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PERCEIVED STRESS AND SOCIAL ANXIETY AS PREDICTORS OF ACADEMIC ADJUSTMENT AMONG UNDERGRADUATES: MODERATING ROLE OF EMOTIONAL INTELL

BY

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CERTIFICATION

I hereby certify that this research work was carried out by **ADEDOYIN Irewole,** with Matriculation Number (**169507001**), under my supervision.

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DEDICATION

I dedicated this research work to the Almighty God, the author and the finisher of everything in life and with deep sense of humility and honour to my lovely parent Mr. & Mrs. Adedoyin.

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ABSTRACT

Academic adjustment problem is one of the common issues among undergraduates in Nigeria, and this may not be unconnected with their level of stress and social anxiety. However, less attention has been paid to how perceived stress and social anxiety predict academic adjustment among undergraduates in Nigeria. Moreover, little is known about how emotional intelligence moderates the relationship between perceived stress and social anxiety with academic adjustment. Hence, this study examined how emotional intelligence moderates the effect of perceived stress and social anxiety on academic adjustment among a sample of undergraduates in Ondo State, Nigeria.

A cross-sectional survey design was adopted in this study. A total of 500 participants (184 males; 316 females) were sampled from three Universities in the three Senatorial District of Ondo State. using multistage sampling technique. Their ages ranged from 16 to 30 years (Mean = 21.77; *SD*=2.77). They responded to Academic Adjustment (α = 0.62),Perceived Stress (α = 0.63),Social Anxiety (α = 0.85) and Emotional Intelligence (α = 0.89) Scales. Five hypotheses were formulated and tested using Hierarchical Multiple Regression Analysis. Results indicated that perceived stress significantly predicted undergraduates' academic adjustment (β=-.29, t = -6.86, p<0.01). Emotional intelligence significantly predicted undergraduates academic adjustment (β=.13, t = 3.02, p<0.01). However, social anxiety did not significantly predictundergraduates' academic adjustment. Results on the moderating effect showed that emotional intelligence significantly moderated the relationship between perceived stress and academic adjustment (β=-.82, t = -4.98, p<0.01).

The findings suggested that emotional intelligence is an important variable that can reduce the negative impact of perceived stress on academic adjustment among undergraduates. Thus, it was recommended that training programs on emotional intelligence such as seminars and workshop should be organized for the undergraduates in Nigeria.

Keywords: Academic adjustment, emotional intelligence, percieved stress, social anxiety
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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The major aim of every student as they transit to higher institution is academic excellence and the reality of access to this goal may depend precisely on how each student adjust to his or her new academic environment. But the reality is that student academic adjustment may be very challenging due to inadequate preparation for psychosocial realities, separation from family and close friends, assuming responsibility for the tasks of daily living, developing a new array of social relationship with course mates, lecturers teaching methods and other activities on campus. All these may be perceived as stress and become nervous if they lack adequate emotional intelligence to deal with it or manage it.

Adjustment in psychology refers to the behavioural process by which human and other animal maintain equilibrium among their various needs or between their needs and the obstacles of their environment (Al-azza, ascited in Okonigbo & Tugbokorowei, 2015). Human beings are able to adjust to the physical, social and psychological demands that arise from having inter-dependability with other individuals. However, it was further stressed that academic adjustment includes a connection between the student's intellectual growth and the intellectual environment of the institution (Sax, Gilmartin, Keup, Dicrisi & Bryant, 2000).

Adjustment is a continual process by which a person varies his/her behaviour to produce a more harmonious relationship between himself/herself and his/her environment (Haloren & Santrock, as cited inMalek, Noor & Farid, 2011). It implies changes in our thinking and way of life to the demands of the situation and this could be seen as a condition or state in which one feels that one's needs have been (or will be) fulfilled and one's behaviours conforms to the needs of a given environment (Malek, Noor & Farid, 2011).Academic adjustment is successful understanding of what professors expect

academically, developing effective study skills, adjusting to the academic demands of college and not feeling intimidated by professors (Sax, Gilmartin, Keup, Dicrisi, & Bryant,2000). However, within the new university environment, first year students find out that university competition is more acute, and have to be prepared to deal with these challenges by learning and internalizing the character as well as the rules and regulations that govern the institutions they are attending. Imperatively they respond to the demands by studying harder, change their study habit and rearrange their priorities (Ngwenya, 2014). Pascarella and Terenzini, (as cited in Okonigbo & Tugbokorowei, 2015) said in their own view that the way in which students go about resolving these challenges and studies, to which they interact with the opportunities with which they are presented to pursue their degree is known as student academic adjustment to university.

Tinto (as cited in Malek, Noor& Farid, 2011) described academic adjustment of higher education students as the degree of students adaptation to academic manner of their educational life. The amount of accomplishment students displayed in their studies show the level of their academic adjustment, this accomplishment is defined by students success in dealing with different kinds of educational demands (Baker & Siryk, 1999). Students adjust academically well, if they have motivation, believe their capabilities, implement their abilities, be satisfied with their chosen universities and even the level of loyalty to their academic goals (Tinto,as cited in Okonigbo & Tugbokorowei, 2015). Hence, Kio, Omeonu and Agbede, (2015) suggested some psychological variables that could influnce academic adjustment such as percieved stress, social anxiety and emotional intelligence.

Looking at percieved stress (PS) from this concept, is the perception of discrepancy between environmental demands (stressors) and individual capacities to fulfil these demands (Topper, 2007). Perceived stress is not about measuring the frequency of stressful events rather it is about how an individual feel about the general stressfulness of their life and their

ability to handle such stress (Topper, 2007). Perceived stress (PS) may also be stated as the feelings or thoughts that an individual has about stressors in general.

However, The main source of perceived stress among the students is their examination or academic stress. University students might experience high stress which falls into four categories: academic, financial, time or health related, and self-imposed (Goodman, 1993). Stress is an adaptive response to situation that is perceived as challenging or threatening to the person's wellbeing (Afolabi & Imohonde, 2002). Stress by Fair-brother and Warn, (2003), occurs when an individual is confronted by a situation that they perceive as overwhelming and cannot cope up with. Perceived stress among students have long been researched on, and researchers have identified stressors as too many assignments, competition with other students, failures, lack of pocket money (Fairbrother & Warn, 2003), poor relationships with other students or lecturers, family or problems at home, institutional (university) level stressors are overcrowded lecture halls, (Awino & Agolla, 2008; Ongori, 2007), semester system, and inadequate resources to perform academic work. Erkutlu and Chafra (2006) for instance opines that, when these events take place, an individual becomes disorganized, disoriented and therefore less able to adjust academically, thus resulting in stress related health problems.

According to the available literature, Wilks, (2008) in his work also suggested that the following factors are exactly associated with academic stress: financial problems, time management, teacher interactions, social interactions, campus adjustment. According to Garrard and Brumby (1985) a student's perceived stress differs from person to person, this difference may be due to the reason of having a totally different perception of the stressful event or the stressor, rather than the actual variation in the magnitude of stress. There are many challenges faced by university students in their endeavour for educational excellence as mentioned earlier. When such challenges are perceived negatively, there can be an adverse

impact on their motivation and performance (Ames, 1992; Amirkhan, 1998; Covington, 1993; Perry, 1991; Weiner, 1979). After all, prolonged and unmanageable perceived stress leads to helplessness (Abramson, Garber &Seligman, 1980; Sedek & Kofta, 1990), depression (Peterson & Barrett, 1987) and burnout (Lazarus, 1985), which can finally sabotage the academic success of students.

Having said that about perceived stress, another variable that could predict academic adjustment that was considered is social anxiety because of its possible influence on student's academic adjustment. Social anxiety is a universal phenomenon, which is ranked as the third most common mental health problem in adults and young people (Furmark 2002). However, it often goes undetected by teachers, parents and guardians, where it may be mistaken for shyness (Bruce & Saeed 1999), which is generally regarded as a benign personality trait. Yet, there is little that is benign about social anxiety. It is a chronic, debilitating condition that is associated with failure to thrive in interpersonal, educational and work-related domains (Stein, Jang & Livesly, 1999). It is also linked with avoidance of learning situations, problems making friends and early school drop-out (Merikangas, Avenevoil, Acharyya, Zhang & Agst, 2002). Social anxiety is the excessive fear of certain social or performance situation, (Heimberg & Becker, 2002).

Generally, people who experience social anxiety fear one or more of the following: Formal speaking e.g. giving a class presentation, speaking with a person in authority; Informal speaking e.g. going to a party, meeting someone new; being observed (e.g. eating in public, using public bathrooms, being watched while working and assertive communication e.g. expressing disagreement with someone (Heimberg, & Becker, 2002). Literature indicated that students who experience social anxiety tend to recognize that their fear is excessive, feel upset about their level of anxiety and realize that their daily routine, social life and academic/occupational functioning has been adversely impacted (Liebowitz, in Heimberg &

their behaviours to suit the environment better by changing the values or their personal priorities. The students are persistent in trying to adjust by continuously going to library and studying hard tilting them towards attitude change especially their behaviour and academic adjustments.

2.1.2 Social Cognitive Learning Theory

Theories have suggested that environmental and contingency factors play important roles in human behaviour. In this regard, Bandura (1977), proposed a social cognitive learning theory with the major highlights that much of human learning occurs in a social environment. Bandura maintained that by observing others, individuals gain insight of the environment. They also learn acceptable and appropriate behaviour by observing models and the consequences of modelled behaviours and beliefs concerning the expected outcomes of actions. In colleges, he observed that students adjust in the university environment by observing and modelling desired attitudes that are observed around them. Bandura maintained that the environment, actions of others and situation influences behaviour at any point in time. For example, first-year university students usually found themselves in a new environment, and there is the need for them to adjust to desirable behaviours for an adequate academic requirement. Adjustment can only be acquired by students' ability to model attitudes of other students around them.

2.1.3 The Transactional Model of Stress

Lazarus and Folkman (1984) developed a model of the psychological processes involved in stress. According to these authors, stress is best understood in terms of the individual's cognitive interpretation of potentially stressful events. How events are perceived is more important than the objective events themselves. Stress is neither an environmental stimulus nor a psychological response, but rather a relationship between environmental demands and the ability to deal with them. Thus, stress is seen as a transaction between individual and environment. When an environmental (academic) demand is higher than what

Becker, 2002). There are numerous possible contributors to the development of social and performance anxiety, including having a genetic predisposition, experiencing humiliating or distressing events (e.g. being bullied), and having poor social skills (Leahy & Holland, 2000). People with the condition experience excessive anxiety and avoid social situations in which they may be judged negatively. All these, if not properly managed could distort students' academic adjustment which may later affect their life generally. On the other hand, emotional intelligence may be an important variable to be considered in explaining and understanding student academic adjustments, which could have a moderating effect on the variables that are considered in this study.

