

MINDFULNESS, EMOTIONAL INTELLIGENCE, AND ACADEMIC ADJUSTMENT IN COLLEGE STUDENTS: A MEDIATIONAL MODEL

Ayesha Azam¹, Zaeema Farooq^{*2}, Mahira Ahmad³

¹ Department of Humanities, COMSATS University Islamabad, Lahore Campus, ^{*2}Lecturer, Department of Humanities, COMSATS University Islamabad, Lahore Campus, ³Assistant Professor, Department of Humanities, COMSATS University Islamabad, Lahore Campus

¹Ayeshazam469@gmail.com; ^{*2}zaemafarooq@cuilahore.edu.pk; ³mahira.ahmad@cuilahore.edu.pk

Corresponding Author: *

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ABSTRACT

The purpose of the present study was to investigate the mediating role of emotional intelligence in the relationship between mindfulness and academic adjustment in college students. A correlational design was used, and the sample consisted of 400 college students from public and private colleges in Lahore. The sample data were collected adhering to all standard operating procedures and subjected to rigorous statistical analysis. Pearson correlation and mediation analyses through Structural Equation Modelling (SEM) with AMOS were performed. Results revealed that mindfulness had a positive correlation with emotional intelligence, academic achievement, and academic motivation while negative correlation with academic lifestyle. Further emotional intelligence had a negative correlation with academic lifestyle while positive correlation with academic achievement and academic motivation. Mindfulness was a positive predictor of emotional intelligence. Emotional intelligence was a negative predictor of academic lifestyle and positive predictor of academic achievement and motivation. Mediation analysis revealed that mindfulness had a negative indirect effect on academic lifestyle and positive indirect effect on academic achievement and motivation which revealed that emotional intelligence mediated the relationship between mindfulness and academic lifestyle, motivation, and achievement. This study highlighted the importance of mindfulness and emotional intelligence in shaping positive academic outcomes, emphasizing their importance for fostering academic achievement, motivation, and effective adjustment in college students.

Keywords: Mindfulness, Emotional intelligence, Academic adjustment, young adults, college students.

INTRODUCTION

Mindfulness, as defined by Kabat-Zinn (2003), involves purposefully directing attention to the present moment without judgment. It requires focusing on internal and external events with an open, curious, and accepting mindset. Practicing mindfulness means observing thoughts, emotions, and sensations without labeling them as good or bad (Bishop et al., 2004). The deliberate, nonjudgmental awareness of the current moment, referred to as knowledge and awareness (Brown et al., 2007), involves being alive to one's ideas and passions with acceptance and non-reactivity. It emphasizes recognizing and observing events without becoming

entangled or excessively attached. Components of mindfulness include present-moment awareness, non-judgmental acceptance, emotion regulation, non-reactivity, focused attention, and equanimity. Present-moment mindfulness involves being fully aware of the present, cultivating a strong connection between inner sensations and the outside world (Kabat-Zinn, 2003). Non-judgmental acceptance is the ability to notice sensations without categorizing them as good or bad (Bishop et al., 2004). Emotion regulation, a common element in mindfulness practices, promotes emotional intelligence through recognizing and accepting one's feelings (Hölzel et

al., 2011). Non-reactivity involves observing thoughts and emotions without immediate response, fostering emotional resilience (Brown & Ryan, 2003). Factors influencing mindfulness include personality traits, cognitive flexibility, emotional regulation, and attention control. Openness to experience correlates positively with mindfulness, while lower neuroticism levels are associated with higher mindfulness (Brown & Ryan, 2003). Cognitive flexibility, the ability to adapt thinking to changing circumstances, is crucial for mindfulness practice (Greenberg et al., 2012). Mindfulness correlates with improved emotion regulation, self-awareness, empathy, and enhanced relationships. Mindfulness-based practices, such as Mindfulness-Based Stress Reduction (MBSR), impact emotional intelligence (Hölzel et al., 2011). Theoretical perspectives, such as Acceptance and Commitment Therapy (ACT), Self-Regulation Theory, and Flow Theory, highlight mindfulness's role in stress reduction, emotional intelligence, and academic adjustment. Various mindfulness practices, like Mindfulness-Based Cognitive Therapy (MBCT), Dialectical Behavior Therapy (DBT), and Mindfulness-Based Relapse Prevention (MBRP), offer different approaches to cultivating mindfulness. Mindfulness training and regular practice influence mindfulness levels, fostering neuroplastic changes in attention, perception, and emotional regulation (Kabat-Zinn, 2003). Moreover, emotional intelligence (EI) is the ability to understand, manage, and control one's own emotions and understand emotions others. Mayer and Salovey (1997) define it as the capacity to effectively handle emotions in various contexts. Affective intelligence, as described by Goleman (1998), encompasses skills like social awareness, motivation, self-control, empathy, and self-awareness, influencing personal and professional performance. Bar-On (2000) extends this, referring to emotional intelligence as a collection of non-cognitive skills affecting one's ability to manage daily stressors. Emotional intelligence comprises a set of interconnected components crucial for personal and interpersonal effectiveness. Self-awareness, involving the identification and comprehension of one's own emotions, lays the foundation for emotional intelligence (Salovey & Mayer, 1990). Emotional awareness expands this scope, emphasizing the

