

THE ROLE OF EMOTIONS AND SOCIAL SUPPORT IN HELPING NEW STUDENTS ADAPT TO CAMPUS LIFE

Nasrulloh^{1*}, Vikaila Azahra²

Pamulang University^{1, 2}

^{*}nasrulnasrulloh720@gmail.com

Abstract

The Influence of Personality and Self-Efficacy on Students' Career Choices The purpose of this study was to investigate how social support and emotional intelligence affect the capacity of freshmen to adapt to campus life. The subjects of this study were students selected by purposive sampling. Adaptability, Multiple Intelligence, social support, ability were measured using a closed questionnaire with a five-point Likert scale. Multiple linear regression analysis was conducted using SPSS version 25. The findings of the study showed that students' adaptability was positively and significantly influenced by social support ($t = 6.984$; $p < 0.05$) and emotional intelligence ($t = 3.755$; $p < 0.05$). The set of variables explained 62.4% of the variance in adaptability ($R^2 = 0.624$), but the social environment showed a stronger effect ($\beta = 0.563$) compared to emotional stability ($\beta = 0.302$). Therefore, a student with higher emotional intelligence and a stronger and more prepared social network tends to be better able to cope with stress, adapt to his social environment, and be patient in the transition to becoming a high lecturer. The results of this study indicate that social and emotional factors play an important role in helping students adjust to university life. Therefore, educational institutions should implement programs that foster emotional intelligence and provide a supportive social environment to improve students' academic achievement and psychological well-being.

Keywords:

Emotional intelligence, social support, adaptability, first-year students.

Introduction

Moving from high school to college is a major change that helps people grow, but it can also be tough in terms of learning, making friends, and dealing with their feelings. For many, starting college means dealing with new school rules, meeting new people, and taking more responsibility for themselves. This big change can cause a lot of stress and may affect how well they do in school and how they feel mentally. Because of this, it's important to understand what helps students adjust better to college life, which is a big focus in educational research and support programs.

Emotional intelligence plays a big role in helping students adjust to new situations.

It helps them understand their own feelings, manage them well, and also understand others' feelings. This makes it easier for them to communicate with others and solve problems in school and social situations. Students who have high emotional intelligence are usually better at handling stress, have better relationships, and are more satisfied with their lives. These traits are especially useful for new students who are trying to get used to the challenges of living on campus. Social support is also very important because it offers emotional help, advice, and practical help from friends, family, and the school community.

Having a strong support system can reduce stress and make students feel more confident and connected, which is key for adjusting to a new environment. When emotional intelligence and social support work together, they can help students handle the challenges of a new school and social setting more easily.

This study looks at how emotions and support from others help new students adjust to campus life.

It examines how these feelings and relationships affect how well students adapt to their new environment. The goal is to collect information that can be used in counseling and orientation programs for students. The results should give a better understanding of how emotions and social support affect adjustment, and also provide useful ideas to increase students' happiness and help them stay in college.

Theoretical Framework

Starting college is a major change for new students, and it can affect their mental health and how they get along with others. Baker and Siryk (1984) found four important areas that help students adjust to college life: doing well in school, making friends, managing their emotions, and feeling connected to the school. These areas help students deal with their studies, build friendships, and feel like they are part of the community. Difficulties like missing home, feeling stressed about schoolwork, or having trouble making friends can make it harder to adjust, especially for first-year students. It's important to understand the mental and social factors that support adjustment so students can stay healthy and keep focusing on their studies.

Emotional intelligence is an important inner quality that helps students manage the stress and challenges of college life. Goleman (2001) says emotional intelligence is the ability to know your own emotions, understand them, and control them, as well as recognize and respond to the emotions of others. It includes skills like knowing yourself, controlling your feelings, staying motivated, understanding others' feelings, and getting along with people. These skills help people handle stress and get along better with others. Studies from earlier years, like those by Salovey and Mayer (1990) and Parker and others (2004), show that students with higher emotional intelligence are more engaged in their studies, better at managing their feelings, and more socially

connected. These findings suggest that emotional intelligence helps build strength and flexibility, allowing students to stay motivated and take care of their well-being during college.