Emotional intelligence is being able to monitor one's own and other's feelings and emotions, to discriminate among them, and to use this to guide one's thinking and actions (Salovey & Mayer, 1990). Also, emotional intelligence is awareness towards emotions and its importance in our relationships and our lives (Goleman, 1995; Baron, 1997; Mayer & Salovey, 1990). Emotional intelligence is described by Goleman, Boyatzis, and Mckee, (2002) as having four components which are: Self-awareness, the ability to understand and to manage one's own emotions, as they occur and discriminating between them. Self-management, the ability to control or managed the feelings. Social awareness, refer to a person's ability to handle relationships and being conscious about the feeling of others. Managing relationships: is an interpersonal and social skill or adeptness at inducing desirable responses in others (Goleman *et.al.*, 2002).

Also, Khaledian (2013), in his own view described emotional intelligence as the ability to receive emotions, and coordinate them to understand the information related to them, and also manages them. Bar-On, (2000) contributed to the definition of emotional intelligence by saying is a series of unrecognizable abilities, powers and skills that have an effect on the ability to encounter wills necessities and environmental pressures successfully.

However, emotional intelligence should not be mistaken for intelligence quotient, Intelligence quotient (IQ) in its best form causes only 20 percent of life successes and all 80 percent remaining depends on another factor and the human's fate in the most cases depends on the skills that link to the emotional intelligence to provide person adaptability with the environment and is a better predictor of success in School, university, work and home than the analytic intelligence (Mohamad, Hasan & Morteza,2016; Mayer & Salovey, 1997). This indicated that students who understand their own emotions can more accurately identify their responses and so change if need be, so they are better able to assimilate academic information, make judgments or be creative and solve problems. This suggests emotionally intelligent students are more self-aware regarding their strengths and limitations, and because of this they claimed to be more confident, optimistic, flexible, innovative and comfortable with new ideas for a quick academics' adjustment (Bellack, 1999; Goleman, 1995, 1998; Mayer & Salovey, 1997).

Hence, emotional intelligence offers invaluable advantages to student's academic adjustment but in this era of evolutionary psychology literature concerning this phenomenon as moderating role of student's academic adjustment is still scarce. However, this present study is directed towards focusing on perceived stress and social anxiety as predictors of academic adjustment among undergraduates moderating role of emotional intelligence.

1.2 Statement of the Problem

Academic adjustment problem has been reported to be the common issue among University students in Nigeria (Igbo, Nwaka, Mbagwu & Mezieobi, 2016). Schafer, (1996) observed that the most irritating daily hassles were usually school-related stressors such as constant pressure of studying, too little time, taking tests, and boring instructors. However, academic adjustment is most crucial for students so as to obtain an excellent degree or good grade which is their paramount goal (Bailey, 2006). Students have more problems adjusting

to academic expectations, for example with respect to study methods, participation, independent learning and lecturers' teaching methods (Ongori, 2007). Students may also need to face a new student-staff relationship.

Consequently, they suffered with difficulties in the understanding of courses and needed more time to catch up with the background knowledge required for understanding the course, so they were disadvantaged from the beginning. This poses serious threats to the academics of the students that nearly one in four undergraduate students leave university before completing their second academic year (Hamilton & Hamilton, 2006).

Within the area of academic stresses, undergraduate life has been identified as most challenging and stressful especially in Nigeria (Kio, Omeonu & Agbede, 2015). However, first year and second-year students are therefore, most at-risk for university-related academic adjustment problems. Among problems faced by Nigerian undergraduates are overcrowded lecture halls, incompatibility in students-teacher ratio, inadequate infrastructures, semester system, and inadequate resources to perform academic work (Ongori, 2007). So this is the need of an hour to investigate the academic adjustment problems of undergraduates so that the remedial approaches may be taken to curb their problems.

However, academic adjustment has only been worked on by few researchers under different independent variables such as buffering effect (Ifeoma,2012 ;Adeniyi, Adediran, & Okewole,2014, Getu, Asmare, Yihunbelay & Wondale,2018), but the few ones focuses on fresh students (Ruseno & Luh, 2015; Igbo, Nwaka, Mbagwu & Mezieobi,2016).There is virtually none that tried to investigate academic adjustment among other level of students. Thus, those who managed to finish uses extra years before they graduate. Hence, this study extends its investigation to other levels of undergraduates.

Also, the researcher has not been able to find study among previous studies that combined perceived stress, social anxiety and emotional intelligence on student's academic

adjustment in Nigeria. While studies have suggested that academic adjustment may be connected with stress, little is known about individual factors that can reduce the effect of stress on academic adjustment. Therefore, this study investigated perceived stress and social anxiety as predictors of academic adjustment among samples of Ondo States undergraduates: moderating role of emotional intelligence.

1.3 Objective of the Study

The general objective of this study was to investigate how perceived stress and social anxiety were related with academic adjustment and whether emotional intelligence moderates the relationships.

The specific objectives of this study are to:

i. examine whether or not perceived stress will significantly predict student's academic adjustment;

ii. investigates whether or not social anxiety will significantly predict student's academic adjustment;

iii. find out whether or not emotional intelligence will significantly predict student's academic adjustment;

iv. Investigate if emotional intelligence will significantly moderate the relationship between perceived stress and student's academic adjustment.

v. Investigate whether emotional intelligence will significantly moderate the relationship between social anxiety and student's academic adjustment.

1.4 Relevance of the Study

The findings of this study will be of great impact to the academician, health sectors, and other related organizations across the globe. Also the findings of this study will have some practical relevance for student, lecturers and university management.

The study will also contribute to theory by broadening the knowledge of other researchers in understanding the implication of other psychological variables that may infuence students'academic adjustment. Furthermore, the model used in the study will be surfficients enough for the understanding of the studied phenomenons

The findings from this study will contribute to literature on how perceived stress, social anxiety, emotional intelligence, and academic adjustment of students can be enhanced.

The findings of the research will suggest relevant approach to educational institutions on how to prepare and train students in a more enlightening programs to be able to manage their perceived stress, social anxiety and academic adjustment.

The information gathered in this study will therefore contribute to research on how perceived stress, social anxiety, emotional intelligence and academic adjustment can be strengthened through awareness which can impact students' performance.

Finally, information gathered in this study will have an empirical reference and open door to others interested researchers on the area. On top of this, the research will contribute a lot to literature.

CHAPTER TWO

LITERATURE REVIEW

2.1 Theoretical Framework

For the purpose of this research, several theories shall be used to explain each of the variables mentioned in this present study. Therefore, theory of adjustment, (Rene, George & Lloyed, 1964), the transactional model of stress (Lazarus &Folkman,1984), the interference model (Wine, 1971), emotional intelligence model (Salovey & Mayer,1997) and social cognitive learning theory (Bandura,1977).

2.1.1 Theory of Adjustment

This theory was propounded by Rene, George and Lloyed (1996), from the University of Minnesota and often refers to as the person-environmental correspondence theory. The more closely a person's abilities (for example, Skills, experience, attitude, behaviours and so on) correspond with the requirements of the role or organization, the more likely it is that they will perform the job well and be perceived as satisfactory by the employer. Similarly, the more closely the reinforcers (rewards) of the role or organization correspond to the values that a person seeks to satisfy through their work, the more likely it is that the person will perceive the job as satisfying. The theory acknowledges that the correspondence between person and environment may not be perfect. Even good correspondence change overtime. The flexibility of a person or an environment will determine the extent to which they can tolerate any lack of correspondence between abilities and requirements and/or values and reinforcers. Flexibility varies from individual to individual and from environment to environment. Explanation of this theory is that when students' lack of correspondence is so great that flexibility is no longer viable, some form of adjustment that often takes place affect them emotionally and academically. Active adjustment involves when the individual tries to change the environment, thereby touching the behaviour. Reactive adjustment involves the individual trying to change

an individual can cope with, they perceived such situation as stress. Perceived stress is the feelings or thought that an individual has. Perceived stress is not about measuring the frequency of stressful events rather it is about how an individual feel about the general stressfulness of their life and their ability to handle such stress. So stress is not the activities the students engaged in but becomes stressfull when they perceived difficulties in the activites they are angaged in or what they are about to do.e.g. Given a presentation in front of others, having too much of home work to do and covering all the course out-line.

2.1.4 The Interference Model

The Interference Model revolutionized from the early ideas of Attention Theory by Wine in 1971, which stated that anxious persons divide their attention between task relevant activities and preoccupations with worry, self-critism and somatic concerns as a results of transition to a new environment, thus discouraging their ability. Nevertheless, the interference model also posits that anxious persons are distracted due to worrying and task-irrelevant cognitions (Sarason, 1986). However, in the same vain social anxiety is as a result of lack of competence to deal with threat posed by the new environment e.g. given a presentation in front of others, social interaction and be scared of laughing at if error is committed.

2.1.5 Emotional Intelligence Model

Early proponents of emotional intelligence suggest that understanding emotion requires cognitive propensities e.g. Salovey and Mayer (1997), demonstrated that emotional intelligence requires the ability to perceive emotion, integrate understand feelings, and the potential to regulate or handle emotions to promote and stimulate emotional and intellectual growth. Salovey and his colleagues, channeled these abilities in to four aspects that include; perception, integration, understanding and regulation of emotions. The theorists maintained that emotional view consisted of the capability to perceive emotions of self and others. The regulation of feelings involves the process of generating emotions necessary to communicate

with others and use them in cognitive processes. Understanding emotion refers to the possibility in understanding emotional information, how emotions combine and shift across time and the ability to appreciate the emotional meaning. Salovey *et al.*, (1997) further illustrated that emotional regulation means the capability to be clear to emotions, monitoring stay open to feelings, and to monitor and regulating ones and others emotions to promote the understanding of intellectual and personal growth. Individual competence is required for emotional regulation processes and this is believed to provide logical thinking, goal-oriented actions, and enhance rationality. The implication of this assertion is that students with lack of emotional intelligence or very low emotional intelligence might as well lack the ability or find it difficult to adjust in learning environment as well as their personal relationship among peers.

2.2 Review of Related Empirical Studies

In Nigeria, some studies have focused on social anxiety and social skills on academic performance among undergraduates while others focused on social adjustment (Esther, 2014). While trying to examine the role of academic adjustment to student academic success, little have been done investigating this concept (Academic adjustment) among undergraduate, but most of the researchers focused more on academic performance (Amanda & Shannon, 2013), neglecting the importance of student academic adjustment. In view of this gap in knowledge, this research intends to examine the extent to which perceived stress and social anxiety predicts academic adjustment among undergraduates: moderating role of emotional intelligence.