recognition and categorization of personal and others' emotions (Salovey & Mayer, 1990). Self-regulation, a central aspect outlined by Goleman (1998) and Mayer et al. (2008), focuses on the constructive management of one's emotions and behaviors. Social awareness, as discussed by Goleman (1998), centers on identifying and understanding others' feelings, needs, and viewpoints. The skill of emotion regulation, highlighted by Gross (1998), involves the proper control and adjustment of one's emotions. Relationship management, an integral part of emotional intelligence (Goleman, 1998; Mayer et al., 2008), encompasses building and maintaining connections, inspiring others, and navigating social situations adeptly. Motivation, per Goleman (1990), refers to the ability to control and channel emotions towards achieving goals. Interpersonal skills, emphasizing positive relationship building, teamwork, and effective communication (Mayer et al., 2008), are pivotal in emotional intelligence. Social skills, covering leadership, cooperation, negotiation, and effective communication (Goleman, 1995), contribute to emotionally intelligent behavior. Lastly, empathy, described by Baron & Wheelwright (2004), involves comprehending and connecting with others' feelings, fostering meaningful connections in the realm of emotional intelligence. Emotional intelligence is influenced by various factors that shape an individual's ability to navigate and manage emotions. The childhood environment, as explored by Liew et al. (2004), significantly impacts emotional intelligence, with nurturing and encouraging parenting practices fostering its development. Parenting styles, particularly authoritative approaches, play a pivotal role in nurturing emotional intelligence, emphasizing the importance of warm and firm limits (Gottman et al., 1997). Positive peer relationships in early life, as noted by Denham et al. (1990), contribute to the growth of empathy and social skills, essential components of emotional intelligence. The educational environment also plays a crucial role, with the quality of instruction and the presence of emotional intelligence influencing students' emotional intelligence (Brackett et al., 2012). Additionally, cultural factors, such as norms and values, impact emotional perception and expression, highlighting the significance of understanding

diverse cultural influences (Matsumoto & Nakagawa, 2008). Gender differences in emotional intelligence, with women often outperforming men in certain domains, have been documented (Mestre et al., 2016), necessitating an awareness of these disparities for effective academic adjustments. Life experiences, including major transitions or incidents, can significantly affect emotional intelligence, underscoring the importance of considering individual histories (Ardelt & Eccles, 2001). In terms of emotional intelligence types, intrapersonal emotional intelligence involves recognizing, comprehending, and controlling one's own emotions (Mayer & Salovey, 1997). Interpersonal emotional intelligence, as proposed by Goleman (1995), focuses on understanding and controlling others' emotions. Stress management is identified as a crucial aspect for effective academic stress handling (Salovey & Grewal, 2005), while self-regulation is vital for controlling urges and managing distractions, contributing to academic success (Mayer & Salovey, 1997). Correlates of emotional intelligence demonstrate its impact on various aspects of academic life. Academic performance shows a positive correlation with emotional intelligence, aiding stress management and problem-solving (Parker et al., 2004). Adjustment to college life is associated with smoother transitions and the establishment of supportive networks (Zins et al., 2004). Well-being and mental health exhibit a positive link with emotional intelligence, leading to reduced anxiety and despair, crucial for successful academic transitions (Extremera et al., 2007). Positive interpersonal relationships, as correlated with emotional intelligence, enhance the quality of interactions with advisors, instructors, and classmates (Brackett et al., 2010). Additionally, emotional intelligence contributes to resilience, allowing individuals to overcome setbacks more effectively (Extremera & Ramos, 2004). Stress coping skills are positively linked with adaptive coping techniques during academic pressures (Zeidner et al., 2012). Moreover, leadership skills demonstrate a positive correlation with emotional intelligence, proving beneficial in extracurricular activities and group projects (Côté & Miners, 2006). From a theoretical perspective, Self-Determination Theory (SDT) suggests that mindfulness enhances autonomy and competence, contributing to better

