UNIJERPS
Unizik Journal of Educational Research and Policy Studies VOL.18 (2);
July-December, 2024 https://unijerps.org
2023 Impact Factor:* 6.834;** 2022 ***Impact Factor: 5.156; ***2021 Impact Factor: 5.641;***
2020 Impact Factor: 5.355. *Indexing and Impact Factor URL: http://sjifactor.com/passport.php?id=21363*

EMOTIONAL INTELLIGENCE AS CORRELATE OF SOCIAL ADJUSTMENT AMONG POLICE PERSONNEL IN DELTA STATE, NIGERIA

Nnennaya Patricia Nwoye nwoyennennayapatricia@gmail.com
Christopher Amobi Nwankwo ca.nwankwo@unizik.edu.ng

Department of Guidance and Counselling, Faculty of Education, Nnamdi Azikiwe University, Awka, Anambra State, Nigeria

ABSTRACT

The effectiveness of police personnel in maintaining law and order is crucial, but the stressful nature of their work can adversely affect their psychological well-being and social adjustment. This study examined the relationship between emotional intelligence and social adjustment among police personnel in Delta State, Nigeria. Three research questions and one null hypothesis tested at the 0.05 level of significance guided the study. Using a correlational survey design, data were collected from a population of 6199 police personnel represented by a sample of 1,240 police personnel selected through proportionate stratified sampling technique. Two standardised instruments were used: the Emotional Intelligence Scale (EIS) and Social Adjustment Scale (SAS), all of which demonstrated good reliability. Data was collected through direct delivery to the respondents and analysed using aggregate scores and Pearson product moment correlation coefficient. Then t-test of correlation was used to test the null hypotheses. The findings revealed a significantly very low positive relationship (r = 0.172) between emotional intelligence and social adjustment. Based on the findings, the study recommends, among others, that counsellors should map out intervention strategies aimed at improving emotional intelligence among police personnel to improve their social adjustment conditions. Based on the findings recommendations were made.

Keywords*:* Emotional Intelligence, Correlate, Social Adjustment, Police Personnel and Delta State

Introduction

The police force is an essential institution responsible for upholding law and order, enforcing legislation, and safeguarding citizens. Police personnel are responsible for a great deal in society, from maintaining public safety to responding to emergencies. They perform a range of functions, from patrolling communities to conducting criminal investigations. As such, it is important to understand the psychological dynamics of the police officers in order to ensure that they are able to adjust to their roles and responsibilities in society. Policing requires the mastering of emotions and the application of psychological principles such as emotional intelligence in dealing with members of the public. However, the corporate image of the police has not been good worldwide, and there is an increasing need for research in this area.

In Nigeria, the police force seems to contend with distinct challenges, including inadequate resources, pervasive corruption, and public mistrust. Nigerian police officers frequently experience low morale possibly due to insufficient incentives and support, which adversely may have affected their effectiveness and

social integration. Although there are various government reform initiatives targeting the Nigeria Police Force which seek to improve professionalism, accountability, and community engagement, such moves may become counter-productive without proper measures taken to address the social adjustment of the police personnel in order to cultivate a more effective and esteemed police force in Nigeria.

Adjustment is the process of adapting to changes in one's environment and coping with new and different experiences in life (National Institute of Mental Health, 2020). It is an on-going process that requires individuals to continually assess their environment and learn new skills and strategies to handle changes. Adjustment refers to the process by which individuals or groups adapt to new conditions, environments, or roles, ensuring optimal functioning and well-being (Anyamene, Ejichukwu and Azuji, 2019). In organizations like the police force, adjustment is critical because proper adjustment enables police personnel to perform their duties efficiently. It allows them to understand and adapt to organizational norms, expectations, and operational procedures, which is crucial for maintaining law and order. Successful adjustment fosters positive relationships within the force and with the community. It helps personnel to work collaboratively, fostering teamwork and mutual support. For the community, it builds trust and cooperation with the police, essential for effective policing (Sauce, 2019).

Policing environments are dynamic, requiring continuous adaptation to new laws, technologies, and social changes. Well-adjusted personnel are better equipped to handle these transitions smoothly, ensuring the organization remains effective and relevant. For the Nigeria Police Force, adjustment is paramount due to the unique challenges it faces. These include dealing with inadequate resources, widespread corruption, and public mistrust (Brunetto et. al, 2012). Effective adjustment strategies for Nigerian police personnel might include comprehensive training programs, mental health support, improved welfare conditions, and initiatives to strengthen community-police relations. These efforts are essential to enhance the professionalism, efficiency, and public image of the Nigeria Police Force, ultimately likely to lead to a safer and more orderly society.