2.2.1 Perceived Stress and Academic Adjustment

Nam (2016), conducted a research to identify the correlations among academic stress and adjustment at university life in university students. A total of 489 participants aged 17 and 36 were selected through convenient sampling. Data were collected with a self-reported questionnaire from September 2 to November 30, 2015. Collected data were analyzed with SPSS/WIN. The result indicated that there were statistical differences between academic stress

and adjustment at university life. Academic stress was significantly different according to gender, grade, and economic status, health status, major department of study, drinking and smoking. Adjustments at university life were significantly different according to gender, economic status, health status. 25.4% of variance in adjustment at university life was explained by academic stress, major department of study, health status. This study did not examine the influence of perceived stress on academic adjustment among married female undergraduate in Ile-Ife. The next study filled the gap of the above study.

Ajayi (2015), examined the influence of perceived stress on academic adjustment of married female undergraduate in Ile-Ife. The study samples were 170 University students within the age range of 23-37. Data collected were analyzed with SPSS using regression analysis. The findings of the study revealed that perceived stress had a significant influence on academic adjustment. It was also revealed that the pregnant ones among the sample experience high level of stress than their counterpart who were not pregnant. Apart from perceived stress, another factor that may trigger undergraduates academic adjustments are self-efficacy, social support and coping strategies and can as well help undergraduates' academic adjustment.

Dwyer and Cummings (2010), in a study examined stress, self-efficacy, social support, and coping strategies. The study samples were 75 university students who completed four sectional questions. The result revealed that self-efficacy, social support significantly correlated strategies, while stress was also discovered to predict university students' coping strategies. The researchers devoted more attention on the self-efficacy, social support and coping strategies in term of their academic adjustment but pay less attention on the demographic variable (gender) that may influence perceived stress among undergraduate.

Siti, Tan, Nooshin, Tan, and Rumaya (2013), conducted a study on the role of gender in perceived stress and adjustment among Adolescents in Malaysia. The study aimed to determine the role of gender in the relationship between perceived stress and adjustment among

adolescents in metropolitan and urbanized cities of Malaysia. A total of 441 school-going adolescents aged between 13 and 17 years from 15 secondary schools were selected as respondents. of the study by using multistage cluster sampling method with Probability Proportional to Size (PPS) sampling technique. The findings of the study revealed that adolescents with low level of stress of home life, low level of stress of peer pressure and school/leisure conflict had significantly better emotional and school functioning. T-test analysis revealed significant difference in emotional functioning between male and female respondents. Multivariate analyses revealed that gender moderated the relationship between stress experiences and adjustment. In conclusion, stress had a negative influence on adolescents' adjustment. Female adolescents are more affected by stress than males. This study has shown that perceived stress can be influence by gender; but he did not examine the predicting adjustment during transaction to college.

However, in a study conducted by Kerr, Johnson, Gans and Krumrine, (2010). They examined the predicting adjustment during the transition to college: Alexithymia, perceived stress and psychological symptoms. Fifty-six (56) incoming college students were assessed in the study. And the result revealed that there was no significant relationship between perceived stress and student's college adjustment. Aside from perceived stress and psychological symptom which this study emphasized, academic workload coping strategies can also be a salient factor that can predict academic adjustment.

Additionally, in a study carried out by Rukhsana (2012), which investigated perceived stress, academic workloads and use of coping strategies among university students. The sample included 150 masters' level science students. And the findings showed perceived stress had negative relationship with practical coping. The study did not take into consideration the relationship among the freshmen students contact with their parents, stress, adjustment,

emotion, behaviour functioning and self-esteem which can also determine the level of undergraduates academic adjustment.

Sarah (2013) examined the relationships among freshmen students' contact with their parents, stress, adjustment, emotional and behavioral functioning, and self-esteem. As part of the study, 121 ethnically diverse college freshmen completed measures assessing the aforementioned variables. Analyses of variance suggested that college freshmen varied in their ratings of these variables based on their gender and living situation (i.e., whether they lived on campus, in the community, or in their parents' home). Correlational analyses suggested that there were significant relationships among parental involvement and college students' stress, adjustment, emotional and behavioral problems, and self-esteem. Hierarchical regression analyses suggested that gender, living situation, paternal support, and perceived stress were valuable predictors of college students' adjustment and concluded that students with perceived stress had no problem adjusting academically when they are skillful in respect to emotional intelligence. This study failed to examine the perceived stress and adjustment in competent and disturbed early adolescents.

Nandini (2014), examined perceived stress and adjustment in competent and disturbed early adolescents. The study aimed at exploring the nature of the stressors perceived and adjustment in different areas among thirteen to fifteen-year-old, school-rowing early adolescents. Two hundred and sixty (260) early adolescents were screened for psychological disturbance and identified as 'disturbed' and 'competent'. Using the general health questionnaire and interpersonal competence scale. The sixty disturbed and competent adolescents were then administered Checklist of Stressful Life Events and pre-Adolescent Adjustment Scale. The results of the study revealed that the 'disturbed' adolescents had greater number or stressors and poorer adjustment in all the areas. School related stressors were perceived as the most significant stressor by both the group of adolescents. Perceived stress and adjustment is

competent and disturbed early adolescents. The results indicated that disturbed adolescents had greater number or stressors and poorer adjustment in all the areas although models of perfectionism predicting psychological distress and academic adjustment were not examined.

Rice, Christopher, John and Diane (2009), tested models of perfectionism predicting psychological distress and academic adjustment and moderators and mediators of those associations in two successive cohorts of high-achieving university honors students. The researchers made use of 499 participants. Adaptive (high standards) and maladaptive (self-critical perceptions of inadequacy in meeting performance expectations) dimensions of perfectionism were found to be significantly associated. However, some perfectionism effects were reduced when earlier psychological distress and adjustment were controlled in analyses predicting later distress and adjustment. Similarly, stress was found to predict academic adjustment among honors students. Also, it was found that stress have significant prediction on academic adjustment among honors students but fail to examine joint effects of stress, social support, and self-esteem on adjustment to university.

Laura, Graham, Naomi, and Robert (2013), the study examined the joint effects of stress, social support, and self-esteem on adjustment to university. First-year undergraduate students 115 students were assessed during the first semester and again 10 weeks later, during the second semester of the academic year. Multiple regressions were used predicting adjustment to university from perceived social support (friends and family), self-esteem (academic, social, and global), and stress were conducted. From the fall to winter semesters, increased social support from friends, but not from family, predicted improved adjustment. It was noted that decreased stress predicted improved overall, academic, personal-emotional, and social adjustment. Increased global, academic, and social self-esteem predicted decreased depression and increased academic and social adjustment. Also, it was noted that decreased stress predicted improved overall, academic, personal-emotional, and social adjustment but fail

to investigated the contributions of stressful life events and resources (social support and social problem-solving skills) to predicting changes in children's adjustment.

Eric, John, David, Ann and Graham (2009), investigated the contributions of stressful life events and resources (social support and social problem-solving skills) to predicting changes in children's adjustment. At Time 1, 361 third through fifth graders completed measures of social support and social problem-solving skills. (Time 2) were obtained for approximately half of the sample on the same measures. Time 1 stressful life events and resources showed some significant but modest zero-order correlations with the Time 2 adjustment indices. Hierarchical multiple regressions revealed prospective effects for Time 1 social support on later teacher-rated competencies and grade-point average. In addition, increases over time in social support and social problem-solving skills (a composite score) were significantly related to improvement in behavioral and academic adjustment, whereas stressful life events were not predictive of adjustment. Based on the abovementioned findings, the study concludes that social support and social problem-solving skills (a composite score) were significantly related to improvement in behavioral and academic adjustment while emotional intelligence, perceived stress and academic performance are strongly associated to undergraduate academic adjustment.

On the other hand, Auoob (2013), examined the relationship between emotional intelligence, perceived stress and academic performance among Iranian high school students. 150 students were randomly selected among the high school students in Shahre-Rey, Iran. Emotional intelligence and perceived stress questionnaires were used. The results showed that emotional intelligence was significantly different by gender, with females evidencing higher EI than males. Females also reported slightly higher perceived stress, but the gender difference was not significant. Emotional intelligence evidenced small amount accuracy in predicting GPA in the fall, but this dissipated in the spring. Emotional intelligence and age evidenced a

small amount of accuracy in predicting perceived stress in the fall. However, in the spring semester, emotional intelligence evidenced strong accuracy in predicting perceived stress. It was discovered that Emotional intelligence and perceived stress jointly predict academic performance. It was found that emotional intelligence was significantly different by gender, with females evidencing higher EI than males. Meanwhile, the study did not extend is study among stress, adjustment and homesickness among University students.

Priyanka and Pardeep (2016), in a study examined the relationship among stress, adjustment and homesickness among University students. A total number of 100 sample (N=100, 47 Males, 53 Females) were selected for the study from Lovely Professional University, Punjab. The age of the subjects ranged from 18 to 25 years with a mean age of 20.83 years. The tools for data collection were Perceived Stress Scale and College Adjustment Test. The statistics Pearson's Product Moment Correlation and Independent samples t test were used to find out the relationships and gender differences among the variables, respectively. The results indicated a negative relationship between stress and adjustment ($r = -.299$, $p < .001$) and homesickness and adjustment ($r = -.590$, $p < .001$). A positive relationship was also observed between stress and homesickness ($r = .265$, $p < .01$). The findings provide an evidence for the negative role of stress and homesickness in adjustment in young adults. Further, the results also indicated no gender differences among stress, adjustment and homesickness being all t ratios below the level of .05 level of probability. The findings favor the notion that in modern times both the genders experience stress and homesickness equally and their adjustment level is also quite similar. Apart from perceived stress which this study has emphasized, homesickness can also be a salient factor that can predict academic adjustment. Hence, social anxiety could be an important moderating role of academic adjustment within the institutional setting.

2.2.2 Social Anxiety and Academic Adjustment

Lack of enough empirical literature concerning these variables shows the significance of this research to literature. However, one of the few researchers that have worked on these variables is Ruseno and Luh (2015). In the study they investigated the correlation between social anxiety and academic adjustment among fresher, the study involved 436 undergraduate psychology students of five universities in Central Java were involved in this study. All respondents completed a questionnaire about student adjustment to college, and social anxiety scale. The result showed that fear of negative evaluation correlates with academic and personal-emotional adjustment, but not with social adjustment and institutional adjustment, while social avoidance and distress correlate with all of the dependent variables. However, the study concluded that social anxiety has a negative effect on academic adjustment of students. It was found that social anxiety has a negative effect on academic adjustment of students. Meanwhile, the study did not establish a fact from a longitudinal study on how Social anxiety significantly predicts academic adjustment among first-year students.

