

EXPLORING EMOTIONAL INTELLIGENCE AND STUDENT WELLBEING IN MULTICULTURAL UNIVERSITY SETTINGS

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ABSTRACT

The major reason for this research was to find out the perception of college students who take part in multicultural programs regarding the relationship between EI, MA, and PWB. The study aimed at determining the extent to which the relation of EQ to mental health is influenced by intercultural adaptation. The participants in this research numbered 384 and were from very diverse intellectual and cultural backgrounds, while the methodological approach was a quantitative descriptive correlational one. The data was subjected to Structural Equation Modeling (SEM) to verify if our assumption was correct. The researchers utilized standardized scales to evaluate EI, MA, and PWB. The study showed that high EQ had a profound effect on mental health and adaptability to different cultures, thus it would be inferred that through having EQ, students could better regulate their feelings, recover quickly from their failures, and cooperate with people from different cultures. Furthermore, the capacity to blend in with different cultures has a positive effect on the individual's emotional health through the activity of the most important outer character trait, which is the ability to mix with different cultures. The capacity to adapt to other cultures has a significant bearing on the correlation between EQ and mental health since it moderates the relationship between the two. University and college students can benefit from programs that teach them to be more resilient, accepting, and healthy by increasing their intercultural awareness and emotional intelligence, according to the study's authors. Not only did this study fill a need in our understanding of multicultural university environments, but it also provided evidence that intercultural adaptation is an important process connecting EQ to psychological health.

Keywords: Emotional Intelligence, Multicultural Adaptation, Psychological Wellbeing, University Students, Higher Education

1. INTRODUCTION

1.1. BACKGROUND OF THE STUDY

Globalization along with the mass internationalization of higher education have sped up the cultural diversity in university campuses which in turn has increased the opportunities as well as the psychosocial demands for the students. There is a lot of research going on which proves that there is a lot of distress among university populations and international students are the ones who usually report more depressive symptoms, more perceived stress, and less perceived social support than

their domestic peers [Zayed et al. \(2025\)](#). This situation emphasizes the necessity of recognizing the factors affecting student wellbeing that can be modified in a multicultural environment. The latest evidence after the pandemic shows that the problem of mental health in students has not gone away and that the universities need to provide resources for adaptive coping as they are transitioning to “new normal” learning climates [Le Vigouroux et al. \(2025\)](#).

The capacity to identify, understand, and control one's own emotions—what is known as emotional intelligence (EI)—has lately emerged as a robust marker of psychological well-being among the millennial and college-aged generations (PWB). Present-day empirical research and reviews always demonstrate the same trend that high EI correlates with good PWB and lower psychological distress and in some instances with better academic performance. [Shengyao et al. \(2024\)](#) For example, a comprehensive study conducted in 2024 showed that EI had strong positive correlations not only with wellbeing but also with academic success; meanwhile, a 2025 cross-cultural study in Arab universities confirmed the role of EI in safeguarding mental health. [Ruiz-Ortega et al. \(2024\)](#) Similarly, reviews point out that EI is influenced by various educational and contextual factors, leading to the conclusion that universities can enhance EI by implementing specific teaching and non-teaching activities. [Martínez-Rodríguez and Ferreira \(2025\)](#).

In a multicultural context, the students not only have to deal with the cultural aspects of their new environment—the norms, ways of communicating and expectations of their new roles—but also have to be able to do this without any problems, which means they will need to have good intercultural skills [Prado et al. \(2024\)](#). The literature on adaptation of international students indicates that both psychological and sociocultural factors act together in the course of adjustment; therefore, lack of either one can result in lowering of the overall satisfaction and decrease of one's willingness to remain in the academic institution. [Gebregergis and Csukonyi \(2025\)](#) The most important thing is that the newly developed research indicates that one of the aspects of EI is intercultural competence or multicultural adaptation, which may be a way through which EI leads to positive wellbeing and work-study outcomes—that is, the emotionally intelligent persons have better skills in regulating their emotions, empathizing with people from different cultures and establishing supportive intercultural relationships that help them to cope with stress. This kind of support for the mentioned pathways has been found in the educational and also similar professional settings where intercultural competence acts as a partial mediator between EI and the downstream outcomes (e.g., job satisfaction), which implies a similar process for student wellbeing [Mohamed et al. \(2025\)](#).