Adjustment is important for social interaction, as it helps individuals become better equipped to interact with others in a positive and productive manner. Social adjustment refers to the ability of a person to adapt to the norms, values, and expectations of a particular social environment (Whitson, Sawrie and Kosson, 2018). It involves learning the social rules, forming meaningful relationships, and developing coping strategies for dealing with stress and conflict. Social adjustment can be defined as the ability to interact with others in an appropriate way in different social situations (Anyamene, et al. (2019). It includes developing an understanding of self and others, a sense of empathy, self-confidence, and the ability to solve problem and communicate effectively in social situations (Berk, 2019). Social adjustment is the process of developing a positive attitude and behaviour in order to interact effectively with other people in a

given social group or environment (Rohner, 2017). This might include the ability to interact with others in a productive and meaningful way while also being able to recognise and respect the differences among people.

Dawson (2019) defined social adjustment as the process of adapting to different social situations and learning how to function and interact in a socially acceptable way. It involves developing the skills necessary to successfully interact with others, as well as a sense of empathy, respect, and self-confidence. Therefore, social adjustment in the context of this study refers to the process of adapting to the norms and expectations of a specific social environment. This adaptation involves learning and responding to social cues, modifying one's behavior to fit in, and forming relationships with those around them. Regarding the social adjustment of police personnel in this study, this process encompasses adapting to the new environment and responsibilities inherent in the role of a police officer. This includes learning the roles and regulations specific to policing, gaining field experience, and developing the necessary skills to maintain composure in challenging situations.

Police officers often face a unique set of social adjustment issues due to the high-stress environment they work in. According to a study by the International Association of Chiefs of Police (IACP, 2019), police officers are more likely than the general population to suffer from depression, substance abuse, and other mental health issues. This can lead to a variety of negative outcomes, such as reduced job satisfaction, decreased morale, and an increased risk of burnout.

The social adjustment of police officers is an important aspect of their job. This is because according to National Police Foundation (2015), police officers are required to interact with many different types of people on a daily basis, and it is important that they are able to adjust to their environment. This includes being able to adapt to different cultures, religions, and social norms. It also means being able to effectively communicate with the public, handle stressful situations, and remain professional in all interactions. The U.S. Department of Justice (2016) stated that officers must maintain a certain level of physical and psychological health and be able to cope with the stress associated with their job. This includes being aware of their physical and mental health and understanding the impact of their job on their families.

Police officers in Delta State, much like their counterparts in other states, face several social adjustment problems that have the tendency to impede their work (Ajayi, 2020). These adjustment issues might have long-term implications for the state's security and stability. The police officers face a variety of social adjustment issues, including low wages, lack of job security, inadequate training, a lack of respect from members of the public, and lack of trust in the police force (Adebayo, 2019; Ogunleye, 2018). These adjustment problems can be attributed to insufficient or outdated training, negative public perception and lack of community support, poor emotional intelligence, exposure to traumatic incidents, unsupportive work environment, characterized by poor leadership and internal politics among others.

Police officers must also be able to manage their own emotions and remain emotionally stable in order to respond appropriately to any situation they are confronted with (The Police Chief, 2016). Additionally, they should be able to adjust to the ever-changing demands of their job. This includes understanding the current laws and regulations in their jurisdiction as well as any changes that may occur. Police officers must also be able to adjust to new technology and the changing nature of crime. They are critical personnel in any society, and their work is essential for the protection and safety of citizens. Many of these difficulties may be related to an inability to effectively manage emotions and cope with the demands of the job. As a result, Dawson (2019) identified emotional intelligence (EI) as a critical factor in successful police work, as it allows officers to better recognise, understand, and manage their own emotions and the emotions of others.

Emotional intelligence is defined as the ability to understand and effectively manage emotions in oneself and others. It is characterised by the capacity to accurately perceive and express emotion, to access and generate emotions that facilitate thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote personal growth (Bar-On, 2012). Emotional intelligence is also defined as the ability to identify, understand, and manage one's own emotions as well as the emotions of others (Kalat, 2017). According to Mayer and Salovey (1997), emotional intelligence involves the ability to accurately perceive emotions in oneself and others, to understand the causes and consequences of emotions, to use emotions to facilitate thinking, and to regulate emotions to promote personal growth. Hence, in this study, emotional intelligence refers to the ability to identify, understand, and manage emotions in oneself and others, to understand the causes and consequences of emotions, and to use it to facilitate thinking and regulate emotions to promote personal growth.

