Emotional Intelligence and Social Adjustment: Evidence from the Mediation by Parental Bonding

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Abstract

The purpose of this study was to investigate the relationship of emotional intelligence with social adjustment and also to know the mediating role orderly played by parental bonding. In this correlational research, 400 university students participated who were approached through convenient sampling and completed three instruments to collect the data: Trait Emotional Intelligence Questionnaire, Social Adjustment Scale, and Parental Bonding Instrument. The finding showed the significant relationship of emotional intelligence with social adjustment and parental bonding. The finding further indicated the significant relationship between social adjustment and parental bonding subscales. Findings revealed that parental bonding played a role between emotional intelligence and social adjustment as mediator.

Keywords: Emotional intelligence, Social Adjustment, Parental Bonding.

Introduction

The capability to screen one's own particular and others emotions and feelings, to differentiate among them and to utilize this material to direct ones action and thinking actions (Salovey& Mayer 1989). Emotional intelligence described as range of non-cognitive abilities, capabilities and aptitudes that impact ones capacity to succeed in adapting to pressure and requirements of environment (Bar-on, 1997). EI has been characterized as the ability to see and express emotions (Hussain et, al. 2023). In 1980s, intellectual from different disciplines had distinguished various human abilities includes recognizing and comprehension of feeling. Emotional intelligence includes the capability to see correctly, assess, and express feeling; role of emotion to facilitate the thinking, understanding of emotional knowledge, and capability to monitor and manage the emotions (Bar-on, 1997).

This branch concerns the exactness with which people can distinguish emotional content and emotions. Children and grown ones figure out how to recognize their own particular and others expressive condition and to distinguish among those situations. The child   differentiate emotional face expression early and answers to parents according to their emotion.as she /he matures she/he will precisely distinguish her/his own particular physical states and social settings. As individual grown up he can describes his inward feelings in better way. If we ask from mature person who is staying up late how she feels, she may say that she is somewhat full of vigor, some tiredness and restlessness , and on edge about whether her reasoning is still clear. Emotions might be perceived in oneself as well as in other individuals and in different items. It is established fact that negative emotional states and lead an unsatisfactory way of life (Hussain et, al. 2022).The infant generate the ability to fantasize the feelings in moving and non-moving things. This innovative power may help the kid to implement his knowledge from himself to others.

For example he may associate times when he is experiencing restlessness and has a limited pose to bodily tightness experienced in animals, other kids, things and pictures allowing him to identify nervous attitude in other individual and objects. Suitably formed and preoccupied, the growing individual starts to assess feeling wherever it may be communicated in other individuals, in structural engineering, in works of art, etc. (Mayer & Salovey, 1997).

In the hierarchy the next step is facilitation of thinking relates emotions work intellectually; it narrates emotional events that direct intelligence system. Emotions work as an alarming framework basically from conception. Even the children fulfil their desires through emotional responses e.g. the child weeps when it required milk, love or warmness, and smiles in result of happy moments and joy. Feelings in this way work from the begin to indicator vital changes in the individual and in nature. As the individual grows, feelings start to shape and enhance thinking by assisting a person's focus to essential changes. For instance, infant think about his important task while seeing television, teacher gets to be worried around a lesson that needs to be finished for the one day from now. The teacher, with his good improved cognition, motivated to complete assignment while his concern dominates his joy. The other important role of emotions to thinking is to create emotions on need so that they can be defined better. When asked from a child how he felt and perceive about others kids may produce the emotions inside themselves to place themselves in the other's place (Lazarus, 1991).

This allows a quick, on-going review of emotions and its traits. In mature individual, the capability to create sentiments with the help of proper framework. The person can judge how to behave when took admission in school, or taking another employment, or experiencing a social feedback may feel. Judgment of such emotions can guide an individual to select new employment or accept disapproval. These occurs in other terms, an "theater of emotions of brain" or more precisely, a systematic field in which feeling may be created, felt, controlled, and inspected so to be better defined. The more perfectly and practically such an emotional theatre works, all that it can guide the person to select the different options of life (Mandler, 1984).

Stability of emotions enhanced the personality and guides a person to consider different viewpoints. Remember that mood-congruent decision when the person is happy then happy temperament leads towards good decision, on the other hand bad temperament leads towards negative and dark aspect of things. A disappointed high school student will tend to apply in a number of colleges with easy admission criteria. Then as she feels better, she may apply to more particular schools. The person's mood swing headed her to consider more conceivable outcomes, which will be helpful in insecure circumstances. The final step in this type is that various types of work and diverse manifestations of thinking (e.g., deductive versus inductive) may be encouraged by various types of temperaments (Mayer, 1995).