Simultaneously, studies that make comparisons reveal that the initial mental-health status of international students is lower than that of domestic students, thus making adaptive resources even more essential for international students. [Indrayathi et al. \(2025\)](#) Therefore, the combination of EI development and structured intercultural experiences could provide double advantage: it will be in the direct enhancement of one's emotional self-management and in the indirect improvement of one's PWB by strengthening one's multicultural adaptation skills. This integrative viewpoint is consistent with recent higher education initiatives that recommend the infusion of evidence-based psychosocial skills and intercultural learning into curricula, advising, and campus life.

Contemporary literature suggests a model where EI has a direct impact on student PWB and an indirect one through multicultural adaptation. When this model is tested in varying student groups, it can contribute to the development of the

theory of adjustment at internationalized universities and at the same time it will be a basis for the improvement of institutional policies—like EI training, intercultural mentoring, and inclusive campus programming—that are meant to enhance resilience, belonging, and mental health. By positioning an analyzable mechanism (adaptation) connecting a malleable attribute (EI) to a priority outcome (wellbeing) at the center, the present study aims at a manageable lever for bettering student experience and success in multicultural higher education [Rodrigo et al. \(2025\)](#).

1.2. PROBLEM STATEMENT

University students very often find themselves in multicultural environments which are not only very rich but also full of emotional and adjustment issues that can have adverse effects on their health and academics. Emotional intelligence is believed to promote the use of healthier coping mechanisms and the formation of better relationships but still, the exact way by which it improves mental health—especially during cultural adjustment of students—is not clear. The main problem the present research is addressing is the lack of empirical data that would demonstrate how emotional intelligence affects the psychological wellbeing of students in multicultural campuses both directly and indirectly (through cultural adaptation). The revelation of such a process might help to create well-targeted interventions that would not only lead to the improvement of emotional and intercultural skills but also to better student outcomes.

1.3. RESEARCH OBJECTIVES

- To find out how well students' emotional intelligence correlates with their mental health and how well they adapt to different cultures.
- To learn more about how intercultural adaptation mediates the connection between EQ and mental health in multiethnic classrooms.

1.4. RESEARCH QUESTIONS

- How successfully do college students in multicultural settings handle emotional intelligence, adjust to different cultures, and maintain their mental health?
- Does the emotional intelligence of college students have any bearing on their psychological well-being?
- Does emotional intelligence significantly affect how well college students can adjust to different cultural settings?
- How does a college student's mental health relate to their capacity to adapt to new cultural contexts?
- When considering the link between EQ and mental health, one must ask: to what extent does intercultural adaptation play a mediating role?
- Does demographic information like age, gender, education level, and academic year have any bearing on emotional intelligence, multicultural adaption, and mental health?

1.5. HYPOTHESES OF THE STUDY

- **H1:** Students' mental health improves when they have high levels of emotional intelligence.

- **H2:** The ability to adapt to other cultures is positively correlated with emotional intelligence.
- **H3:** When it comes to emotional intelligence and mental health, multicultural adaptation plays a mediating role.

1.6. SCOPE AND DELIMITATIONS

Examining the effects of intercultural education on students' emotional intelligence, capacity to adjust to new cultures, and psychological well-being is the driving force behind this study. The study also makes an effort to shed light on emotional intelligence's function as an indirect component in multicultural adaptation and as a direct component in psychological wellness. All of the participating universities' students are college freshmen or current students enrolled in classes at schools that value cultural diversity and student-teacher dialogue highly. Emotional intelligence, adaptation, and wellbeing are the only variables that are measured using self-reports based on psychological scales that have been validated.

The delimitations of the study bring up the fact that it focuses specifically on university students and not on other groups of people like school kids or employees. Also, the study does not take into account other possibilities for mediating or moderating variables such as personality traits, academic stress, or social support that might affect the relationships being measured. Moreover, since the research uses a cross-sectional design, it can only show relationships at one moment in time, thus limiting the possibility of inferring causality. The results, therefore, are valid only for the specific context of this research and may not be applicable to students coming from non-multicultural or different cultural backgrounds. Yet, the study despite its limitations, sheds light on the emotional and intercultural factors that are pivotal to student wellbeing in higher education.

1.7. SIGNIFICANCE OF THE STUDY

This research holds great importance as it sheds light on the combined effects of emotional intelligence and multicultural adaptation on psychological wellbeing of students in the universities that are becoming more and more diverse. Upon the coming of students into contact with others from different cultures, their emotional understanding and controlling skills opens up a huge necessity for the positive mental health and moreover, the performance in studies. The overall well-being effect degree that goes beyond merely the individual emotional regulation by examining the multicultural adaptation mediating role is how the emotional intelligence is contributing to the well-being. The results of the study stress the need for and the use of various measures, for instance, counseling services, intercultural competency programs, and emotional intelligence training, to enhance students' adjustment and resilience. Another, more comprehensive inclusive education practices that would result in an emotionally balanced, socially harmonious, and academically successful multicultural higher education context are laid out by this research through the formation of a single model, thus paving the way for the theoretical constructs to be built around the emotional and cultural aspects.