Emotional intelligence (EI) has been increasingly studied in a variety of contexts, including among police officers. Police officers are often exposed to a range of stressful situations that can lead to social adjustment problems, such as increased risk of burnout, depression, and post-traumatic stress disorder (PTSD) (Priya, Packiaselvi, and Malathi, 2017). Studies have suggested that higher levels of EI can help police officers cope better with such situations and improve their social adjustment. For example, a study conducted by Onica, Iacob, and Boghian (2013) found that police officers with higher emotional intelligence have moderate to high social adjustment scores. Another study conducted by Rimalt, Salomon, and Yehuda (2014) found similar results, with police officers with higher emotional intelligence showing better social adjustment scores.

Studies (Moller et al., 2017; Ritter, 2014; Wachter et al., 2019) have also demonstrated that police officers with higher emotional intelligence are better able to handle difficult situations and are more resilient when facing adversity. se levels.

Studies have also established that emotional intelligence is a key factor in social adjustment (Onica et al., 2013; Rimalt et al., 2014; Ritter, 2014). It has been linked to improved job performance,

better leadership skills, and better decision-making abilities (Gill, 2018; Wester and Koper, 2019). The research on EI and the social adjustment of police personnel has been largely positive. Studies have found that police personnel with higher levels of EI are more likely to display greater social adjustment and are more likely to be successful in their roles (Kaur et al., 2018). Specifically, police personnel with higher levels of EI are more likely to be better communicators, have better interpersonal skills, and display less aggression when responding to difficult situations. In addition, researchers have noted that police personnel with higher levels of EI are better able to empathise with individuals from different backgrounds, build relationships with members of the community, and resolve conflicts in an effective manner (Kaur et al., 2018).

Other studies have also found that police personnel who are emotionally intelligent are more likely to experience positive job outcomes, such as increased job satisfaction and better performance reviews (Kaur et al., 2018; Chambers et al., 2016). In addition, police personnel with higher levels of EI are more likely to be effective problem-solvers and to be perceived by members of the public as being more trustworthy and competent (Chambers et al., 2016). Furthermore, research has found that police personnel with higher levels of EI are more likely to be selected for leadership roles and to experience higher levels of job satisfaction (Kaur et al., 2018).

Igbo, Nwaka, Mbagwu and Mezieobi (2016) investigated emotional intelligence as a correlate of social and academic adjustment of first-year university students in the South East Geo-Political Zone of Nigeria. The study was carried out to find out how emotional intelligence correlates with the social and academic adjustment of first-year university students. A total of 200 first-year students from four functional faculties of education in federal universities in the south-east geopolitical zone of Nigeria were interviewed with the objective of finding out how emotional intelligence correlates with social and academic adjustment of first-year university students. Two tools were used for the study. They are the Students' Emotional Intelligence Scale (SEIS) and the Students Adjustment Rating Scale (SARS). Students' Emotional Intelligence Scale (SEIS) was adapted from Schutte, Malloff, Hall, Haggertry, Copper, Golden, and Dornheim's (1998) emotional intelligence scale. while the researchers developed the Students Adjustment Rating Scale (SARS) after extensively reviewing some related studies. The instruments ranged from strongly agree (4) to strongly disagree (1) and were used to elicit information about the students' emotional intelligence as well as their social and academic adjustment.

The instruments were directly administered to the respondents to gather relevant information from them. In answering the research questions, the Pearson Product Moment Correlation Coefficient was used, while regression analysis was applied to test the hypotheses at the 0.05 level of significance. The researchers applied Pearson product-moment correlation in analysing the data and answering the research questions, and regression analysis was used to test the two research hypotheses at the 0.05 level of significance. Results of the study

showed that emotional intelligence correlated positively with the social and academic adjustment of first-year students and that emotional intelligence significantly predicted first-year students' social and academic adjustment in school.

Oparaugo and Ebenebe (2021) investigated emotional intelligence and self-efficacy as predictors of psychological adjustment among secondary school adolescents in Awka Education Zone, Anambra State. Three research questions guided the study and three null hypotheses were tested at 0.05 level of significance. The population of the study was 4,421 senior secondary two (SS2) students from 61 secondary schools in Awka Education Zone. The Sample size of the study comprises 485 SS2 students obtained using simple random sampling technique. Three sets of questionnaire titled "Emotional Intelligence Questionnaire (EIQ), "Self Efficacy Questionnaire (SEQ) and "Psychological Adjustment Questionnaire (PAQ)" were used for data collection. The data obtained were analyzed using Pearson r and multiple regression analysis.

The results of the study showed among others that emotional intelligence and self-efficacy of students significantly predict their psychological adjustment. It was also revealed that there were positive relationship existing between adolescents' emotional intelligence, self-efficacy and their psychological adjustment. Based on the findings, it was recommended among others, that parents and teachers should devote more time and put best efforts to empower their children and students to build good self-efficacy for promoting their psychological adjustment.