In the hierarchy the next step concerns the capability to comprehend feelings and to utilize emotional learning. Not long after the kid perceives feelings he starts to name them and see relations among those marks. For instance, numerous feelings structure sets along ranges of force. Kid starts to differentiate resemblances and variances between fondness and caring, anger and fury, and many others (Mayer & Gaschk, 1988). The kid

is at the same time realizing what each one emotion values in reference of relationship. Parents educate the kid about logic of feelings by connecting feelings to circumstances. For instance, they educate the association in the middle of pity and misfortune by helping a kid remember she is pitiful on the grounds that her closest companion won't invest time with her any longer. The growing person also begins to recognize the existence of complex, contradictory emotions in certain circumstances. The child learns that it is possible to feel both love and hate toward the same person." Probably also at this level of development, blends (or combinations) ok emotions are acknowledged. For example, awe is sometimes viewed as a combination of fear and surprise; hope as a combination of faith and optimism (Mayer & Salovey 1997).

The next step in the hierarchy is deals with mindfulness stability of feelings to increase the intelligence of emotional development. Emotional responses must be endured even received when they arise, rather than they are good or bad. Only if an individual appears to moods can somewhat be understand about them. For that cause, this highest level that starts with openness to sentiments. (Mayer & Salovey, 1997).

As the youngster develops, her guardians show her not to express certain emotions. If mood is not good then do not show your feelings in front of others just smile and go back to her room. Steadily the infant understand to differentiate between emotions and behaviors .the kid starts to detach the feelings from actions. Parents instruct simple feeling control methods ("Count to 10 when you are irate"). As an outcome, the youngster figures out how to captivate and separate from feeling at fitting times anger against someone or against unfairness might be may be helpful in thinking about the circumstances, but certainly less effective when feeling are at peak (Mayer &Salovey 1997).

Many works have been done on emotional intelligence with other variables. A research has been conducted on emotional intelligence and alexithymia. Sample was consisted of 734 adults. The two instruments were used in this research. Twenty-Item Alexithymia Scale and Bar-On Emotional Quotient Inventory used. Results proved that although the variables are independent, they overlap significantly and have strongly negative relationship (Parker, 2001).

The focus of the pervious study was to examine the relationship between alexithymia and emotional intelligence with social adjustment. The sample was taken from secondary school. Multi-stage random method was used to collect the sample. Data were collected through Alexithymia questionnaire for children, Youth Version and California Personality Inventory the Bar-On Emotional Quotient Inventory. The statistical analysis showed that significant relationship among these variables (Falatooni, et al. 2012).

It was hypothesized that emotional intelligence leads towards success. This was checked in undergraduates193 business students. The instrument Trait Emotional Intelligence Questionnaire Short Form was used results revealed that emotional intelligence have positive relationship with work experience on the other hand the emotional intelligence was not affected by age (Shipley, et al. 2010).

Two studies found positive relationships between emotions management and the quality of social interactions, Caruso Emotional Intelligence Test (MSCEIT) was used. In

study 1 118 American college students were taken as a sample. In a diary study of social interaction with 103German college students (Study 2), management of emotions scores were positively related to the perceived quality of relations with opposite gender persons.(Lopes, et al. 2004).

Social adjustment is an action made by a single person to adapt to measures, values and needs of a general public so as to be acknowledged. It can be characterized as a mental procedure. It includes adapting to new standard and quality. In psychology "coexisting with the parts of society as well as can be expected" is called adjustment (Jain, 2014).

As Plato says 'Man is a social creature.' We live in a general public and make belief about others and others have views about us. We attempt to act as indicated by the standards of the general public so we can modify with others. At the same time it is not a simple talk on the grounds that the identity of every individual is an extraordinary association. This association need to attempt extraordinary endeavours to alter with other exceptional association which well society. Social alteration is the bearing, we, the instructor attempt to impart suitability in our children: Teacher ought to stress on the change of the understudy in the school. They ought to help the understudy scope with the current circumstances of the school. They ought to help enhancing the social environment of the school. Therapists utilize the term adjustment of differing states of social and interpersonal connection in the general public. Consequently adjustment can be known as the response to the needs and forces of the social environment enforced upon the single person (Jain, 2014).