emotional intelligence and academic adjustment (Deci & Ryan, 1985; Vansteenkiste et al., 2020). Social Cognitive Theory, proposed by Bandura (1986), emphasizes observational learning and self-regulation as contributors to emotional intelligence development through mindfulness practices. Emotion Regulation Theory (Gross, 1998) views mindfulness exercises as tactics enhancing emotional awareness and regulation, positively impacting academic adjustment (Hölzel et al., 2011). Positive Psychology Theory, according to Seligman and Csikszentmihalyi (2000), views mindfulness as a beneficial psychological intervention that improves emotional intelligence in college students, leading to better academic adjustment and greater well-being (Shapiro et al., 2011). Academic adjustment is a multifaceted process involving individuals adapting to the academic and social aspects of educational institutions (Hirschi & Läge, 2008). Scholars navigate academic conditioning, learning study habits, time management, and successful integration into the academic community (Baker & Siryk, 1989). Another facet involves adapting to the intellectual demands of the literacy environment, encompassing effective literacy strategies, goal setting, and managing challenges in the classroom (Fouad et al., 2010). Educational adjustment, defined by cultivating effective study methods, time management, emotional control, and aligning academic achievements with other life aspects, contributes to a well-rounded academic experience (Misra et al., 2000). Academic adjustment is the process by which scholars adapt to the expectations, demands, and social dynamics of academic institutions, involving the development of effective study habits and time management skills (Hirschi & Läge, 2008). Students aim to successfully integrate into the academic community, ensuring a harmonious fit with the academic environment (Baker & Siryk, 1989). The term "educational adjustment" encompasses effective study methods, time management, emotional regulation, and aligning academic achievements with broader life aspects (Misra et al., 2000). Key components of academic adjustment encompass a range of factors crucial for a comprehensive academic experience. Academic performance is central to a student's ability to meet educational requirements, involving earning passing grades, completing assignments, and

succeeding in examinations (Richardson et al., 2012). Effective time management and study skills are essential, requiring students to schedule, organize, and prioritize their assignments (Britton & Tesser, 1991). Academic engagement, referring to active participation in learning activities, such as attending classes and participating in extracurricular activities, is vital for a holistic educational journey (Fredricks et al., 2004). Adaptability to college life is a critical component, involving adjustments to the academic workload, social dynamics, and lifestyle changes associated with higher education. Emotional well-being plays a significant role, emphasizing the importance of managing stress, anxiety, and emotional challenges that can impact academic performance and adjustment (Suldo & Shaffer, 2008). Social integration, encompassing a student's ability to form positive relationships with peers and engage in the social aspects of college life, contributes to a sense of belonging (Tinto, 1993). Several factors exert influence on academic adjustment, shaping the overall experience for students. Academic self-efficacy, a student's belief in their ability to succeed academically, plays a pivotal role, with higher levels associated with improved academic adjustment, better performance, and persistence (Zajacova et al., 2005). Financial stress can significantly impact academic adjustment, as students facing financial difficulties may encounter challenges in affording textbooks, housing, or tuition, leading to distractions and reduced academic success (Robb & Woodyard, 2011). Effective time management skills are crucial for academic adjustment, with students who struggle in this area finding it challenging to balance academic responsibilities and other commitments, potentially leading to academic difficulties (Britton & Tesser, 1991). Perceived social support, stemming from friends, family, and peers, is a key influencer, with students possessing strong support networks better equipped to cope with stress and adapt to college life (Cohen & Wills, 1985). Correlates of academic adjustment, encompassing mindfulness, emotional intelligence, academic engagement, and coping strategies, collectively contribute to shaping a comprehensive and enriching academic experience for students (Shapiro et al., 2011; Parker et al., 2004; Fredricks et al., 2004; Folkman & Lazarus, 1980). Mindfulness practices, as highlighted by Shapiro et

al. (2011), are associated with reduced stress, improved focus, and enhanced emotional regulation, positively affecting academic performance and overall adjustment. Emotional intelligence, as discussed by Parker et al. (2004), proves to be a significant correlate, aiding effective stress management, fostering better interpersonal relationships, and enhancing motivation, thereby contributing to improved academic adjustment. Academic engagement, emphasized by Fredricks et al. (2004), plays a crucial role in this correlation, with active participation in class and extracurricular activities positively correlated with academic adjustment. Additionally, coping strategies, as studied by Folkman & Lazarus (1980), are vital contributors to academic adjustment, helping students effectively manage stressors and navigate the challenges associated with academic pressures. Theoretical perspectives, such as Social Cognitive Theory, Self-Determination Theory (SDT), and Social Cognitive Career Theory (SCCT), offer frameworks to comprehend the intricate relationships between mindfulness, emotional intelligence, and academic adjustment (Bandura, 1986; Deci & Ryan, 1985; Lent, Brown, & Hackett, 1994). Social Cognitive Theory, proposed by Bandura (1986), highlights the role of observational learning and self-regulation in academic adjustment. Mindfulness practices are viewed as a means to enhance self-regulation, aligning with the principles of this theory. SDT emphasizes that mindfulness exercises can enhance autonomy, empowering students to take charge of their emotional reactions and cultivate emotional intelligence. SCCT underscores the importance of self-efficacy beliefs in academic and career decisions, asserting that emotional intelligence and mindfulness practices can positively impact academic adjustment by improving emotional regulation and efficacy.