Stewart (2021) examined the relationship among administrative officers, criminal investigators, and patrol officers' emotional intelligence traits in the United States as measured by the Assessing Emotions (SSEIT) Scale (Schutte, Malouff, and Bhullar, 2009). The study was conducted using a descriptive correlational research design. The study also explored the relationship between engagement as measured by the Work and Wellbeing Survey (UWES) and burnout as measured by the Professional Quality of Life Scale (PROQOL) Version 5 (2009). A sample population of 335 law enforcement professionals in the United States participated in the study. Descriptive statistics and correlations were computed using the Statistical Package for Social Science (SPSS) Statistics 23. Analyses of the data were conducted using multiple linear regressions. Results found that age acted as a predictor of EI, burnout, and engagement. This study indicated that age and emotional intelligence influenced employee engagement and burnout. Additionally, the results indicated that class had a moderate effect on emotional intelligence and its relationship to employee engagement and burnout. Burnout is a risk for the law enforcement profession, and there is a need to implement protective factors to decrease the risk of burnout among members of the profession.

Faltas (2018) examined the influence of administrative disciplinary actions on officers' emotional intelligence and performance in relation to citizen complaints of police misconduct Miami, Florida. The central research question addressed how administrative practices influence law enforcement officers'

behaviour in relation to emotional intelligence-based performance. The theoretical construct for this study is based on the emotional intelligence theories of Bar-On, Goleman, and Mayer, DiPaolo, and Salovey, which suggest that individuals, including police officers, are responsible for their emotional intelligence and conduct. A qualitative analysis of citizen allegations of police misconduct by the NYPD was conducted using documents from the CCRB and the Office of the Inspector General for the NYPD. Each complaint was evaluated using a thematic-based analysis.

The findings suggested that the NYPD's low disciplinary rate might have influenced FADO behaviour, revealing patterns and practices of racial, ethnic, and social stereotyping and a lack of compliance with department policies. Recommendations include officer and administrator training on emotional intelligence practices and restructuring department policy processes, which can lead to positive social change by helping law enforcement agencies engender trust with their communities and eliminate patterns and practices related to social bias, profiling, and racial stereotyping.

Baker, Jaaffar, Sallehuddin, Hassan, and Mohamed (2019) examined the relationship between emotional intelligence and the affective commitment of police officers in five state contingents, comprising Kuala Lumpur, Selangor, Johor, Sarawak, and Sabah. This is a survey study involving quantitative methods, statistical packages for social sciences (SPSS) analysis, and a structural equation modelling (SEM) approach through partial least squares (PLS) applications. This paper examines the four dimensions of emotional intelligence: self-emotional appraisal (SEA), others emotional appraisal (OEA), use of emotions (UOE), and regulation of emotions (ROE) in predicting effective commitment. The respondents to this study involved five state contingents, comprising Kuala Lumpur, Selangor, Johor, Sarawak, and Sabah. A total of 1,000 questionnaires were distributed to police officers. However, only 40.2% of police officers participated in this survey, and of the 402 responses returned, only 37.2% were usable. The sample used for this study consisted of 372 police officers selected from five contingents: Kuala Lumpur, Selangor, Johor, Sabah, and Sarawak. Testing their hypotheses in the field, they found strong evidence that the four dimensions of emotional intelligence—SEA, OEA, UOE, and ROE—enhance affective commitment. Additionally, the study provides evidence for the government to improve service quality and commitment to the police force. The study under review is related to the present study because both studies are concerned with the emotional intelligence of police officers.

Suyatno (2018) determined the impact of emotional intelligence on the social adjustment ability of the primary students at Muhammadiyah Karangwaru Yogyakarta Elementary School. The population involved in this research is all of the 5th grade students of Muhammadiyah Karangwaru Yogyakarta, who are 80 students. The sampling technique used here was sampling Jenuh, which resulted in 54 students being the samples for the research. The writer used a questionnaire to collect the data for the research. The approach used in the

research was expost facto quantitative. Meanwhile, in analysing the data, the writer used simple regression tests and test requirements. The result of the research shows that there is a positive and significant impact of emotional intelligence on the social adjustment abilities of the students. The acceptance hypothesis is shown through the regression analysis of Fcal, which is 21.495 with a significance of 0.000. It can be defined that the ability of the students' social adjustment can be improved through the improvement of their emotional intelligence. Based on the research results, this research suggests that it would be better if the learning process in the school gave more focus to the formation of emotional intelligence, which can affect the development of social adjustment abilities in the students. It is because social adjustment ability is a predictor of someone's successful life in the future.

