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## THE IMPACT OF EMOTIONAL INTELLIGENCE ON PSYCHOLOGICAL ADJUSTMENT AND RESILIENCE AMONG THE UNIVERSITY STUDENTS

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**ABSTRACT**

*The present paper examines the influence of emotional intelligence (EQ) on resilience and psychological adjustment among university students in Turbat, Balochistan, Pakistan. Additionally, it examines the role of gender in EQ, psychological adaptation adjustment, and resilience. A descriptive research approach was adopted, with data collected using a convenience sampling method. The study employed three psychological measurement tools: the Schutte Self-Report Emotional Intelligence Test (SSEIT), the Psychological Adjustment Scale, and the Brief Resilience Scale, supplemented by a demographic questionnaire, demographic sheet helps the research to collect the demographic variable such as age, education, and gender. A total of 500 students (250 males and 250 females) partaken in the study. SPSS Statistics 27.0 utilized regression analysis, descriptive statistics, and Pearson correlation. Findings indicate a significant impact of EQ on both psychological adaptation (adjustment) and resilience. Students exhibiting high EQ demonstrated superior coping mechanisms for mental health challenges. Regression analysis confirmed EQ as a predictor of psychological adaptation and resilience. However, no substantial gender differences were perceived in these attributes. These results highlight the necessity of EQ development for enhancing mental resilience and well-being. The study provides insights for educational institutions, particularly the University of Turbat, to integrate EQ training into student support programs. This research contributes to existing literature and encourages further exploration of the relationships among EQ, resilience, and psychological adaptation.*

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**KEYWORDS**

*Emotional Quotient, Psychological Adaptation, Resilience, University Students*

**INTRODUCTION**

This study inquires into the impact of Emotional Quotient on psychological adaptation and resilience. It also examines how these attributes function in daily life. Scholars assert that EQ fosters personal growth by enhancing self-awareness, emotional regulation, and interpersonal communication. Prior research highlights the significance of EQ in promoting social, emotional, and behavioral well-being. Resilience, defined as emotional fortitude, plays a crucial role in psychological adaptation, which facilitates stress management and environmental adjustment (Delhom et al., 2020).

EQ enables individuals to navigate emotional complexities, whereas resilience aids in adapting to adversity. Their interplay contributes to emotional stability and mental well-being. This research aims to explore their combined influence on university students confronting academic and personal challenges. Human psychology is very much interested in an emotion that significantly influences daily life, affecting our temperament, mood, interaction and relationships. Recently, emotional intelligence has gained much significance because of its character in personal, interpersonal and social well-being (Goleman, 1995).

Hollander (2002) elaborated that emotional intelligence is a human being's essential quality to understand the emotional sentiments of others and our own, and they improve the mental health of an individual, which promotes healthy living, better resiliency, and psychological adjustment to the environment. Historically, different psychologists and researchers had different views on Resilience but Herrman, et al. (2011) had elaborated resilience: as an capability to familiarize to the environmental difficulties, complications and challenges of life experiences. According to APA, a person can adjust to the environment with emotional, mental, and behavioral flexibility and meet the internal and external demands of the surroundings. Resilience considers one of the positive attributes of personality, that personality characteristics attainment of knowledge and understanding the demanding of external situation and face the environmental, social and life difficulties without losing one's mental and emotional stamina (Wagnild & Young, 1993; Connor & Davidson, 2003).

**LITERATURE REVIEW**

EQ is a skill that can be cultivated rather than an innate trait. Studies demonstrate a positive correlation between EQ and psychological adaptation. Individuals with higher EQ experience improved mental health and life satisfaction, whereas lower EQ levels are associated with psychological distress (Cobos-Sánchez et al., 2017). Cognitive adjustment is dynamic for the psychological well-being and successful

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navigation of life changes (Zhang & Wang, 2010).

Research by Palomera et al. (2012) indicates that individuals with well-developed EQ exhibit lower stress levels and greater emotional resilience. Additionally, EQ influences social interactions, decision-making, and emotional regulation, all of which contribute to psychological well-being. It involves perceiving feelings and emotions, also accurately communicating them effectively, and using them to think more creatively. We also need to recognize the subtleties of emotions and learn from emotional experiences. By managing our emotions in healthy ways, we can grow as individuals and improve our overall well-being (Mayer and Salovey, 1997). Emotional intelligence is a cognitive quality, that leads to happy and healthy life, individuals with sound emotional sanguinity can deal with the difficulties in life can face challenges as they are aware of their own emotions and those of others; thus, they do have control over emotions, which makes them successful in life. It also creates mental wellness, and they are more cognitively adjusted. Research has shown that if a person is not emotionally intelligent, they will not have control over their emotions, and they cannot regularize their emotions, thus having difficulties in dealing with life problems and other people. (Ibrahim & Mohd, 2022).