Similarly, Esther (2014) established a fact from a longitudinal study conducted among first-year students that Social anxiety did not emerged as a significant predictor of academic adjustment. This 2-year longitudinal study examined whether social anxiety, social skills, and other academic variables affect college grade point average (GPA) and academic persistence. First-year students (n=253) provided baseline data. Those who reported emotional control (e.g. hiding emotions) were less likely to persist. For GPA over the first 2 years of college, predictors included social skills, institutional commitment, academic and social adjustment, high school class rank, quantitative aptitude scores, gender, and ethnicity. Emotional control became a significant predictor of lower GPA by the third semester. Those with higher college adjustment scores, higher class ranks, higher quantitative aptitude scores, and female gender were more likely to earn higher GPAs. Social anxiety did not emerge as a significant predictor of academic

adjustment. Also, it was found that Social anxiety did not emerged as a significant predictor of academic adjustment among first year students but fail to examine joint effects of stress, social support, and self-esteem on adjustment to university.

In Turner, Beidel, Borden, Stanley and Jacob (2010) research, they found that 91% of a sample of 99 individuals with social phobia reported interference with their academic adjustment. For example, these individuals reported receiving poor grades due to lack of class participation, avoiding classes requiring public speaking, making decisions not to attend graduate school, and deciding to transfer to another college in order to avoid giving oral presentations. They also revealed that there is interference with academic adjustment but fail to examine the relationship of anxiety with adjustment and procrastination in female high school students.

Hossein, Saeed, Hamid and Hassan (2016), examined the relationship of anxiety with adjustment and procrastination in female high school students in Zahedan using the descriptive-correlational study to select 4000 female high school students in Zahedan, among whom the sample was selected through applying multistage cluster sampling method. The data collection tools were three questionnaires containing Beck Anxiety Inventory (BAI), Adjustment Inventory of High School Students (AISS), and the Savari Academic Procrastination Scale (2011). Both descriptive and inferential statistics, including Pearson correlation coefficient, were used to analyze the obtained data. The results of Pearson correlation coefficient indicated that anxiety among students was significantly and directly correlated with adjustment and its dimensions (including emotional adjustment, social adjustment, and academic adjustment). Additionally, anxiety among students was significantly and directly related to procrastination and its dimensions (including intentional procrastination, procrastination resulting from physical-mental fatigue, and procrastination caused by disorganization).This study devoted

more time on relationship of anxiety with adjustment and procrastination in female high school students. The next study filled the lacuna of the above study.

Amanda and Shannon (2013), researched on the relationship between anxiety, homesickness, academic performance, and academic adjustment in college students. The study compared the overall anxiety and adjustment of first year students to upper-level students. One hundred seventy-nine students (40% freshmen, 60% upperclassmen) completed self-report measures of overall anxiety, homesickness, social anxiety, academic performance, academic adjustment and demographics. The outcome of the results showed that the more overall anxiety students reported, the greater their levels of homesickness, social anxiety, and academic anxiety, and the lower their academic adjustment. Because anxiety can inhibit students' abilities to adapt sufficiently to the college environment, the study holds important implications for understanding the relationship between anxiety and adjustment to college in first-year and upper-level students. It was concluded that a negative relationship exists between social anxiety and academic adjustment in college students. Apart from anxiety, and homesickness another factor that may trigger undergraduate's academic performance and can as well reduce academic adjustment is social anxiety disorder.

In a study conducted by Aletan and Akinsola (2014), they investigated the effects of social anxiety disorder on adolescents' manifested social skills and adjustment in Lagos metropolis. The sample for the study consisted of 200 adolescents randomly selected across four schools in Lagos Metropolis. Descriptive survey design was employed in carrying out the study. Results obtained showed that social anxiety strongly relates with adolescents' adjustment, social interaction skills, social performance and social competence. This implies that adolescent' with social anxiety disorder have poor adjustment, poor social interaction skills and poor social competence than those without social anxiety disorder. This study has showed that social anxiety strongly relates with adolescents' adjustment, social interaction skills, social

performance and social competence; but fail to conducted a research on how social anxiety predict adjustment problems in female students during adolescence

Finally, Riaz, Zakia, Zaeema and Kausar (2014), conducted a research on Social Anxiety as a Predictor of Adjustment Problems in Female Students during Adolescence. The study was conducted to explore the predictive relationship of social anxiety with adjustment problems among female students of Karachi, Pakistan, between age ranges of 12-19 years. Thus it was hypothesized that social anxiety will predict adjustment problems in female adolescents. 250 students make up the population sample. The results of the study reported that social anxiety predicts adjustment problems in female adolescents. Apart from social anxiety which this study has emphasized adjustment Problems can also be salient factor that can predict academic adjustment. Hence, emotional intelligence could be an important moderating role of academic adjustment within the organizational context.

2.2.3 Emotional Intelligence and Academic Adjustment

Several researches have suggested that there is positive relationship between student academic adjustment and emotional intelligence (Adeyemo, 2010; Yip & Martin, 2006). Similarly, Low and Nelson (2005) opined that emotional intelligence plays a vital role of predictor that can help students to maintain the adjustment successfully in the university environment. However, Austin, Evans, Goldwater, and Potter (2005) states that, students require early emotional intelligence program in order to adjust their transition because emotional intelligence fuses a number of abilities related to the transition stage. This study failed to establish the significant relationship between emotional intelligence and adolescent adjustment.

Omranian, Hoseinchari, Sepasian and Asaadi (2015) conducted a research to predict adolescents' adjustment based on emotional intelligence 250 high-school students were selected randomly using cluster sampling. The instruments of the study included the Bar-On

Emotional Intelligence Questionnaire and the Adjustment Inventory. Multiple regression analysis showed that emotional intelligence was able to significantly and positively predict the emotional, social and academic adjustment of the adolescents. Moreover, t-test analysis showed that there were significant differences in social adjustment between girls and boys.The researcher devoted more attention on emotional intelligence; but paid less attention on the relationship between emotional intelligence, stress coping, and academic adjustment.

Bang and Sim (2015) investigated the relationship between emotional intelligence, stress coping, and adjustment to college life in nursing students using 227 associate nursing students in Korea. Self-report questionnaire was used for data collection. Data were analyzed by frequencies, independent t-test, ANOVA, Pearson's correlation coefficient, multiple regressions using SPSS. No significant correlation was found between emotional intelligence and adjustment to college life in nursing students. This study has shown that there is relationship between emotional intelligence, stress coping, and academic adjustment, but did not examine the buffering effect of emotional intelligence on academic adjustment among secondary school.

Adeyemo (2010), conducted a study on the buffering effect of emotional intelligence on the adjustment of secondary school students in transition in Ibadan city, Nigeria with the specific objective of investigating the relationship between emotional intelligence and academic adjustment of primary and secondary students. Using 200 fresh secondary school students, the result indicates that there is a significant relationship between emotional intelligence and academic adjustment of these secondary school children, and significant relationship also exists between levels of emotional intelligence and adjustment. This study did not take into consideration the correlate of emotional intelligence on social and academic adjustment of first year university, which can also predict the level of undergraduates' academic adjustment.

Igbo, Nwaka; Mbagwu and Mezieobi (2016) examinedemotional intelligence as a correlate of social and academic adjustment of First Year University Students in South East GEO–Political Zone of Nigeria. A total of 200 first –year students from four functional faculties of education in federal universities in South-east geo-political zone of Nigeria with an objective to find out how emotional intelligence correlates with social and academic adjustment of first year university students. The Results of the study showed that emotional intelligence correlated positively with social and academic adjustment of first- year students and that emotional intelligence significantly predicted first -year students' social and academic adjustment in school. Also, it was found that hard emotional intelligence had a significant relationship on social and academic adjustment but fail to examine the roles of emotional intelligence on life adjustment among Nigeria Secondary School Student.

Ogoemeka (2013), conducted a study of emotional intelligence and life adjustment for Nigerian secondary school students in Ondo and Oyo States in south-west, using a sample of 1070 students drawn through cluster random sampling technique. The researcher collected data from the respondents by means of questionnaires– Emotional Intelligence Inventory (EII) and Life Adjustment Inventory (LAI). Means, standard deviation and factor analysis were used to analyze data. Results indicated that significant differences were found between students in Ondo and Oyo States concerning emotional intelligence (EI) and life adjustment (LA). More so, senior secondary school students in Ondo did not show significant differences in emotional intelligence. Though emotional intelligence and life adjustment is one of the predictors but fail to examine the longitudinal study of retention among undergraduates.

Hilary and Brent (2013) examined emotional, social, and academic adjustment of College Students: a longitudinal study of retention. In the study, undergraduates completed surveys assessing expectations about their college adjustment, and later completed a second survey assessing actual adjustment. Six years later inspection of academic transcripts revealed

which students had dropped out and whether they had been in good academic standing or poor academic standing. Results indicated that two different sets of items best discriminated among good-standing students, per semesters (n=113) and the leavers (n=29), and among poor-standing students, per semesters (n=36) and leavers (n=30). Generally, emotional and social adjustment items predicted attrition as well or better than academic adjustment items.Based on the abovementioned findings, the study concludes that emotional and social adjustment items predicted attrition as well or better than academic adjustment items, while other study fail to put into consideration the adjustment ability of secondary school students.

In a correlational study conducted by Dhiman, Birbal, and Bhim (2016), they examined emotional intelligence and adjustment ability among higher secondary school students. Sample of 302 higher secondary school students were randomly selected from 8 higher secondary schools out of which 4 from urban area and 4 from rural area of Purulia district, West Bengal. The results of the study demonstrate that there was a significant relationship between emotional intelligence and adjustment. Thus, student with high emotional intelligence can take the challenges of life and make successful adjustment in life.

Mohammadreza and Fatemeh (2016), investigated the relationship between cultural, emotional intelligence and university students' adjustment to university environment. A sample of 355 subjects including BA, MA and PhD university students were selected using random sampling. The results revealed that there is a significant relationship between cultural and emotional intelligence and students' adjustment to university environment, and as students' emotional and cultural intelligences increases, they become more adaptable to university life. The results also revealed emotional intelligence can be used in a way to enhance students' academic adjustment.

On the other hand, in the study carried out by Noor-Azniza, Malek, Yahya and Farid (2012), which examine whether emotional intelligence significantly correlate social adjustment

and academic adjustment. The sample size used for the research was 289 first year students (148 males and 141 females). The result shows no significant relationship between emotional intelligence and of both social adjustment and academic adjustment.

Also, in a study conducted by Malek, Noor, Muntasir, Mohammad, and Luqman (2011), they examined the effect of emotional intelligence training in raising the level of social and academic adjustment. The researchers made use of a quasi-experimental pre-post design involves two groups of 289 first year university students from two universities in north Jordan which were randomly selected. The experimental group was exposed to ten days on an hour to an hour and half sessions of emotional intelligence training, while the control group was only given pre-post questionnaires. ANOVA analysis results among the groups showed that the training program was effective in significantly raising the level of emotional intelligence, but the improvements of social and academic adjustment were not significant. Overall, female and elder students showed better scores on social and academic adjustment than their younger counterparts, but the emotional intelligence those not have a significant effect on student's social and academic adjustment.

