

THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE,  
ACADEMIC AND SOCIAL ADJUSTMENT AMONG NORTH-WEST  
UNIVERSITY STUDENTS (MAFIKENG CAMPUS)

**CECILIA LESEGO SIBANDA**

**2015**

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CECILIA LESEGO SIBANDA

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A mini-dissertation (article format) submitted in partial fulfillment of the  
requirements for the degree of *Masters of Social Sciences in Clinical  
Psychology* at North West University (Mafikeng Campus)

SUPERVISOR: Mr. P.S. Boshomane

CO-SUPERVISOR: Dr. C.P. Erasmus

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## **DEDICATION**

My thesis is dedicated to my husband Dr. Edwin Sibanda who supported me wholeheartedly throughout my entire study.

## ACKNOWLEDGEMENTS

All the glory to the Almighty because without Him I am nothing...

I wish to thank the following people who have made a contribution to the outcome of this study:

- My supervisor Mr. P.S. Boshomane and co-supervisor Dr. C.P. Erasmus, for their endless patience, magnificent guidance and input throughout my study.
- My statistician, Dr Ellis Suria. Her exceptional statistical knowledge and skills undoubtedly contributed significantly to the outcome and success of this study.
- My husband Edwin. His love, patience, sacrifices and support throughout the study kept me going.
- My parents (Tiny and Babes Mabusela) for contributing to my personal growth. They have inspired me in so many ways and always encouraged me to reach higher.
- Makgatswane "Max" for his support and encouragement.
- Boitumelo "Mahindra Long Caramonesi" who was always by my side, assisted and guided me in accessing appropriate literature resources.
- Staff members of the University (FAST) who permitted me to involve their students in my study.
- Lastly to all the students for taking part in my study; without their assistance this study would not have been possible.

## SUMMARY

The aim of the study was to investigate the relationship between emotional intelligence, academic adjustment and social adjustment among North West University students. The study was based on three hypotheses: (1) Male students will be more academically adjusted than their female counterparts. (2) There will be a positive relationship between Emotional Intelligence and academic adjustment among the participants. (3) There will be a strong positive relationship between emotional intelligence and social adjustment among the participants. The study used self-report questionnaires with four sections A, B, C, and D to assess the relationship. Section A contained demographic information, section B an Emotional Intelligence scale, Section C a Social Adjustment scale and Section D an Academic Adjustment scale.

Psychometric properties of all the scales used:

The results yielded the following: for 'Satisfied Academically from Academic Adjustment scale' and Gender ( $n = 137$ ,  $M = 1.8182$ ,  $SD = 0.52448$ ) for males and ( $n = 160$ ,  $M = 1.7605$ ,  $SD = 0.61838$ ) for females, the effect size observed was 0.09. For 'Pressure at University' and Gender ( $n = 137$ ,  $M = 1.8798$ ,  $SD = 0.46760$ ) for males and ( $n = 159$ ,  $M = 1.7952$ ,  $SD = 0.53640$ ) for females, the effect size was 0.16. The group statistics results suggest that male students are more academically adjusted than their female counterparts. Both results are statistically insignificant and practically less significant.

With regard to Emotional Intelligence for 'Emotional Awareness' and 'Personal Satisfaction,' the Spearman's correlation coefficient ( $r_s = 0.372$ , number of students ( $n = 300$ ,  $p$ -value ( $p = 0.000$ , whereas for 'Emotional Awareness' and 'Interpersonal Relationships' ( $r_s = 0.382$ ,  $n = 299$ ,  $p < 0.001$ ). A weak positive correlation was observed between 'Emotional Awareness' and 'Personal Satisfaction'. With regard to

'Emotional Awareness' and 'Interpersonal Relationships,' the results also yielded a weak positive correlation.

The correlation between 'Awareness of Other People's Feelings' (AoOPF) and 'Personal Satisfaction' yielded ( $r_s = 0.403$ ,  $p < 0.001$ ) and between 'AoOPF' and 'Interpersonal Relationships' yielded ( $r_s = 0.389$ ,  $p < 0.001$ ). There was a moderate correlation between AoOPF and 'Personal Satisfaction', and a weak correlation between 'AoOPF' and 'Interpersonal Relationships'.

## **PREFACE**

### **Article format**

For the purpose of this dissertation, as part of the requirements for a professional master's degree, the article format as described by General Regulation A.7.5.1.b of the North West University was chosen.

### **Selected Journal**

The targeted journal for submission of the current manuscript is the Journal of Social Sciences (JSS). For the purpose of examination, tables are included in the text.

### **Letter of consent**

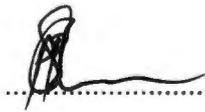
The letter of consent from the co-authors, in which they grant permission that the manuscript "THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE, ACADEMIC AND SOCIAL ADJUSTMENT AMONG NORTH-WEST UNIVERSITY STUDENTS (MAFIKENG CAMPUS)," may be submitted for the purposes of thesis, is attached.

### **Page numbering**

In this thesis, page numbering is from the first page to the last. For submission to the above mentioned journal, the manuscript is numbered according to the requirements of the JSS. Hence, all pages are numbered consecutively. *The reference section also follows the requirements of the JSS.*

## LETTER OF CONSENT

We, the undersigned, hereby give consent that Lesego Sibanda may submit the manuscript entitled “THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE, ACADEMIC AND SOCIAL ADJUSTMENT AMONG NORTH-WEST UNIVERSITY STUDENTS (MAFIKENG CAMPUS),” for the purpose of a thesis in fulfillment of the requirements for the degree of Master of Social Sciences in Clinical Psychology.



.....

Mr. P.S. Boshomane (Supervisor) /

Dr. C.P. Erasmus (Co-supervisor)

**MANUSCRIPT**

**THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE, ACADEMIC AND  
SOCIAL ADJUSTMENT AMONG NORTH-WEST UNIVERSITY STUDENTS  
(MAFIKENG CAMPUS)**

THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE, ACADEMIC AND  
SOCIAL ADJUSTMENT AMONG NORTH-WEST UNIVERSITY STUDENTS  
(MAFIKENG CAMPUS)

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## **ABSTRACT**

**Objectives:** The main objective of this study was to investigate the relationship between emotional intelligence, academic adjustment and social adjustment among North West University students. The specific objectives were formulated as follows: (1) to find out if there are any significant differences in academic adjustment between male and female students; (2) to assess the relationship between emotional intelligence and academic adjustment among participants; and (3) to establish the relationship between emotional intelligence and social adjustment among participants.

**Method:** Data was randomly collected from three hundred and six (306) participants, whose ages ranged from 18 - 41 years. The mean age was 22.45. The statistical analysis used was Spearman's rank and t-test.

**Results:** Three hypotheses were set as follows: hypothesis one was that male students will be more academically adjusted than their female counterparts. The findings of this study rejected the hypothesis. In the second hypothesis it was predicted that there will be a positive relationship between Emotional Intelligence and Academic Adjustment. The findings support the hypothesis that there is a positive relationship between emotional intelligence and academic adjustment. The third hypothesis was that social adjustment will correlate strongly with emotional intelligence. Mixed results were observed, with the first correlation yielding a moderate positive relationship while the latter yielded a weak positive relationship. Thus the findings were not in support of the hypothesis.