2. REVIEW OF LITERATURE

[Singh et al. \(2022\)](#) From its inception to our current knowledge of emotional intelligence (EI), the article provided a comprehensive literature analysis that

focused on the key theories that influenced its growth. In addition, it examined several methods of measuring EI, which helped to clarify the concept even further. Examining the existing EI models, measurement tools, and the links between them was the primary goal of the article. The models were compared according to certain characteristics like the emphasis on emotional components, and the paper pointed out the discrepancies between three particular models while at the same time marking the demand for uniform EI scales which are distinguished by the focus on either cognitive parameters or the use of personality traits.

[Ackley \(2016\)](#) addressed everyday inquiries about the usage of EQ in consulting psychology. Initially, it contrasts three widely accepted models of EQ, after which it critiques assessment instruments for appraising each model. Ultimately, it demonstrates the use of EQ tests in executive mentoring and group building, thereby emphasizing the practical advantages of EQ and the ways of its execution.

[Soroka \(2022\)](#) The paper primarily focused on the social adaptation of students in diverse cultural environments, and particularly on the non-traditional method of distance learning. It was conducted through the application of questionnaires and the use of statistical tools to investigate an international students' resilience with the help of the obtained results showing an 81.92% resilience index and a correlation ($r = 0.45$; $p < 0.01$). The results indicated that the students had high to medium resilience levels, as they were adjusting well to remote learning in the midst of the COVID-19 crisis. The research work implies that the exploration of effective strategies to promote social adaptation in distance education should be among the priorities of the higher education professionals, as it would be very much beneficially in the creation of an adaptive learning environment.

[Кожбаева et al. \(2024\)](#) The strategies of the translators have been reflected and profiled concerning their operation in the paradigmatic relationship of American multicultural literature between the languages and the cultures. The main task here is nothing less than a systematic boldness in the presentation and analysis of these strategies with the primary focus on the preservation of the various cultures involved and the exact reproduction of the meanings from the original texts. By means of a thorough analysis of the literary works, the research reveals the existence of a number of linguistic and cultural adaptation methods that are indispensable for the genuine representation of the respective cultures. The outcomes significantly benefit intercultural communication in the very least and offer a language and culture interplay model in translating of the multicultural literature as well. This research is not only aimed at the improvement of the translation training and academic curricula but also at the opening up of cultural diversity and the establishment of an effective intercultural communication, which is to say that it will ultimately lead to the production of higher quality translated works and the breeding of culturally aware translators.

Security is a socio-cultural phenomenon that encompasses various aspects of social reality and is fundamentally tied to individuals' well-being. [Yu \(2018\)](#) Political, economic, social, and cultural environments have been shown to impact both the security of individuals and society at large. Psychological security, thus, is not static but rather constantly subjected to the emergence of new threats which require its continuous establishment. The use of an interdisciplinary approach is pointed out as an advantageous way to comprehend security and well-being, since the perception of security is primarily psychological and may differ a lot among individuals and groups. Moreover, modern research is steadily drawing attention to the interaction between well-being and security, yet, the traditional tendency of only viewing security in terms of protection and basic needs' satisfaction persists;

hence, the relationship between psychological well-being and security as complementary concepts remains poorly explored.

The interest in the concept of well-being has increased remarkably, bringing to light the two main types of well-being, namely, subjective well-being (SWB) and eudaimonic well-being (EWB). In the case of SWB, it is usually evaluated based on the presence of positive emotions and the level of life satisfaction, whereas EWB does not have a standardized measurement system, thus leading to the emergence of more than 45 different operationalizations and 63 different constructs, which makes it difficult to make comparisons across studies. [Martela and Sheldon \(2019\)](#) Eudaimonic motivations, psychological need fulfillment, and SWB were the three pillars that made up the tripartite paradigm of happiness. Grounded in self-determination theory, it postulates that the satisfaction of the psychological needs for autonomy, competence, and relatedness not only increases SWB but also contributes to overall health, thus, it proposes that the inclusion of these needs in the surveys could bring in very useful information for the policymakers about the cultural and social factors impacting the well-being question.