In a related study, Jung and Chung (2012) investigated the effect of self-esteem, emotional intelligence and social support on college adjustment in first year students in nursing. 270 first year nursing students were randomly selected for the study. Self-report questionnaire and interview were used for data collection. Descriptive statistics, t-test, ANOVA, Pearson correlation coefficient and multiple regression with SPSS were used for analyses of data. A positive correlation was found between college adjustment and emotional intelligence.

Ana and Laura, (2015) investigated the relationship between emotional intelligence, stress, burnout,satisfaction with life and adjustment among university students. The participants were 91 undergraduate first (N = 42) and third year students (N = 49). The research design is correlational. Emotional intelligence is related to better adjustment or success in

academic settings. High levels of emotional intelligence are associated with lower levels of anxiety, stress, burnout and with higher levels of adjustment to university. The results led to the idea of a moderating and mediation model, academic burnout mediating the relationship between emotional intelligence and academic adjustment. It was revealed that emotional intelligence moderated the relationship between stress and students adjustmenty. Overall, the results of this study highlighted the possibility to identify students who are at risk regarding their high level of burnout or their low level of satisfaction with life.

Additionally, Attiya , Hafsa, Warda, and Muhammad (2014), in a study put an effort to find outthe relationship of emotional intelligence with social anxiety and adjustment of adolescents.The study was carried out at Ibne Sina College and SICAS. A sample of 130 adolescents between the ages of 14-16 years was randomly selected. The study is a descriptive survey research in which emotional intelligence and social anxiety stands as the independent variable and adjustment as the dependent variable. Three validated instruments measuring emotional intelligence, social anxiety and adjustment respectively were used to collect data from the participants.. Data was analyzed using descriptive statistics as well as independent samples t-test, ANOVA and Pearson correlation coefficient. Results showed that girls experience more social anxiety as compared to boys. Further analysis revealed a negative correlation between emotional intelligence and social anxiety, a positive relation between emotional intelligence and adjustment and a negative relation between social anxiety and adjustment of both boys and girls.

Furthermore, Ming & Shizhong (2018), investigated the moderating effect of emotional intelligence on the relationship between adjustment and anxiety.Thus the aim of the study was to examined the relations among adjustment, emotional intelligence and anxiety, particularly focusing on whether emotional intelligence moderated the association between adjustment and anxiety. A total of 439 undergraduates completed the instruments measuring there level of

adjustment, emotional intelligence, and anxiety. Results of the hierarchical regression analysis indicated that emotional intelligence moderated the association between adjustment and anxiety. When participants reported a low level of emotional intelligence, those with higher adjustment reported greater anxiety. However, the impact of adjustment on anxiety was not significant in the group with high emotional intelligence. The foremost finding of this study is that emotional intelligence could serve as a protective factor in the path from adjustment to anxiety. Also, it was found that emotional intelligence moderated the association between adjustment and anxiety better than the others variables.

Also, Leanne & Loh (2017), investigated a study tittled "What has emotional intelligence got to do with it: The moderating role of EI on the relationships between workplace incivility and mental health?".However, Workplace incivility (WI) has detrimental consequences on victims and has been linked positively to depression, anxiety and stress. However, emotional intelligence (EI) which involves the ability to manage one's and other's emotions has been positively associated with lower symptoms of depression, anxiety, and stress; suggesting that EI may act as a buffer against stressors. Therefore, the present study tested a model which proposed that EI would moderate the relationships between WI and depression, between WI and anxiety, as well as between WI and stress. Data was collected using an online survey from 184 Australian adult workers. Results indicated that EI moderated the relationships between WI and depression and between WI and stress. Although a main effect was found between WI and anxiety, EI did not significantly moderate the relationship between WI and anxiety. Implications and future directions were discussed. The extent to which health workers emotional intelligence moderate the relationship workplace incivility and mental health have been examined but only little attention has been drawn to the moderating role of emotional intelligence and behavioural reactions to job insecurity.

Peter, Neal & Charmine, (2002) in there study examined emotional intelligence as a moderator of emotional intelligence and behavioural reactions to job insecurity. The study presented a model linking perceptions of job insecurity to emotional reactions and negative coping behaviours. The model was based on the idea that emotional variables explained, in part discrepant findings reported in previous research . In particular, the research proposed that emotional intelligence moderates employees' emotional reactions to job insecurity and their ability to cope with associated stress. In this respect , low emotional intelligence employees are more likely than high emotional intelligence employees to experience negative emotional reactions to job insecurity and to adopt negative coping strategies.Similarly, the study did not extend is study among elementary school teachers.

Finally, in a study conducted by Manuel, Esther, Fernando and José (2016), investigated the role of Perceived Emotional Intelligence (PEI) on sources of job stress and adjustment in 250 elementary school teachers from Jaén (Spain). The aim of the study was two-fold: (1) to analyze the associations between Perceived Emotional Intelligence (PEI), sources of occupational stress and adjustment; and (2) to determine whether PEI moderates the relationship between sources of occupational stress and adjustment. An initial sample of 250 teachers was assessed three questionnaires, the Trait Meta-Mood Scale, the Sources of Stress Scale in Teachers and adjustment to work place scale, were used to evaluate PEI, sources of occupational stress and adjustment, respectively. Teachers with higher levels of emotional attention reported lower levels of mental health, while teachers showing high emotional clarity reported better emotional role and social functioning. Moreover, PEI components moderate the relationship between sources of occupational stress and emotional role. Specifically, each significant interaction (i.e., deficiencies x attention, adaptation x attention, and adaptation x clarity) made a small and unique contribution in the explanation of emotional role. Finally, the

results imply that PEI is an important moderator of teachers' occupational stressors on adjustment. Hence, conceptual model could be an important aspect in academic adjustment.

2.3 Conceptual Model

Figure 1 illustrates the links contained in the conceptualized model. Perceived stress and social anxiety are expected to predict academic adjustment while emotional intelligence is expected to act as moderator between the predictors.

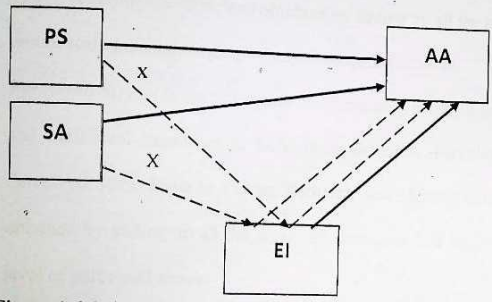

Figure 1: Moderating role of emotional intelligence on the relationship of perceived stress and social anxiety with academic adjustment. Note: broken arrows indicate the direct relationship between the variables while the straight arrows indicate the interaction between the independent variable, moderator and dependent variable. Where PS-Perceived Stress, SA-Social Anxiety, EI- Emotional Intelligence and AA- Academic Adjustment.

2.4 Hypotheses

i. Perceived stress will significantly predict student's academic adjustment.

ii. Social anxiety will significantly predict student's academic adjustment.

iii. Emotional intelligence will significantly predict student's academic adjustment.

iv. Emotional intelligence will significantly moderate the relationship between perceived stress and student's academic adjustment.

v. Emotional intelligence will significantly moderate the relationship between social anxiety and student's academic adjustment.

2.5 Operational Definition of Terms

For the purpose of this study, the following terms were operationalized.

Academic Adjustment: is the development of students coping skills and learning strategies aiming at achieving satisfactory academic success in their new academic environment. Academic adjustment is measured with the Academic Adjustment Scale (Baker and Siryk, 1984). A composite score was obtained by adding up all the scores on the scale. The high score on the scale indicates high level of academic adjustment.

Perceived Stress: is the perception of discrepancy between environmental demands (stressors) and individual capacities to fulfil these demands. Perceived Stress is measured with the Perceived Stress Scale by Cohen, Kamarck, and Mermelstein, (1983). A composite score was obtained by adding up all the scores on the scale. The high score on the scale indicates high level of perceived stress.

Social Anxiety: is the excessive fear of certain social or performance situations. Social anxiety is measured with the Liebowitz Social Anxiety Scale developed by Heimberg, Horner, Juster, Safren, Brown, Schneier and Liebowitz, (1995). A composite score was obtained by adding up all the scores on the scale. The high score on the scale indicates high level of social anxiety.

Emotional Intelligence: is being able to monitor one's own and other's feelings and emotions, to discriminate among them, and to use this to guide one's thinking and actions. Emotional intelligence is measured with the Emotional Intelligence Scale by Afolabi, (2017). The scale was interpreted such that scores from the mean and above implies high emotional intelligence.

CHAPTER THREE

METHOD

3.1 Research Design

A cross-sectional survey design was adopted in this study. This design was used because data were gathered from a pool of participants with varied characteristics and demographics. The dependent variable was academic adjustment. The independent variables were perceived stress and social anxiety; and emotional intelligence served as moderating variable.

3.2 Study Setting

This study was conducted among University students in Ondo State. Ondo state was created on 3rd of February, 1976. The state capital is Akure. The total population of Ondo State as at 2006 census is 3,440,000 and has three senetorial districts. There are various tertiary institutions in Ondo State. Data for this study were collected from undergraduates in Adekunle Ajasin University, Akungba Akoko, Ondo State. (AAUA) (situated in Ondo North Senatorial district), Federal University of Technology Akure.(FUTA) (situated in Central Senatorial district), and Ondo State University of Science and Technology Okitipupa, (OSUSTECH) (situated in Ondo South senatorial district).These institutions were selected in order to cover a sample of the population of all the students in Ondo State and also to control for environmental factors.

3.3 Sample and Sampling Technique

A multistage sampling technique was used in selecting the study sample. The sampling method is a combination of purposive, proportionate, simple random sampling techniques (balloting) and accidental sampling techniques. Purposive sampling technique was used in this study to select three universities from the three senatorial district of Ondo state. Proportionate sampling technique was used to select the respondents that participated in the study from each

University, since they are unevenly distributed.While, Simple random technique (Baloting) was used in this study to select the faculties and departments that participated in the research. Finally,Accidental sampling techniques which involves giving the questionnaire to students of the selected faculties and departments.By the information obtained from the ICTAC Unit, the population of undergraduates in AAUA as at May, 2018, was 17,706. From this number, Faculty of Arts had 2,749, Faculty of Science had 4,666 and Faculty of Social and Management Sciences had 3,937. The population of undergraduates in OSUSTECH as at May, 2018, was 2,965. From this number, Faculty of Engineering had 271, Faculty of Science had 2,342 and Faculty of Agricultural Technology had 283. The population of undergraduates in FUTA as at May, 2018, was 16,519. From this number, School of Agricultural & Agricultural Technology had 3,526, School of Science had 3,798 and School of Management Technology had 1,260. Since the numbers of students were not evenly distributed across the university, proportionate sampling technique was used to select students from each of the faculties and departments in the university.