**Key words:** *Emotional intelligence, Academic adjustment, Social adjustment.*

## **INTRODUCTION AND STATEMENT OF THE PROBLEM**

Adjustment to university life is considered by scholars as one of the main indicators of success in university settings as it is an indicator of students' ability to face the problems resulting from fulfilling their academic, social and emotional needs. According to studies by Tinto (1996) and Noor-Azniza (2005), the majority of students are regarded as being in a phase of emerging adulthood and they are said to be faced by adjustment problems and challenges, which may lead to negative adjustment and frustration. On the other hand, students may be able to achieve their objectives, that is, to face obstacles and pressures, and overcome them when they are positively adjusted. These challenges can cause stress if not dealt with accordingly. According to Barefoot (2004), students normally experience stress that comes as a result of academic demands and poor interpersonal relations. The student's successful adjustment in a university setting is evidenced to be associated with other variables or a combination of variables consisting of academic and non-academic factors. Emotional intelligence (EI) is one of these factors and is gaining more and more attention from scholars and educators alike (Malek & Noor-Azniza, 2011).

Sjoberg (2001) found that high emotional intelligence was associated with better handling of failure and frustration, more creativity, less psychophobia, and higher self-esteem. Student adjustment studies also show that students with high emotional intelligence can be quite resilient in learning how to adapt to the university environment; however, those with low emotional intelligence deal with frustration, anxiety, low self-esteem and depression (Pappas & Loring, 1985, as cited in Adeyemo, 2008) in ways which have been found to predispose students to dropping out (Gerdes & Mallinckrodt, 1994); this can be associated with poor student adjustment (socially and academically).

Noor-Azniza, Malek, Yahya and Farid (2011) suggest that EI abilities are strong prognosticators of a student's adjustment. Researchers such as Engelberg and Sjoberg (2004) reported in their study that emotional intelligence predicts a student's social adjustment. Again, a positive and significant relationship was found by Abdallah, Elias, Mahyuddin, and Uli (2004) between the level of emotional intelligence and academic adjustment among first year university students. Literature (Yip & Martin, 2006; Adeyemo, 2003; Abdallah et al., 2004) further cited that EI was proven to be positively correlated with students' adjustment and academic achievement by some researchers, but the results were inconclusive since they were mixed.

Studies on emotional intelligence and adjustment have also been done beyond the borders of European universities, even though they were done mostly with first year students. Abdullah, Ellias, Mahyuddin and Uli (2009) conducted a study on Malaysian first year university students. Their findings revealed that 42% of the subjects in the study did not adjust well at the personal-emotional dimension due to encountered health, financial and academic challenges.

In South Africa, Cherian and Cherian (1998) as cited in Mudhovosi (2012) reported that up to 85% of the subjects from the University of the North reported various adjustment problems. A recent study by Lloyd and Turale (2011) suggested that a significant number of South African tertiary students face financial problems as they live below the poverty line. Thus having a negative on their academic and social adjustment.

In Africa, including South Africa there is a growing interest among scholars concerning the subject of EI. Currently there are few studies that have been done on EI and other variables (e.g, Adeyemo, 2003; Adeyemo 2007; Erasmus 2007). Adeyemo (2003) conducted a study on the buffering effect of emotional intelligence (EI) adjustment on the adjustment of

secondary school students in transition. The results showed that there was a significant relationship between emotional intelligence and adjustment. Furthermore, it was reported that the strength of emotional intelligence defined in terms of high, moderate and low, significantly impacted the adjustment of students in transition. In the 2007 study on the moderating influence of EI on the link between academic self-efficacy and achievement of university students, Adeyemo found that emotional intelligence and academic self-efficacy significantly correlated with academic achievement.

Erasmus (2007) on the other hand investigated the relations of EI and adaption of adolescent boys in a private school. She found that there are different aspects of emotional intelligence (such as interpersonal, intrapersonal and adaptability) that can influence an adolescent's ability to adapt to a private international boarding school. Her study further provided valuable information with regards to the adolescent's level of adjustment and themes for further therapy and counselling intervention. Currently there is little or no literature available about the subject of study in South Africa, but scholars have studied emotional intelligence with other variables as indicated above.

### **Emotional Intelligence Background**

Scientific circles have seen a growing and substantial interest in the concept of Emotional Intelligence since the publication of Goleman's work in 1995. The construct can, however, be traced back to the nineteenth century with Charles Darwin's publication in the area of emotional-social intelligence as early as 1872 (Bar-On, 2006).

When EI was first introduced into scientific circles, different scholars had different opinions with regard to how it should be defined and measured. Amid discrepancies in the definitions of the construct (EI), Thorndike (1920) proposed that humans have several types of intelligence, among others, social intelligence or the ability to understand and manage fellow

humans, and to act wisely in human relations. Wechsler (1940) also illustrated both non-intellective and intellective elements of intelligence. According to Wechsler (1940), the non-intellective elements include affective, personal, and social factors which he later hypothesized as essential for predicting one's ability to succeed in life. In 1983 Gardner similarly introduced the idea of multiple intelligences which included both *interpersonal* (social) *intelligence* and *intrapersonal* (emotional) *intelligence* (Bar-On, 2006). Gardner suggested that interpersonal intelligence encompasses the capacity to understand the intentions, motivations and desires of other people while intrapersonal intelligence, on the other hand, is better understood as the capacity to understand oneself, to appreciate one's feelings, fears and motivations.

As a result of the varying conceptualizations of the construct, much confusion and controversy regarding the best approach in defining and measuring EI emerged. To try and clarify the state of affairs, three prominent conceptual models of the construct, namely; ability model, mixed model and trait model were suggested.

The *ability model* is conceptualized by Salovey and Mayer (1990) as the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions. The *mixed model* is usually included under trait emotional intelligence. The model was introduced by Goleman (1998). His theory symbolizes a framework of emotional intelligence that reflects how an individual's potential for mastering the skills of Self-Awareness, Self-regulation, Social awareness, Empathy and Motivation translates into success in the workplace. The *trait model* as introduced by Petrides and Furnham (2000) refers to a constellation of behavioural dispositions and self-perceptions concerning one's ability to recognize, process, and utilize emotion-laden information. Other important variables in this study are academic adjustment and social adjustment. Research on

adjustment at university has emphasised three specific classifications of adjustment which are personal-emotional, academic and social. For the purpose of this study the researcher is focusing on the latter two.

### **Academic adjustment**

Academic adjustment has been associated with the relationship between students and the faculty personnel (Cohorn & Giuliano, 1999). According to literature (The successful registrar, 2013; Gray, Vitak, Easton, & Ellison, 2013; Lowe, & Toney, 2000), students who are said to be in good academic standing, have a good relationship with their faculty personnel outside class, and such is said to predict their persistence. Wilson, Woods and Gaaf (1974) in Cohorn and Giuliano (1999) contended that students reported that they were satisfied with being at university because of their frequent interaction with faculty members. This frequent interaction has been associated with positive outcomes, including development and adequacy of various skills (e.g. math skills and problem-solving skills), and progress towards intellectual goals. Literature (Gray, Vitak, Easton, & Ellison, 2013; Jones, 2010) also suggests that contact with faculty members also contributes to students' social support networks and therefore may predict social adjustment.