[Guerra-Bustamante et al. \(2019\)](#) The relationship among emotional intelligence dimensions (attention, clarity, repair) and adolescent's happiness levels (low, medium, high) has been studied based on a survey of 646 secondary school students aged 12-17 (47.5% boys, 52.5% girls). By employing multinomial logistic regression and ROC curve analysis, the research applied the Trait Meta Mood Scale-24 and the Oxford Happiness Questionnaire. The results show that emotional intelligence is one of the factors associated with happiness in adolescence, which in turn makes this period very important for the development of emotional skills that will benefit well-being.

[Shaheen and Shaheen \(2016\)](#) A study was conducted on one hundred children (50 boys and 50 girls) randomly picked from the Senior Secondary Schools at AMU, Aligarh, where the average age was fifteen years, to investigate the correlation between EQ and mental health. The evaluation was done through a well-being manifestation scale and an emotional intelligence test. The correlation that was found through Pearson correlation analysis and t-tests was statistically significant and positive concerning emotional intelligence. Furthermore, girls had significantly higher scores in emotional intelligence than boys, but no gender differences were observed in total psychological well-being or its dimensions.

[Kai et al. \(2021\)](#) Among the several variables that influence an expat's ability to adjust to a new culture, this study identified cross-cultural competency as a mediator between the two. Findings highlight emotional intelligence and cultural adaptability as critical components of cross-cultural competency development and adaptation. We used structural equation modeling using the partial least squares approach to evaluate the data gathered from 240 Taiwanese expatriates. The results provide important information on how cultural adaptability affects performance and adjustment indirectly. This study emphasizes the importance of cross-cultural competence and hence, it makes a novel contribution to the existing literature, and it also provides practical suggestions for HR managers in the areas of expatriate recruitment and management.

[Muhina et al. \(2016\)](#) examined the issues arising out of the educational process structure in connection with the growth of the students' emotional intelligence. In the current multicultural educational settings, emotional intelligence is important for the training and professional adaptation of future teachers. It underlines that the patterns of this formation are very much connected to a country's particular mentality. The training is aimed at the development of emotional intelligence as a

primary skill for friendly and efficient interactions, adaptability to educational activities, objective information reception, and responsive behavior to the changes in the environment. Besides, it deals with the need to comprehend the actions of the peers, students, teachers, and parents during the learning and teaching processes.

[Martinet and Damásio \(2021\)](#) Among 108 immigrant participants, the research looked at the relationships between demographics, cultural adaptation, hope, and several measures of happiness, including GwB, SWB, SoWB, PWB, and meaning in life. It turned out that socio-cultural adaptation was the most favorable predictor of all well-being dimensions but the least when it came to life's meaning. On the other hand, cultural remoteness harmed SoWB but the same was not true for SWB as it was just an area where psychological adaptation was positively linked. There was an inverse relationship between money and the seeking of meaning while age and type of immigration were the other factors negatively correlating. The findings provide insights into the lives of Brazilian immigrants.

[Bae \(2020\)](#) explored the connections between multicultural teenagers' bicultural identity, acculturative stress, and subjective well-being using an analysis of data from 1,635 individuals. There was a positive correlation between psychological well-being and bicultural identification, and a negative correlation between acculturative stress and psychological well-being. Bicultural identity also had an indirect impact on mental health by reducing the severity of acculturative stress. In order to assist multiethnic adolescents in adjusting, the results highlight the necessity for educational institutions to foster bicultural acceptance and mitigate the effects of acculturative stress.

2.1. IDENTIFIED RESEARCH GAPS

The phenomenon of emotional intelligence is very well known and the same applies to multicultural adaptation and psychological well-being. Yet, there has not been enough research that brings these concepts together and works with them under a unified theoretical framework. Previous research has focused on isolated aspects, such as emotional intelligence models and assessment tools, students' social adaptation in specific settings, or the effect of cultural competency on adaptation and performance. The present research intends to eliminate the gap in knowledge by performing an empirical study investigating the direct and indirect connections between emotional intelligence (EQ), multicultural adaptation (MA), and psychological health across different educational settings. Research on multicultural classrooms at the university level is relatively less compared to adult studies or primary school children. Therefore, the current research will give a wider view of the adaptation and mental health of students in the different educational settings.

3. RESEARCH METHODOLOGY

3.1. RESEARCH DESIGN

The relationships between Emotional Intelligence (EI), Multicultural Awareness (MA), and Psychological Well-Being (PWB) were explored through a quantitative descriptive-correlational method in this study. The subjects of the research were university students with different cultural backgrounds. This methodology was selected because it enables a very thorough statistical examination of the direct and indirect relationships of the variables. The study applied SEM (Structural Equation Modeling) to measure the relationships, confirm the hypotheses, and besides, the cross-sectional data which were obtained from the

subjects during a set time period were used to test the hypotheses. This method allowed us not only to test the proposed theoretical model but also to develop a strong analytical framework capable of investigating the mediation effects.