Despite these previous researches, there is a gap in the literature on the relationship between emotional intelligence and social adjustment among police personnel in Delta State. Additionally, much of the research on emotional intelligence has focused on general populations rather than on specific occupational groups, such as police personnel. Thus, there is a need to further investigate the relationship between emotional intelligence and social adjustment among police personnel in Delta State.

Purpose of the Study

The purpose of the study investigated emotional intelligence as correlate of social adjustment among police personnel in Delta State, Nigeria. Specifically, the study investigated:

1. Emotional intelligence of police personnel in Delta State
2. Social adjustment of police personnel in Delta State
3. Relationship between emotional intelligence and social adjustment of police personnel in Delta State.

Research Questions

The following research questions guided the study:

1. What are the emotional intelligence scores of police personnel in Delta State
2. What are the social adjustment scores of police personnel in Delta State
3. What is the relationship between emotional intelligence and social adjustment of police personnel in Delta State?

Null Hypothesis

One null hypothesisis was tested at 0.05 level of significance:

1. There is no significant relationship between emotional intelligence and social adjustment of police personnel in Delta State.

Research Method

Research Design

A correlational research design was adopted for the study. According to Nworgu (2015), correlation studies indicate the direction and magnitude of the relationship between variables. The design is appropriate since the study sought to collect data from the respondents in order to establish the direction and magnitude of the relationship between emotional intelligence and social adjustment of police personnel in Delta State, Nigeria.

Population of the Study

The population of this study consists of 6,199 police personnel in Delta State Source: Police Head Quarter, Asaba, statistical division (2023). The majority of the police personnel are male, while a few are female. Most are between the ages of 20 and 40, while a few are 40 and over.

Sample and Sampling Technique

The sample for this study comprised 1,240 police personnel. The sample size is made up of 20 percent of the population of police personnel in Delta State. Proportionately stratified sampling was used to sample the population into mutually exclusive subgroups, known as strata, namely: Senior Police Officers (SPO's), Inspectors (INSPR), Rank and File (R&F) and Traffic Warders.

The sample distribution is as follows: Sample size results to the following sizes for each stratum:

Senior Police Officers (SPO's): 246, Inspectors (INSPR): 632, Rank and File (RandF): 344 and Traffic Warders: 18. Then, accidental sampling was employed to select the police personnel that filled the questionnaires.

Instruments for Data Collection

In this study, two different questionnaires were used. They are the Emotional Intelligence Scale (EIS) and the social adjustment scale (SAS). These two instruments were adopted for this study. The Emotional Intelligence Scale (EIS) is a self-reported inventory designed to assess the emotional intelligence of people, including those of police personnel. It is based on a model proposed by Schutte, Malouff, and Bhullar (2007), which includes four aspects of emotional intelligence: the appraisal of emotion in self and others, the expression of emotion, the regulation of emotion in self and others, and the utilisation of emotion in problem-solving. It was validated and used in Nigeria by Nwantu, Agbo and Ngwama (2013) among other researchers including Chukwuegbo and Nwankwo (2023). The EIS consists of 33 items, each of which was rated using a five-point Likert-type scale. This scale ranges from 1 (strongly disagree) to 5 (strongly agree). The survey can be completed in maximum of ten minutes.

The Social Adjustment Scale-Multidimensional (SAS-M): The Social Adjustment Scale (SAS) was developed by Weisman and Paykel (1974). It has been adopted and used in Nigeria by Ejichukwu (2019), Ogini, and Ofodile (2014), among others. The Social Adjustment Scale-Multidimensional (SAS-M) is a psychometric evaluation tool that assesses an individual's levels of social adjustment and functioning in different areas of life. The SAS-M consists of 45 items that assess the functioning of an individual in seven role areas: work outside the home, housework, social and leisure activities, relationships with extended family, marital, parental and functioning in the family unit. Each subscale has items that measure various aspects of functioning in the specific area. The responses to each item on the questionnaire range from "not at all" to "all the time", and are assigned a weighted value of 5, 4, 3, 2, and 1, respectively. This weighted value system allows researchers to more accurately assess the functioning of an individual in the seven role areas.

Validation of the Instrument

The two instruments used in the study, namely the Emotional Intelligence Scale (EIS) and social adjustment scale-

multidimensional (SAS), are standardised questionnaires that have been previously validated by experts and used in conducting studies both within and outside Nigeria. The psychometric properties of the instruments have been found to be adequate, with good levels of validity. The validity of the EIS has been established through correlations between the EIS and other measures of emotional intelligence and personality. The EIS was found to correlate significantly with the Mayer Salovey Caruso Emotional Intelligence Test, the NEO-Five Factor Inventory, and the Big Five Inventory. SAS has also been found to have good convergent validity, with correlations between the SAS scores and other measures of adjustment ranging from 0.51 to 0.76. Furthermore, the tool has been found to have good discriminant validity, with mean differences between groups of individuals with different levels of adjustment.