There is need of unrealistic discernment for social adjustment. The techniques of manner e.g. learning, development, sensation, recognition and inspiration help the procedure of adjustment. The way we associate with individuals depends, as it were, upon how we see them and how we analyse their actions. The observations about individuals what we think, what they like-impact the way we react to them. Our social view about others is at first focused around the data we get about them-in a few occasions the attribution surmising we make about the basis for their behaviour. It is obviously, supreme to have exact learning of others before choosing the sort of conceivable association with them (Jain, 2014).

Impression formation is the methodology by which data about others is changed over into pretty much persevering perception or considerations about them. When we initially reach somebody, we typically have admittance to data how the individual looks and where he or she lives up to expectations and what he or she says (Jain, 2014).

Research indicates that increasing emotional intelligence will also increase the educational adjustment of 1st year students. The students were selected randomly from two universities. They were in the form of experimental and control group. The results indicate noteworthy mean differences between the two groups working under emotional intelligence. The results indicate no significant differences as anticipated; the experimental group is shown to be more real with participants in all the research variables. The emotional intelligence appraisal (EIA) and Student Adjustment to College Questionnaire (SACQ) instruments were used. Suggested that emotional intelligence

training should be used as assistant tactic in increasing student social and academic adjustment among young adult students (Jdaitawi, et al. 2001).

The aim of this work was to explore the way in which many factors effects on child social adjustment worked together to predict differential results for young children. Assessment of variables was measured from different methods, including parent and child self-reports as well as teacher reports of child adjustment and opinions of parent–child and child–peer communications. Results showed that the excellence of parenting that children received was more central to later adjustment in peer communications. Also, the excellence of parenting children experienced was closely related to parents' views about their kids and parents' psychological health status (Haskett, & Willoughby, 2006).

. Children's social and emotional adjustment at early were examined in relation to attachment security, parenting style, setting conditions, and social and emotional adjustment .79 children were participated in video session as sample. Video tape coding, child socio metric ratings and mother questionnaires were used as instrument. Results point to the significance of both features of the mother-child relationship, and show that the environment of family and friends relations may vary depending upon the precise social domain assessed (Booth, et al. 1994).

In a variety of domains, the association between family environments thoroughly investigated (Nurul Atiqah, & Mariamdaran Chethiyar, 2021) Parental bonding can be defined as an attachment between the child and the parent. The focused of attachment theory is on the thought that there are individual contrasts regarding how children become emotionally attached to their first caretaker and how these relations influence the child grooming and help to adjust in different areas of life, e.g. cognitive, emotional and social areas (Bowlby,1977).

Bowlby (1977), said, attachment is specified by parents behaviour and attitude towards child's necessities .secure attachment arise when caretaker is always caring and concerned in response to child's need, on the other hand, the parent who reject or ignore needs of child for attention will lead to insecurity. Insecure attached adults displayed great level to engage in destructive behaviors, to suffer from agitation, disappointment, to be anxious, and less self-confident (Brennan & Shaver, 1991; Feeney & Noller, 1990).

To measure the bonding between parent and child, Parker, et al. (1979) developed the Parental Bonding Instrument (PBI) to measure the parental characteristics – care and overprotection, which may contribute to the excellence of attachment. Twelve of the items on the PBI are identified as care items (e.g., affection, emotional warmth, empathy, and closeness versus emotional coldness, indifference and neglect) and another 13 items are identified as protection or control items (e.g. overprotection, intrusion, control, prevention of independence versus independency and autonomy).Parents play a big role in nurturing their child's growth and improvement. The relation of the child with parents consists of a combination of actions, emotional state, and expectations that are unique to a particular parent and a particular child.

The basic purpose for this meta-analysis was to search the relationship alexithymia and parenting style as measured by the Parental Bonding Instrument (PBI).different sources were used for sample. Results showed that especially strong association between mother care and main elements of alexithymia (Thorberg, et al. 2010).

The aim of this research was to study the relationship between parental bonding and parent child relationship. 160 tertiary level students from Selangor were taken as sample and carried out by two inventories –Parental Bonding Inventory and Parent-Child Relationship Survey .results proved that good parental bonding develops good   parent relationship (Cailian& Han 2007).

The purpose of this study examines the relationship between, adult attachment, parental bonding and alexithymia in patients with Somatoform Disorders.it was cross sectional study. Alexithymia Scale The Screening for Somatoform Symptoms The Measure of Parenting Style, The Bielefeld Client Expectations Questionnaire, perceived parental attitude were applied on 76 somatoform patients. The results of this study support the hypothesis that alexithymia is associated with perceived parental bonding and attachment style (Gil, et al. 2008).