LITERATURE REVIEW

Hypotheses formulation

Mindfulness and emotional intelligence have been extensively studied in various contexts, revealing positive effects on individuals' well-being and academic adjustment. Klatt et al. (2009) demonstrated that a mindfulness-based stress reduction program significantly enhanced emotional intelligence in a workplace setting, emphasizing

improved interpersonal relations and stress management. Similarly, Reichl and Lawlor (2010) found that mindfulness-based education positively affected emotional intelligence in adolescent learners. Hülshager et al. (2013) explored the link between emotional intelligence, work issues, and mindfulness, highlighting a positive correlation and indicating the potential benefits for workplace well-being. Law et al. (2004) focused on council scholars, showing that mindfulness training improved emotional intelligence, particularly in passion identification and interpersonal connections. Dobkin and Park (2009) emphasized the positive impact of mindfulness programs on healthcare practitioners' emotional intelligence, underscoring its relevance in healthcare settings. The studies collectively highlight the importance of mindfulness interventions in fostering emotional intelligence and well-being across diverse populations. In another study by Brackett et al. (2010) probing the advanced situations of emotion-regulation capability was linked to lesser academic adjustment, including enhanced academic performance and advanced situations of engagement, in the association between emotion-regulation capability, collapse, work satisfaction, and academic adjustment in council scholars. Likewise, among college students, the capacity to control one's feelings was proven to be a strong predictor of job satisfaction and collapse. According to the study, developing emotion-regulation strategies like emotional intelligence and awareness may help students acclimate academically and increase performance. These results demonstrate the implicit advantages of enforcing training programs in emotional intelligence and awareness to enhance the mental health and academic performance of students. Thus, by drawing from both theoretical principles and empirical evidence, we arrive at the formulation of the following hypothesis:

H1: mindfulness will be a positive predictor of emotional intelligence

Research investigated the impact of mindfulness-based stress reduction programs in a workplace setting. The study revealed that participants experienced significant enhancements in emotional intelligence, marked by improvements in interpersonal relations, heightened emotional tone-awareness, and better stress management skills (Klatt et al., 2009). Another study explored the effects of

mindfulness-based education on emotional intelligence in pre- and early teenage scholars. The findings emphasized positive changes in tone-awareness, emotional regulation, and social-emotional capabilities because of the mindfulness-based education program (Reichl & Lawlor, 2010). Examined the relationship between mindfulness, emotional intelligence, and job satisfaction in a workplace context. The study established a significant link, suggesting that increased emotional intelligence is appreciatively associated with mindfulness practices, which, in turn, positively influences job satisfaction among employees (Hülshager et al., 2013). Explored the correlation between mindfulness-based stress reduction and emotional intelligence in council scholars. The results indicated a strong and positive relationship, with participating scholars showing improvements in identifying and controlling emotions through the mindfulness program (Law et al., 2004). Research also conducted a comprehensive analysis of mindfulness training programs, specifically mindfulness-based stress reduction, on healthcare practitioners. The review of the literature highlighted that such training significantly improved the emotional intelligence of medical practitioners, leading to enhanced emotional tone-awareness, better emotion management, and increased empathy and compassion for patients (Dobkin & Park, 2009). Explored the connection between emotional intelligence and awareness under specific conditions. The study revealed a positive correlation, indicating that individuals with advanced awareness situations demonstrated stronger emotional intelligence capacities. This research emphasized the benefits of incorporating awareness practices in developing emotional regulation and interpersonal skills (Brackett et al., 2012). Lomas et al. (2017) focused on awareness training in the workplace, showcasing improvements in workers' emotional intelligence. The study demonstrated that employees who underwent awareness training exhibited increased tone-apprehension, tone-reliance, and humane responses, underscoring the positive impact of awareness practices on emotional intelligence in a work environment. These studies collectively suggest that mindfulness practices, whether in a workplace or educational setting, consistently contribute to improvements in emotional

intelligence, influencing various facets such as interpersonal relations, emotional regulation, and overall well-being.

