

Research Paper

The Correlation Between Emotional Intelligence and Adjustment Among University Students

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ABSTRACT

This paper investigates the relationship between emotional intelligence (EI) and various dimensions of adjustment among university students at Maa Shakumbhari University. It aims to explore how emotional intelligence influences students' adjustment in home, health, social, emotional, and academic areas. The study uses standardized scales for measuring both emotional intelligence and adjustment levels. Results indicate a strong correlation between emotional intelligence and adjustment outcomes across multiple domains. These findings highlight the importance of developing emotional intelligence for student well-being and academic success. The study emphasizes the need for educational institutions to integrate emotional intelligence development programs into their curricula to enhance students' overall adjustment and equip them with essential life skills. Counselling services that focus on emotional regulation, stress management, and social skills could further support students struggling with emotional and social adjustment challenges.

Keywords: *Emotional Intelligence, Adjustment, Home Adjustment, Health Adjustment, Social Adjustment, Emotional Adjustment, Educational Adjustment, University Students*

University life marks a significant transition for students as they face new academic, social, and personal challenges. Traditionally, success was measured primarily by intellectual capabilities or IQ. However, modern psychology has shown that a person's success and adjustment in life are equally dependent on emotional intelligence (EI), which refers to the ability to identify, understand, manage, and influence one's emotions and those of others (Goleman, 1995). This emotional competence allows students to manage stress, foster better interpersonal relationships, and maintain balance across various areas of life, including academic performance.

This study, conducted at Maa Shakumbhari University, explores the correlation between emotional intelligence and adjustment in different spheres of students' lives: home, health, social, emotional, and academic. It aims to fill gaps in the literature by focusing on a relatively small academic institution in a regional setting, where little research has been conducted on the role of EI in student adjustment.

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Emotional intelligence has been increasingly recognized as a key factor in personal development, social integration, and academic success. The term EI, first introduced by Peter Salovey and John Mayer (1990), refers to an individual's capacity to process emotional information and use it to navigate the social complexities of life. Goleman's (1995) popularization of the concept emphasized that emotional intelligence can often be more critical than IQ in determining success, particularly in interpersonal relationships and managing stress.

Several studies have explored the relationship between EI and adjustment. A study by Shyamaraaja et al. (2024) found that adolescents with higher emotional intelligence exhibited significantly better social adjustment. Similarly, Apriyani (2023) discovered that individuals with high EI tend to handle personal and social challenges more effectively, leading to better overall adjustment. Emotional intelligence has also been linked to academic performance, with students who possess higher EI demonstrating superior stress management, resulting in enhanced academic outcomes (Bhat & Raikwar, 2020).

METHODOLOGY

Sample

The study was conducted with a total sample of 60 students, including 30 males and 30 females, from Maa Shakumbhari University, Saharanpur. The age range of participants was 20 to 30 years, selected using convenience sampling to ensure a balanced comparison across genders and age groups.

Instruments

Two measures were used in this study,

- 1. Emotional Intelligence Scale** by Dr. Arun Kumar Singh and Dr. Shruti Narain- This scale includes 31 items and measures emotional intelligence across four dimensions.
- 2. Adjustment Inventory for College Students** by Prof. A.K.P Sinha and Prof. R.P. Singh - A widely used tool consisting of 102 items that assess adjustment across five domains.

Procedure

To begin the study, rapport was established with the students to ensure they felt comfortable and understood the purpose of the research. The students were informed about the objectives of the study, assured of the confidentiality of their responses, and were encouraged to provide honest answers. Written consent was obtained from all participants.

The students were then provided with two instruments: the Emotional Intelligence Scale and the Adjustment Inventory. Both tools were administered in a controlled setting, with clear instructions given on how to complete each item. Adequate time was allotted to ensure that students could complete the scales without any time pressure.

Once the students submitted their responses, the data were carefully reviewed and entered into SPSS software for analysis. Pearson's correlation coefficient was employed to examine the relationship between emotional intelligence (EI) and various forms of adjustment, including home, health, social, emotional, academic, and overall adjustment. SPSS was used for the statistical computations to ensure accuracy in data analysis. Additionally, the results were interpreted with respect to their significance at the 0.01 level to determine whether the correlations between EI and adjustment were statistically meaningful.

RESULTS

The descriptive and inferential analysis was utilized. The analysis revealed that 53.33% of students demonstrated an average level of emotional intelligence, while 25.00% exhibited a high level, and 21.67% fell into the low category.

Regarding home adjustment, 41.67% of students showed average home adjustment, 18.33% displayed excellent adjustment, and 20.00% demonstrated good adjustment. In contrast, 11.67% of students were categorized as having unsatisfactory home adjustment, while 8.33% were classified as having highly unsatisfactory home adjustment.