In spite of the fact that Dabrowski et al. (2001) discovered that in a study of 39 intelligent teenagers, researchers found that emotional intelligence did not seem to support them do better in school or with family and friends. This suggests that being smart is not enough to be successful in all areas of life. The research that was carried out by Rozell et al. (2001) highlighted the significance of emotional intelligence being included among the fundamental abilities that are taught in training and development programmes. The research conducted with the intention of determining the relative importance of emotional intelligence in relation to other fundamental abilities.

### **Emotional intelligence and psychological Adjustment**

The purpose of the study that was carried out by Jaeger (2003) in the northern United States was to investigate the effect that teaching emotional quotient (EI) have on educational achievement or performance of a sample group that consisted of one hundred fifty students, that demonstrated those students who had better achievement had better emotional quotient. Resilience refers to the capability to bounce back from encounters and preserve emotional, mental and behavioural stability. Studies demonstration that people with higher psychological intelligence (EQ) tend to lever stress more efficiently, which increases their resilience (Estévez et al., 2019). Adaptive coping schemes, including humor, hope and sanguinity, have been associated with better behavioural, emotional and mental adjustment (Jillani et al., 2023). According to Liu et al, (2014) Resilience and psychological adjustment are positively correlated Resilience and psychological adjustment. Resilience was often able to explain a

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modestly significant amount of variance in predicting psychological adjustment problems, according to the data. The research by Liu et al. (2014) that found resilience is linked to psychological adjustment. These findings suggest that those with strong levels of resilience may be less prone to experience problems, unhealthy emotions and difficulty to psychological adjustment. Prior research emphasized the significance of comprehending factors influencing students' well-being and mental health in the context of schools.

Studies have shown that having positive qualities like resilience can make a big difference in how happy and healthy we feel. Resilience, in particular, seems to be especially important for our overall well-being. Research has consistently found that people who are resilient tend to be happier and experience less stress (Friborg et al., 2003; Pinquart, 2009). Current research has delved deeper into how resilience affects our mental health. For example, Mak et al. (2011) found that resilience can increase life satisfaction and reduce sadness by fostering a positive outlook on oneself, the world, and the future. Resilience was often able to explain a modestly significant amount of variance in predicting psychological adjustment problems, according to the data. The research by Liu et al. (2014) that found resilience is linked to psychological adjustment. These findings suggest that those with strong levels of resilience may be less prone to experience problems with psychological adjustment. Prior research emphasized the significance of comprehending factors influencing students' well-being and mental health in the context of schools.

### **Resilience and psychological adjustment**

Studies have shown that having positive qualities like resilience can make a big difference in how happy and healthy we feel. Resilience, in particular, seems to be especially important for our overall well-being. Research has consistently found that people who are resilient tend to be happier and experience less stress (Friborg et al., 2003; Pinquart, 2009). Current research has delved deeper into how resilience affects our mental health. For example, Mak et al. (2011) found that resilience can increase life satisfaction and reduce sadness by fostering a positive outlook on oneself, the world, and the future.

According to Rutter (2023), resilience includes using emotional, behavioural and psychological capitals to manage worries. Individuals with higher emotional, behavioural and cognitive intelligence are more skillful at problem-solving and sustaining a optimistic perspective, which further reinforces their flexibility. The ideas of resilience and cognitive adjustment are closely associated. Research discloses that resilient persons face fewer mental, emotional and behavioural difficulties and experience greater overall well-being (Liu et al., 2014). Resilient persons often find ways to manage with tough situations by using humor, creativity, relaxation, and

positive thinking. Resilience is a skill that develops over time, just like other important life skills (Luthar, 2015). In addition, it has been seen that those who are more resilient find greater positive significance in their bad emotional experiences. Resilience is therefore linked to promoting positive affect and reducing negative affect (Liu et al., 2012). The connection between emotional intelligence and resilience was looked into in a study. The study carried out to thoroughly understand emotional intelligence and resilience, to research these characteristics, to understand emotional behavior in people, and to understand how people handle challenging circumstances in their lives.

### **RESEARCH OBJECTIVES**

1. To assess influence of emotional quotient on psychological adjustment and resilience.
2. To explore the potential effect of male and female on EQ, psychological adaptation, and resilience.

### **RESEARCH HYPOTHESES**

1. EQ positively influences psychological adjustment and resilience among students.
2. Gender affects EQ, psychological adaptation, and resilience among students.

### **RESEARCH METHODOLOGY**

A descriptive, quantitative research design was employed. Surveys were administered to collect data, a method commonly utilized in social science research. The use of quantitative techniques facilitated statistical analysis and objective interpretations (Mohajan, 2020).