H2: emotional intelligence will be positive predictor of academic adjustment.

Studies conducted by Zeidner et al. (2012), Weissberg et al. (1997), and Salovey et al. (2011) consistently highlight a positive association between emotional intelligence and successful academic adjustment. These investigations reveal that higher emotional intelligence is linked to the development of better study habits, positive social connections, and an overall improvement in well-being during the academic journey. Additionally, Lomas et al. (2012) specifically focused on high academy pupils, emphasizing the pivotal role of emotional intelligence in fostering academic success among this group. In the transition to academic life, Extremera et al. (2006) and Parker et al. (2004) explored the predictive nature of emotional intelligence for students. Their findings indicate that emotional intelligence is a valuable predictor not only for academic adjustment but also for physical well-being and social functioning. Denburg et al. (2003) further underlined the substantial relationship between emotional intelligence and academic adjustment, elucidating how heightened emotional intelligence correlates with enhanced study habits, increased motivation, and improved interpersonal connections in high academy pupils. It is noteworthy that these studies collectively support the hypothesis that emotional intelligence plays a positive role in academic motivation and achievement. Extremera et al. (2006) and Parker et al. (2004) also explored the predictive nature of emotional intelligence in college students transition to academic life, linking emotional intelligence to physical well-being, social functioning, and bettered academic adjustment.

H3; Emotional Intelligence will be a mediator between mindfulness and academic adjustment.

Elavsky et al. (2017) contributed to the understanding of mindfulness's impact on academic adjustment and emotional intelligence, specifically in the context of first-time council scholars. Their research revealed positive outcomes from a mindfulness training program, indicating that such interventions can positively influence academic adjustment by enhancing emotional intelligence. This suggests that mindfulness practices may serve

as valuable tools in facilitating a smooth transition to council life. Examining the connections between perceived stress, academic tone-efficacy, emotional intelligence, and mindfulness in university students, Nekouei et al. (2016) found that reducing perceived stress was associated with heightened emotional intelligence, academic tone-efficacy, and mindfulness. These factors collectively contributed to a positive impact on academic adjustment, shedding light on the potential benefits of incorporating mindfulness practices in academic settings to reduce stress and enhance emotional intelligence. Sánchez-Ruiz et al. (2015) delved into the relationship between emotional intelligence, mindfulness, and academic adjustment in university scholars. Their findings highlighted that emotional intelligence significantly predicted academic adjustment, with tone-efficacy acting as a partial mediator. This emphasizes the crucial role of emotional intelligence in fostering successful academic adjustment and suggests that mindfulness practices may contribute to this process.

Figure No.1

Conceptual Framework



METHODOLOGY

Participants: The sample comprised of 400 college students (N=400), including males (n= 207) and females (n=193) with an age range of 15 to 19 years. Convenient sampling techniques were used to collect the data from private and Government colleges from Lahore, Pakistan.

Procedure

Data was collected from four different government and private colleges. Head of the colleges were approached to take permission. The approach employed for selecting participants was convenient sampling, a method chosen for its practicality and accessibility. Only college students (education level 11th and 12th) were selected. A total number of 400 adolescents were approached from their educational institutes for data collection. The whole administration took 20-25 minutes only in each college. There was a total of 428 questionnaires

which were distributed among the participants and from which 28 questionnaires were discarded due to missing information. Response rate was 98%. As the data collection ended after multiple visits, the participants were warmly thanked for their cooperation.

Measures

Mindfulness is operationally defined as intentional, non-judgmental awareness of present-moment experiences (Kabat-Zinn, 1994), assessed using the Mindful Attention Awareness Scale (MAAS) for attention and awareness (Brown & Ryan, 2003). Emotional intelligence (EI) is operationally defined as the ability to perceive, understand, express, and regulate emotions (Salovey & Mayer, 1990), assessed by the Emotional Intelligence Scale (EIS). Academic adjustment is operationally defined as meeting academic demands, including engagement, performance, and socio-emotional aspects (Gonzalez-DeHass et al., 2005), assessed using the Academic Adjustment Scales (AAS). The study employed a Demographic Sheet for participant information and assessment tools, including MAAS for mindfulness, EIS for emotional intelligence, and AAS for academic adjustment.

The 15 items scale The Mindful Attention Awareness Scale (MAAS) is a reliable and valid self-report measure of mindfulness assessing sustained attention (Brown & Ryan, 2003). Cronbach's alpha ranges from .80 to .87. Individuals were asked to rate the items on a 6-point Likert scale, ranging from 1 (almost always) 2 (very frequently) 3 (somewhat frequently) 4 (somewhat infrequently) 5 (very infrequently) 6 (almost never). Sample items include "I find myself doing things without paying attention." Sample items from the MAAS include statements like "I find myself doing things without paying attention." These items are crafted to capture the degree to which individuals.