This study has four objectives. The first is tostudy the impact of Emotional Intelligence on social adjustment. The second aim is to see the impact of emotional intelligence on parental bonding.Third objective to explore the influence of parental bonding on social adjustment. And the last main aim of the study is to evaluate the significant influence of emotional intelligence on social adjustment and mediating role of parental bonding.

On the basis of these objectives some assumptions were made. It was assumed that emotional intelligence will predict social adjustment (IV Predicts DV); emotional intelligence will influence the parental bonding (IV Predicts MV); and parental bonding will predict social adjustment (MV Predicts DV). The major assumption of this paper was to identify mediating role of parental bonding in the relationship of emotional intelligence and social adjustment.

Figure 1: Hypothesized Model

(IV)   (DV)
Emotional Intelligence   Social Adjustment

Parental Bonding
(MV)
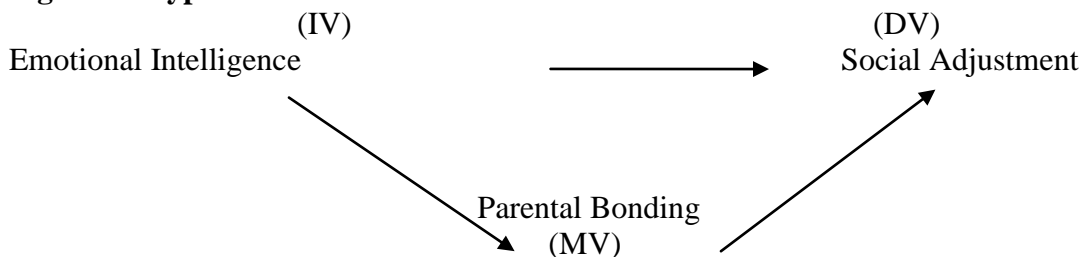
METHOD

Participants

The sample comprised of 400 students enrolled in postgraduate programs in different departments of social sciences from Bahauddin Zakairya University Multan; psychology, sociology, economics, and statistics. The participants were selected through convenient sampling technique. Their age range was between 21-26 years evenly divided into gender; 200 male and 200 female students.

Instruments
1. Trait Emotional Intelligence Questionnaire

Emotional Intelligence Questionnaire developed by Petrides (2006) is a 13-item scale which is further divided into four components; sociability, emotionality, well-being and self-control. Some of the items are reversed coded; 2, 4, 7, 5, 8, 10, 12, 13, 14, 16, 18, 22, 26, 25, and 28 items. Participant has seven responses to report their emotional intelligence.

2. Social Adjustment Scale

Weissman & Bothwell (1976) designed the social adjustment scale. This scale consisted of seven different areas of individual's life. These perspectives are work outside, marital, parental, extended family, social and leisure, housework and family unit. If there is poor adjustment of a person from two weeks he/she will less scored on five responses.1, 3, 4 & 5; 9, 10, 11 & 12; 17, 18, 19, 20 & 21; 22, 27 & 28; 29, 32, 34 & 37; 41; 43, 44 & 45 are negatively scored from each subscale respectively.

3- Parental Bonding Instrument

Parker, et al. (1979) constructed a scale to measure the bond of child with parent in his/her early age which instrument is known as parental bonding instrument. This scale consisted of two parts. One part is about mother that measures the bond between mother and child with 25 statements divided into further two categories; mother care and mother overprotection. The second part is about father that assesses the relationship between father and child with 25 items divided into two subscales; father care and father overprotection.

Procedure
Employing the multistage sampling, following departments of social sciences were selected first through simple random sampling technique; psychology, sociology, economics, and statistics. After obtaining informed consent from the head of the departments, then students were selected through random sampling. Data were obtained

on a booklet comprising questionnaires and a demographic variable sheet after their consent for participation in the study. Confidentiality of their responses was assured to them and results were analyzed on SPSS-21 and Online Sobel Test.