3.2. DATA COLLECTION METHODS

The main data was a structured questionnaire made up of four parts that contained together: demographic characteristics, emotional intelligence, multicultural adaptation, and psychological well-being. The researchers in this context adapted standardized and verified scales:

- **The Emotional Intelligence Scale (EIS)** measured self-awareness, emotion regulation, and empathy.
- **The Multicultural Adaptation Scale (MAS)** assessed the ability to interact effectively and adjust to culturally diverse environments.
- **The Psychological Wellbeing Scale (PWB)** evaluated self-acceptance, life satisfaction, and emotional balance.

Likert five-point scale was used to evaluate every single item. Prior to general use, the instrument was tried out on a few people to ensure that it was easy to understand and operate. A total of 384 students with different ethnicities, ages, and academic levels were surveyed through both online and offline methods. The process of obtaining ethical approval and informing participants about their rights to privacy and autonomy was necessary for the voluntary participation of the respondents followed by obtaining their consent.

3.3. DATA ANALYSIS

In order to support its conclusions and assumptions, the study decided to use a quantitative methodology that was systematic and orderly for examining the data gathered. The application of appropriate statistical techniques was the main reason for the dependability and trustworthiness of the findings. Researchers used descriptive statistics to take a look at the respondent demographic data like gender, age, educational level, and participation in cultural activities and thus provided an overview of the sample's characteristics. After this, the researchers confirmed the validity and reliability of the assessment scales which showed that the items measuring EQ, intercultural adaptability, and psychological wellness were precisely defined.

After validating the measurement tools' adequacy, we employed inferential analysis to uncover the correlations among variables. To assess the intensity of the links between emotional intelligence, multicultural adaptability, and mental health, the researchers resorted to correlation analysis. Structural Equation Modeling (SEM) affirmed the anticipated mediation impacts and connections. Within the scope of the proposed theoretical model, this method allowed for the examination of both short- and long-term effects. The data had validated the theoretical model, according to the findings of an evaluation of the overall model fit using a number of well-known indices.

The analytical process led to the identification of the way emotional intelligence benefited psychological wellbeing both directly and indirectly through the mediation of multicultural adaptation. The findings not only provided empirical proof for the theoretical assumptions but also showed how emotional and cultural competencies are interconnected in the process of bringing about psychological wellbeing among students in div.

4. RESULTS

4.1. OBJECTIVES

- To find out how well students' emotional intelligence correlates with their mental health and how well they adapt to different cultures.
- To learn more about how intercultural adaptation mediates the connection between EQ and mental health in multiethnic classrooms.