A total of 500 participants was selected for this study and they were selected using multistage sampling technique. These participants were undergraduates in 100level, 200level, 300level and 400level. They were selected from the population of 37,190 students of selected faculties and departments in each University (Source: ICTAC Unit, AAUA, Academic Planning Unit, OSUSTECH and Senate Matters and Admission Office, FUTA).

However, Simple randomization through balloting was used to pick three (3) faculties and three (3) departments in each faculties selected in the various Universities represented in this research. In AAUA {Falculty of Sciences (Biochemistry, Cumputer Science and Chemistry), Falculty of Social and Management Sciences (Accounting, Business Administration and Psychology), andFalculty of Art (Philosophy, English Studies and History and International Studies)},In OSUSTECH{Falculty of Sciences (Biological Sciences,

Chemical Sciences and Mathematical Sciences),Falculty of Engineering technology (Electrical Electronic Engineering, Civil Engineering and Mechanical Engineering) andFalculty of Agricultural technology (Agricultural Economics and Extention, Animal Production and Health and Food Science and Technology)}, and lasty in FUTA{School of Sciences (Chemistry, Mathematics and Microbiology), School of Engineering technology (Mechanical Engineering, CivilEngineering and Computer Engineering) and School of Agricultural technology(Food Science and Technology,Forestry & Tech and Fisheries and Aquaculture)} and participants from the departments were accidentally selected across academic levels (100level, 200level, 300level and 400level); this is 65.1% sample of the study population.

However, In order to determine the sample size for the study the Yamane (1967) formula was used:

$$n=N(1+Ne^2)$$

Where

n= corrected sample size,

N = population size, and

e = Margin of error (ESBO),

e = 0.05 based on the research condition.

According to the information obtained from ICT of the various universities, the total population of the undergraduate in the three universities that were selected for this study (AAUA, FUTA and OSUTECH) is 17,706+16,519+2,965 =37,190at 5% ESBO, the sample size would be:

$$n= \frac{37,190}{(1+37,190(0.05)^2}$$

$$n= \frac{37,190}{(1+38,190(0.0025)}$$

$$n= \frac{37,190}{(92.97)}$$

$$n= 400$$

Based on the above calculation, the minimum sample size is 400; the researcher intends to use 500 students for this study in order to improve the external validity of the results as well as to enhance the strenght of generalizing the work. Apart from this reason, it may not be possible to retrieve all the distributed questionnaires. The analysis of the number of questionnaires that was distributed per school is presented below.

AAUA: - × 100 = 47.6% of 500 = 238

FUTA: - × 100 = 44.4% of 500 = 222

OSUSTECH: - × 100 = 7.9% of 500 = 40

TOTAL: - 238+ 222 + 40 = 500

Table 1:Multistage Process of the Sampling Technique

Purposive sampling technique	proportionate sampling	Random selection of faculty	Random selection of departments	Accidental sampling across levels
AAUA (17,706)	238 (47.6%)	Sciences	Biochemistry	100, 200, 300 and 400 level
			Cumputer Science	100, 200, 300 and 400 level
			Chemistry	100, 200, 300 and 400 level
		Social & Mag Sciences	Accounting	100, 200, 300 and 400 level
			Business Administration	100, 200, 300 and 400 level
			Psychology	100, 200, 300 and 400 level
		Art	Philosophy	100, 200, 300 and 400 level
			English Studies	100, 200, 300 and 400 level
			History and International Studies	100, 200, 300 and 400 level
OSUSTECH (2,965)	40 (7.9%)	Agricultural technology	Agricultural Economics and Extention	100, 200, 300 and 400 level
			Animal Production and Health	100, 200, 300 and 400 level
			Food Science and Technology	100, 200, 300 and 400 level
		Engineering technology	Electrical Electronic Engineering	100, 200, 300 and 400 level
			Civil Engineering	100, 200, 300 and 400 level
			Mechanical Engineering	100, 200, 300 and 400 level
		Sciences	Biological Sciences	100, 200, 300 and 400 level
			Chemical Sciences	100, 200, 300 and 400 level
			Mathematical Sciences	100, 200, 300 and 400 level
FUTA (16,519)	222 (44.4%)	Engineering technology	Mechanical Engineering	100, 200, 300 and 400 level
			Civil Engineering	100, 200, 300 and 400 level
			Computer Engineering	100, 200, 300 and 400 level
		Sciences	Chemistry	100, 200, 300 and 400 level

			Mathematics	100, 200, 300 and 400 level
		Agricultural technology	Microbiology	100, 200, 300 and 400 level
			Food Science and Technology	100, 200, 300 and 400 level
			Forestry & Wood Tech	100, 200, 300 and 400 level
			Fisheries and Aquaculture	100, 200, 300 and 400 level

3.4 Participants

A total of 500 participants was selected for this study which comprises of 184 (36.8%) males and 316 (63.2%) females. The participants age ranged from 16-30 (Mean = 21.77; SD = 2.77) and also their level varied; 100level were 182 (36.4%), 200level were 102(20.4%), 300level were 100 (20.0%) and 400level were 116 (23.2%), also their religion also varied; 410 (82.0%) were Christian and 68 (13.6%) were Muslim while 16 (3.2%) were Traditional and 6 (1.2%) falls under others.

3.5 Instruments

Relevant data were gathered through the use of validated questionnaire. This comprised four sections (section A-E).

Section A: Socio-demographic information: These include sex, age, level, and religion.

Section B: Academic Adjustment Scale (AAS). Academic adjustment was measured using a sub-scale from Student's Adjustment to College Questionnaire of 67-items developed by Baker and Siryk (1984).The four subscales are: Social Adjustment(20 items), Personal-Emotional Adjustment (15 items), Attachment/Institutional Adjustment (15 items)and Academic Adjustment (24 items). Academic adjustment scale rated on a 9-point Likert-scale ranging from 1 = "Applies very closely to me" to 9 = "Doesn't apply to me at all". The Academic adjustment Scale which has been used in previous research time without number and tested in several countries (Ruseno & Luh, 2015,: Carter , Locks, & Winkle- Wagner, 2013). Beyers and Goossens (2002) recorded a satisfactory reliability of 0.83 Cronbach's alpha, while this present study recorded 0.62Cronbach's alpha. High scores indicate better academic adjustment.

Section C: Perceived Stress Scale (PSS): Perceived stress was measured using 10-items perceived stress scale developed by Cohen, Kamarck, and Mermelstein (1983). The scale was developed to measure stress. predicated on a 5-point scale (0 = never,1 = almost never,2 = sometimes, 3 = fairly often and very often) the sample items includes: "in the last month, how often have you been upset because of something that happened unexpectedly" "in the last month, how often have you felt nervous and "stressed" "in the last month, how often have you found that you could not cope with all the things that you had to do" "in the last month, how often have you felt difficulties were piling up so high that you could not overcome them". The PSS has a range of scores between 0 and 40. A higher score indicates more stress. cohen, kamarck, and mermelstein (1983) reported cronbach's α between .84-.86 for the PSS. Test-retest reliability for the PSS was .85. Correlation of the PSS to other measures of similar symptoms ranges between .52-.76 (Cohen et al., 1983), while this present study recorded 0.63Cronbach's alpha.

Section D: Liebowitz Social Anxiety Scale (lSAS): Social anxiety was measured using a 24 item self-report liebowitz social anxiety scale (ISAS) developed by Heimberg, Horner, Juster, Safren, Brown, Schneier, and Liebowitz (1995). The lSAS was designed to assess the range of social interaction and performance situations that individuals with social phobia may fear and/or avoid. LSAS contains social interactional (11 items) and performance (13 items) situations, predicated on a 4-point scale (0 = never, 1 = occasionally,2 = often, and 3 = usually). Ljebowitz *et al.,* (1995) reported Cronbach's alpha of .96, while this present study recorded 0.85 Cronbach's alpha.

Section E: Emotional Intelligence Scale: Emotional intelligence was measured using 40-itemsemotional intelligence scale developed by Afolabi (2017). The scale is rated on a 5 point Likert format ranging from 1-Strongly Disagree to 5- Strongly Agree. The measure has 7 dimensions; interpersonal skill, empathy, stress tolerance, optimism, assertiveness, problem

solving and flexibility. Sample item within the scale is "I am good at reading peoples' feelings", "I am always calm at every situation". Reliability coefficient ranging between .69 and .80 was obtained for the dimensions of the scale and a Cronbach's alpha coefficient of .77 for the overall measure, while this present study recorded 0.89. The scale was interpreted such that scores from the mean and above implied high emotional intelligence.

3.6 Procedure

An introduction letter was obtained from the head of department of psychology of Adekunle Ajasin University, Akungba-Akoko to facilitate access to the selected institutions and its departments. Permission was also obtained from the head of each department that participated in the study; the consent of the participants was sought for, thereafter, they were briefed about the purpose of the research. The participants were made to understand that participation is voluntary and information gathered shall be treated with confidentiality. The participants were also informed that there was no right or wrong answers in the questions, thereafter, the questionnaire were personally distributed by the researcher to the selected students with the help of some lecturers in the selected department for absolute cooporation of the students and were retrived from them after it has been dully filledand compiled for further analysis. To achieved this, it took the researcher two months to administer the questionniares in all the sellected universities.

3.7 Data Analysis

In order to determine the extent and direction of associations among the study variables, Pearson Product Moment Correlation (PPMC) analysis was conducted. 5-steps Hierarchical Multiple Regression Analysis was used to test the formulated hypotheses 1, 2, 3, 4, and 5 .In the first step socio-demographic variables was tested on the academic adjustment, followed by perceived stress and social anxiety which was regressed on the academic adjustment, in the second step. In the third step of the analysis, emotional intelligence was regressed on academic

adjustment. While in the fourth step of the analysis, emotional intelligence was regressed to moderate the influence of perceived stress on academic adjustment. And finaly in the last step, emotional intelligence was regressed to moderate the influence ofsocial anxiety on academic adjustment.All analysis was conducted using Statistical Package for Social Scientist (SPSS) version 20.0.