Besides emotional intelligence, having good social support is also very important for students to adjust to their new environment. Sarafino (2011) breaks down social support into four kinds: emotional, practical help, information, and feedback. When students get enough support from their family, friends, and school systems, it helps reduce stress and improves their emotional health (Cohen & Wills, 1985). Friends, in particular, help new students learn the rules of social behavior, make friends, and feel like they belong in school (Malecki & Demaray, 2006). On the other hand, support from family gives students a strong emotional base, which makes them more confident and willing to take on new challenges (Yildirim, 2008).

Many research papers have studied how emotional intelligence and social support each impact students' well-being on their own. But not many studies have looked at how these two things together can help new students get used to college life. Most research looks at emotional and social factors separately, so it doesn't show how a student's emotional skills and the support they get from others might work together. This study tries to fix that by combining Goleman's (2001) idea of emotional intelligence with Sarafino's (2011) model of social support. The goal is to better understand how both factors together affect new students' ability to adjust, as explained by Baker and Siryk (1984).

According to this idea, the study suggests that emotional intelligence (X_1) and social support (X_2) both play a role in predicting how well new students adjust (Y). Students with higher emotional intelligence are believed to perform better in school, make better friends, and manage their feelings more effectively. Students who receive more social support are expected to feel less stressed and connect better with their school environment. Additionally, emotional intelligence and social support are thought to have a connection. Those with higher emotional intelligence are better at building and keeping positive relationships, which helps them adjust more easily to campus life.

Accordingly, the hypotheses of this study are as follows:

H_1 : Emotional intelligence has a positive and significant effect on the adaptation of new students to campus life.

H_2 : Social support has a positive and significant effect on the adaptation of new students to campus life.

H_3 : Emotional intelligence and social support together have a positive and significant effect on the adaptation of new students to campus life.

