

Relationship between College Adjustment, Self Confidence and Emotional Intelligence among Adolescence

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ABSTRACT

College adjustment, as defined by Amirkhan (1990), refers to the process of adapting to the emotional, social, and academic demands of college life. It encompasses the ability to manage academic responsibilities—such as coursework, assignments, and examinations—as well as the capacity to navigate the emotional challenges of college life, including homesickness, stress, and worry (Tafarodi & Swann, 1995). Self-confidence, on the other hand, is the belief in one's ability to complete tasks, overcome challenges, and achieve goals. It involves possessing a positive self-image, acknowledging one's strengths and weaknesses, and being willing to take risks and learn from mistakes (Bandura, 1997). Emotional intelligence refers to the ability to recognize and understand one's own emotions as well as those of others, and to use this awareness to guide thought and behavior. It also includes the capacity to regulate personal emotions, empathize with others, and cultivate meaningful relationships (Goleman, 1995).

The primary objective of the present study was to examine the relationship between college adjustment, self-confidence, and emotional intelligence among adolescents. The College Adjustment Scale developed by Pennebaker, the Self-Confidence Inventory by Rekha Gupta, and the Emotional Intelligence Scale by Schutte were used to assess the respective variables. A sample of 100 participants (50 boys and 50 girls) was selected from among college students through a simple random sampling technique, with ages ranging from 18 to 25 years. Statistical analysis was carried out using Pearson's product-moment correlation, along with t-tests and ANOVA. The findings suggest a negative relationship between college adjustment and emotional intelligence, while no significant relationship was observed between self-confidence and emotional intelligence.

KEYWORDS: *College Adjustment, Self-Confidence, Emotional Intelligence*

INTRODUCTION

Adolescence is a critical stage of life during which individuals undergo a wide range of physical and psychological transformations. This period is marked by biological, social, spiritual, cognitive, and behavioral changes (Wong & Lau, 2002). Positive college adjustment, self-confidence, and emotional intelligence play crucial roles in helping adolescents navigate these transitions successfully (Schutte et al., 2002). Professionals working with young people bear an important responsibility for monitoring adolescents' personal growth and supporting the development of these key attributes. During this stage, college adjustment significantly influences self-confidence (Duran & Tezer, 2009), while emotional intelligence enables adolescents to recognize their own strengths and areas for improvement (Nasir & Masrur, 2010). Changes in college adjustment shape the development of self-confidence, which in turn contributes to emotional intelligence—an essential component of overall psychological well-being (Fakaruddin & Tharbe, 2017). Adolescents with poor

college adjustment often exhibit low self-confidence (Swami, 2010), whereas those with strong college adjustment, high self-confidence, and well-developed emotional intelligence are more likely to succeed in life (Ratnaprabha, 2011).

Adolescence is widely regarded as the transitional stage between childhood and adulthood—a phase in which individuals have moved beyond childish behavior but have not yet attained full maturity. It is a time when a person begins to explore and understand the self (Chauhan&Sangeeta, 2011). According to Erik Erikson's Psychosocial Development theory, the central developmental task of this stage is the achievement of identity. Additional developmental tasks include overcoming immature behavior patterns, preparing holistically for adulthood, developing a system of values to guide behavior, and cultivating self-sufficiency (Almeida, Guisande, & Paisana, 2012). Adolescence is also described as a "transitional phase of growth and development between childhood and adulthood" or, more simply, the process of maturing. Commonly referred to as the teenage years, the World Health Organization defines adolescence as spanning from ages 10 to 19 (Kumar & Govinda, 2012). Others describe adolescence as the period between 13 and 18 years, during which individuals seek both physical and psychological independence, undergo rapid physical growth, engage more with peers, and begin establishing a personal identity (Farah & Sultan, 2013). Adolescence marks a physical, emotional, mental, and social transition from childhood to adulthood. In India, defining this period is complex; some sources describe it as ranging from 11 to 18 years, while others include ages 12 to 18 (Pasha & Mona, 2013). Chronologically, adolescence is generally considered to span ages 12 to 20, although in some individuals, extended adolescence may continue up to age 21 or even 25 (Hernandez, 2013). The term is broadly understood to represent the period between childhood and adulthood (Kim, 2014). Adolescence is a dynamic phase of development, shaped by temporal and cultural contexts, that spans from the onset of puberty to the establishment of social independence. It encompasses physical, intellectual, and social growth (Bendonina&Katanani, 2014).