Abdullah, Elias, Mahyuddin and Uli (2009) suggested that academic adjustment plays an important role in college retention and success. Previous studies clearly state the impact of student adjustment on an individual and society (Woolfok, 2001; Al-Kfaween, 2010). Adler, Raju, Beveridge, Wang, Zhu and Zimmermann (2008) also assume that "adjustment to university is critical for academic success."

## **Social Adjustment**

Al-Khatib, Awamleh, and Samawi, (2012) define social adjustment as the extent of adjustment or interaction between the student and the surrounding environment. Students entering university are faced with many challenges such as physical, social, academic, and emotional adjustment, with the major challenges being managing emotions, developing autonomy as well as developing interpersonal relationships (Noor-Azniza et al, 2011). Parker, Summerfeldt, Hogan, and Majeski, (2004) emphasized integration into the social environment as a crucial element in commitment to a particular academic institution. Earlier on, Tinto (1993) had proposed that social integration includes those experiences that help to connect students to the college environment and aid in their psychosocial development thus contributing to their overall satisfaction in college. Important elements of social adjustment include making friends, inclusion in campus life and social networks. Some of the most reported crises in students, especially in first years, involve difficulty in social adjustment manifested as feelings of homesickness and loneliness (Al-Khatib et al., 2012).

## **Gender differences**

Studies have also indicated that gender is a significant predictor of students' adjustment in university (Martin, Swartz, & Madson, 1999), where male students are found to be better adjusted compared to the female students (Enochs & Roland, 2006). In line with their findings, some studies (Abdullah et al., 2009) have found that females have greater difficulties adjusting to university life. In contrast, Calaguas (2011) found that males reported greater difficulties in academic, social and personal adjustment while Cantwell, Archer and Bourke (2001) reported that female mature students adjusted better. Studies in gender differences concerning emotional intelligence are inconclusive. Even though some research

has found that women are more emotionally intelligent than men, other studies have found no significant differences between genders.

## **THEORETICAL FRAMEWORK**

### **Bar-On: A Mixed Model of Emotional Intelligence**

Bar-On (2006) is the pioneer of one of the first emotional intelligence measures called Emotional Quotient Inventory, commonly known as EQ-I, which is based on an "Emotion Quotient". This measure is born from the theoretical basis of Emotional Social Intelligence (ESI), which was influenced mainly by Howard Gardener and Charles Darwin on the basis of interpersonal and intrapersonal intelligence and the importance of emotional expression. Darwin's model further influences his model on aspects of socially intelligent behaviour and effective adaptation. The ESI model also has an additional influence from Thorndike's ideas of social intelligence and its importance in human performance. Bar-On constantly argues that his model of EI is not merely based on performance and success, but rather it relates to the potential of performance and success and it is considered to be process-oriented as opposed to outcome-oriented (Bar-On, 2002; Baron, 2007).

According to the ESI model, "emotional-social intelligence is a cross-section of interrelated emotional and social competencies, skills and facilitators that determine how effectively we understand and express ourselves, understand others and relate with them, and cope with daily demands" (Bar-On, 2006).

The way the ESI model is defined above focuses on a range of emotional and social skills together with competencies which describe the effective ability to understand and express oneself, to understand and relate well with others, and to successfully cope with daily demands, challenges and pressures (Bar-On, 1997; Bar-On, 2006).

This model outlines 5 components of emotional intelligence which are intrapersonal, interpersonal, adaptability, stress management, and general mood. In these components Bar-On further outlines the subcomponents which are: (i) Intrapersonal (Self-Regard, Self-Awareness, Assertiveness, Independence and Self-Actualization) which comprise several related abilities like recognizing and understanding one's feelings. (ii) Interpersonal (Empathy, Social Responsibility, and Interpersonal Relationships) which consist of several related abilities like empathy. (iii) Adaptability (Reality Testing and Flexibility and Problem Solving) which entails abilities such as being able to adjust one's emotions and behaviours to changing situations and conditions. (iv) Stress Management (Stress Tolerance and Impulse Control) which consists of abilities like resisting or delaying an impulse. (v) Lastly, General Mood components (Optimism and Happiness) (Bar-On, 1997, 2002, 2010; Parker et al., 2004).

Explaining further his process-oriented model, Bar-On (2002) advances that emotional intelligence develops over time and that it can be enhanced through process-oriented mechanisms such as training, programming, and therapy.

Bar-On suggests that those individuals with higher than average E.Q.s are in general more successful in meeting environmental demands and pressures. He also notes that a deficiency (or lower than average E.Q.) in emotional intelligence can mean a lack of success and the existence of emotional difficulties. According to Bar-On, people who experience problems of coping with their environment are thought to be lacking in the subscales of reality testing, problem solving, stress tolerance, and impulse control. In general, he further postulates that both emotional intelligence and cognitive intelligence contribute equally to a person's general intelligence, which then offers an indication of one's potential to succeed in life (Bar-On, 2002).

## **Tinto's College Departure Theory**

### **Sociological Perspectives**

Tinto's (1975) theory focused on how the student's lack of interaction within the higher education community leads to student attrition. Tinto argued that the student's potential and background, coupled with his academic and social integration, may influence the student's adjustment and retention. The theory is borrowed from Spady's work (1971) that focused on the anthropological "Rites of Passage" model of Van Gennep (1960), which describes one's move from membership in one community to another.

Van Gennep's (1960) three-phase model includes separation, transition, and incorporation (Story, 2013; Herron, 2012; Tinto, 1993). The separation phase involves students disconnecting from their previous community and attempting to connect with the college community. The transition phase places students in between the old and new community, thus challenging their values and relationships as they attempt to integrate socially and academically. The last phase, incorporation, is the point when students are fully integrated and successful in the social and academic settings (i.e. graduation and persistence).

Tinto advances academic and social integration as complementary but independent processes by which students adjust to college life (Jones, 2010; Herron, 2012). Debates on both social and academic integration are said to be embedded in the extent to which students believe that they are part of the academic and social structure of the university (Gray, Vitak, Easton, & Ellison, 2013; Jean, 2010). Attinasi (1989) further recognised that the relationship between students and their faculty, staff and other students plays an important role in the process of incorporating students in university.

According to Des-Jardins, Ahlburg and McCall (1999), Tinto's model emphasises the significance of both academic and social integration as university commitments. These commitments are made of interrelations that take place in the university. Earning average grades, and the normative academic values of the institution shows that students are satisfied and they comply with explicit norms of the university and they can therefore be regarded as academically integrated. Social integration, on the other hand, signifies the degree to which a student finds the university's social atmosphere to be compatible with his or her inclinations, which are shaped by the student's background, values, and aspirations.

Kuh, Vesper, and Krehbiel (1994) further argue that the combination of peer-to-peer interactions and staff or faculty-student interactions serves as a measure of student integration, while academic integration reflects contentment with academic improvement and selection of major subjects.

For students to continually persist is determined by a component of active relationships between students and other stakeholders, both in the university and in the community. Although Tinto (1993) previously proposed that academic and social integration are interdependent, they are also complementary in such a way that, if students report increased levels of satisfaction with the institution, they are more likely to adjust and choose to continue with their studies.

Thus, student persistence is a function of dynamic relationships between the individual and other actors within the university and their home community. Tinto proposed that increased levels of academic and social integration will lead to greater commitment to the institution and to the goal of graduation (Bean, 1983). These commitments in turn increase the likelihood a student will adjust well, persist and graduate.