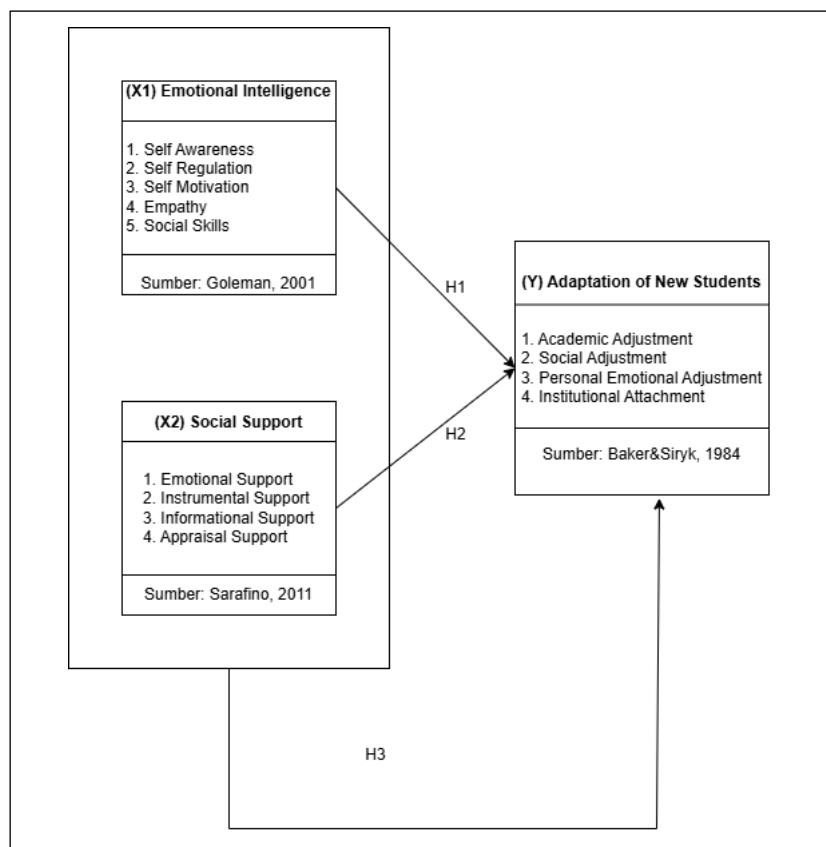


Figure 1. Connection between X1 and X2 to Y

Method

This study uses a quantitative method with an explanatory research design to explain how emotional intelligence and social support affect the adaptability of new students in the campus environment. An explanatory design was selected because it helps test hypotheses and shows how one factor directly influences another, as well as provides real evidence about the processes involved in how students adjust to a new setting.

The study looked at new university students, and the sample included 100 people chosen through purposive sampling. These people were first-year students who were actively adjusting to campus life. This method was used so the participants accurately reflected students going through both academic and social changes.

Data was gathered using a closed questionnaire that included a five-point Likert scale, where 1 meant "strongly disagree" and 5 meant "strongly agree." The questionnaire had statements that focused on three key areas: emotional intelligence, social support, and adaptability. Each of these areas was measured through several questions based on well-known theories. Before collecting the data, the questionnaire was checked for validity and reliability to make sure all the questions were suitable and accurate for this study.

The data were analyzed using multiple linear regression with SPSS version 25. A t-test was used to check the effect of each independent variable, and an F-test was used to examine how all the variables together affected the outcome. The results showed that emotional intelligence ($t = 3.755$; $p < 0.05$) and social support ($t = 6.984$; $p < 0.05$) had a positive and significant impact on students' adaptive abilities. The R^2 value of 0.624 means that 62.4% of the variation in adaptive ability is explained by emotional intelligence and social support together, showing that these two factors are important in helping students adjust well to the campus environment.

Results

This study aims to determine the influence of personality (X_1) and self-efficacy (X_2) on students' career choice (Y). The study involved 103 students, and data analysis was conducted using multiple linear regression with SPSS.

Table 1. Simple Regression Analysis of Emotional Intelligence (X_1) toward Adaptive Ability (Y)

| Model | Coefficients ^a | | | | | | | | |
|----------------------|-----------------------------|------------|---------------------------|-------|------|--------------|---------|------|-------------------------|
| | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. | Correlations | | | Collinearity Statistics |
| | B | Std. Error | | | | Zero-order | Partial | Part | |
| 1(Constant) | 9,318 | 2,838 | | 3,283 | ,001 | | | | |
| Kecerdasan Emosional | ,581 | ,067 | ,659 | 8,676 | ,000 | ,659 | ,659 | ,659 | 1,000 1,000 |

a. Dependent Variable: Kemampuan Adaptasi

Source: Output SPSS 23 (2015)

The results of the multiple linear regression analysis showed the following equation:

$$Y = 9,318 + 0.581X_1$$

The significance level ($\alpha = 0.05$) is greater than the significance value (Sig.) of 0.000. This suggests that the dependent variable is positively and statistically significantly impacted by emotional intelligence. Assuming all other variables stay the same, the unstandardised coefficient (B) = 0.581 indicates that the dependent variable rises by 0.581 units for every unit increase in emotional intelligence. Additionally, the significance of this effect is confirmed by the t-value of 8.676, which is higher than the essential t-table value. Additionally, a high positive correlation between the dependent variable and emotional intelligence is indicated by the beta coefficient (0.659).