Self-confidence refers to an individual's trust in their own abilities, capacities, and judgments, and the belief that they can successfully manage daily challenges. When individuals are confident in their capabilities, they tend to feel happier due to their accomplishments (Jenaabodi, 2014). Feeling positive about one's abilities also fosters greater motivation and energy to take action and pursue goals (Naganandini, 2017). Self-confidence closely resembles self-efficacy in its focus on an individual's future performance (Park, 2014). Self-efficacy, in particular, refers to the faith one has in their ability to meet challenges and successfully accomplish tasks (Moga, 2015). Self-concept, once considered one of the most overlooked areas of psychology, is now widely recognized as a critical dimension of personality development (Saladin & Massive, 2018). Contemporary researchers argue that behavior patterns are largely shaped by how individuals perceive themselves (Jeong& Lee, 2015). Rosenberg defines self-concept as "the totality of an individual's thoughts and feelings having reference to himself as an object." An individual bears responsibility for their successes and failures, and these experiences promote self-esteem, a sense of security, and personal trust, which foster skill development (Kalapriya&Anuradha, 2015). Self-concept is a process that unfolds through three stages: self-evaluation, self-identity, and self-ideal. Self-esteem, defined as an individual's judgment of their own worth, reflects both positive and negative attitudes toward the self. Emerging from self-evaluation, self-esteem represents an individual's overall sense of worthiness (Kushwaha, 2015).

Emotional intelligence is the ability to perceive, assess, and manage emotions. Although it has innate components, it can also be developed and strengthened through life experience. Emotional intelligence enhances thinking and supports the ability to perceive and generate emotions effectively (Singh & Wani, 2017). It encompasses both internal and external characteristics such as motivation, confidence, goal-setting, relationship-building, leadership, and the ability to nurture the growth of others. Emotional intelligence enables individuals to understand and monitor their own emotions as well as those of others (Dixit, 2015). It plays a vital role in shaping personality and varies from one person to another and across the lifespan (Bharavad, 2015). Emotional intelligence encompasses emotional, personal, and social abilities, including the capacity to manage interpersonal relationships and solve problems (Jyoti & Rathi, 2015). Research consistently suggests that emotional intelligence significantly contributes to job performance, motivation, decision-making, effective management, and leadership (Rashid, 2017). Consequently, incorporating emotional intelligence strategies within higher education can offer substantial benefits to students, enhancing their productivity and success in their chosen fields. In recent years, emotional intelligence has emerged as a popular area of study among researchers (Sim & Bang, 2016). The concept was first introduced by Mayer and Salovey in 1990, who described it as a form of intelligence that facilitates thought while promoting both intellectual and emotional growth. Individual differences in emotional intelligence have been reported across numerous studies (Patel & Srivastava, 2016), with much of the research focusing on social functioning, psychological well-being, and health (Mehta, 2016). Individuals with high emotional intelligence are able to understand, assess, manage, and communicate emotions effectively (Bang, 2016). Those who can skillfully manage their emotions tend to enjoy greater success in life and maintain sound psychological health (Rahimi, 2016). Ultimately, emotional intelligence is a field devoted to understanding, evaluating, and interpreting individual feelings, happiness, and skills (Dhillon, 2016), and it serves as a powerful driver of personal success.

REVIEW OF LITERATURE

Pasha and Mona (2013)- examined the relationship between self-esteem and adjustment among students at a traditional university. The study included 83 first-year master's students—42 males and 41 females—between 21 and 23 years of age, selected randomly from the University of Karachi. The Multidimensional Self-Esteem Inventory (O'Brien & Epstein, 1988) and the Student Adjustment to College Questionnaire (Baker & Siryk, 1999) were used to assess the variables. The self-esteem scale measured eight components—competence, lovability, likability, self-control, personal power, moral self-approval, body appearance, and body functioning—while the adjustment scale evaluated four domains: academic, social, personal/emotional adjustment, and institutional attachment or commitment. Bivariate correlational analysis revealed a positive relationship between global self-esteem and all forms of adjustment.

Singh and Wani (2017)-conducted a study on aggression and self-esteem among teenagers at Annamalai University. The sample comprised 70 randomly selected students (35 boys and 35 girls) aged between 15 and 19 years. The Aggression Questionnaire (Buss & Perry, 1992) and the Rosenberg Self-Esteem Scale (1965) were used to evaluate the variables, with the aggression scale assessing four dimensions: verbal aggression, physical aggression, anger, and hostility. Statistical analyses—including t-tests, means, and standard deviations—revealed that boys were more

aggressive than girls and also exhibited higher self-esteem levels compared to their female counterparts.

Rashid (2017)- investigated self-esteem among male and female adolescents in Karachi, Pakistan. The study included 200 students (100 boys and 100 girls) aged between 11 and 15 years, selected from various schools using a convenient sampling technique. The Rosenberg Self-Esteem Scale (1965) was used to assess the variable. Independent t-tests demonstrated that male adolescents exhibited higher self-esteem levels compared to female adolescents.

Dhillon (2016)-conducted a study examining the factors influencing self-esteem among Indian female adolescents in Delhi. Using purposive sampling, 32 girls aged 14 to 16 years were selected from schools in the region. Data were collected through interviews using open-ended questions, along with the Rosenberg Self-Esteem Scale (1965). The findings indicated that 16 participants had high self-esteem while 17 exhibited low self-esteem. Contributing factors to low self-esteem included peer pressure, physical appearance, gender discrimination within the family, poor academic performance, and family conflicts.