Reliability of the Instrument

The instruments are standardised measures with already-established reliability. For emotional intelligence, the reliability estimates for the scale have been found to be high, with internal consistency estimated at .83 while SAS have good internal consistency, with Cronbach's alpha scores of 0.77 for the overall scale and scores ranging from 0.68 to 0.90 for the subscales.

Methods of Data Collection

The researchers administered copies of the instruments to the respondents with the help of five research assistants using direct delivery approach. The research assistants were briefed on how to administer and collect copies of the questionnaire. The completed copies of the instruments were retrieved through a follow-up to collect the copies of the respondents' questionnaires.

Method of Data Analysis

The data generated from the field were analysed using aggregate scores and percentages to answer the research questions 1 and 2, research questions 3 was answered using Pearson Product Moment Correlation coefficients.

Results and Discussion

Research Question 1: What are the emotional intelligence scores of police personnel in Delta state?

Table 1: Emotional intelligence scores of police personnel in Delta state

Range of scores	N	%	Remarks
33 – 98	317	25.8	Poor Emotional intelligence
99 – 165	910	74.2	Good emotional intelligence

Table 1 reveals that 910(74.2%) of the police personnel with the scores ranging from 99 and 165 have good emotional intelligence in Delta state, while 317(25.8%) others who scored between 33 and 98 have poor emotional intelligence.

Research Question 2: What are the social adjustment scores of police personnel in Delta state?

Table 2: Social adjustment scores of police personnel in Delta state

Range of scores	N	%	Remarks
45 – 134	87	7.1	Negative social adjustment
135 – 225	1140	92.9	Positive social adjustment

In table 2, it was observed that 1140(92.9%) of the police personnel with the scores ranging from 135 and 225 have positive social adjustment scores of police personnel in Delta, while 87(7.1%) others who scored between 45 and 134 have negative social adjustment.

Research Question 3: What is the relationship existing between police personnel's emotional intelligence and their social adjustment in Delta State?

Null Hypothesis I: There will be no significant relationship existing between police personnel's emotional intelligence and their social adjustment in Delta State.

Table 3: Pearson r on the police personnel's emotional intelligence and their social adjustment in Delta State

Source of Variation	N	Emotion. Intell. r	Social Adjustment r.	Cal t	0.05	Remark
Emotional intelligence	1227	1.00	0.172	5.78	0.000	Very Low positive r
Social adjustment	1227	0.172	1.00			

Table 3 reveals that there is very low positive relationship of 0.172 existing between police personnel's emotional intelligence and their social adjustment in Delta State.

Also it was observed that at 1225df and 0.05 level of significant, the calculated t5.78 with pvalue 0.000 which is less than 0.05, the null hypothesis is not accepted. Therefore there is significant relationship between police personnel's emotional intelligence and their social adjustment in Delta State

Findings of the study further revealed a very low positive relationship between police personnel's emotional intelligence and their social adjustment. Despite this weak correlation, the statistical analysis yielded a significant result, indicating that the relationship between emotional intelligence and social adjustment is statistically significant. The low correlation coefficient suggests that while emotional intelligence does have some impact on social adjustment, the effect is relatively small. This indicates that emotional intelligence may play a role in how well police personnel adjust socially, but it is not the sole determinant. This weak relationship could be due to other factors influencing social adjustment, such as work environment, stress levels, and personal experiences, which might overshadow the impact of emotional intelligence.

Moreover, the specific setting of policing might affect how emotional intelligence influences social adjustment. Police work involves high stress and demanding situations that may complicate

the direct effects of emotional intelligence. The nature of interactions and the unique pressures of the job could mean that other factors are more prominent in determining social adjustment. Additionally, individual differences in how emotional intelligence is expressed and utilized in social settings might not be fully captured by the measurement tools.

The finding is in some way consistent with the findings of previous studies such as Igbo, Nwaka, Mbagwu, and Mezieobi (2016) which indicated a positive correlation and significant prediction of both social and academic adjustment by emotional intelligence. This supports the idea that emotional intelligence can significantly impact adjustment but highlights that the strength of this relationship can vary depending on the population and setting. Moreover, Oparaugo and Ebenebe (2021) whose results showed that emotional intelligence significantly predicted psychological adjustment, suggesting a stronger link between emotional intelligence and adjustment in their context compared to the weak correlation found in the Delta State study. On the other hand, Suyatno's (2018) research on the impact of emotional intelligence on the social adjustment abilities of primary students revealed a positive and significant impact.