Results

Table 1
Correlations among Alexithymia, Emotional Intelligence, Social Adjustment and Parental Bonding (N=400)

S.No	Variables	Mean	S.D	1	2	3	4	5
1	EI	120.25	17.54	1				
2	SA	79.23	10.05	.134*	1			
3	MC	21.72	5.77	.058	.298**	1		
4	MO	17.54	4.42	.080	-.219**	-.395**	1	
5	PC	22.45	5.30	.086	.296**	.460**	-.232**	1
6	PO	17.23	4.72	.019	-.301**	-.347**	.410**	-.408**

Note.EI: Emotional Intelligence, SA Social Adjustment, MC Maternal Care, MO Maternal Over protection, PC Parental Care, POPaternal Over protection*p<0.01, **p<0.001

Table 1 shows the mean, standard deviations, and correlations coefficients among all study variables. Results indicate that emotional intelligence, social adjustment, maternal care, maternal overprotection, paternal care and paternal over protection are significantly correlated with each other.

Table 2

Standardized Coefficients and t-values from Path Analysis of the Trans-contextual Model

Hypothesized Paths	Path Coefficients	t Statistics
EI ⟶ SA	.134	2.697*
EI ⟶ MC	.058	1.155
EI ⟶ MO	.080	1.603
EI ⟶ PC	0.86	1.714
EI ⟶ PO	.019	0.373
MC ⟶ SA	.298	6.229**
MO ⟶ SA	-.219	-4.476**
PC ⟶ SA	.296	6.176**
PO ⟶ SA	-.301	-6.298**

Note; EI: Emotional Intelligence, SA Social Adjustment, MC Maternal Care, MO Maternal Over protection, PC Parental Care, POPaternal Over protection*p<0.01, **p< 0.001

Regression analysis showed the effect of emotional intelligence on social adjustment. The finding shows that emotional intelligence has significant relationship with social adjustment. The finding shows that emotional intelligence has non-significant relationship with maternal care, maternal overprotection, paternal care, and paternal overprotection. Maternal care, maternal overprotection, paternal care, and paternal overprotection are significantly related to social adjustment.

Table 3

Sobel Tests Showing Mediation effect of Parental Bonding for the relationship between Emotional Intelligence and Social Adjustment

Paths	B_A	SE_A	B_B	SE_B	SobelTest	P
EI→MC→SA	.058	.016	.298	.083	2.550	0.00*
EI→MO→SA	.136	.025	-.219	.111	-1.854	0.03**
EI→PC→SA	.086	.015	.296	.091	5.733	0.00*
EI→PO→SA	.019	.014	-.301	.102	-1.233	0.10

Note; EI: Emotional Intelligence, SA Social Adjustment, MC Maternal Care, MO Maternal Over protection, PC Parental Care, OP Paternal Over protection.
*p>0.01,**p>0.05

Discussion

The goal of recent research was to explore the contribution emotional intelligence with social adjustment mediating role played by parental bonding. First hypothesis is truly accepted, Emotional intelligence will predict social adjustment .The finding shows that emotional intelligence has significant relationship with social adjustment. Results also indicated the significance of emotional intelligence with social adjustment. The same relationship also found in the work of Adeyemo (2005). His research also revealed that strong association between the emotional intelligence and adjustment. We can conclude that if the persona was emotionally strong, he can survive better in the society. Emotionally intelligent person can comprehend his/her feelings accurately. So using his emotions he can adjust in every type of environment. The statistical analysis showed that emotional intelligence orderly played a great contribution in predicting social adjustment.

Emotional intelligence will influence the parental bonding partially accepted**.** The finding shows that alexithymia has significant relationship with parental bonding. While the finding shows that emotional intelligence has non- significant relationship with parental bonding

The second hypothesis is rejected. Emotional intelligence is non-significant with four subscales of parental bonding
Parental bonding will predict social adjustment the third hypothesis of this research paper truly accepted. The finding shows that parental bonding has significant relationship with social adjustment. When the child has strong bond with parents he/she

can better adjusted in the society. Mother & father care, over protection is strongly (p=<.001) with social adjustment. so this significance accept third hypothesis.

Emotional intelligence with social adjustment will be mediated by parental bonding is a partially accepted. Results show that there is significant relationship maternal care, maternal overprotection, paternal care and overprotection between alexithymia and social adjustment. The other part of hypothesis of maternal care, overprotection, and father care are mediating between emotional intelligence and social adjustment.

Conclusion

Results showed the significant relationship of emotional intelligence with social adjustment. The parental bonding has also significant impact on emotional intelligence as mediator.

Limitations:

The present study has also some limitations. Data was taken from just social science departments. Other departments can be included like humanities natural science and management sciences. Due to lengthy questionnaire, the student's attitude was not serious. Data can be generalized to others universities as well as private universities.

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