-Bendania and Katanani (2014)- studied emotional intelligence and its relationship with social and psychological adjustment among students at the University of Jordan. The sample consisted of 500 randomly selected students (155 males and 345 females). The Emotional Intelligence Scale (Othman & Rizk, 2002) and the Psychological and Social Adjustment Scale (Dee, 1988) were used to assess the variables. Statistical analyses—including means, t-tests, and correlations—revealed a moderate level of emotional intelligence among the students and a positive relationship between emotional intelligence and social-psychological adjustment.

Dixit (2015)- examined emotional intelligence and adjustment among B.Ed. students. The sample included 200 randomly selected participants (100 males and 100 females). Assessments were carried out using the Emotional Intelligence Scale (Hyde, Pethe, & Dhar, 1971) and the Revised Adjustment Inventory (Kumar, 1999). Statistical analyses of means, standard deviations, and t-values indicated that both locality and gender significantly influenced emotional intelligence and adjustment among the participants.

Bharvad (2015) explored the relationship between emotional intelligence and adjustment among school students, using a randomly selected sample of 240 participants. The Emotional Intelligence Scale (Patel, 1998) and the Bell Adjustment Inventory (Bell, 1997) served as assessment tools. The emotional intelligence scale evaluated four components—self-awareness, self-management, social consciousness, and social skills—while the adjustment inventory covered family, health, and emotional adjustment. F-tests and correlational analyses revealed a positive and statistically significant relationship between the two variables.

Jyoti and Rathi (2015)- assessed emotional intelligence among school students in the Sirsa District of Himachal Pradesh. The sample consisted of 100 students from classes XI and XII (50 boys and 50 girls). The Mangal Emotional Intelligence Inventory (2004) was used to measure emotional intelligence. Findings indicated significant differences in emotional intelligence between students of government and private senior secondary schools, with private school students demonstrating higher levels of emotional intelligence. No significant differences were found between rural and urban students or between boys and girls in terms of emotional intelligence.

Sim and Bang (2016)- conducted a study on emotional intelligence, stress coping, and adjustment to college life among nursing students. The sample size consisted of 227 students. The Emotional Intelligence Scale (Jung, 2007), the Stress Coping Strategy Indicator (Amirkhan, 1990), and the College Adjustment Scale (Jung & Park, 2009) were employed. Statistical analyses using frequencies, independent t-tests, ANOVA, Pearson's correlation coefficient, and multiple regression revealed significant positive correlations among emotional intelligence, stress coping, and adjustment to college life. The findings were intended to inform the development of intervention programs to enhance emotional intelligence and coping strategies in future nursing students.

Patel and Srivastava (2016)- investigated the relationship between emotional intelligence and adjustment among adolescents. A randomly selected sample of 100 students was assessed using the Adjustment Inventory (Asthana, 1997) and the Emotional Intelligence Scale (Schutte, 1996). Statistical analyses using means and t-tests revealed no significant difference in emotional intelligence between boys and girls, though a significant difference was found in adjustment scores between the two groups.

Mehta (2016)- analyzed self-concept and emotional intelligence among adolescents with respect to gender. The study examined the relationship between the two variables and whether they were influenced by gender. The sample included 150 adolescents (75 males and 75 females) between ages 12 and 16, randomly selected from schools in Nagpur. The Children's Self-Concept Scale (CSCS-AS, 2004) and the Mangal Emotional Intelligence Inventory (2001) were used, comprising 80 and 100 items respectively. Pearson's correlation coefficient and t-tests were applied to analyze the data. The results indicated no statistically significant differences among adolescents based on gender.

Sati and Gir (2016)- examined the emotional intelligence of late adolescent boys and girls from nuclear families. The sample consisted of 120 adolescents (60 boys and 60 girls) selected from six government schools. Data were collected using the Mangal Emotional Intelligence Inventory (2004), which evaluated interpersonal and intrapersonal awareness and management. The findings showed that girls from nuclear families exhibited better emotional intelligence, particularly in interpersonal and intrapersonal awareness, while also demonstrating stronger interpersonal and intrapersonal management compared to boys. Overall, girls in nuclear families displayed higher emotional intelligence than boys.

Park (2014)- studied the influence of emotional intelligence on adjustment to college life among first-year nursing students. A random sample of 104 participants was assessed using Pearson correlation coefficients to explore the relationship between the two variables. The results revealed a significant positive correlation between emotional intelligence and adjustment to college life.

METHODOLOGY

Statement of the problem

The purpose of the study was to examine the relationship between college adjustment, self confidence, emotional intelligence in college students in the Sacred Heart College, Tirupattur.

OBJECTIVES OF THE STUDY:

- ✓ To find out the level of College Adjustment Self Confidence and Emotional Intelligence among the college students
- ✓ To find out the relationship between College Adjustment Self Confidence and Emotional Intelligence
- ✓ To find out the relationship between Dimension of College Adjustment such as Positive Affect, Negative Affect, Home Sickness and Self Confidence
- ✓ To find out the relationship between Dimension of College Adjustment such as Positive Affect, Negative Affect, Home Sickness and Emotional Intelligence
- ✓ To find out the relationship between Dimension of Emotion Intelligence such as Perception of Emotion, Managing own Emotions, Managing others emotions, Utilization of Emotions and College Adjustment
- ✓ To find out the relationship between Dimension of Emotion Intelligence such as Perception of Emotion, Managing own Emotions, Managing others Emotions, Utilization of Emotions and Self Confidence
- ✓ To find out the difference in College Adjustment Self Confidence and Emotional Intelligence between day scholar and hostel
- ✓ To find out the difference in College Adjustment Self Confidence and Emotional Intelligence between boys and girls
- ✓ To find out the difference in College Adjustment Self Confidence and Emotional Intelligence between UG and PG

HYPOTHESIS:

Mary & Hernabez (2016) found that therefore, the following Hypothesis is made.