Conclusion

This study investigated the relationships between emotional intelligence and social adjustment of police personnel in Delta State, Nigeria. It was concluded that emotional intelligence shows a significant but low positive relationship with social adjustment.

Recommendations

From the findings the following recommendations were made:

1. The relationship between emotional intelligence social adjustments indicates the need for a more comprehensive approach. Counsellors should integrate emotional intelligence training with broader psychological support to address additional factors affecting social adjustment. This integration will help personnel manage interpersonal relationships more effectively and tackle other adjustment challenges.
2. Given the low relationship between emotional intelligence and social adjustment, counsellors should consider a holistic approach. This approach should address other factors such as the work environment, stress management, and interpersonal relationships. Comprehensive support plans that encompass multiple dimensions of well-being are likely to be more effective in promoting positive social adjustment.
3. Educational programs for police personnel should include training in emotional intelligence. Despite its limited direct impact on social adjustment, enhancing emotional intelligence can improve interpersonal relationships and job performance. Training modules should cover self-awareness, empathy, and emotional regulation skills.

REFERENCES

Adebayo, O. (2019). Police reform in Nigeria: Problems and solutions. *International Journal of Criminology and Sociology Studies*, *2*(2), 1–13.

Ajayi, A. (2020). Police officers in Nigeria: Problems and prospects. *International Journal of Social Sciences and Humanities*, *3*(1), 1–9.

Al Ali, M. M., Al-Tarawneh, M., Al-Naser, M., and Sweileh, W. M. (2012). Emotional intelligence and job performance among police officers in Jordan. *International Journal of Business and Social Science, 3*(9), 45-54.

American Psychological Association. (2020). *Intelligence*. Retrieved from https://www.apa.org/topics/intelligence

Anyamene, A., Ejichukwu, E.C. & Azuji, I.M. (2019). Self-efficacy as a predictor of secondary school students' social adjustment in Anambra State. *International Journal of Research and Innovation in Social Science* (IJRISS), 3(7), 355-359. https://www.rsisinternational.org/journals/ijriss/Digital-Library/volume-3-issue-7/355-359.pdf

Baker, R., Jaaffar, A.H., Sallehuddin, H., Hassan, M.A. and Mohamed, R.(2019). The relationship between emotional intelligence and affective commitment: An examination of police officers. *International Journal of technology and engineering 8*(259), 658 - 665.

Bar-On, R. (2012). Emotional intelligence: Implications for personal, social, academic, and workplace success. *Social and Personality Psychology Compass*, *6*(10), 754-766.

Berk, L. (2019). *Child development* (9th ed.). Allyn and Bacon.

Brunetto, Y., Shacklock, K., and Greenwood, S. (2012). Emotional intelligence: The impact on police officers' job satisfaction and job performance. *International Journal of Business and Social Science, 3*(14), 20-27.

Brunetto, Y., Shacklock, K., and Soutar, G. (2012). Emotional intelligence, public service motivation, and job satisfaction in public sector organisations. International Public Management Journal, 15(3), 330-345.

Chambers, E., Hassell, J. and Howarth, C. (2016). Emotional intelligence and job performance: A meta-analysis. *Journal of Occupational and Organizational Psychology, 89*(1), 1-23.

Chukwuegbo, H.N. and Nwankwo, C.A. (2023). *Emotional intelligence, self-concept and self-efficacy belief of police personnel in Anambra state*. A Masters Thesis, Nnamdi Azikiwe University, Awka.

Dawson, A. (2019). *Social adjustment: A guide to understanding and*

improving social skills. Routledge.

Faltas, I.M. (2018). *Effect of administrative practices on law enforcement officers' emotional intelligence performance*, Doctoral Thesis, Walden University. Retrieved from https://scholarworks.waldenu.edu/cgi/viewcontent.cgi?article=6980andcontext=dissertations

Gill, K. (2018). The role of self-concept in police officers' job performance. *International Journal of Police Science and Management, 20*(3), 229-241.

Igbo JN, Nwaka RN, Mbagwu F and Mezieobi D. (2016). Emotional Intelligence as a Correlate of Social and Academic Adjustment of First Year University Students in South East GEO–Political Zone of Nigeria ABC Journal of Advanced Research, 5, 9-20.

International Associations of Chief of Police (IACP, 2019). *Mental health and wellness*. Retrieved from https://www.theiacp.org/mental-health-and-wellness

International Association of Chiefs of Police. (2019). *Mental health issues in law enforcement.* Retrieved from https://www.theiacp.org/mental-health-issues-in-law-enforcement

Kalat, J. (2017). *Introduction to psychology* (13th ed.). Cengage Learning.