CHAPTER FOUR

RESULTS

4.1 Test of Relationships among Variables

Pearson Product Moment Correlation (PPMC) analysis was conducted to test the relationship among the variables of the study. The results were presented in Table 4.1

Table 4.1: Correlation Matrix Showing the Relationship Mean, Standard Deviation and the Relationship among the Study Variables

Variables	1	2	3	4	5	6	7	8
1.GENDER	1							
2.AGE	-.13**	1						
3.LEVEL	-.00	.55**	1					
4.RELIGION	-.09*	.08	.01	1				
5.P S	.12**	.01	.09*	.05	1			
6.S A	.11*	.03	-.02	-.13**	.01	1		
7.E I	-.03	-.02	-.06	-.13**	-.18**	-.09*	1	
8.AA	.13**	-.05	-.02	-.03	-.28**	.06	.17**	1
Mean	–	–	–	–	19.22	42.99	137.67	136.88
SD	–	–	–	–	5.09	11.07	21.59	18.39

Note: ** $p < 0.01$, * $p < 0.05$, N=500.PS=Percieved stress, SA=Social anxiety,EI =Emotional intellgence, AA=Academic adjustment

Results in Table 4.1 indicated that perceived stress had a significant negative relationship with academic adjustment [r (498) =-.28, p<. 01]. This implied that the lower the perceived stressby undergraduates, the higher their academic adjustment.On the contrarily, social anxietyhad no significant relationship with academic adjustment[r (498) =.06, p>. 05]. This implied that changes in social anxiety of undergraduate does not relate with their academic adjustment. There was a significant positive relationship between emotional intelligence and

student academic adjustment[r (498) =.17, $p<.01$].This implies that, as emotional intelligence of students' increases, their tendency to adjust academically also increases.

4.2 Test of Hypotheses

In order to test hypothesis 1, 2, 3, 4 and 5, hierarchical multiple regression analysis was conducted and the results were summarized below in Table 4.2.

Table 4.2: Summary of 5-Step Hierarchical Multiple Regression on Academic Adjustment among undergraduates.

Predictors	Step 1		Step 2		Step 3		Step 4		Step 5	
	β	T	B	t	β	t	B	t	β	t
Gender	.12	2.72**	.15	3.50**	.16	3.56**	.15	3.44**	.15	3.40**
Age	-.03	-.54	-.04	-.84	-.05	-.90	-.06	-1.15	-.06	-1.08
Level	-.01	-.12	.03	.56	.04	.70	.04	.85	.04	.83
Religion	-.02	-.33	.01	.18	.03	.58	.02	.34	.01	.34
PS			-.29	-6.86**	-.27	-6.32**	-.21	-4.68**	-.21	-4.66**
SA			.05	1.04	.06	1.38	.06	1.37	.06	1.31
EI					.13	3.02**	.93	5.61**	.86	3.84**
PS*EI							-.82	-4.98**	-.82	-4.99**
SA*EI									.07	.43
R	.13		.32		.35		.41		.41	
R^2	.02		.11		.12		.16		.16	
ΔR^2	.02		.09		.02		.04		.00	
Df	4(495)		6(493)		7(492)		8(491)		9(490)	
F	2.25		9.67**		9.72**		12.03**		10.69**	
ΔF	-		24.10**		9.10**		24.83**		.18	

Note: ** $p < 0.01$, N=500. PS=Percieved stress, SA=Social anxiety,EI =Emotional intelligence.

As shown in the Table 4.2 above, socio-demographic variables (gender, age, level and religion) were entered into the model in the step1. It was observed that gender significantly predicted academic adjustment such that female students showed higher level of academic adjustment compared to their male counterparts (β =.12, t = 2.72, P <.01). Age did not predict academic adjustment among undergraduates (β = -.03, t = -.54, P >.05). Also the prediction of

academic adjustment by students'academic level was not significant (β=-.01, t = -.12, P >.05). Similarly, religion did not predict academic adjustment among undergraduates (β=-.02, t = -.33, P >.05). It was also revealed in the step 1 that the socio-demographic had no significant joint predictions on academic adjustment among undergraduates (R= .13, R^2=.02,F(4,495) = 2.25*P*>.05).

In step 2 of the analysis, the independent variables(perceived stress and social anxiety) were added to the model and the result revealed that the variables contributed a significant variance of 11% to the total variance observed in academic adjustment (R= .32, R^2= .11,F(6,493) = 9. 67*P*<.01). Independently, perceived stress significantly predicted students' academic adjustment (β=-.29, t = -6.86, *P*<0.01), such that increase in the students' perceived stress leads to the decrease in their academic adjustment. Therefore, hypothsis 1 which stated that perceived stress will significantly predict students' academic adjustment was confirm. However, academic adjustment was not significantly predicted by social anxiety of undergraduates (β=.05, t = 1.04, *P*>0.05). Thus, the second hypothesis which stated that social anxiety will significantly predict students' academic adjustment was rejected.

In step 3 of the model, emotional intelligence was added, it was observed that emotional intelligence significantly predicted student's academic adjustment (β=.13, t = 3.02, *P*<0.01). Therefore, hypothesis 3 which stated that emotional intelligence will significantly predict student's academic adjustment was confirmed. However, Based on the observed changes, the independent variables contributed a significant variance of 12% to changes in academic adjustment (ΔR^2=.12, ΔF = 9.10*P*<0.01).

Confirming hypothesis 4, it was observed in step 4 of the model that emotional intelligence significantly moderates the relationship between perceived stress and student's academic adjustment (β=-.82, t = -4.98, P <0.01).

Testing the moderating role of emotional intelligence on social anxiety and academic adjustment among undergraduates in the step 5 of the model, It was revealed that emotional intelligence did not significantly moderate the relationship between social anxiety and student's academic adjustment. Hence, this negates hypothesis 5.

CHAPTER FIVE

DISCUSSION, CONCLUSION, AND RECOMMENDATION

5.1 Discussion

The study investigated perceived stress and social anxiety as predictors of academic adjustment among Ondo State undergraduates; which also involved the use emotional intelligence as a moderator. Five hypotheses were formulated; three of these hyotheses were accepted while two were rejected.

The test for hypothesis one, which stated that perceived stress will significantly predict students' academic adjustment was confirmed. Plausible explanation for this may be that students who perceived their academic environment as stressful and challenging tend to rearrange their personal priorities by making more use of the library and studying hard, thus, tilting them towards attitude change especially their behaviour and academic adjustment. Therefore, as their perceived stress goes down their adjustment to academic tends to improve. However, stress has been reported to lead to changes in adjustment patterns in adolescents. Scientific literature has demonstrated that academic adjustment is often related with level of stress that may be accrued from social related pressure, unfriendly environment and some of in-group belongingness. Several studiessuch as Siti, *et al.,* (2013) and Rukhsana (2012), have demonstrated that increased level of perceived stress influences adjustment in individuals especially undergraduates. However, this finding was in consonance with Ajayi (2015), who found that perceived stress has a significant influence on academic adjustment. Also the findings of Laura *et al.,* (2013) supported this present study that low level of stress in students improved their overall academic, personal-emotional, and social adjustment. This findings was also in line with Sarah (2013), who's finding revealed that perceived stress was a valuable predictor of college students' adjustment.

The result of this study showed that social anxiety did not predict academic adjustment; therefore, hypothesis two was not confirmed. The reason for this could be that undergraduates with academic adjustment problems may be linked to the function of the behaviour. Other reason may be that social anxiety is quite different from academic anxiety. Another reason for this may be that the undergraduates engaged themselves in a social relationship and social network that tame every-evidence of social anxiety that could affect or lead to academic adjustment. Another possible reason may be that undergraduates put all their possible best to achieve everyday demands of life on campus, thus able to maintain psychological balance in their academic environment. However, this present result was supported with the findings of Esther (2014), who established a fact from a longitudinal study conducted among first-year students that social anxiety did not emerge as a significant predictor of academic adjustment. On the other hand, this present study negate the findings of Hossein *et al.*, (2016) who revealed that anxiety among students was significantly and directly correlated with adjustment and its dimensions (including emotional adjustment, social adjustment, and academic adjustment). Also in the same vein, the result contradicts Amanda *et al.*, (2013) findings, he concludedin an affirmative statement that anxiety can inhibit students' abilities to adapt sufficiently to the college environment. The study holds important implications for understanding the relationship between anxiety and adjustment to college in first-year and upper-level students. It was concluded that a negative relationship exists between social anxiety and academic adjustment in college students.

Further more, this present study also revealed that emotional intelligence significantly predicted student's academic adjustment as hypothesized in hypothesis three. The reason for this outcome could be that undergraduates with high level of emotional intelligence tend to adapt to different situation. Emotional intelligence has been linked with academic adjustment in the available literature. For example, the findings of Dhiman *et al.*, (2016) reported a positive

relationship between emotional intelligence and academic adjustment and thus concluded that student with high emotional intelligence can take the challenges of life and make successful adjustment in life. Also the result of Mohammadreza *et al.,* (2016), who is in agreement with these findings, asserted that emotional intelligence had significant relationship with academic adjustment, and concluded that emotional intelligence can be used in a way to enhance students' academic adjustment. Also, the result ofHilary *et al.,* (2013) was in aggrement with this finding and stated generally that emotional and social adjustment predicted better academic adjustment.

Considering the summations of researchers as regards the three variables explained above, Ajayi, (2015), Esther, (2014) and Mohammadreza *et al.,*(2016),confirmed that percieved stress, social anxiety and emotional intelligence are inportannt factors that could be responsible for proper adjustment among undergraduates. This presents results thus indicated that percieved stress, social anxiety and emotional intelligence jointly predicts academic adjustment.

Hypothesis four, which stated that emotional intelligence would significantly moderate the relationship between perceived stress and student's academic adjustment was confirmed. However, the explanation for this result is not far fatched, it could be easily understood that emotional intelligence buffers the nagative impact of percieved stress on academic adjustment among undergraduates. This implies that emotional intelligent undergraduates who experienced stress are more likely to adjust better academically compared to those that are not.This may be relateded to their ability to manage and deal with stressors perceived in their academic environment.Also their ability to manage and replace nagative emotions with possitive emotions may explain why they tend to adjust better academically. The moderating role of emotional intelligence on the relationship between perceived stress and academic adjustment was in consonance with previous findings of Ana *et al.,* (2015), who reported that

emotional intelligence significantly moderated the relationship between stress and student's adjustment. Manuel *et al.*, (2016), all so reported a moderating role of emotional intelligence on stress and adjustment, although the research was conducted among teachers. In the same vein, Sarah (2013) findings revealed that perceived stress was valuable predictor of college students' adjustment and concluded that students with perceived stress had no problem adjusting academically when they are skillful in respect to emotional intelligence.

Finally, the findings of the study showed that emotional intelligence did not significantly moderate the relationship between social anxiety and students' academic adjustment as against the fifth hypothesis. This present study negates the findings of Ming*et al.*, (2018), who indicated that emotional intelligence moderated the association between adjustment and anxiety. However, the explanation for this present findings may be that undergraduates who experienced high level of social anxiety in their academic environment, such as giving a class presentation, speaking with a person in authority, informal speaking e.g. going to a party, meeting someone new, being observed (e.g. eating in public, using public bathrooms, being watched while working), assertive communication (e.g. expressing disagreement with someone), when these events take place, an individual becomes disorganized, disoriented, with no room for emotional intelligence to play a role which causes individual their academic adjustment, The result of this study also buttress the interference model (Wine,1971), which stated that social anxious person divide their attention between task relevant activities and preoccupation with worry, self-critism and somatic concerns as a results of transition to academic environment.Another reason for this was that social anxiety according to the result of this findings had no significant relationship with student academic adjustment, thus making it difficult for emotional intelligence to play a significant moderating role. With the findings of this present study, it shows that emotional intelligence had no moderating role on the relationship between social anxiety and student's academic adjustment.