**Table 2. Simple Regression Analysis of Social Support (X₂)
toward Adaptive Ability (Y)
Coefficients^a**

| Model | Unstandardized Coefficients | | Standardized Coefficients Beta | t | Sig. | Correlations | | | Collinearity Statistics | |
|--------------------------------|-----------------------------|---------------|-----------------------------------|-----------------|--------------|--------------|---------|------|-------------------------|----------------|
| | B | Std. Error | | | | Zero-order | Partial | Part | Tolerance | VIF |
| 1(Constant) Dukungan Sosial | 9,763 ,722 | 2,128 ,063 | ,754 | 4,587 11,374 | ,000 ,000 | | ,754 | ,754 | ,754 | 1,000 1,000 |

a. Dependent Variable: Kemampuan Adaptasi

Source: Output SPSS 23 (2015)

Based on the simple regression table X2, the following equation is obtained:

$$Y = 9.763 + 0.722X_2$$

The constant value (a) is 9.763, meaning that if Social Support (X2) is 0, then the average Adaptive Ability (Y) is 9.763.

The regression coefficient value for variable X2 is 0.722, which means that every one-unit increase in social support will increase adaptive ability by 0.722, assuming other variables remain constant.

The Sig. value = 0.000 < 0.05, meaning that Social Support has a significant effect on Adaptive Ability. The Beta value = 0.754 indicates a very strong relationship between Social Support and Adaptive Ability.

Social support has a positive and significant effect on adaptive ability. The higher the social support received, the higher the individual's adaptive ability.

Table 3. Multiple Linear Regression Test of X1 and X2 Against Y

Coefficients^a

| Model | Unstandardized Coefficients | | Standardized Coefficients Beta | t | Sig. | Correlations | | | Collinearity Statistics | |
|--|-----------------------------|-----------------------|-----------------------------------|-------------------------|----------------------|--------------|----------------------|--------------|-------------------------|----------------|
| | B | Std. Error | | | | Zero-order | Partial | Part | Tolerance | VIF |
| 1(Constant) Kecerdasan Emosional Dukungan Sosial | 4,627 ,267 ,539 | 2,422 ,071 ,077 | ,302 ,563 | 1,911 3,755 6,984 | ,059 ,000 ,000 | | ,659 ,356 ,754 | ,234 ,435 | ,598 ,598 | 1,672 1,672 |

a. Dependent Variable: Kemampuan Adaptasi

Source: Output SPSS 23 (2015)

Based on the results of the multiple regression table, the following equation is obtained:

$$Y = 4.627 + 0.267X_1 + 0.539X_2$$

Explanation:

X_1 = Emotional Intelligence

X_2 = Social Support

Y = Adaptive Ability

The constant value (a) = 4.627, meaning that if both independent variables (X_1 and X_2) are equal to 0, then the average Adaptive Ability (Y) is 4.627. The regression coefficient value of X_1 is 0.267, meaning that every one-unit increase in Emotional Intelligence will increase Adaptive Ability by 0.267, assuming other variables remain constant. The regression coefficient value for X_2 is 0.539, meaning that every one-unit increase in Social Support will increase Adaptive Ability by 0.539, assuming other variables remain constant. The Sig. value for X_1 is 0.000 and the Sig. value for X_2 is 0.000, both of which are < 0.05 , meaning that both variables have a significant partial effect on Adaptive Ability. The VIF value is 1.672 (<10), indicating that there is no multicollinearity problem, so the regression model can be used.

Both Emotional Intelligence and Social Support have a positive and significant effect on Adaptive Ability. Social Support has a greater effect ($\beta = 0.563$) than Emotional Intelligence ($\beta = 0.302$), making Social Support the dominant factor influencing students' adaptive ability.