### **Population and sampling**

The study focused on students enrolled in BS and Master's programs at the University of Turbat. The university serves students from diverse regions, including Turbat, Hoshap, Buleda, Tump, and Dasht. A convenience sampling technique was used, selecting participants based on availability and willingness (Etikan et al., 2016). The final sample comprised 500 pupils (250 males and 250 females).

### **Instruments used for data collection**

Three standardized psychological scales were utilized:

1. Schutte Self-Report Emotional Intelligence Test (SSEIT) (Schutte et al., 1998),
2. Psychological Adjustment Scale (Sabir, 1991).
3. Brief Resilience Scale (Smith et al., 2008) -
4. Demographic questionnaire gathered information such as age, gender, and department.

**Data analysis**

IBM SPSS Statistics 27.0 was employed for analysis. Spearman's correlation coefficient was initially applied due to ordinal data characteristics (Asuero et al., 2006). Subsequently, scores for resilience, psychological adaptation, and EQ were converted into numerical data and analyzed using Pearson correlation coefficients. Regression analysis was conducted to determine the predictive impact of EQ on resilience and psychological adaptation (Sarstedt et al., 2019). The use of regression analysis had reinforced by correlation coefficient outcomes. One statistical technique for figuring out the impression of fundamental variables is regression analysis (Sarstedt et al., 2019). Regression analysis had used in this scholarship to evaluate how emotional intelligence affected mental adjustment and resilience.

**Statistical models**

The influence of the causing variable on the effect variable was determined using simple linear regression.

**First Model:**

$$\text{Psychological Adjustment} = \alpha + \beta EI + u$$

The effect variable, psychological or mental adjustment, characterized by PA, whereas the causing variable, emotional quotient demonstrated by Emotional quotient. The elements influencing psychological adjustment are represented by u, whereas  $\alpha$  and  $\beta$  are the regression line's intercept and slope, respectively.

**Model 2:**

$$\text{Resilience is equal to } \alpha + \beta EI + u$$

The causing variable is emotional quotient (EI), and the effect variable is resilience. The other contributing factors that are influencing resilience are denoted by u, whereas  $\alpha$  and  $\beta$  are the regression line's intercept and slope, respectively.

**DATA ANALYSIS AND DISCUSSION**

**Table No 1: *Pairwise Pearson Correlation Coefficients Between Resilience, Emotional Intelligence and Psychological Adjustment.***

	Emotional Intelligence	Psychological Adjustment	Resilience
Emotional Intelligence		0.434**	0.715**
Psychological Adjustment			0.340**
Resilience			

*Note:* \*\*: Correlation is significant at the 0.01 level (2-tailed).

**Table 1**

The findings propose a robust positive correlation between emotional intelligence and

resilience (0.715), indicating statistical significance at the 1% level. A correlation of 0.340 between psychological adjustment and emotional intelligence, with a p-value of 0.000, also shows a substantial association. Additionally, a correlation of 0.434 between psychological adjustment and resilience indicates a meaningful relationship.

**Table 2: Regression Analysis of Emotional Intelligence On Psychological Adjustment**

Model	Unstandardized Coefficients		Standardized Coefficients	T	p-value	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
1 (Constant)	52.427	3.568		14.692	.000	45.416	59.438
Emotional Intelligence	.316	.029	.434	10.756	.000	.258	.373

a. Dependent Variable: Psychological Adjustment

**Table 2**

The beta value of 0.316 with a standard error of 0.029 and a t-value of 10.756 (p = 0.000) confirms that emotional intelligence significantly influences psychological adjustment. The constant coefficient (52.427) indicates that additional factors also play a substantial role in psychological adjustment beyond emotional intelligence.

**Table No 3: Regression Analysis of Emotional Intelligence On Resilience.**

Model	Unstandardized Coefficients		Standardized Coefficients	t	p-value	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
1 (Constant)	-13.302	1.435		-9.268	.000	-16.122	-10.482
Emotional Intelligence	.269	.012	.715	22.822	.000	.246	.293

a. Dependent Variable: Resilience

**Table No 3**

Regression results indicate a strong positive influence of emotional intelligence on resilience, with a coefficient of 0.269 (p = 0.000). The constant (-13.302) is also statistically significant, implying that additional factors influence resilience beyond emotional intelligence.

**Table No 4: Regression analysis of Gender on, Emotional Intelligence, Psychological adjustment Resilience.**

DV	Emotional Intelligence			Psychological Adjustment			Resilience		
	Model	beta	t-stat.	p-value	Beta	t-stat.	p-value	beta	t-stat.
Constant	118.356	72.663	0.000	92.484	78.067	0.000	18.892	30.704	0.000
Gender	1.784	1.732	0.084	-1.232	-1.644	0.101	0.276	0.709	0.479

**Table No 4**

Regression analysis shows that gender does not significantly affect emotional intelligence, psychological adjustment, or resilience, as all p-values exceed the 0.05 threshold.

