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Psychosocial Correlates of Young Adult Students

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Abstract

This study examines relationship between emotional intelligence, social intelligence and creativity among young adults with high education and the problem of the study is stated as "Psychosocial correlates of young adult students". The sample size was determined by purposive sampling method (n=100). In this study three standard questionnaires of emotional intelligence, social intelligence and creativity respectively were used. The reliability and validity of these three instruments were reported to be significant in different studies. The findings indicated that there was a significant moderate and negative correlation between emotional intelligence and social intelligence, no significant correlation between emotional intelligence and creativity, and significant moderate positive correlation between social intelligence and creativity of the participants.

Key words: Creativity, Emotional intelligence, Social intelligence, Young adult students

1. Introduction

People often have got to face most of unsafe things in their way of life whereas making attempts to satisfy their drives, wants and motives. In making attempts to meet their goals, one experiences obstacles and interferences. It creates issues that need serious attention and deliberate efforts. To resolve the problems, one has to set himself to think, reason, and proceed systematically. Solely tutorial intelligence couldn't assistance on this venture and there's one thing except ancient intelligence which might build the individual absolutely equipped. At the beginning of adulthood, individuals are compelled to take up new decisions for his future life, career, and family setting. For this, one ought to develop emotional intelligence, social intelligence in conjunction with creativity which is able to facilitate him a lot.[1-5] A young adult is usually an individual within the age vary of twenty to 40, although definitions and opinions vary, the young adult stage in human development precedes middle adulthood (Erikson,

1950). Erikson (1950) has argued that it's solely in the young adulthood that what he calls the 'ideological mind' of adolescence provides thanks to that 'ethical sense' which is that the mark of the adult. As a result of globalization, easement and privatization modification happens within the socio-economic system like creative competition, relative system, busy work schedules etc., which ends up in declining values in society, stress, making crises in emotional, ethical and moral aspects that have an effect on the traditional lifetime of people. In such situation, queries someday arise, intrinsically what's the answer to create the globe a much better place to measure with. Experiences and experiments additionally indicate that even the persons with high intellect cannot be forever successful. Many of us are making attempts to meet the gap between the success and failure caused by mind and heart. Recently, psychologists like civil authority &

Saliva (1990) and Goleman (1995) have gone together with a solution by introducing a brand-new yardstick to measure human success, i.e. the concept of 'Emotional Intelligence'. Intelligence involves not simply one ability, its multiple abilities, categorized as psychological feature and non-cognitive intelligence that measures persons' performance in additional than one domain. Non-Cognitive intelligence addresses the personal, emotional, social and survival dimensions of intelligence that are usually more necessary for daily functioning than mere cognitive aspects of intelligence (Baron, 1997). This idea of non-cognitive intelligence is that the foundation upon which the term 'emotional intelligence' is coined. Though analysis on human talents is quite one hundred years previous (Spearman, 1904), analysis on social intelligence started solely a number of years when Spearman (1904) introduced tutorial intelligence (Thorndike, 1920). Thus, social intelligence was one in every of the primary candidates for a brand-new intelligence construct to enrich ancient human ability concepts. In an exceeding series of many researchers, Candy (2005, 2006) was the last to stipulate the history of social intelligence. Landy (2006) noted research on SI as a long, frustrating, and sleeveless search, presently ending up in its "replacement with the lot of trendy term emotional intelligence". Today, emotional intelligence represents a younger candidate for a brand-new ability construct. It absolutely was introduced by Saliva and Mayer in 1990. Consequent tries to ascertain emotional intelligence as a new intelligence construct were two-faced with still in progress moot discussions and its utility continues to be questioned these days (Weber & Westmeyer, 2001; Zeidner, Matthews, & Roberts, 2001; Landy, 2006; Ashkanasy & Daus, 2005; Mayer, Salovey, & Caruso, 2001). The word creativity was derived from the word 'creatus' that means 'to have grown'. creativity is usually referred to an act of manufacturing new idea, approaches or actions. Creativity is that the method of producing one thing that's both original and worthy (Csikszentmihalyi, 1990; Lubart & Mouchiroud, 2003; Runco, 1997; Sternberg & Lubart, 1996). It would be a theory, a dance, a chemical, a process, or procedure, a story, a symphony, or virtually something else. Creative people show creative