Kaur, G., Kaur, S., Singh, S. and Singh, S. (2018). Emotional intelligence, social adjustment and job outcomes among police personnel: A review of the literature. *International Journal of Recent Technology and Engineering, 7*(5), 602-606.

Mayer, J. D., and Salovey, P. (1997). What is emotional intelligence? In P. Salovey and D. J. Sluyter (Eds.), *Emotional development and emotional intelligence: Educational implications* (pp. 3–31). New York: Basic Books.

Moller, A. K., Fonseca, A. C., and Dörr, A. (2017). The role of emotional intelligence in resilience of police officers: A meta-analysis. *Criminal Justice and Behaviour, 44*(7), 927–942. https://doi.org/10.1177/0093854817691916

National Institute of Mental Health, (2020). "*Understanding mental health through adjustment disorders.*" National Institute of Mental Health. National Institutes of Health. https://www.nimh.nih.gov/health/publications/understanding-mental-health-through-adjustment-disorders/index.shtml

National Police Foundation. (2015). *Police officer social adjustment.* Retrieved from https://www.policefoundation.org/police-officer-social-adjustment/

Nwantu, E.N., Agbo, P.O., and Ngwama, J.C. (2013). The impact of emotional intelligence and self-efficacy on the malleability of job performance and job

involvement of prison personnel in Nigeria. LWATI: *A Journal of Contemporary Research, 10*(2), 125-142,

Ogunleye, F. (2018). The problems of police administration in Nigeria. *International Journal of Education and Research, 6*(10), 1–14.

Onica, M., Iacob, S., and Boghian, D. (2013). Emotional intelligence and social adjustment of police officers. *Procedia-Social and Behavioural Sciences, 86,* 591-595.

Oparaugo, U. I., and Ebenebe, R. C. (2021). Emotional intelligence and self efficacy as predictors of psychological adjustment among secondary school adolescents in Awka Education Zone, Nigeria. *European Journal of Education Studies*, *8*(6). https://doi.org/10.46827/ejes.v8i6
org/social-adjustment

Priya, P., Packiaselvi, and Malathi.V.A. (2017). A study on social adjustment among higher secondary students and its impact their academic achievements in Coimbatore district. *International Journal of Research - Granthaalayah, 5*(6), 458-463 https://doi.org/10.5281/zenodo.822286

Rimalt, E. S., Salomon, I., and Yehuda, R. (2014). The role of emotional intelligence in police resilience to occupational stress. *International Journal of Stress Management, 21*(1), 66-79.

Ritter, C. (2014). Emotional intelligence and resilience in police officers: A study of their relationship. *International Journal of Police Science and Management, 16*(3), 250–261. https://doi.org/10.1350/ijps.2014.16.3.3

Rohner, R. P. (2017). *Social adjustment of children and adolescents: Developmental approaches*. Routledge.

Sauce (2019). Social adjustment: definition and explanation. Retrieved from https://study.com/academy/lesson/social-adjustment-definition-lesson-quiz.html

Stewart, C.J.C. (2021). *Examining the Relationship between Emotional Intelligence, Employee Engagement, and Burnout: A Comparison of Administrative Officers, Criminal Investigators and Patrol Officers in Law Enforcement*. PhD dissertations, Graduate Faculty of Auburn University. Retrieved from https://etd.auburn.edu/bitstream/handle/10415/7715/Clarence%20J%20Stewart%20Dissertation%20.pdf?sequence=2

Suyatno, K.H. (2018). Emotional intelligence affect social adjustment ability among primary school students. *International Journal of Evaluation and Research in Education (IJERE), 7*(4), 270~278.

The Police Chief. (2016). *Mental health and police officers*. Retrieved from

https://www.policechiefmagazine.org/mental-health-police-officers/

U.S. Department of Justice. (2016). *Physical and psychological fitness for duty: a guide for law enforcement executives, managers, and personnel.* Retrieved from https://www.justice.gov/archives/ag/physical-and-psychological-fitness-duty-guide-law-enforcement-executives-managers-and

Wachter, B., van der Veld, M., and van Dam, K. (2019). Emotional intelligence, resilience and job performance in the police. *International Journal of Police Science and Management, 21*(3), 230–242. https://doi.org/10.1177/1461355718820741

Wester, S. R., and Koper, R. (2019). The self-concept of police officers: Exploring the impact of job demands and complexity. *Police Quarterly*, *22*(2), 225-250.

Whitson, D. A., Sawrie, S. M., and Kosson, D. S. (2018). The relationship between emotional intelligence and self-esteem: An examination of police officers. *Criminal Justice and Behavior, 45*(6), 890–908. https://doi.org/10.1177/0093854817739787