In the area of health adjustment, 35.00% of students reported unsatisfactory adjustment, with 53.33% exhibiting average adjustment. Only 3.33% of students showed good adjustment, and 8.33% were found to have highly unsatisfactory health adjustment. Notably, no student achieved an excellent level of health adjustment.

With respect to social adjustment, 28.33% of students displayed average adjustment, while 30.00% demonstrated unsatisfactory social adjustment. Furthermore, 21.67% of students exhibited good social adjustment, 13.33% were categorized as having highly unsatisfactory adjustment, and only 6.67% achieved excellent social adjustment.

In terms of emotional adjustment, 48.33% of students reported average emotional adjustment, while 25.00% exhibited unsatisfactory emotional adjustment. Additionally, 15.00% of students were classified as having highly unsatisfactory emotional adjustment. No students achieved an excellent level of emotional adjustment, although 11.67% demonstrated good emotional adjustment.

Regarding educational adjustment, 40.00% of students displayed average educational adjustment, 28.33% demonstrated unsatisfactory adjustment, and 18.33% showed good academic adjustment. Furthermore, 8.33% of students achieved excellent academic adjustment, and only 5.00% were classified as having highly unsatisfactory academic adjustment.

In terms of overall adjustment, 38.33% of students demonstrated average adjustment, while 26.67% exhibited unsatisfactory adjustment, and 21.67% showed good adjustment. A total of 13.33% of students were found to have highly unsatisfactory overall adjustment. Importantly, no students achieved an excellent level of overall adjustment.

The study found a significant positive correlation between emotional intelligence and home adjustment, with a correlation coefficient of 0.501. This indicates that students with higher emotional intelligence tend to adjust better in their home environments. The correlation was statistically significant at the 0.01 level (2-tailed), suggesting that emotionally intelligent students are better equipped to handle challenges in their domestic life.

A positive correlation of 0.526 was observed between emotional intelligence and health adjustment, demonstrating that students with higher emotional intelligence are more adept at managing their physical and mental health. This relationship was statistically significant at the 0.01 level.

The correlation between emotional intelligence and social adjustment was 0.573, reflecting a strong positive correlation. This implies that students with higher emotional intelligence are

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more effective in managing their social relationships and engaging in social activities. The correlation was statistically significant at the 0.01 level.

Furthermore, emotional intelligence and emotional adjustment were positively correlated with a coefficient of 0.605, indicating that emotionally intelligent students are more successful at regulating their emotions, leading to better emotional adjustment. This relationship was statistically significant at the 0.01 level.

The correlation between emotional intelligence and educational adjustment was strong, with a coefficient of 0.735. This suggests that emotional intelligence has a significant positive impact on students' academic performance and their ability to adjust to academic challenges. Students with higher emotional intelligence demonstrated better adjustment to the academic environment.

Finally, a strong positive correlation of 0.782 was observed between emotional intelligence and overall adjustment, which was statistically significant at the 0.01 level. This finding suggests that emotional intelligence profoundly influences students' adjustment across various aspects of life, making it a key factor in their overall adjustment.

DISCUSSION

The findings of this study underscore the critical role of emotional intelligence (EI) in improving students' overall adjustment, particularly in the home, social, emotional, and academic domains. Students with higher levels of emotional intelligence demonstrated greater resilience in managing stress, building healthy relationships, and achieving academic success. These results suggest that emotionally intelligent students possess better coping mechanisms, which allow them to navigate challenges in their personal and academic lives more effectively.

One of the key observations from the study is the positive impact of emotional intelligence on social adjustment. Students with higher EI were not only more adept at managing interpersonal relationships but also more likely to engage actively in social interactions, fostering a sense of belonging and support within their peer groups. This is particularly important in an academic setting, where social integration can contribute to a student's overall well-being and academic success.

In addition to social and academic benefits, emotional intelligence also played a significant role in home adjustment. Students with higher EI were better able to adapt to family dynamics, manage conflicts, and maintain harmony within the household. This finding highlights the broader, life-encompassing impact of emotional intelligence, extending beyond academic performance to personal and family well-being.

Given the strong positive correlation between emotional intelligence and various forms of adjustment, it is evident that educational institutions should place a greater emphasis on developing students' emotional intelligence. Integrating EI development programs into the curriculum could equip students with essential life skills such as emotional regulation, stress management, and conflict resolution, all of which contribute to improved academic and personal outcomes.

Moreover, counselling services tailored to emotional intelligence development would be highly beneficial, particularly for students struggling with emotional adjustment. Programs

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focused on emotional regulation, mindfulness, and stress management could help students enhance their emotional well-being and resilience. Such interventions could lead to not only better academic performance but also healthier social relationships and improved mental health outcomes.

In conclusion, this study highlights the multifaceted benefits of emotional intelligence in students' lives, from academic success to improved personal and social well-being. By prioritizing emotional intelligence development, educational institutions can create a more supportive environment that fosters both academic achievement and emotional health.

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Conflict of Interest

The author(s) declared no conflict of interest.

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