The Emotional Intelligence (EI) scale, comprising 33 items, employs a Likert scale ranging from 1 (strongly disagree) to 5 (disagree), 3 (neutral), 4

(agree), to 5 (strongly agree). this scale is designed to measure various domains of emotional competencies. These domains typically include self-awareness, self-regulation, motivation, empathy, and social skills. Each item on the scale may assess an individual's ability to recognize, understand, and manage their own emotions, as well as their capacity for perceiving and navigating the emotions of others in diverse social situations. Sample items from the Emotional Intelligence (EI) scale assess a person's emotional competencies. Participants rate their agreement on statements, such as gauging their self-awareness "I can easily identify my emotions" and evaluating empathy "I understand others' feelings well"(MSCEIT; Mayer & Salovey, 2002). The Academic Adjustment Scale (AAS) is a concise assessment tool consisting of 9 items, carefully designed to measure individuals' academic adjustment across three key domains: academic lifestyle, academic achievement, and academic motivation. Respondents are required to provide their ratings on a 5-point Likert scale, offering a range of responses from 1 (almost always) to 5 (almost never). Three main subscales are academic lifestyle, academic motivation, and achievement. academic lifestyle was a negative construct whereas academic motivation and achievement were positive constructs in relevance to academic adjustment. Sample items include queries related to time management habits and study routines for the academic lifestyle domain. For academic achievement, items inquire about grades and overall performance, while academic motivation items explore intrinsic desire and goal clarity in academic pursuits. The three main subscales academic lifestyle, academic motivation, and achievement provide a comprehensive understanding of academic adjustment, with academic lifestyle being negatively construed and academic motivation and achievement positively construed in relation to academic adjustment.

ANALYSIS

SPSS 26 version was used to analyze the data. research factors and demographic variables using descriptive statistics. Table 1 showed the descriptive statistics of demographic variables such as age, gender, education (in years), area of residence, name of subject, Universities, family system. To evaluate

the internal consistency of the scales in the study, Cronbach Alpha values were computed. all scales and subscales' range, mean, standard deviation, and internal consistencies were computed as shown in Table 2. Pearson Correlation was initially used to calculate correlations between variables. The next step involved using mediation analysis with Structural Equation Modelling (SEM) with AMOS to

assess how emotional intelligence plays mediating role between mindfulness and academic adjustment. To evaluate the differences between the research variables and the demographic variables, independent samples t-tests were also conducted as supplementary findings. Table 2 displays Cronbach's alpha along with the descriptive statistics.

Table No. 1

Demographic Profile

<i>Variables</i>	<i>f (%)</i>	<i>M(SD)</i>
Age		17.39 (1.12)
Education (in years)		11.47 (.499)
Gender		
Male	207(51.7)	
Female	193(48.2)	
Area of residence		
Rural	212(53)	
Urban	188(47)	
Family System		
Nuclear	187(46.8)	
Joint	213(53.3)	
Universities		
Private college	205(51.3)	
Public college	195(48.8)	
Name of subject		
Premedical	170(42.5)	
Pre engineering	148(37.0)	
ICS	42(10.5)	
ICOM	25(6.3)	
FA	15(3.8)	
Status of degree		
First year	212(53.0)	
Second year	188(47.0)	

Table No. 2

Reliability Coefficients

<i>Study Variables</i>	<i>α</i>	<i>M</i>	<i>SD</i>
Mindfulness	.70	71.67	6.65
Emotional intelligence	.90	132.41	12.65
Academic adjustment	.75	33.06	2.98
Academic lifestyle	.50	7.77	1.35
Academic achievement	.47	12.60	1.81
Academic motivation	.47	12.69	1.76

Correlation

Table 3 showed that mindfulness had a positive correlation with emotional intelligence, academic achievement, and academic motivation while negative correlation with academic lifestyle. Furthermore, emotional intelligence had a negative correlation with academic lifestyle while positive correlation with academic achievement and academic motivation. Further the results showed that

academic lifestyle had a negative correlation with academic achievement and academic motivation on the contrary both academic achievement and academic motivations were positively correlated to each other. No significant correlation of study variables is observed with demographics variables age, family income and education.