## **Social Networks**

In order for students to thrive in the university, they must be able to maintain good interpersonal relationships both on and off campus, and achieving that goal may play a significant role in facilitating student adjustment in university (Kuh & Love, 2000). There are different sets of standards and customs which are brought forward by both home and university life, and they also need to be taken into account when studying various aspects of student adjustment. This also takes into consideration the fact that the relationships that students have with their faculties, staff, peers, as well as family, friends, and mentors contribute to student satisfaction, persistence or adjustment, and what students gain from university (Kuh, Kinzie, Schuh, Whitt, 2005; Kuh, Schuh, Whitt, Andreas, Lyons, Strange, Krehbiel, & Mackay, 1991; Pascarella & Terenzini, 2005; Tinto 1975, 1993).

According to Marsden (2004), social networks are “structures of relationships linking social actors”. The nature of these relationships and the extent to which they support students in their daily university-based activities or what could be obstacles to academic progress can differ in several ways. Those students who are most likely to adjust and persist are those whose values, norms and behaviour are already compatible or corresponding with the major lifestyle of the university (Berger & Milem, 1999). Skahill (2003) further found out that most students who stay outside the premises of the university were less likely to adjust or even persist and had fewer friends attending the college; in contrast, residential students made more new friends, were more tightly connected with the institution, and were more likely to adjust and persist.

## **Organizational Perspectives**

The organizational perspectives highlight the importance of university structures and procedures that are thought to affect student adjustment. The most important features are thus

institutional size, choice of majors, resources, and faculty-student ratios(Walsh-Portillo, 2011). The organisational perspective is driven by the student attrition model, which was pioneered by Bean (2005). According to this model, student beliefs shape attitudes, attitudes shape behaviours, and behaviours signal intents. The experiences of students in the university are said to affect their beliefs, and these beliefs then turn into attitudes towards the university. Students' attitudes towards the university will therefore determine their sense of belonging or fitting in the university. This thus bring us to a point whereby if students believe that the university staff is responsive towards their challenges and the policies of the university are fair, they are more likely to adjust in the university, but if such is not the case, students may decide to leave the institution. The organisational perspective also takes into consideration the way in which students view the leadership and decision-making approaches of the university, and if they may be seen as favouring senior administrators, that might have a certain effect on student satisfaction and adjustment (Berger & Braxton, 1998).

## **OBJECTIVES**

### **General objective**

The main objective is to investigate the relationship between emotional intelligence, academic and social adjustment among North West University students.

### **Specific objectives**

- To find out if there are any significant differences in academic adjustment between male and female students.
- To assess the relationship between emotional intelligence and academic adjustment
- To establish the relationship between emotional intelligence and social adjustment

## **SIGNIFICANCE OF THE STUDY**

The theoretical and practical aspects of this study make it relevant and significant. Most of the studies done on relations between emotional intelligence, academic and social adjustment were based on first year students (Noor-Azniza et al., 2011); however, the focus of this study is on senior students. The significance of this study is that it adds new information about senior students to existing knowledge about first year students.

The review of literature shows that emotional intelligence has positive associations with social and academic adjustment. Practically, if the results of the study reveal that students have both social and academic adjustment problems, then emotional intelligence can be initiated by being taught at the university as a course component or it can also be initiated as a treatment plan at the student counselling centre.

## **HYPOTHESES**

- Male students will be more academically adjusted than their female counterparts.
- There will be a positive relationship between emotional intelligence and academic adjustment among participants.
- There will be a strong positive relationship between emotional intelligence and social adjustment among participants.

## **METHODOLOGY**

### **Design**

The study was based on a correlational design within a quantitative research approach. The aim of this study was to investigate the relationship between emotional intelligence, academic and social adjustment among North West University students.

## Sampling

A sample of 306 participants was randomly selected from the population of students from the Faculty of Agriculture, Science and Technology at the North West University (Mafikeng Campus). It was stratified according to three (3) classes namely; mathematics, nursing and Crop Sciences. The participants were then randomly selected for the classes. Only second and third year male and female students from the resulting strata participated in this study. The participants' ages ( $m = 22.45$ ;  $SD = 2.723$ ; range 18-41).

In summarising the gender distribution of the participated sample, Figure 1 below, demonstrates that 45.8 % of the participants were males and 53.6 % of the participants were females while the 0.7% was accounted for by missing systems.

**Figure 1: Gender Distribution**

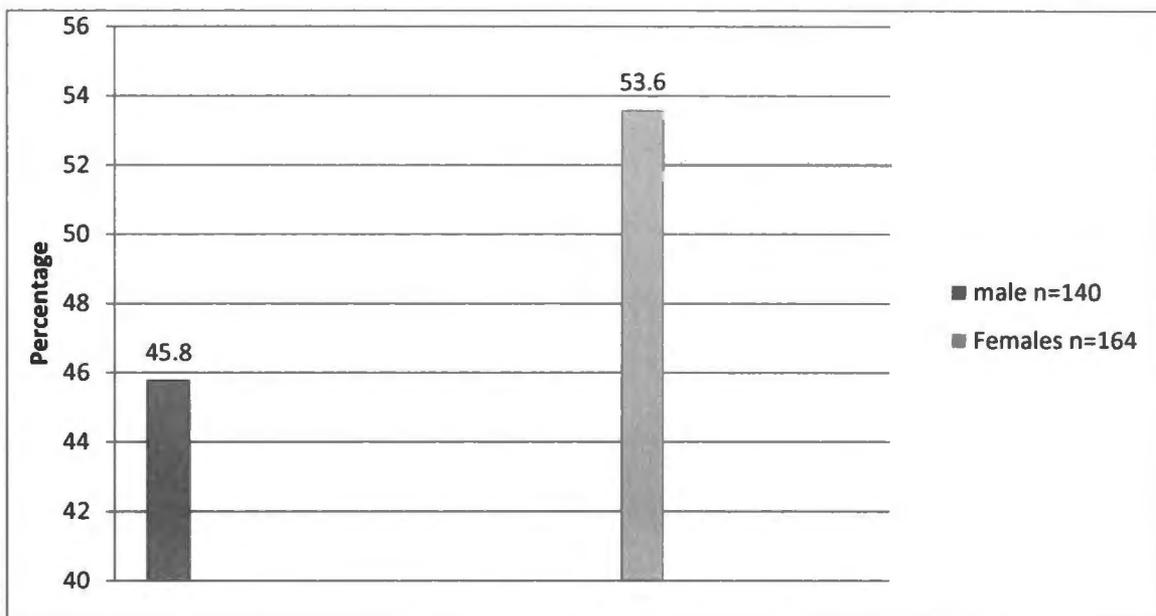


Figure 2 represents the total sample representation in the three respective courses as follows: the biggest group was from the mathematics class which constituted 52 % of the total sample; nursing percentage was 22 % while crop sciences constituted 26 % of the sample.