5.2 Conclusion

In conclusion, this study investigated perceived stress and social anxiety as predictors of academic adjustment among Ondo States undergraduates: using emotional intelligence as a moderator. The results of the study revealed that perceived stress and emotional intelligence significantly predicted students' academic adjustment. However, social anxiety did not significantly predict academic adjustment among undergraduates. Also, it was noted that emotional intelligence significantly moderated the relationship between perceived stress and academic adjustment, and lastly, the results of the study also showed that emotional intelligence did not significantly moderated the relationship between social anxiety and academic adjustment.

Based on the findings, the study has empirically demonstrated that perceived stress and emotional intelligence are strong factors that determined the extent to which an undergraduate adjust academically. This study also demostrated that students with high levelof emotional intelligence had better chances of adjusting academically than their counterparts. The significant level of emotional intelligence indicated a good ability to deal and managed the negative impact of stress that maymilitate against thier academics.

Findings of this study have some direct practical implications for student, lecturers and management of universities in Nigeria. The finding from this study would contributes to literature on importance of percieved stress, emotional intelligence and academic adjustment of students become as resources for enhancing students' learning, success and quality in education.

This study suggest that university management should design appropriate psycho-educational interventions that would enhance emotional inteligence of undergraduates. This could be achieved by organizing tranning programs and workshops for students who are vunerable to the negative impact of stress.

The findings from this study would also serve as a reference point and stimulate more research in this direction among psychologist and other researchers that are interested in percieved stress, social anxiety, emotional intelligence and academic adjustment among students.

5.3 Recommendations

Based on the findings of this research, there are various ways in which undergraduates could be motivated on how to adapt to the developments or changes in their new academic pursuit. Although it might not be easy to accomplish or make a complete effect on all undergraduates, still orientations should be given to students on better academic adjustment with more emphasis on emotional intelligence.

For the fact that the result of this research is thoroughly investigated, further reaserches are to be carried out on other factors that can correlate academic adjustment among undergraduates.

Against this background, future researches should not be streamlined to a particular variables like what is used in this research; future researches should examine variables like parental support, environmental factors, self-efficacy, academic motivations that can predict academic adjustment among undergraduates.

5.4 Limitation of the Study

Although the study has accomplished the purpose which it is set out to do but like other studies, this present study has some limitations as well.

However, findings in this study should be generalized with caution due to the following reasons; In this study, the samples population was limited to government owned Universities in Ondo state. Future researchers' shoud try to research on students from other private universities and also if possible include college of educations and polytechic institutions. Also data might be open to response set because data were collected using self-report questionnaires,

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APPENDIX

Department of Pure & Applied Psychology

AdekunleAjasin University, Akungba-Akoko, Ondo State

Dear Respondents,

I am a postgraduate student of the above named Department. The aim of this research is basically on how students usually respond to issues in their institutions. Please, respond truthfully and honestly to all the items in the questionnaire. There is no right or wrong answer and thus, it is not a test. Responses will be treated in confidence and will only be used for research purpose.

SECTION A

Instruction: Please complete the following biographical details.

SECTION A

Gender: Male ( ) Female ( )

Age (in years) _____

Level: 100l ( ) 200l ( ) 300l ( ) 400l ( )

Religion: Christian ( ) Muslim ( ) Traditional ( ) others ( )

SECTION B: (AAS)

Instruction: The 24 statements describe college/University experiences. Read each one and decide how well it applies to you at the present time. Please mark only one response for each statement.		*Applies very closely to me*								*Doesn't apply to me at all*
S/NO	**ITEMS**	←----------								----------→
1	have been keeping up to date with my academic work	1	2	3	4	5	6	7	8	9
2	I know why I'm in University and what I want out	1	2	3	4	5	6	7	8	9

	of it									
3	I am finding academic work at University difficult	1	2	3	4	5	6	7	8	9
4	I have not been functioning well during examinations	1	2	3	4	5	6	7	8	9
5	I am satisfied with the level at which I am performing academically	1	2	3	4	5	6	7	8	9
6	I'm not working as hard as I should at my University courses	1	2	3	4	5	6	7	8	9
7	My academic goals and purposes are well defined	1	2	3	4	5	6	7	8	9
8	I'm not really smart enough for the academic work I am expected to be doing now	1	2	3	4	5	6	7	8	9
9	Getting a University degree is very important to me	1	2	3	4	5	6	7	8	9
10	I haven't been very efficient in the use of study time lately	1	2	3	4	5	6	7	8	9
11	I enjoy writing papers for courses	1	2	3	4	5	6	7	8	9
12	I really haven't been having much motivation for studying lately	1	2	3	4	5	6	7	8	9
13	Lately, I have been having doubts regarding the value of a University Education	1	2	3	4	5	6	7	8	9
14	I am satisfied with the number and variety of courses available at theUniversity	1	2	3	4	5	6	7	8	9
15	Recently, I have been having trouble concentrating when I try to study	1	2	3	4	5	6	7	8	9
16	I'm not doing well enough academically for the	1	2	3	4	5	6	7	8	9

	amount of work I put in									
17	I am satisfied with the quality or the caliber of courses available at University	1	2	3	4	5	6	7	8	9
18	I am attending classes regularly	1	2	3	4	5	6	7	8	9
19	I am enjoying my academic work at the University	1	2	3	4	5	6	7	8	9
20	I am having a lot of trouble getting started on homework assignments	1	2	3	4	5	6	7	8	9
21	I am satisfied with my program of courses this semester	1	2	3	4	5	6	7	8	9
22	Most of the things I am interested in are not related to any of my course work at University	1	2	3	4	5	6	7	8	9
23	I am very satisfied with the professors I have now in my courses	1	2	3	4	5	6	7	8	9
24	I'm quite satisfied with my academic situation at the University	1	2	3	4	5	6	7	8	9

SECTION C: (PSS)

Instruction: The following statements ask about your feelings and thoughts during the past month. For each statement, please choose by ticking if you have had these thoughts or feelings:

0=Never, 1=Almost never, 2= Sometimes, 3= Fairly often, 4= Very often.

S/NO	ITEMS	0	1	2	3	4
1.	In the past month, how often have you been upset because of something that happened unexpectedly?					
2.	In the past month, how often have you felt unable to control					

	the Important things in your life?						
3.	In the past month, how often have you felt nervous or stressed?						
4.	In the past month, how often have you felt confident about your ability to handle personal problems?						
5.	In the past month, how often have you felt that things were going your way?						
6.	In the past month, how often have you found that you could not cope with all the things you had to do?						
7.	In the past month, how often have you been able to control irritations in your life?						
8.	In the past month, how often have you felt that you were on top of things?						
9.	In the past month, how often have you been angry because of things that happened that were outside of your control?						
10.	In the past month, how often have you felt that difficulties were piling up so high that you could not overcome them?						

SECTION D: (LSAS)

Instruction: The following are statements whose objective is to assess the range of social interaction and performance situation that individuals with social phobia may fear or avoid. Please read each statement carefully and indicate the frequency of your feelings. Tick the numbers that represent your feelings in each of the statements.

The numbers are indications of the following; 0 = Never, 1 = Occasionally, 2= Often , 3 = usually

S/No	ITEMS	0	1	2	3
1.	Telephoning in public				
2.	Participating in small groups				
3.	Eating in public places				
4.	Drinking with others in public places				
5.	Talking to people in authority				
6.	Acting, performing, or giving a talk in front of an audience				
7.	Going to a party				
8.	Working while being observed				
9.	Writing while being observed				
10.	Calling someone you don't know very well				
11.	Talking with people you don't, know very well				
12	Meeting strangers				
13.	Urinating in a public bathroom				
14	Entering a room when others are already seated				
15.	Being the center of attention				
16.	Speaking up at a meeting				
17.	Taking a written test				
18.	Expressing appropriate disagreement or disapproval to people you don't know very well				
19.	Looking at people you don't know very well in the eyes				
20	Giving a report to a group				

21	Trying to pick up someone					
22	Returning goods to a store where returns are normally accepted					
23	Giving an average party					
24	Resisting a high pressure sales person					

SECTION E: (EIS)

Instructions: Please answer each statement below by ticking (√) the number that best reflects your degree of agreement or disagreement with that statement. Do not think too long about the exact meaning of the statements. Work quickly and try to answer as accurately as possible. There is no right or wrong answers.

The number stands for; 1= Strongly disagree, 2 = Disagree 3 = Neutral, 4 = Agree, 5= Strongly Agree.

S/No	ITEMS	1	2	3	4	5
1	I am good at reading peoples' feelings					
2	I find it difficult relating with other people					
3	I can tolerate negative social interactions form another person					
4	I have the social skills to handle interpersonal discomfort					
5	I am consciously aware of both positive and negative feelings from other people					
6	I enjoy the company of my friends					
7	I always try to create positive relationship with people every time					

8	I care about others					
9	I always identify myself with those in need					
10	I am usually enthusiastic when I communicate my feelings to others					
11	I prefer face to face discussion of disagreement to sending messages					
12	I do not allow nervousness to take charge of me					
13	I know how to control my anxiety in the public					
14	I am always calm at every situation					
15	I am easily irritated when people I don't know call me on phone					
16	Occasionally, I worry about little things					
17	I am easily disturbed when I hear negative comments about my person					
18	I do not believe one can achieve all things					
19	Everything is working well for me					
20	I can see positive aspects of any problem					
21	I believe I can achieve any goal I set for myself					
22	I take time to listen to every opinion					
23	I can complain without making it an issue					
24	I express myself easily whenever I feel marginalized					
25	I asked people reasons for their actions without offending them					
26	I find it difficult to complain about things that bother me so					

	as not to offend others					
27	I try to find solutions to my life challenges					
28	I always plan before I embark on anything					
29	I try to solve my problems as well as that of my neighbours					
30	When I am in a fix, I look for a way out of it					
31	Whatever I do I prepare for any outcome either positive/negative					
32	Under adverse circumstance, I avoid conflict with anyone					
33	I resolve my challenges easily					
34	I relate with anyone					
35	I explore all situations to make it enjoyable					
36	When changes come I adapt easily					
37	I am open to new ideas					
38	I am easy-going and make friends easily					
39	I am rigid and do not accept changes					
40	I am ready to learn new ideas					

Thanks for your participation in this study.

Adedoyin Irewole