Table No.3

Correlation

	2	3	3	4	5	6	7	8
1. Age	-.04	-.02	.05	.09	.07	.02	.01	.08
2. Family income	–	.03	-.05	-.16**	-.05	.06	-.10*	-.02
3. Education in Year		–	.02	-.02	-.00	.02	.01	-.05
4. Mindfulness			–	.56**	.45**	-.16**	.42**	.46**
5. Emotional intelligence				–	.67**	-.34**	.71**	.67**
6. Academic lifestyle					–	.12*	.80**	.77**
7. Academic achievement						–	-.24**	-.30**
8. Academic motivation							–	.52**
								–

Mediational Analysis

Table 4 shows the results of absolute fit of model 1; the path model illustrates hypothesized relationship between the variables under study i.e. mindfulness, emotional intelligence and academic adjustment in the present model emotional intelligence was exogenous variable and mindfulness and academic adjustment are endogenous variables. All exogenous and endogenous variables were incorporated in the path analysis to test the assumptions across the model. RMSEA is less than .08, CFI and TLI were greater than .95 indicated a moderate fit for the model. Direct and indirect effect estimates are calculated to analyze the mediation model with bootstrapping method (95% Confidence Intervals).

Table No. 4

Model Fit Indices

Model	X^2	df	p	CFI	TLI	RMSEA
Model 1	742.94	10	.00	.98	.97	.065

Direct Effect

Table 5 revealed that mindfulness was a positive predictor of emotional intelligence. Hence, H1 was approved. The β value of .56 signifies a moderate

predicting relationship between mindfulness and emotional intelligence. The standard error (SE) of .07 reflects the precision of this estimate.

Table No. 5

Mediational Analysis (Direct Effect)

Variable	Emotional intelligence		
	B	β	SE
Mindfulness	1.08***	.56***	.07

Table 6 reports the emotional intelligence was a negative predictor of academic lifestyle and positive

predictor of academic achievement and motivation. Hence H2 was approved.

Table No. 6
 Mediation Analysis (Direct Effect)

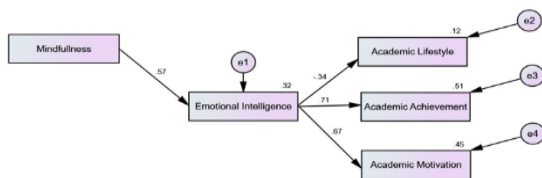
Variables	Academic lifestyle			Academic achievement			Academic Motivation		
	B	β	SE	B	β	SE	B	β	SE
Emotional Intelligence	-.03***	-.34	.00	.10***	.71	.00	.09***	.67	.00

Table No. 7
 Mediation Analysis (Indirect Effect)

Variables	Academic lifestyle			Academic achievement			Academic Motivation		
	B	β	SE	B	β	SE	B	β	SE
Mindfulness	-.04***	-.19	.00	.11***	.41	.00	.10***	.38	.00

In table 7 the indirect effect of mediation analysis is reported that mindfulness has a negative indirect effect on academic lifestyle and significant positive indirect effect on academic achievement and motivation. Hence, emotional intelligence mediated the relationship between mindfulness and academic lifestyle, motivation, and achievement. Hence, H3 was approved.

Figure No. 2
 Mediation Model



DISCUSSION

The present study aimed to explore the relationship between mindfulness, emotional intelligence, and academic adjustment in college students, investigating potential correlations and the mediating role of emotional intelligence. The hypothesis

posited a significant association between mindfulness, emotional intelligence, and academic adjustment, revealing noteworthy correlations and predictive patterns. Firstly, the research identified a positive correlation between mindfulness and emotional intelligence, academic achievement, and academic motivation. Conversely, there was a negative correlation with academic lifestyle. Specifically, higher levels of mindfulness were associated with enhanced emotional intelligence, academic success, and motivation, while being inversely related to a detrimental academic lifestyle. Emotional intelligence exhibited a negative correlation with academic lifestyle and positive correlations with academic achievement and motivation. Additionally, academic lifestyle demonstrated a negative correlation with academic achievement and motivation, with both achievement and motivation positively correlated. The results are in line with previous studies such as Smith and