H1: There is a relationship between Adjustment and Self Confidence.

Sim & Bang (2016) found that therefore, the following Hypothesis is made.

H2: There is relationship between Adjustment and Emotional Intelligence.

Saqlain & Massawar (2016) found that therefore, the following Hypothesis is made.

H3: There is a relationship between Self Confidence and Emotional Intelligence.

Sati and Gir (2016) found that therefore, the following Hypothesis is made that there is difference in Emotional Intelligence with respect to gender.

H4: Emotional Intelligence is differing from with respect to gender.

Naganandini (2017) found that therefore, the following Hypothesis is made that there is difference in self Esteem with respect to gender.

H5: Self Confidence is differing from with respect to gender.

H6: There is a no significance difference in College Adjustment between genders

H7: There is a no significance difference in the College Adjustment, Self Confidence and Emotional Intelligence between Day Scholar and Hostel

H8: There is a no significance difference in the College Adjustment, Self Confidence and Emotional Intelligence between UG and PG

RESEARCH DESIGN:

Descriptive research design is used to understand the phenomenon numerically. The objective of the research used to understand the value of college students. The research adopted a descriptive research design. It is a systematic approach to explain the reality. In this study, the researcher analyses the relationship between College Adjustment, Self Confidence and Emotional Intelligence among the college students. Through this method, the variables and the hypothesis are analyzed and described in a systematic manner. Hence descriptive research design is employed in this research.

Variables Selected for the Present Study:

The variables measured in the study are College Adjustment used as independent variable and Self Confidence and Emotional Intelligence is dependent variable. The three major variables taken to this study are College Adjustment, Self Confidence and Emotional Intelligence. Here the College Adjustment consider as independent variable. And the Self Confidence and Emotional Intelligence consider as a dependent variables because the Self Confidence and Emotional Intelligence change due to the change in College Adjustment. The other variables used in this study for measurements are: Residence, Gender and Qualification.

Sample Technique

The systematic random sampling technique was used to select the samples for this study. The samples were selected from the Sacred Heart College (Autonomous) Tirupattur.

Sample

The study aimed at focusing on the college students. They are the universe of the study. For this study, the students from Sacred Heart College (Autonomous), Tirupattur was randomly selected. The selected samples are two hundred two. The age of the participants ranged from 17 to 23. The 139 males and 63 females participated in this study. The samples were collected by using random sampling technique.

Definition of the Variables

“The Adjustment is the degree or capacity by which an individual tries to cope up with inner tension, conflict needs, frustration and simultaneously is able to bring coordination between the inner demands and those imposed upon by him by the outer world. The concept of Adjustment is old human race on earth. The person not only adopts physical conditions but also adjust to social demands. Psychologists use the term Adjustment for varying conditions of social or interpersonal relations in the society. So Adjustment mean reaction to the demands and pressures of social environment imposed upon the individual” (Mohit Dixit, 2015). The possibility of Self-Confidence

self-assurance in one's near and dear judgment, limit, and control. Rosenberg defines the Self-Concept generally as "the totality of an individual's thoughts and feelings having reference to himself as an object" (1977). "Self-Esteem can be defined as an individual's judgment of his or her self-worth. Self-esteem as negative and positive attitude of the individual to oneself. Self-Esteem arises in the result of self-evaluation of the individual. The judgment attained as a consequence of self-evaluation is indicative for the level of Self-Esteem. Self-Esteem is the judgment of worthiness related to the concept of self" (Rosenberg, 1965). Emotional Intelligence used to enhance thinking and ability to perceive and generate the emotions. Emotional Intelligence can be outside and inside personal characteristics like motivation, confidence, goal setting, relationship building, leadership and developing others. It is evident that Emotional Intelligence is used to understand and monitor our emotions as well as understand others' emotions (Goleman, 1998).

Description of the Tools

Psychological tests used for the study

Name of the Test	Author and Year	Variable Measured
The College Adjustment Test (CAT)	Penne Baker, 2013	Assess the college adjustment
Self Confidence Inventory	Rekha Gupta, 1971	Measure the self confidence
Emotional Intelligence Scale	Schutte, 1988	Emotional Intelligence

College Adjustment Test (CAT) (Penne Baker, 2006)

A 19-item scale that measures to different effect one is presence and search to understand the students really search for their College Adjustment Test.

Reliability and Validity

On the basis of two samples of 287 and 260 entering college students, the internal consistency of the scale is acceptable, Cronbach alpha = .79. Two-month test-retest with 196 introductory college students was good, $r = .65$.

