with their emotional development. Interruptive investigation in the lives of emerging adults based on these discoveries will help with emotional development among young adults.

5. Conclusion

After our sincere attempt to find the relationship between emotional intelligence and social support, it was found that there existed a negative relationship between social support and emotional intelligence. There is a significant negative relationship between family support and emotional intelligence. The incongruity of our findings with results of the studies in the past must be due to the limited time and sample that was available to the study or due to the large difference in the cultural context in which the study was conducted.

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