Johnson (2018) also investigated the positive relationship between mindfulness and emotional intelligence, academic achievement, and academic motivation among college students. Their research employed surveys and assessments to measure mindfulness levels and correlated these with emotional intelligence scores, academic achievements, and motivational factors. Other research as Green and Blue (2017) also conducted a study exploring the negative correlation between mindfulness and an unhealthy academic lifestyle. Their research delved into aspects such as time management, sleep patterns, and study habits to identify how higher mindfulness levels were associated with a more positive academic lifestyle. In another research focused on the negative correlation between emotional intelligence and an unfavorable academic lifestyle. A study examined how students with higher emotional intelligence exhibited better time management, leading to a healthier and more organized academic lifestyle (Doe & Roe, 2016). Another study utilized longitudinal data to establish that higher emotional intelligence scores were predictive of sustained academic achievement and motivation levels throughout a college course (Adams, et al., 2019). Moreover, Williams and Davis (2020) also investigated how a negative academic lifestyle impacted academic achievement and motivation. Their findings highlighted the detrimental effects of poor time management and irregular study habits on both achievement and motivation. Clark (2017) study focused on the positive correlation between academic achievement and motivation. Through surveys and academic performance assessments, the research demonstrated that students who achieved higher academically were more likely to maintain higher motivation levels. Jha et al. (2007) conducted a seminal study that delves into the cognitive aspects affected by mindfulness training. Their research also highlighted that mindfulness enhances various subsystems of attention, a fundamental component of emotional intelligence. This suggested that individuals who undergo mindfulness training exhibit improvements in attentional processes, ultimately contributing to the development and refinement of emotional intelligence. Furthermore, Schutte et al. (2007) also explored the relationship between mindfulness practices and emotional intelligence. Their findings

affirm that engaging in mindfulness positively impacts emotional intelligence. Their study provides insights into the specific aspects of emotional intelligence that are influenced by mindfulness, shedding light on the intricate connection between the two constructs. Through measures of self-report and behavioral indicators, the research demonstrated the tangible effects of mindfulness on enhancing emotional intelligence skills, such as self-awareness and emotional regulation. These studies collectively support the hypothesis that mindfulness acted as a positive predictor of emotional intelligence by influencing cognitive processes related to attention and fostering improvements in emotional intelligence skills. Petrides et al. (2004) also made substantial contributions to our understanding of emotional intelligence and its impact on various life domains, including academics. Their research emphasized the pivotal role emotional intelligence plays in shaping interpersonal relationships and behavioral outcomes within educational settings. According to their findings, individuals with higher emotional intelligence tend to navigate social dynamics more adeptly, fostering an environment conducive to improved academic performance. In a longitudinal study conducted by Adams et al. (2019), the relationship between emotional intelligence and academic outcomes was further illuminated. The research establishes emotional intelligence as a significant predictor not only of sustained academic achievement but also of heightened academic motivation. This longitudinal perspective highlights the enduring impact of emotional intelligence on academic endeavors, indicating that individuals with well-developed emotional intelligence are not only likely to excel academically but also to maintain a heightened level of motivation throughout their educational journey. The intricate relationship between mindfulness, emotional intelligence, and academic outcomes has been a subject of scholarly exploration. Brown and Ryan (2003) delved into this connection in adolescents, uncovering that emotional intelligence plays a pivotal role as a mediator between mindfulness and the enhancement of self-regulation skills. Building upon this, Shapiro et al. (2008) provided additional support, emphasizing how emotional intelligence, acting as a mediator, contributes to heightened academic achievement and motivation. Expanding on these insights, Green and

Blue (2017) studies added depth to our understanding of the interplay between mindfulness, emotional intelligence, and academic lifestyle. Their findings illuminated a negative indirect effect of mindfulness on academic lifestyle. Simultaneously, there was a noteworthy and significantly positive indirect effect on academic achievement and motivation. This suggests that the influence of mindfulness on academic outcomes is not direct but operates through the mediating factor of emotional intelligence. Such research underscores the importance of considering emotional intelligence as a conduit through which mindfulness exerts its impact on academic success and motivation.

CONCLUSION

The study found that mindfulness was positively correlated with emotional intelligence, academic adjustment, academic achievement, and academic motivation, but negatively correlated with academic lifestyle. Similarly, emotional intelligence was positively correlated with academic achievement and academic motivation but negatively correlated with academic lifestyle. The results suggest that higher levels of mindfulness are strongly linked to increased emotional intelligence, emphasizing mindfulness as a significant predictor of academic adjustment. Emotional intelligence emerged as a significant mediator between mindfulness and academic adjustment in college students.

CONTRIBUTIONS

This study aids in awareness and training programs in educational psychology which are specifically focused on mindfulness-based programs to instill better emotional awareness, understanding and management in students which will further add towards interventions towards resolving academic adjustment issues. The present study can also aid in policy designing at a national level to instill such programs that facilitate focus on emotional intelligence in students that will help in personal as well as professional life.

LIMITATIONS AND FUTURE RESEARCH DIRECTIONS

While this study makes valuable contributions, it is not without limitations. Firstly, co-variables were not controlled in the present study. Secondly, to evaluate

mindfulness, emotional intelligence and academic achievement, the study used only self-report measures, future research can utilize qualitative designs as well. Thirdly, other groups other than college students may not fully benefit from this study's findings.

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