4.2. CONCEPTUAL FRAME WORK

Figure 1

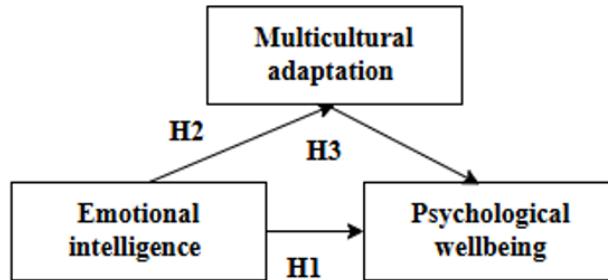


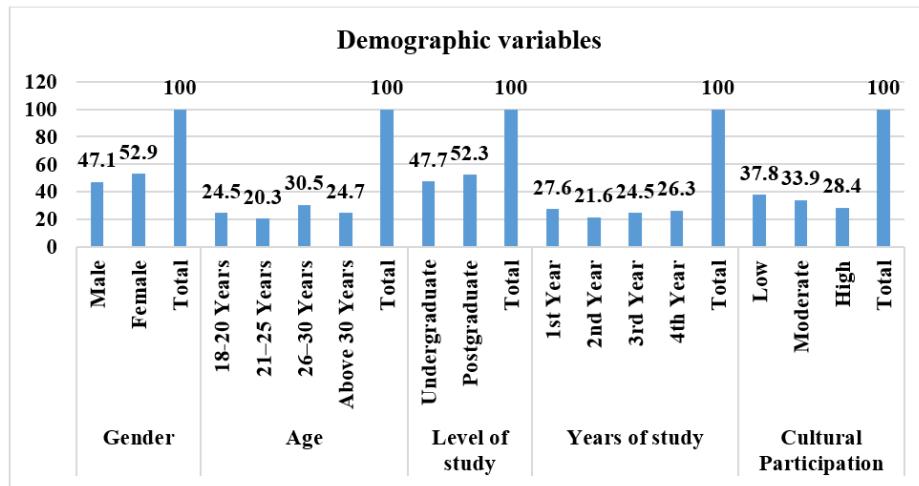
Figure 1 Conceptual Frame Work

4.3. DEMOGRAPHIC VARIABLES

Table 1

Table 1 Demographic Variables

		Frequency	Percentage
Gender	Male	181	47.1
	Female	203	52.9
	Total	384	100
Age	18-20 Years	94	24.5
	21-25 Years	78	20.3
	26-30 Years	117	30.5
	Above 30 Years	95	24.7
Level of study	Total	384	100
	Undergraduate	183	47.7
	Postgraduate	201	52.3
Years of study	Total	384	100
	1st Year	106	27.6
	2nd Year	83	21.6
	3rd Year	94	24.5
	4th Year	101	26.3
Cultural Participation	Total	384	100
	Low	145	37.8
	Moderate	130	33.9
	High	109	28.4
	Total	384	100



The 384 study participants were fairly evenly dispersed across all of the major demographic factors. Male students made up 47.1% of the total, while female students accounted for 52.9%. Among the students that took part, there was a wide range of ages represented. The youngest was 18–20 years old, the oldest was 30-something (or 30.5% of the total), and the middle ground was 21–25 years old (20.3%). While 47.7% of the participants were undergraduates, 52.3% were postgraduates, suggesting that a slightly larger number of the participants were involved in advanced coursework. The distribution of students throughout years of study was very uniform, with 1st-year students constituting 27.6%, 2nd-year 21.6%, 3rd-year 24.5%, and 4th-year 26.3%. Regarding cultural participation, 37.8% of the respondents declared low involvement, while 33.9% and 28.4% reported moderate and high involvement in multicultural activities, respectively. This situation means that a large part of the student population got the opportunity to have different kinds of contacts with multicultural aspects through their university life. The sample is well-distributed in terms of gender, age, academic levels, and intercultural involvement, which together make a strong base for the study of emotional intelligence, multicultural adaptability, and psychological wellbeing to be carried out.

Table 2

Table 2 Validity and Reliability

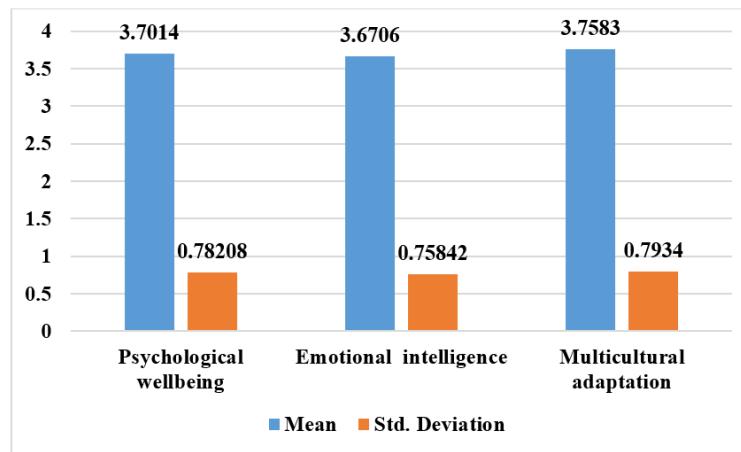
Variables	Cronbach's Alpha	Composite Reliability	AVE
Psychological Wellbeing	0.8940	0.85	0.665
Emotional Intelligence	0.8850	0.842	0.647
Multicultural Adaptation	0.9140	0.853	0.745

According to the reliability and validity outcomes table, three variables—cultural adaptation, emotional intelligence, and mental health—have convergent validity and strong internal consistency. All of the variables have Cronbach's Alpha values greater than or equal to 0.70, with ranges from 0.885 to 0.914. This verifies the dependability and consistency of the objects within each build. A measurement model is deemed trustworthy if its Composite Dependability (CR) score falls within the range of 0.842 to 0.853, which exceeds the threshold of 0.70. With AVE values ranging from 0.647 to 0.745, all constructions are also greater than 0.50; this means that each construct explains more than half of the variation in its indicators. These

results confirm that the measurement model is reliable and has good convergent validity, so you know the items are measuring what they claim to be.