**Figure 2: Course Distribution**

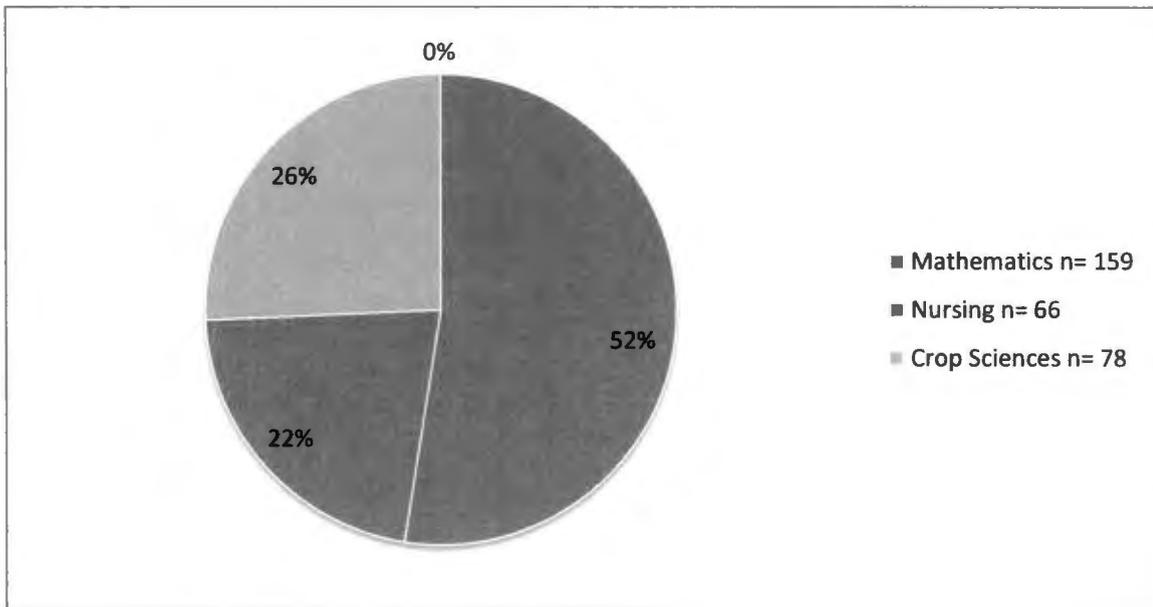
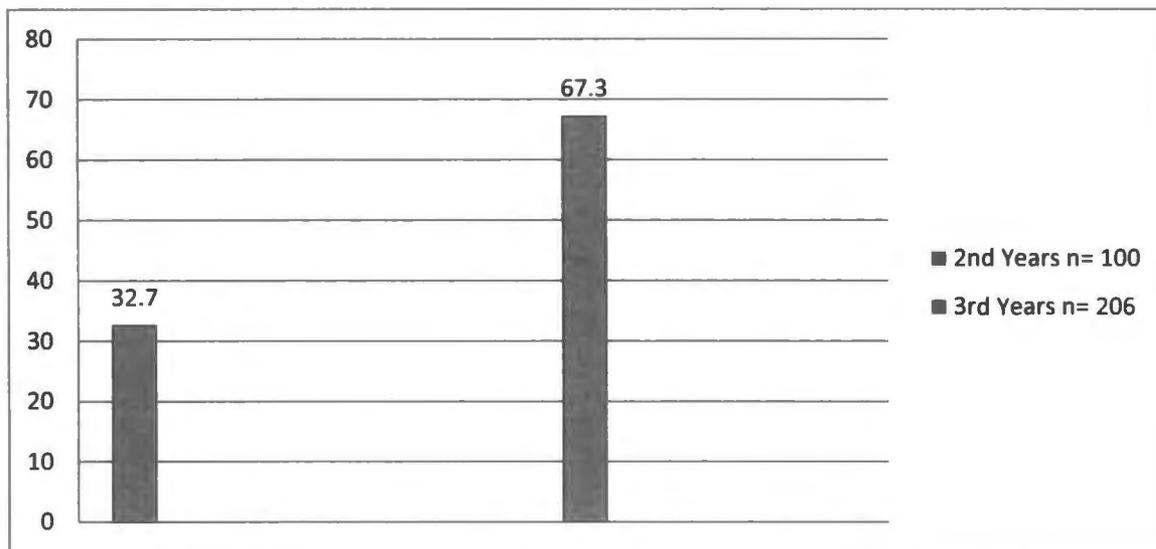


Figure 3 on page 28 indicates that second year students constituted 32.7 % of the sample and third year students constituted 67.3 % of the sample.

**Figure 3: Levels of Study Distribution**



### **Instruments and psychometric properties**

An adapted version of Emotional Intelligence Questionnaire (EIQ) by Strydom (1999) was used for data collection in the present study. Only six subscales (two subscales of each of the following variables: emotional intelligence, social adjustment and academic adjustment) from the EIQ were used for this study. The adapted self-report questionnaire consisted of four scales / sections. Section A - demographic Information, Section B - Emotional Intelligence scale (measured with Emotional Awareness and Awareness of Other People's Feelings subscales which comprised of 13 items each), Section C - Social adjustment Scale (measured with Personal Satisfaction subscale comprising of 8 items and Interpersonal Relationships subscale comprising of 11 items) and lastly, Section D - Academic Adjustment Scale (also measured with two subscales namely; Satisfied Academically comprising of 16 items and Pressure at University which comprised 18 items). For all the items, students rated themselves in three different 4\_ point likert scales, which are very true to not true at all, very good to not at all and I agree to I disagree.

Adapted versions of EIQ by Strydom (1999) have been used in a number of studies in South Africa today. They include amongst others “Emotional intelligent learner leadership development: a case study” by Jansen, Moosa and Van Niekerk (2014), “The role of emotional intelligence in the adaptation of adolescent boys in a private school” by Erasmus (2007), “A school leadership perspective on the role of emotional intelligence in the development of secondary school student leaders” by Moosa (2010) and “Emosionele intelligensie in sielkundige opvoedkundige perspektief” by Strydom (1999).

It is imperative to note that in spite of the obvious limitation of not piloting the instrument, the psychometric properties of the adapted questionnaire used in this study were computed yielding the following results: The instrument consisted of 79 items yielding a very good internal consistency ( $\alpha = 0.79$ ) in total. From the overall number of items the Emotional Awareness and Awareness of Other People’s Feelings subscales comprised 13 items each with Cronbach’s alphas  $\alpha = 0.82$  and  $\alpha = 0.81$  respectively. The Personal Satisfaction subscale comprised 8 items with ( $\alpha = 0.86$ ), Interpersonal Relationship subscale had 11 items with ( $\alpha = 0.67$ ), Satisfied Academically subscale 16 items with ( $\alpha = 0.86$ ), and Pressure at University subscale 18 items with ( $\alpha = 0.73$ ). For all the items, students rated themselves in three different 4\_Likert scales, which are ‘very true to not true at all’, very good to not at all’ and ‘I agree to I disagree’. Table 1 attest to that.

**Table 1: Internal consistency of the adapted EIQ**

Subscales	Cronbach's Alpha	# of items
Emotional Awareness	0.82	13
Awareness of other people's feeling	0.81	13
Personal satisfaction	0.86	8
Interpersonal relationships	0.67	11
Satisfied academically	0.86	16
Pressure at university	0.73	18

The overall Kaiser-Meyer-Olkin (KMO) for all subscales shows that the self-report questionnaire is valid at 0.833 with a significant probability value of  $p < 0.001$ . The confidence level of significance is 0.05.