Tabel 4. t-Test (Partial)

Coefficients^a

| Model | Unstandardized Coefficients | | Beta | T | Sig. | Collinearity Statistics | |
|----------------------|-----------------------------|------------|------|-------|------|-------------------------|-------|
| | B | Std. Error | | | | Tolerance | VIF |
| 1 (Constant) | 4,627 | 2,422 | | 1,911 | ,059 | | |
| Kecerdasan Emosional | ,267 | ,071 | ,302 | 3,755 | ,000 | ,598 | 1,672 |
| Dukungan Sosial | ,539 | ,077 | ,563 | 6,984 | ,000 | ,598 | 1,672 |

a. Dependent Variable: Kemampuan Adaptasi

Source: Output SPSS 23 (2015)

Based on the Coefficients table in the first figure, the t-test results show that: Emotional Intelligence (X_1) has a t-value of 3.755 with a significance value of $0.000 < 0.05$, which means it has a positive and significant effect on Adaptive Ability (Y). This means that the higher a person's emotional intelligence, the better their adaptive ability. Social Support (X_2) has a t-value of 6.984 with a significance value of $0.000 < 0.05$, also indicating a positive and significant effect on Adaptive Ability (Y). This means that the more social support a person receives, the higher their ability to adapt. Thus, both independent variables—emotional intelligence and social support—have a partial positive and significant effect on adaptability.

**Tabel 5. F Test (Simultaneous)
ANOVA^a**

| Model | Sum of Squares | Df | Mean Square | F | Sig. |
|--------------|----------------|----|-------------|--------|-------------------|
| 1 Regression | 570,055 | 2 | 285,027 | 80,375 | ,000 ^b |
| Residual | 343,985 | 97 | 3,546 | | |
| Total | 914,040 | 99 | | | |

a. Dependent Variable: Kemampuan Adaptasi

b. Predictors: (Constant), Dukungan Sosial, Kecerdasan Emosional

Source: Output SPSS 23 (2015)

Based on the ANOVA table, the calculated F value is 80.375 with a significance value of $0.000 < 0.05$. This indicates that Emotional Intelligence (X_1) and Social Support (X_2) simultaneously have a significant effect on Adaptive Ability (Y). In other words, the regression model used in this study is statistically valid and reliable for predicting adaptive ability based on emotional intelligence and social support.

**Tabel 6. Coefficient of Determination (R^2)
Model Summary**

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1 | ,790 ^a | ,624 | ,616 | 1,883 |

a. Predictors: (Constant), Dukungan Sosial, Kecerdasan Emosional

Source: Output SPSS 23 (2015)

Based on the Model Summary table, we obtained a value of $R = 0.790$ and $R^2 = 0.624$. This means that 62.4% of the variation in Adaptive Ability (Y) can be explained by the variables of Emotional Intelligence and Social

Support, while the remaining 37.6% is influenced by other factors not examined in this model.

These results indicate that the regression model used is quite effective in explaining the variation in a person's adaptive ability through their emotional intelligence and social support.

Discussion

This study examines how emotions and support from others help new students adjust to campus life. It looks into how these feelings and relationships influence how well students get used to their new environment. The aim is to gather information that can be used in counseling and orientation programs for students. The findings should provide a better understanding of how emotions and social support affect adaptation, and also offer useful ideas to increase students' happiness and help them stay in college.

These results support the ideas from Goleman's (1995) theory on emotional intelligence and Cohen and Wills' (1985) theory about social support. Students who can understand and manage their emotions are better at handling school stress, changes in their friendships, and new responsibilities. Being able to control emotions helps them stay stronger and feel less stressed, which makes it easier for them to adapt. These findings also line up with previous studies by Parker et al. (2004) and Qualter et al. (2009), who found that emotional intelligence helps students deal with stress and build good relationships during their first year of college.

Also, the positive effects of social support seen in this study agree with findings from Wilcox et al. (2005) and Friedlander et al. (2007), which highlight that social relationships provide emotional comfort and practical guidance that strengthen students' sense of connection and academic perseverance. In this research, both family support and peer support emerged as important resources that help reduce the impact of stress and uncertainty during transitional periods. Additionally, the interaction between emotional intelligence and social support shows that students with higher emotional awareness and better interpersonal skills are more likely to seek out and use available social resources effectively.