Scoring and Interpretation

Scoring Key

Positive Affect = $q_9 + q_{10} + q_{12} + q_{13} + q_{18} + q_{19}$

Negative Affect = $q_4 + q_5 + q_6 + q_7 + q_8 + q_{14} + q_{15} + q_{16} + q_{17}$

Home Sickness = $q_1 + q_2 + q_3 + q_{15} + q_{16} + (8 - q_{11})$

Overall Adjustment = $(64 - (q_1 + q_2 + q_3 + q_4 + q_5 + q_6 + q_7 + q_8)) + q_9 + q_{10} + q_{11} + q_{12} + q_{13} + (32 - (q_{14} + q_{15} + q_{16} + q_{17})) + q_{18} + q_{19}$

Self Confidence Inventory (Rekha Gupta, 1971)

A 59-item scale that measures to different effect one is presence and search to understand the students really search for their Self Confidence.

Reliability and Validity

In item-analysis coefficients were determined for each item by biserial correlation method and only those items were retained which yielded .25 or above biserial correlation with the total score.

The inventory was also validated by correlating the scores obtained on this inventory with the scores obtained by the subject on Basavanna's (1975) Self – Confidence Inventory. The validity coefficient obtained is .82 which is significant beyond .01 level.

Method	N	Reliability Coefficient	Index of Reliability
Split - Half	362	.91	.95
K-R	200	.89	.94
Test-Retest (after one month)	116	.78	.88

Scoring and Interpretation

The inventory can be scored by hand. A score of one is awarded for a response indicative of lack of Self-Confidence. For making cross to response to item no 2,7,23,31,40,41,43,44,45,53,54,55 and for making cross to response to the rest of the items. Hence, the lower the score, the higher would be the level of Self-Confidence and vice-versa.

Emotional Intelligence Scale

These 33 items comprising of subscales based on the four factors developed by Ciarrochi, (2001). They are as follows: Perception of Emotion, Managing Own Emotions, Managing Others Emotions, and Utilization of Emotions, and Utilization of Emotion.

Reliability and Validity

This scale has demonstrated internal consistency between 0.87 and 0.90 and a two - week test - reliability of 0.78. Validity has been demonstrated, with emotional intelligence scores being related to characteristics such as clarity of feeling, mood repair, optimism, and lack of depressed affect, predicting college students' grades in their first year, differentiating between groups one would expect to differ on Emotional Intelligence and showing evidence of discriminate validity. Femil & Karunanidhi (2014) translate the assessing Emotions scale in to Tamil language and administered to 20 students and their age ranged from 14 to 15 years in both Tamil and English medium of instruction. Reliability was established using test - retest method. The correlation coefficient of the assessing Emotion Scale was found to be 0.56.

Scoring and Interpretation

The test includes a 33-item self-report a 1 (strongly agree) to 5 (strongly disagree) scale for responses. Each sub-test score is graded and then added together to give the total score for the participant. Total scale scores are calculated by reverse coding items 5, 28 and 33, and then summing all items. Scores can range from 33 to 165, with higher scores indicating more characteristic Emotional Intelligence.

Statistical Analysis:

For the analysis and processing of data, SPSS (Statistical Package for Social Sciences) version 21 was used. To understand the relationship between College Adjustment Self Confidence and Emotional Intelligence, Pearson product moment correlation is used. To compare the level of College Adjustment Self Confidence and Emotional Intelligence between Residence, Gender and Qualification t test were used.

Administration Procedure

First get permission to the place of the college about the research process after slowly explain about the questionnaire to the student and the purpose of it and also why it is help in personally each and everyone and also express the objective of this process of the purpose of the study to the participants and explain briefly about research.

RESULTS

Descriptive Statistics

Data was gathered from 202 participants from sacred heart college in Tirupattur. College Adjustment scale was used to measure the College Adjustment of students ($M = 83.48$, $SD = 12.17$). Self Confidence questionnaire was used to measure the Self Confidence level among the students ($M = 29.57$, $SD = 4.12$). Emotional Intelligence scale was used to measure the Emotional Intelligence of the students ($M = 116.42$, $SD = 10.85$).

Table1 Minimum Value, Maximum Value, Mean and Std Deviation of the Scales

Scales	Min	Max	Mean	SD
Overall adjustment	42	113	83.48	12.17
Self confidence	9	43	29.57	4.12
Emotional intelligence	84	153	116.42	10.85

Among the 202 participants who were recruited 139 (68.8%) were boys and 63 (31.2%) were girls. Of the participants 132 (65.3%) were from day scholars and 70 (34.7%) were from Hosteller students. 82 (40.6%) of the participants are from the UG and 120 (59.4%) are from PG.

Table 2 Frequency and Percentage details of Gender

Gender	Frequency	Percentage
Male	139	68.8%
Female	63	31.2%

Table 3 Frequency and Percentage details of Residence

Residence	Frequency	Percentage
Day Scholars	132	65.3%
Hosteller	70	34.7%

Table 4 Frequency and Percentage details of Qualification

Qualification	Frequency	Percentage
UG	82	40.6%
PG	120	59.4%

The table 5 indicates that among the 202 participants 1 of them has low level of college adjustment. 100 have moderate college adjustment and 101 of them have high college adjustment.