### **Procedure**

After the ethical clearance was received from the North West University, data was collected. Proper arrangements were made with the Faculty Manager of Agriculture, Science and Technology to inform all the respective lecturers of the classes from which the participants were selected about the study. The questionnaire was administered by the student researcher during regular class hours. It comprised of a covering letter describing the study and ethical considerations to be adhered to. Verbal consent from participants was given and participants were instructed to complete the questionnaire in 30 minutes time. The completed questionnaire were then collected from the participants and coded for data capturing and analysis.

## RESULTS

Descriptive statistics of variables: age, emotional awareness, awareness of other people's feelings, personal satisfaction, interpersonal satisfaction, satisfied academically and pressure at university were computed. Table 2 below, depicts the means and standard deviations obtained from the computation. The following are the results: age (M = 22.45; SD = 2.723), emotional awareness (M = 2.0870; SD = 0.48756), awareness of other people's feelings (M = 1.9580; SD = 0.50631), personal satisfaction (M = 2.0615; SD = 0.63555), interpersonal relationships (M = 2.1366; SD = 0.46534), satisfied academically (M = 1.7894; SD = 0.57548), and pressure at university (M = 1.8364; SD = 0.50553)

**Table 2: Descriptive Statistics**

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Variables	Minimum	Maximum	Mean	Std. Deviation
Age	18	41	22.45	2.723
Emotional Awareness	0	3	2.0870	0.48756
AoOPF	0	3	1.9580	0.50631
Personal satisfaction	0	3	2.0615	0.63555
Interpersonal relationships	0	3	2.1366	0.46534
Satisfied academically	0	3	1.7894	0.57548
Pressure at university	0	3	1.8364	0.50553

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## **HYPOTHESES**

*Hypothesis 1: Male students will be more academically adjusted than their female counterparts*

Based on the findings of this study, hypothesis 1 was not supported since the results were practically and statistically non-significant.

*Hypothesis 2: There will be a positive relationship between Emotional Intelligence and academic adjustment among participants.*

The results of the study supported the hypothesis, whereby a positive relationship between emotional intelligence and academic adjustment was observed.

*Hypothesis 3: There will be a strong positive relationship between emotional intelligence and social adjustment among participants.*

Based on the results of the study, hypothesis 3 was not supported. A moderate to weak correlation was observed between emotional intelligence and social adjustment as opposed to the predicted strong correlation.

Table 3 depicts the following results: Emotional Awareness and Gender: Males (N = 140, M = 2.1022, SD = 0.4664) and females (N = 163, M = 2.0712, SD = 0.50748). The effect size was 0.06. Awareness of Other People's Feelings and Gender results, males (N = 139, M = 1.9251, SD = 0.49945) and females (N = 164, M = 1.9859, SD = 0.51497) with the effect size of 0.12. The results for personal satisfaction and gender yielded the following: males (N = 139, M = 1.9755, SD = 0.68332) and females (N = 160, M = 2.1408, SD = 0.58502) for females with an effect size of 0.24. Looking at the Interpersonal Relationships and Gender (N = 138, M =

2.1125, SD = 0.47413) for males and (N = 160, M = 2.1563, SD = 0.46028), the effect size was 0.09.

Group Statistics t-test results table above also yielded the following results: for Satisfied Academically and Gender (N = 137, M = 1.8182, SD = 0.52448) for males and (N = 160, M = 1.7605, SD = 0.61838) for females, the effect size observed was 0.09. Whereas for Pressure at University and Gender (N = 137, M = 1.8798, SD = 0.46760) for males and (N = 159, M = 1.7952, SD = 0.53640) for females, the effect size was 0.16.

**Table 3: Gender and key variables of the study**

Variables	Gender	N	Mean	Std. Deviation	p-values	Effect Size
Emotional Awareness	Male	140	2.1022	0.46664	0.581	0.06
	Female	163	2.0712	0.50748		
AoOPF	Male	139	1.9251	0.49945	0.299	0.12
	Female	164	1.9859	0.51497		
Personal satisfaction	Male	139	1.9755	0.68332	0.027	0.24
	Female	160	2.1408	0.58502		
Interpersonal relationships	Male	138	2.1125	0.47413	0.421	0.09
	Female	160	2.1563	0.46028		
Satisfied academically	Male	137	1.8182	0.52448	0.385	0.09
	Female	160	1.7605	0.61838		
Pressure at university	Male	137	1.8798	0.46760	0.148	0.16
	Female	159	1.7952	0.53640		

Table 4 reveals the relationship between three variables which are: Emotional Intelligence Scale measured with the Emotional Awareness and Awareness of Other People's Feelings subscale; Social Adjustment scale measured with Personal Satisfaction and Interpersonal Relationships subscales; and the Academic Adjustment scale measured with Satisfied Academically and Pressure at University subscales. The Spearman's rank correlations table

below depicts the following results: for Emotional Awareness and Personal Satisfaction the Spearman's correlation coefficient ( $r_s$ ) = 0.372, number of students ( $n$ ) = 300, p-value ( $p$ ) = 0.000, whereas for Emotional Awareness and Interpersonal Relationships ( $r_s$  = 0.382,  $n$  = 299,  $p$  < 0 .001). Weak positive relations between Emotional Awareness and Personal Satisfaction as well as between Emotional Awareness and Interpersonal Relationships were observed.

On the other hand the correlation between Awareness of Other People's Feelings and Personal Satisfaction yielded ( $r_s$  = 0.403,  $p$  < 0 .001) and between AoOPF and Interpersonal Relationships yielded ( $r_s$  = 0.389,  $p$  < 0.001). There is a moderate correlation between AoOPF and Personal Satisfaction, and a weak correlation between AoOPF and Interpersonal Relationships. Looking at Emotional Awareness and Satisfied Academically ( $r_s$  = 0.403,  $p$  < 0.001) there is moderate correlation whereas for Emotional Awareness and Pressure at University ( $r_s$  = 0.308,  $p$  < 0.001) a weak correlation is observed. The correlation between AoOPF and Satisfied Academically also yielded a moderate correlation ( $r_s$  = 0.415,  $p$  < 0.001) whereas between AoOPF and Pressure at University yielded weak correlation ( $r_s$  = 0.291,  $p$  < 0 .001).

**Table 4: Correlation matrix of Emotional Awareness, Awareness of Other People's Feelings, Personal Satisfaction, Interpersonal Relationships, Satisfied Academically and Pressure at University.**

	Emotional awareness	AoOPF	Personal satisfaction	Interpersonal relationships	Satisfied academically	Pressure at university
Emotional awareness	1.00					
AoOPF	0.521**	1.00				
Personal satisfaction	0.372**	0.403**	1.00			
Interpersonal relationships	0.382**	0.389**	0.554**	1.00		
Satisfied academically	0.403**	0.415**	0.441**	0.373**	1.00	
Pressure at university	0.308**	0.291**	0.300**	0.373**	0.530**	1.00

*Note: p < 0.001 (2-tailed)*

## **DISCUSSION AND CONCLUSION**

The purpose of this study was to examine the relationship between Emotional Intelligence, Academic adjustment and Social adjustment among North West University students in Mafikeng Campus. Three hypotheses were postulated as follows: (1) Male students will be more academically adjusted than their female counterparts, (2) There will be a positive relationship between Emotional Intelligence and academic adjustment, and (3) There will be

a strong positive relationship between emotional intelligence and social adjustment among participants.