From a scientific point of view, this study adds new information by looking at emotional intelligence and social support together, not separately. It shows that these two things work together to affect how students adjust to their environment. This highlights the need to consider both psychological and social factors when understanding how students grow. The study also suggests that universities should focus on programs that teach emotional skills and help build friendly peer groups. Training that improves empathy, communication, and ways to manage stress can help students better handle emotions and get along better with others.

This study has some positive parts, but there are issues that make the results not very reliable. One issue is that the study used questionnaires that people completed by themselves. This might have made them give false or incorrect answers, maybe because they wanted to look better or fit in with others. Also, since the study only checked the data once, it can't really show if one thing causes another. To get a clearer picture, future studies could look at these things over a longer period or use different ways to collect information. Another way to make the results more useful would be to include students

from more universities or different cultures, so the findings can be applied in a wider variety of situations.

In conclusion, this study shows that emotional intelligence and social support are connected and help each other in helping students adjust to college life. By focusing on both managing emotions and building social connections, universities can create environments that support academic achievement and also improve students' mental health and ability to cope with challenges in the future.

Conclusion

Individually, social support has a stronger influence than emotional intelligence. Students who receive higher levels of support from family, friends, and the academic community tend to adapt more easily to new situations. Meanwhile, students with higher emotional intelligence are better at managing stress, understanding themselves and others, and maintaining healthy social relationships, which also strengthen their adaptability.

Overall, the findings emphasize the importance of the interaction between emotional regulation and social connection in shaping students' successful adjustment to college life. Therefore, educational institutions should design programs that enhance emotional intelligence and foster supportive peer and community networks, in order to promote students' psychological well-being and academic success.

Social support has a greater impact on an individual than emotional intelligence. Higher levels of support from friends, family, and the academic community help students adjust to new circumstances more readily. In the meantime, kids who possess greater emotional intelligence are more adept at stress management, self-awareness, and social relationship maintenance, all of which enhance their flexibility.

Overall, the results highlight how crucial the relationship between social connection and emotional control is in determining how well students acclimatise to college life. Therefore, in order to assist students' psychological well-being and academic achievement, educational institutions should provide programs that improve emotional intelligence and create networks of supportive peers and the community.

References

Baker, R. W., & Siryk, B. (1984). Measuring adjustment to college. *Journal of Counseling Psychology*, 31(2), 179–189. <https://doi.org/10.1037/0022-0167.31.2.179>

Cohen, S., & Wills, T. A. (1985). Stress, social support, and the buffering hypothesis. *Psychological Bulletin*, 98(2), 310–357. <https://doi.org/10.1037/0033-295X.98.2.310>

Goleman, D. (2001). Emotional intelligence: Issues in paradigm building. In C. Cherniss & D. Goleman (Eds.), *The emotionally intelligent workplace* (pp. 13-26). Jossey-Bass.

Malecki, C. K., & Demaray, M. K. (2006). Social support as a buffer in the relationship between socioeconomic status and academic performance. *School Psychology Quarterly*, 21(4), 375-395. <https://doi.org/10.1037/h0084129>

Parker, J. D. A., Summerfeldt, L. J., Hogan, M. J., & Majeski, S. A. (2004). Emotional intelligence and academic success: Examining the transition from high school to university. *Personality and Individual Differences*, 36(1), 163-172. [https://doi.org/10.1016/S0191-8869\(03\)00076-X](https://doi.org/10.1016/S0191-8869(03)00076-X)

Sarafino, E. P. (2011). *Health psychology: Biopsychosocial interactions* (7th ed.). Wiley.

Salovey, P., & Mayer, J. D. (1990). Emotional intelligence. *Imagination, Cognition and Personality*, 9(3), 185-211. <https://doi.org/10.2190/DUGG-P24E-52WK-6CDG>

Yildirim, I. (2008). Relationships between burnout, sources of social support, and sociodemographic variables. *Social Behavior and Personality: An International Journal*, 36(5), 603-616. <https://doi.org/10.2224/sbp.2008.36.5.603>