productivity. They turn out inventions, perceptive discoveries, artistic works, revolutionary paradigms, or different products that are each original and worthwhile. Development of creativity continues throughout adulthood and supports a model with many elementary processes that are influenced by the broader context of adults' psychological feature system (Lubart & Sternberg, 1998) [6-10].

1.1 Hypotheses to be tested

1. There will not be any significant relationship in Emotional Intelligence and Social Intelligence of young adult students.
2. There will not be any significant relationship in Emotional Intelligence and Creativity of young adult students.
3. There will not be any significant relationship in Social Intelligence and Creativity of young adult students.

2. Method

This study is descriptive- correlative. The statistical sample includes young adult post PG students studying in two major universities of Kerala (University of Kerala and Sree Sankaracharya University of Sanskrit). Subjects were selected as statistical sample through purposive sampling. Emotional Intelligence Scale (Jayaraj & Raj, S, S., 1998), Social Intelligence Scale (Chadha & Ganesan, U., 1986), and A New Test of Creativity (Pal, R., 1986) were administered to them individually and were asked not to vomit any item. Although data were collected from 140 participants, only 100 were found to be complete and hence used for the analysis. The collected response was scored according to the scoring procedures provided for each tool. The data collected were analysed using statistical technique of Pearson correlation method. [11-16].

3. Results

The findings of the descriptive study are as shown in the following tables. The significance of the r values is mentioned immediately below the tables.

Table.1. Coefficient of correlation obtained between emotional intelligence and social intelligence (N=100)

S.No	Variables	r
1	Emotional intelligence and Social intelligence	-.367**

** Significant at the 0.01 level

Table.2.Coefficient of correlation obtained between emotional intelligence and creativity (N=100)

S.No	Variables	r
1	Emotional intelligence and Creativity	-.044

** Significant at the 0.01 level

Table.3.Coefficient of correlation obtained between social intelligence and creativity (N=100)

S.No	Variables	r
1	Social intelligence and creativity	.307**

** Significant at the 0.01 level

Discussion and conclusion

The coefficient of correlation obtained between emotional intelligence and social intelligence shows that there is significant and moderate correlation between the two variables. The correlation is negative in direction indicating inverse relationship between them as when emotional intelligence increases, the social intelligence tends to decrease accordingly. This may be because of the irregular blending of individual and group activities in the academic curriculum that would have simultaneously increased the development of both Emotional Intelligence and Social Intelligence of the individuals. The coefficient of correlation obtained between emotional intelligence and creativity shows that there is no significant correlation between emotional intelligence and creativity of the participants. This may be because the formal education system of Kerala lacks the areas which would develop both emotional intelligence and creativity simultaneously. Education has been stuck as only class room teachings, not as the overall development of the individual. The coefficient of correlation obtained between social intelligence and creativity shows that there is significant and moderate correlation between the two variables. The correlation is positive in direction indicating direct relationship between them as when social intelligence increases, the creativity tends to increase accordingly. This may be because the interpersonal communications and peer group influences of the individuals have helped them to think in a diverse nature and thus

develop better creativity. From the results, it can be concluded that the variables in the present study (emotional intelligence, social intelligence, and creativity) not interrelated. The emotional intelligence and social intelligence are interrelated and the correlation is negative in direction indicating inverse relationship between them as when emotional intelligence increases, the social intelligence tends to decrease accordingly. The coefficient of correlation obtained between emotional intelligence and creativity shows that there is no significant correlation between emotional intelligence and creativity of the participants. Social intelligence and creativity are interrelated and that there is significant and moderate positive correlation indicating direct relationship between them as when social intelligence increases, the creativity tends to increase accordingly.

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