Table 3

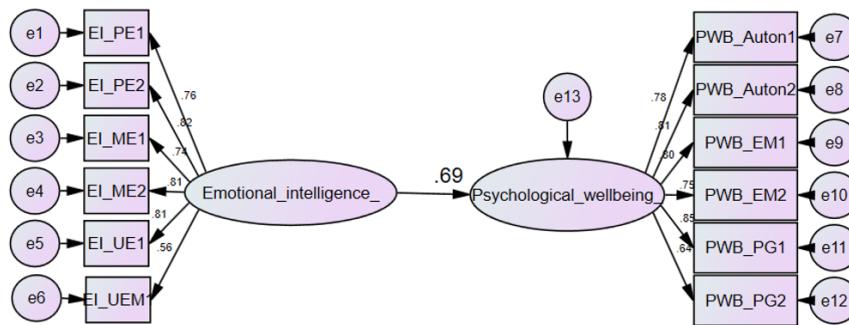
Variables	Mean	Std. Deviation
Psychological Wellbeing	3.7014	0.78208
Emotional Intelligence	3.6706	0.75842
Multicultural Adaptation	3.7583	0.7934



The descriptive statistics indicate that the three primary variables psychological wellbeing, emotional intelligence, and intercultural adaptation exhibit comparatively high mean scores, indicating favourable trends among respondents. Multicultural adaptation has the highest mean score ($M = 3.76$, $SD = 0.79$), indicating that participants mostly see themselves as well acclimated to multicultural settings. Psychological wellness ($M = 3.70$, $SD = 0.78$) and emotional intelligence ($M = 3.67$, $SD = 0.76$) exhibit fairly high mean values, indicating that participants in the research had a commendable degree of emotional awareness and overall wellbeing. The standard deviation scores, which were between 0.75 and 0.79, showed a slight variation in the opinions of the participants. This means that even if the majority of the people had the same opinion, the differences in their emotional intelligence, adaptation, and wellbeing would be very small. The results demonstrate that the sampled individuals in a cross-cultural setting, on the whole, keep up a healthy and nice mental and emotional state.

4.4. HYPOTHESIS IMPLEMENTATION

H1: Emotional intelligence is positively related to students' psychological wellbeing.

**Table 4****Table 4 Regression Weights: (Group Number 1 - Default Model)**

Path	Standard Estimate	S.E.	C.R.	P
Psychological wellbeing <--- Emotional intelligence	0.692	0.057	11.942	***

The path analysis output gives evidence of a solid and statistically significant relationship between EQ and the mental health of pupils. Pupils scoring higher in the emotional intelligence test show better overall mental and emotional health as the standardized estimate ($\beta = 0.692$) implies that the one-unit increase in emotional intelligence results in a very remarkable psychological wellbeing improvement. The strong relationship is verified by the critical ratio (C.R. = 11.942), which exceeds the suggested limit of 1.96. On the other hand, the conclusion is highly significant as the p-value ($p < 0.001$) suggests. This research supports the first hypothesis that claims students' emotional intelligence is a great contributor to their mental health by helping them understand, regulate, and express their emotions in academic and intercultural contexts more easily.

Table 5**Table 5 Model Fit Summary**

CMIN	DF	CMIN/DF	GFI	NFI	RFI	IFI	CFI	RMR	RMSEA
75.826	53	1.431	0.967	0.972	0.965	0.991	0.991	0.023	0.034

The suggested model gives a good match to the data, according to the model fit indices. A Chi-square value (CMIN) of 75.826 suggests a model fit with 53 degrees of freedom (DF) and a CMIN/DF ratio of 1.431, which is much lower than the acceptable threshold of 3. This model explains a large portion of the observed data variation with Goodness-of-Fit Index (GFI) values of 0.967 and Normed Fit Index (NFI) values of 0.972, both of which are greater than 0.90. Additionally, the three fit indices (CFI = 0.991, RFI = 0.965, and IFI = 0.991) are all higher than the suggested cutoff of 0.95, indicating that the model is extremely well-fitting and that the comparison with the null model was very effective. It is clear that the model and data are in good agreement, as both the RMR and RMSEA are well below 0.05 (0.023 and 0.034, respectively). It seems like a strong bet to use this model because it has low error rates, high structural validity, and statistically significant goodness-of-fit signals.

H2: Emotional intelligence is positively related to multicultural adaptation.