### **Hypothesis 1**

In testing the hypothesis that male students will be more academically adjusted than their female counterparts, an independent-samples t-test was conducted. Group statistics, Table 3 on page 33, elicited useful descriptive statistics for the 2 groups (i.e. Males and females) in relation to the key variables of the study. The results depicted no significant difference between the groups (males and females) with regard to academic adjustment as measured with satisfied academically and pressure at university subscales respectively. Therefore, the findings of this study do not support the hypothesis. Both the statistical and practical significance results were also nonsignificant.

### **Hypothesis 2**

In the second hypothesis it was predicted that there will be a positive relationship between Emotional Intelligence and Academic Adjustment. As pointed out earlier in the study, emotional intelligence and academic adjustment were measured using four subscales, namely; emotional awareness and awareness of other people's feelings (emotional intelligence), satisfied academically and pressure at university (academic adjustment). The hypothesis was tested in two ways, i.e. using the four subscales. The correlations yielded weak positive relationships (see table 4 on page 35). Both findings support the hypothesis that there will be a positive relationship between emotional intelligence and academic adjustment despite weak relations because their results were statistically significant.

The results are in line with the findings of Abdallah et al. (2004). They also found a positive and significant relationship between a student's level of emotional intelligence and academic adjustment.

### **Hypothesis 3**

The third hypothesis was that social adjustment will correlate strongly with emotional intelligence. The same approach which was employed in testing the second hypothesis was used. Emotional intelligence and social adjustment were also measured using four subscales namely; emotional awareness and awareness of other people's feelings (emotional intelligence), personal satisfaction and interpersonal relationships (social adjustment). The hypothesis was also tested in two ways, i.e. using the four subscales. Both the correlations between emotional awareness and personal satisfaction as well as emotional awareness and interpersonal relationships yielded weak positive relationships. Similarly, weak positive relations were also observed between Awareness of other people's feelings and personal satisfaction as well as Awareness other People's Feelings and Interpersonal Relationships. Thus, the findings did not support the hypothesis.

### **GENERAL DISCUSSION**

Out of the three hypotheses of this study, only one hypothesis was supported by the results. No significant difference was observed for hypothesis 1. With regard to the third and last hypothesis, only weak positive relations were observed as opposed to the predicted strong positive relationship.

Literature on gender and academic adjustment revealed mixed results. Researchers such as Howell (2004) reported that women have many dispositional barriers in the academic setting,

including a lack of self-confidence and poor self-esteem; hence they have difficulties adjusting to university life which includes academic adjustment. In a study conducted by Calagus (2011), male students reported greater difficulties in academic, social and personal adjustment whereas Cantewell, Archer and Bourke (2001) reported that female mature students adjust better and had better grades. Interestingly, the results of the current study suggest that there is no significant difference with regard to academic adjustment between males and females. The discrepancies in the findings could be because of other factors including demographics of the studied samples. For instance, the current study was undertaken among students from only one faculty in the entire university. Studying students from more faculties could perhaps yield different results.

With regard to emotional intelligence and academic adjustment, Mestre, Guil, Lopes, Salovey and Gil-Olarte (2006) suggested that emotional abilities are positively associated with the quality of social interactions, performing effectively under stress, positive mood and higher self-esteem, social adjustment, and academic achievement. Eisenberg, Fabes, Guthrie and Reiser (2000) on the other hand, pointed out that students who have difficulty regulating emotional reactions or impulsive behaviour, because they are temperamentally over-reactive or lack emotional skills, (or due to the attitude they have towards the lecturer or the course itself) are likely to experience difficulties in adapting to university, especially to their academic work, and social environments. A relationship between emotional intelligence and academic adjustment was observed in the current study supporting the already available literature.

In addition to studying gender difference and academic adjustment as well as emotional intelligence and academic adjustment, emotional intelligence and social adjustment were also

of key interest in this study. A weak positive relationship was observed between emotional intelligence and social adjustment.

Lopes and Salovey, (2004) suggest several ways in which emotional abilities are said to contribute to adolescents' social and academic adaptation to institutions of higher learning. Firstly, the ability to use and regulate emotions to facilitate thinking, enhance concentration, control impulsive behaviour, perform effectively under stress, and nurture intrinsic motivation are required for school work and intellectual development (Csikszentmihalyi & Larson, 1984, as cited in Al-Onizat, 2012). Secondly, sound relationships with peers and staff members assist in the social adaptation to university as well as the development of emotional skills and characters which play a crucial role in social interaction. Emotions serve a communicative role and social purpose, whereby students can understand fellow students' thoughts and intentions, and guide them to plan and use relevant skills necessary for appropriate social behaviour (Keltner & Haidt, 2001). Thirdly, Jones (2010); Kraemer (1996); Pascarella and Terenzini (1980) explained that social integration and adjustment is observed from the level of student satisfaction and the quality of informal relationships they have with faculty, staff, and peers. Such adaptation has been known to improve and strengthen the motivation of students to participate in their academic work and form meaningful relationships with peers (Hawkins, Catalano, Kosterman, Abbott, & Hill, 1999)

In conclusion, despite the contrasting findings on the subject of gender and academic adjustment, the current study revealed no significant differences between males and females. Given differing gender socializations in universities, it would be expected that there be significant gender differences with regard to academic adjustment. Regarding the second hypothesis of this study, a relationship between emotional intelligence and academic adjustment was found as was expected in accordance with the available literature. Finally, a weak positive relationship was found between emotional intelligence and social adjustment.

This finding was not in support of the set hypothesis. It was expected that there will be a strong positive relationship between the two variables.

## **RECOMMENDATIONS**

Based on the findings and results of this study, the following recommendations and suggestions are formulated:

1. There is a need to care for learning and practicing emotional intelligence development. It is therefore recommended that emotional intelligence training be introduced as part of the university curriculum at first year level. It can be introduced as an educational programme preferably in the first quarter.
2. Further studies dealing with the concept of emotional intelligence and its relationship to other variables concerning students' adjustment need to be undertaken.

## **LIMITATIONS**

The limitations of the study are that:

1. The self-report questionnaire used in the study was adapted from Strydom's Emotional Intelligence Questionnaire (Strydom, 1999) however, no pilot study was conducted.
2. The findings of this study cannot be generalised in the context of all the students in the university because the sample used was taken from only one faculty which is the Faculty of Agriculture, Science and Technology. Therefore, a study that includes full scales of both emotional intelligence and student adjustment together with more faculties could possibly render findings that are more comprehensive.

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## APPENDICES

Dear Participant:

My name is LesegoSibanda and I am a graduate student at North-West University, Mafikeng Campus. For my final project, I am examining **THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND ACADEMIC AND SOCIAL ADJUSTMENT AMONG NORTH-WEST UNIVERSITY STUDENTS (MAFIKENG CAMPUS)**. Because you are a student at the above mentioned university, I am inviting you to participate in this research study by completing the attached questionnaire.

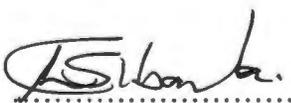
The following questionnaire will require approximately 30 minutes completing. There is no compensation for responding nor is there any known risk. In order to ensure that all information will remain confidential, please do not include your name.