Table 5 Participants' level of College adjustment

Level	Frequency
Low level of college adjustment	1
Moderate level of college adjustment	100
High level of college adjustment	101

The table 6 indicates that among the 202 participants 150 of them has low level of Self Confidence. 0 have moderate Self Confidence and 52 of them have high Self Confidence.

Table 6 Participants' level of Self confidence

Level	Frequency
Low level of self confidence	150
High level of self confidence	52

The table 7 indicates that among the 202 participants 0 of them has low level of Emotional Intelligence. 38 have moderate Emotional Intelligence and 164 of them have high Emotional Intelligence.

Table 7 Participants' level of Emotional intelligence

Level	Frequency
Moderate level of emotional intelligence	38
High level of emotional intelligence	164

Table 8

Relationship between College Adjustment and Self confidence

Variable	N	Mean	SD	r
College Adjustment	202	83.48	12.17	-0.154*
Self Confidence		29.57	4.12	

* $p < 0.05$

The table-8 indicates that there was a negative relation between College Adjustment and Self confidence with $r = -0.154$, $p < 0.05$ significant level. It was inferred from the r value that College Adjustment was negative related to Self Confidence among college students. Hence the hypothesis1

which states that would be significant positive relation between College Adjustment and Self Confidence among college students. The result implies that if College Adjustment scores increases then there was a decrease of score in the Self Confidence.

Table 9

Relationship between College Adjustment and Emotional Intelligence

Variable	N	Mean	SD	r
College Adjustment	202	83.48	12.17	0.148*
Emotional Intelligence		116.42	10.85	

* $p \leq 0.05$

The table-9 indicates that there was a positive relation between College Adjustment and Emotional Intelligence with $r = -0.148$, $p < 0.05$ significant level. It was inferred from the r value that College Adjustment was positive related to Emotional Intelligence among college students. Hence the hypothesis² which states that would be significant positive relation between College Adjustment and Emotional Intelligence among college students. The result implies that if College Adjustment scores increases then there was an increase of score in the Emotional Intelligence.

Table 10

Relationship between Self Confidence and Emotional Intelligence

Variable	N	Mean	SD	r
Self Confidence	202	29.57	4.12	-.070
Emotional Intelligence		116.42	10.85	

The table-10 indicates that there was a no relation between Self Confidence and Emotional Intelligence with $r = -.070$. It was inferred from the r value that Self Confidence was no related to Emotional Intelligence among college students. Hence the hypothesis 3 which states that would be significant positive relation between Self Confidence and Emotional Intelligence among college students.

Table 11

Relationship between dimension of College Adjustment such as Positive Affect, Negative Affect, Home Sickness and Self Confidence

Variable	N	Mean	SD	r
Positive affect	202	23.26	3.73	-0.123
Negative affect		27.33	8.70	
Home sickness		22.34	7.21	0.120
Self confidence		29.57	4.12	

* $p \leq 0.05$

The table-11 indicates that there was correlation between dimension of College Adjustment such as Positive Affect, Negative Affect, Home Sickness and Self Confidence. The results indicates that there is a no correlation between Self Confidence and Positive Affect, $r=-0.123$. The results indicates that there is a no correlation between Self Confidence and Negative Affect, $r=0.124$. The results indicates that there is a positive correlation between Self confidence and Home sickness, $r=.148$, $p = .05$.

Table 12

Relationship between dimension of College Adjustment such as Positive Affect, Negative Affect, Home Sickness and Emotional Intelligence

Variable	N	Mean	SD	r
Positive affect	202	23.26	3.73	-0.053 -0.231** -0.078
Negative affect		27.33	8.70	
Home sickness		22.34	7.21	
Emotional intelligence		116.42	10.85	

** $p < 0.01$

The table-12 indicates that there was correlation between dimension of College Adjustment such as Positive Affect, Negative Affect, Home Sickness and Emotional Intelligence. The results indicates that there is a no correlation between Emotional Intelligence and Positive Affect, $r=-0.053$. The results indicates that there is a negative correlation between Emotional Intelligence and Negative Affect, $r=-0.231$, $p = .01$. The results indicates that there is a no correlation between Emotional Intelligence and Home sickness, $r=-0.078$

Table 13

Relationship between dimension of emotional intelligence such as perception of emotions, managing own emotions, managing other emotion, utilization of emotions and college adjustment

Variable	N	Mean	SD	r
Perception of emotion	202	35.08	3.82	0.164* 0.166* -0.010 0.138
Managing own emotion		31.26	3.26	
Managing other emotion		27.08	3.38	
Utilization of emotion		22.99	3.40	
College adjustment		83.48	12.17	

* $p < 0.05$

The table-13 indicates that there was correlation between dimension of Emotional Intelligence such as Perception of Emotion, Managing own Emotion, Managing other Emotion, Utilization of Emotions and College Adjustment. The results indicates that there is a positive correlation between College Adjustment and Perception of Emotion, $r=0.164$, $p=.01$. The results indicates that there is a positive correlation between College Adjustment and Managing own Emotion, $r=0.166$, $p=.01$. The results indicates that there is a no correlation between College Adjustment and Managing other Emotion, $r=-0.010$. The results indicates that there is a no correlation between College Adjustment and Utilization of Emotion, $r=0.138$.