**DICUSSION**

The results shown in Table 1 indicate that all the correlation coefficients were statistically significant, suggesting a meaningful association between the variables. Specifically, the relationship between Emotional Intelligence and Psychological Adjustment was found to be positively correlated, as was the connection between Resilience and Emotional Intelligence. Similarly, Psychological Adjustment was positively correlated with Resilience, demonstrating that individuals who exhibit higher emotional intelligence and psychological adjustment tend to also display greater resilience.

These findings provide a foundational understanding of the relationships among these key psychological constructs, allowing for the next step in the analysis—regression analysis—to explore the predictive power and potential causal relationships among these variables. The first hypothesis of this study proposed that Emotional Intelligence positively impacts Psychological Adjustment and Resilience among university students at the University of Turbat. Table 2, which reports the regression analysis, indicates a significant effect of Emotional Intelligence on Psychological Adjustment. This supports the argument that Emotional quotient shows a key role in enhancing psychological well-being. In other words, students with higher Emotional Intelligence tend to adjust more effectively to academic and social challenges. These results make parallel with Parker et al. (2004), who established a robust association between Emotional Intelligence and Psychological Adjustment, ultimately improving students’ academic presentation. Similarly, Austin (2005) verified that Emotional quotient

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significantly influences students' psychological stability, exam performance, and academic achievements. Moreover, Palomera et al. (2012) emphasized that Emotional Intelligence, particularly emotional recognition skills, serves as a key factor in psychological adjustment among adolescents.

The second part of this hypothesis discovered whether Emotional Quotient improves Bounciness among pupils. Table 3's regression analysis approves the strong statistically significant association between these two variables, representing that affectional Intelligence contributes to greater Flexibility. This finding is supported by previous studies. For instance, Estévez et al. (2019) described Emotional quotient as a protecting factor that empowers persons to better cope stress, adversity and harmful experiences. Similarly, Armstrong et al. (2011) declared that Emotional quotient reinforces bounce back ability, nurturing better emotional, mental and behavioural health and adaptability. Additionally, Salovey et al. (1999) stressed that Emotional Intelligence permits persons to adjust their sentiments efficiently, and to process healthy experiences properly, and express their emotional state in a socially right manner.

The study's second hypothesis inspected whether Sexual category effects Emotional Intelligence, mental Adjustment, and Elasticity among university students. This study sought to classify possible gender-based differences in Emotional Quotient. However, as displayed in Table 4, the regression analysis did not disclose any important effect of sex on Emotional Intelligence. These conclusions recommend that Emotional quotient influenced by a amalgamation of other factors beyond sex, such as personal understandings, cultural experience, and social atmosphere. The t-statistic highlights the significance of these supplementary variables in determining Emotional quotient.

Some scholars, such as Sreen et al. (2018), have suggested that cultural differences contribute to variations in Emotional Intelligence between genders. However, previous research offers mixed findings on this topic. For instance, Ahmad et al. (2009) reported notable gender differences in Emotional Intelligence, while Johnson and Spector (2007) also identified significant variations between male and female students.

Regarding the influence of gender on Psychological Adjustment, Table 4 indicates an insignificant negative correlation. Several other factors—such as coping mechanisms, social care, financial solidity, educational success, and demographic characteristics—appear to have a more substantial effect on Psychological Adjustment than gender alone. Those findings challenge the assumption that gender significantly influences Psychological Adjustment among students. Yau et al. (2012) similarly argued that gender does not play a major role in psychological and social adaptation, though Psychological Adjustment itself can affect academic performance.

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The final part of this hypothesis examined whether gender affects Resilience, and the results showed no statistically significant relationship. Instead, Resilience appears to be shaped by a variety of other influences beyond gender. This finding contradicts the notion that gender plays a major role in determining Resilience levels. Prior research, such as Gök et al. (2021), found evidence of gender-related differences in psychological resilience. However, the current study concludes that Emotional Intelligence, Psychological Adjustment, and Resilience are not significantly affected by gender among university students.

### RECOMMENDATIONS

To enhance student well-being, universities should integrate Emotional Quotient development programs into their curricula. Counseling services should be readily available for students facing academic and emotional challenges. Future studies should include larger, more diverse samples to further examine EQ's role in the pupil mental satisfaction.

The study in hand concludes that EQ on mental adjustment and resilience among university students in the Turbat region of Balochistan. The findings conclude and demonstrate a significant correlation between EQ and resilience, purely emphasizing on its role in managing challenges. Apart from it, its significant relationship found between psychological adaptation and resilience. However, gender did not significantly influence these factors. These findings highlight the necessity for further research on emotional and psychological development in higher education settings.

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