If you choose to participate in this project, please answer all questions as honestly as possible and return the completed questionnaires promptly. Participation is strictly voluntary and you may refuse to participate at any time.

This questionnaire consists of four sections; Section A which are student's demographical information, section B Emotional Intelligence scale, Section C social adjustment scale, and Section D academic adjustment scale.

Thank you for taking the time to assist me in my educational endeavours.

Signature (Researcher)

A handwritten signature in black ink, appearing to read 'Lesego Sibanda', written over a dotted line.



## SECTION B:

<b>B1: EMOTIONAL AWARENESS</b>					
This statement describes me: <i>For each of the following statements indicate how you think at the moment and how you feel about yourself.</i>		Very true	True	A bit true	Not true at all
1.	I can name my feelings	3	2	1	0
2.	I have learnt a lot about myself by listening to my feelings	3	2	1	0
3.	I am mostly aware of my feelings	3	2	1	0
4.	I can say when I get upset	3	2	1	0
5.	If I am sad I know why	3	2	1	0
6.	I tend to judge myself by thinking how other see me	0	1	2	3
7.	I am satisfied with my emotional life	3	2	1	0
8.	People who show strong emotional feelings scare me	0	1	2	3
9.	I often wish I was someone else	0	1	2	3
10.	I listen to my body's messages and understand my feelings by doing this	3	2	1	0
11.	I accept my emotions as my own	3	2	1	0
12.	I have been able to control my emotions lately	3	2	1	0
13.	I can deal with emotions caused by stressful events	3	2	1	0

## B2: AWARENESS OF OTHER PEOPLE'S FEELINGS

This statement describes me: <i>Indicate to what extent does the following statements describe how you feel and think about yourself.</i>		Very Good	Good	Only partly	Not at all
1.	I can recognize other people's feelings by looking at their eyes	3	2	1	0
2.	I find it difficult to talk to other people who has a different philosophy of life than me	0	1	2	3
3.	I focus on other people's positive points	3	2	1	0
4.	I seldom feel the need to put arrogant people in their place	3	2	1	0
5.	Before I give my opinion I think of how the other person must feel.	3	2	1	0
6.	I don't mind listening to any other person	3	2	1	0
7.	When I walk into a room I can sense the atmosphere	3	2	1	0
8.	When I meet new people I can get them to talk about themselves	3	2	1	0
9.	When someone talks I can easily read between the lines	3	2	1	0
10.	I can normally say how other people feel about me	3	2	1	0
11.	I can sense other people's feelings even when it is not expressed.	3	2	1	0
12.	I find it difficult to express my emotions to some people	0	1	2	3
13.	I can sense when someone close to me is upset	3	2	1	0

## SECTION C:

<b>C1: Personal satisfaction</b> <i>Think of the last month. Indicate to which extent the following statements are true for you.</i>		Very true	True	A bit true	Not true at all
1.	The people around me will make time for me if it is necessary	3	2	1	0
2.	The people close to me understand when I am upset and gives the necessary attention	3	2	1	0
3.	I feel that the people close to me love me and accepts me	3	2	1	0
4.	The people close to me motivates me to try new things and to make changes in my life	3	2	1	0
5.	I spend quality time with my friends and family	3	2	1	0
6.	I am in the position to give whatever I want for my family and friends	3	2	1	0
7.	If I need help I can ask my friends and family and they will help	3	2	1	0
8.	I know that others are there for me	3	2	1	0

## C2: INTERPERSONAL RELATIONSHIPS

<i>The following statements describes me: Think about the last three months. Indicate for each item to what extent the item describes your behavior.</i>		I agree	Partially agree	Neither agree or disagree	I disagree
1.	If I lose a precious friendship I mourn it	3	2	1	0
2.	I get uncomfortable if somebody gets emotional where I am present	0	1	2	3
3.	I have a few friends I can rely on if I am in an emergency	3	2	1	0
4.	I show a lot of love for my family and friends	3	2	1	0
5.	If I have a problem I know where I must go for help	3	2	1	0
6.	My values and beliefs guides my daily living	3	2	1	0
7.	My family is always there for me if I need them	3	2	1	0
8.	I doubt it if my friends really care for me as a person	0	1	2	3
9.	I find it difficult to make new friends	0	1	2	3
10.	I seldom cry in front of other people	0	1	2	3
11.	I find socializing at university difficult at times	0	1	2	3

**SECTION D:**

**ACADEMIC ADJUSTMENT SCALE (PRESSURE AT UNIVERSITY AND ASPECTS OF THE UNIVERSITY ENVIRONMENT THAT I AM SATISFIED WITH)**

<b>D1: Satisfied with academic work</b>		Very true	True	A bit true	Not true at all
<i>Think of the last term. Read each of the following statements and indicate to what extent is this true for you?</i>					
1.	I enjoy my academic work	3	2	1	0
2.	There is a lecturer that I like and whom I trust	3	2	1	0
3.	I wish I could get more pocket money even if I had to do boring course work to earn it.	0	1	2	3
4.	I am satisfied with the quality or the caliber of courses available at university	3	2	1	0
5.	I like the physical environment of the university	3	2	1	0
6.	I get enough recognition for the coursework that I do	3	2	1	0
7.	I feel that the people at university like me and that they think that I am important	3	2	1	0
8.	I get feedback about the quality of my coursework	3	2	1	0
9.	I use all my talents and abilities in my coursework	3	2	1	0
10.	I participate in the decision making processes at university	3	2	1	0
11.	I am respected for the quality of the coursework I produce	3	2	1	0
12.	I go to a lot of trouble with my coursework, but I don't get the recognition I deserve	0	1	2	3
13.	I don't have enough teaching aides to help me with my homework assignments	0	1	2	3
14.	I am satisfied with my programme of course for this semester	3	2	1	0
15.	I am not satisfied with the level at which I am performing academically	0	1	2	3
16.	I'm not working as hard as I should at my course work	0	1	2	3

<b>D2: Pressure at university</b> <i>Think of the last term. For each of the following statements indicate to what extent did it cause stress or worry.</i>		A lot	Average	A bit	Not at all
1.	My academic work is often wrong	0	1	2	3
2.	I clash sometimes with my lecturer	0	1	2	3
3.	My priorities at university are changing	0	1	2	3
4.	I sometimes clash with the students in my class	0	1	2	3
5.	I get the opportunity to participate in more activities at university and get to grow as a person	3	2	1	0
6.	I get too much coursework	0	1	2	3
7.	I can manage my coursework	3	2	3	0
8.	My coursework interferes with the time that I can spend with my friends	0	1	2	3
9.	The lectures tend to be unfair and have teacher's pets.	0	1	2	3
10.	My coursework is monitored very closely by the lecturers	0	1	2	3
11.	My course programme is boring and uninteresting	0	1	2	3
12.	Deadlines cause too much stress	3	2	1	0
13.	I get approvals or praises for my course work	0	1	2	3
14.	I am not very dedicated to my coursework	0	1	2	3
15.	I can do my work when it suits me	3	2	1	0
16.	My morning routine causes stress	0	1	2	3
17.	I am not coping with the demands of the courses I am doing now	0	1	2	3
18.	My time management	3	2	1	0