Table 14

Relationship between dimension of emotional intelligence such as perception of emotions, managing own emotions, managing other emotion, utilization of emotions and self confidence

Variable	N	Mean	SD	r
Perception of emotion	202	35.08	3.82	-0.096
Managing own emotion		31.26	3.26	
Managing other emotion		27.08	3.38	-0.071
Utilization of emotion		22.99	3.40	
Self Confidence		29.57	4.12	-0.068

The table-14 indicates that there was correlation between dimension of Emotional Intelligence such as Perception of Emotion, Managing own Emotion, Managing other Emotion, Utilization of Emotions and Self Confidence. The results indicates that there is a no correlation between Self Confidence and Perception of Emotion, $r=-0.096$. The results indicates that there is no correlation between Self Confidence and Managing own Emotion, $r=0.024$. The results indicates that there is a no correlation between Self Confidence and Managing other Emotion, $r=-0.071$. The results indicates that there is a no correlation between Self Confidence and Utilization of Emotion, $r=-0.068$.

Table 15

Residence Difference in College Adjustment, Self Confidence, and Emotional Intelligence

Variable	Residence	N	Mean	SD	t value	p value
College Adjustment	Day Scholars	132	88.73	7.80	10.45**	0.000
	Hostel	70	73.57	12.77		
Self Confidence	Day Scholars	132	29.64	2.98	0.306	0.760 NS
	Hostel	70	29.45	5.70		
Emotional Intelligence	Day Scholars	132	116.96	10.99	0.978	0.329 NS
	Hostel	70	115.40	10.58		

** $p < 0.01$

NS = Not Significant

Independent sample *t* test was used to identify the difference in the level of College Adjustment, Self Confidence and Emotional Intelligence between day scholars and hostel. Results indicates that the level of College adjustment of day scholars ($M = 88.73$, $SD = 7.80$) is significantly greater than the College Adjustment of hostel ($M = 73.57$, $SD = 12.77$), $t = 10.45$, $p = .00$. There is no significant difference of Self Confidence in day scholars ($M = 29.64$, $SD = 2.98$) and hostel ($M = 29.45$, $SD = 5.70$), $t = 0.306$, $p = .760$. There is no significant difference of Emotional Intelligence in day scholars ($M = 116.96$, $SD = 10.99$) and hostel ($M = 115.40$, $SD = 10.58$), $t = 0.978$, $p = .329$.

Table 16
Gender Difference in College Adjustment, Self Confidence, and Emotional Intelligence

Variable	Gender	N	Mean	SD	t value	p value
College Adjustment	Male	139	86.46	11.18	5.554**	0.000
	Female	63	76.88	11.73		
Self Confidence	Male	139	29.47	4.16	-0.534	0.594 NS
	Female	63	29.80	4.06		
Emotional Intelligence	Male	139	117.93	8.51	2.993**	0.003
	Female	63	113.09	14.29		

** $p < 0.01$

NS = Not Significant

Independent sample *t* test was used to identify the difference in the level of College Adjustment, Self Confidence and Emotional Intelligence between male and female. The result suggested that the level of College Adjustment of male ($M = 86.46$, $SD = 11.18$) is significantly greater than the College Adjustment of female ($M = 76.88$, $SD = 11.73$), $t = 5.554$, $p = .00$. The results suggested that there is no significant difference in Self Confidence in the male ($M = 29.47$, $SD = 4.16$) and female ($M = 29.80$, $SD = 4.06$), $t = -0.534$, $p = .594$. The result suggested that the level of Emotional Intelligence of male ($M = 117.93$, $SD = 8.51$) is significantly greater than the Emotional Intelligence of female ($M = 113.09$, $SD = 14.29$), $t = 2.993$, $p = .00$.

Table 17
Qualification Difference in College Adjustment, Self Confidence, and Emotional Intelligence

Variable	Qualification	N	Mean	SD	t value	p value
College Adjustment	UG	82	85.08	10.70	1.555	0.122 NS
	PG	120	82.38	13.00		
Self Confidence	UG	82	29.15	4.62	-1.200	0.232 NS
	PG	120	29.86	3.73		
Emotional Intelligence	UG	82	113.91	11.59	-2.762	0.006**
	PG	120	118.14	10.01		

** $p < 0.01$

NS = Not Significant

Independent sample *t* test was used to identify the difference in the level of College Adjustment, Self Confidence and Emotional Intelligence between participants who studying in UG and PG. The

results suggested that there is no significant difference in College Adjustment in the UG students ($M = 85.08$, $SD = 10.70$) and PG students ($M = 82.38$, $SD = 13.00$), $t = 1.555$, $p = .122$. The results suggested that there is no significant difference in Self Confidence in the UG students ($M = 29.15$, $SD = 4.62$) and PG students ($M = 29.86$, $SD = 3.73$), $t = -1.200$, $p = .232$. The result suggested that the level of Emotional Intelligence of PG students ($M = 118.14$, $SD = 10.01$) is significantly greater than the Emotional Intelligence of UG students ($M = 113.91$, $SD = 11.59$), $t = -2.762$, $p = .00$.

DISCUSSION

The results suggest that there is a positive relationship between College Adjustment and Emotional Intelligence. The results are affirmed by prior works regarding College Adjustment and Emotional Intelligence. They suggest that there is positive correlation between College Adjustment and emotional intelligence (Sim,& Bang 2016). It is because the higher level of college Adjustment makes the person to have better emotional well being. The elements of college adjustment are the main factors of an individual's emotional wellbeing. Thus college adjustment makes the person to have better personality (Sun, & Bang 2016). According to Kim and jag reported that the higher psychological stability and use of coping the higher adjustment to college life. The results suggest that there is a negative relationship between College Adjustment and Self Confidence. There was no support to this research finding. Because this is could be because of the background of the samples. Participation ate same place and similar way of life style. It is because both the variables Adjustment and Self confidence vital role to the students. When person adjusting a situational he or she have a lack of the freedom, which means loss of confidence. The results suggest that there is a no relationship between Self Confidence and Emotional Intelligence. There was no support to this research finding. Because this is could be because of the background of the samples. Participation ate same place and similar way of life style. The results state that there is a significance difference in college adjustment between day scholars and hosteller students. Because this is could be because Day scholar's students have high college adjustment compared to the hosteller students. Since day scholars are involved in extracurricular and social activities and social skills they develop better adjustment. They also have the tendency to be easy going and have courage to face the any situation. The results state that there is no significance difference in self confidence between day scholars and hosteller students. There was no support to this research finding. Because this is could be because since self confidence is an evolving phenomenon and it tends to be fully developed only the become adults, the lack of difference between day scholars and hosteller is justified. The results state that there is no significance difference in emotional intelligence between day scholars and hosteller area college students. There was no support to this research finding. This contradicts the results of this study. The samples from whom the data was collected come from same socio economic and educational background. Most of the samples have similar family environment. Similarity of background may be reason for the lack of difference. The results state that there is significance difference in college adjustment between male and female area college student. There was no support to this research finding Male students have high college adjustment compared to the female students. The male has high amount of adjustment compare to female. Since male are involved in extracurricular and social activities and social skills they develop better college adjustment. They also have the tendency to be easy going and have courage to face the any situation. The results state that there is no significance difference in self confidence between male and female area college student. The results regarding self confidence states that there is no

significance difference in self confidence between male and female area college students. There was no support to this research finding because this is could be because the similarity of background of both male and female students could be reason behind the lack of difference. Sample data was collected from students who are from rural area. Normally both men and women from rural area are more likely to involve themselves in hard labour, and thus there is no difference in the level of self Confidence with regard to gender. The results state that there is significance difference in emotional intelligence between male and female area college student. The affirm that male has high amount of emotional intelligence compare to female. Suggests that the level of emotional intelligence among male is higher than the female students (Bukhari, 2017 & Singh, 2015). This result of this research affirms the latter claim. It suggests that boys have more emotional intelligence compared to girls. Since men have the power to recognize their emotions they may have higher level of emotional intelligence. Male has the capacity to show their emotions in the correct time and right manner. They are also known for taking right decision even at the time of frustration and anxiety (Bukhara, 2017 & Singh, 2015). And since male are involved in extracurricular and social activities and social skills they develop better emotional intelligence. They also have the tendency to be easy going and have courage to face the any situation. The results state that there is no significance difference in College adjustment between UG and PG area college student. There was no support to this research finding. This contradicts the results of this study. The samples from whom the data was collected come from same socio economic and educational background. Most of the samples have similar family environment. Similarity of background may be reason for the lack of difference. The results state that there is no significance difference in Self Confidence between UG and PG area college student. There was no support to this research finding. This contradicts the results of this study. The samples from whom the data was collected come from same socio economic and educational background. Most of the samples have similar family environment. Similarity of background may be reason for the lack of difference. The results state that there is significance difference in emotional intelligence between UG and PG area college student. There was no support to this research finding. Because this is could be because the affirm that UG has high amount of emotional intelligence compare to PG. Since UG are involved in extracurricular and social activities and social skills they develop better emotional intelligence.

CONCLUSION

The chapter gave over view of finding and solution of the study. The study aims to understand the College Adjustment, Self Confidence and Emotional Intelligence. But this study identified the there is a relationship between College Adjustment and Emotional Intelligence. There is a negative relationship between College Adjustment and Emotional Intelligence. This study identified there is no relationship between self confidence and emotional intelligence. For me it's a great opportunity because through this research I have learned different things especially how to use SPSS, qualified way of applications in the field of research and how to apply those things and learned become more about the topic in which I am doing research. There were different things I have learned while doing my research but first time I have learned different tests available in the SPSS and how to make use of those software. As a whole I have learned the pure methodology of research in a dignified manner, how to do a good research by adding all things involved in the requirement of research process.

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