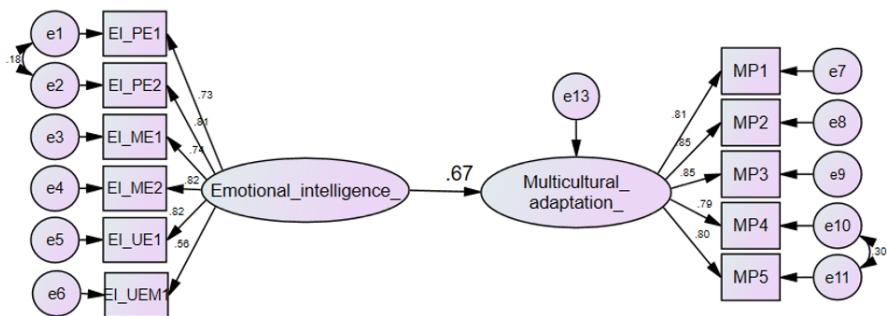


Table 6

Table 6 Regression Weights: (Group Number 1 - Default Model)

Path	Standard Estimate	S.E.	C.R.	P
Multicultural Adaptation <--- Emotional Intelligence	0.668	0.058	11.781	***

Results from structural equation modeling show that EQ and the ability to adapt to different cultures go hand in hand. There is a strong association between people's heightened emotional intelligence and enhanced intercultural adaptability, as indicated by the standardised value ($\beta = 0.668$). This correlation is statistically significant since the critical ratio (C.R. = 11.781) is much higher than the cutoff value of 1.96. In addition, the result is very significant and cannot be attributed to random chance, as shown by the p-value (***, $p < 0.001$). Emotional awareness and regulation help individuals navigate cultural disparities and build positive intercultural relationships; hence, people with high emotional intelligence are better able to adapt, understand, and operate effectively in multicultural settings.

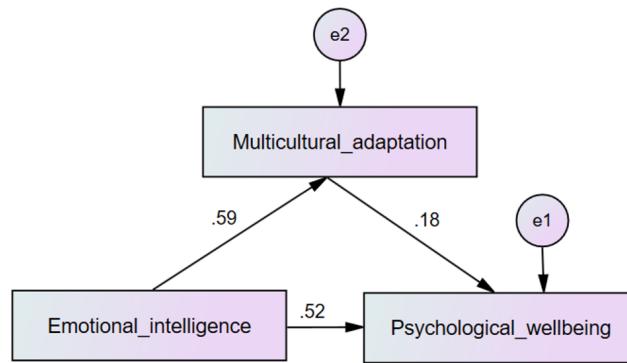
Table 7

Table 7 Model Fit Summary

CMIN	DF	CMIN/DF	GFI	NFI	RFI	IFI	CFI	RMR	RMSEA
60.07	41	1.465	0.973	0.978	0.97	0.993	0.993	0.024	0.035

The model fits the data well, according to fit indices. With a chi-square value (CMIN) of 60.07 and 41 degrees of freedom (DF), a CMIN/DF ratio of 1.465 indicates a reasonable model fit, considerably below the necessary 3. The goodness-of-fit indices (GFI = 0.973, NFI = 0.978, RFI = 0.970, IFI = 0.993, and CFI = 0.993) supported this finding. These results are all above the 0.90 threshold, indicating that the suggested model fits the experiment data well. The model fits the population well with negligible residual error because RMR and RMSEA are substantially below 0.08. These statistical results show that the proposed model fits the data well and is stable and dependable.

H3: Multicultural adaptation mediates the relationship between emotional intelligence and psychological wellbeing.

**Table 8****Table 8 Regression Weights: (Group Number 1 - Default Model)**

	Path		Standard Estimate	S.E.	C.R.	P
Multicultural adaptation	<---	Emotional intelligence	0.59	0.043	14.315	***
Psychological wellbeing	<---	Multicultural adaptation	0.18	0.048	3.699	***
Psychological wellbeing	<---	Emotional intelligence	0.517	0.05	10.624	***

Mediating EI and PWB, the mediation study found multicultural adaptation (MA) essential. Emotional intelligence (EI) and multicultural adaptability (MA) are positively and significantly correlated (standardized estimate = 0.59, S.E. = 0.043, C.R. = 14.315, $p < 0.001$). This suggests that individuals with higher EI are better at navigating multicultural settings. MA considerably enhances students' psychological health, particularly their ability to adapt to multicultural situations (standardised estimate = 0.18, S.E. = 0.048, C.R. = 3.699, $p < 0.001$). Strong mediation exists between emotional intelligence (EI) and psychological well-being (PWB), with a partial estimate of 0.517, a standard error of 0.05, a coefficient of determination of 10.624, and a p-value less than 0.001. This provides more evidence that EQ influences mental health both directly and indirectly through intercultural competence. The results show that EQ has two main effects: one is a direct improvement to health, and the other is a more indirect improvement to people's ability to adapt to new cultural environments.

4.5. STANDARDIZED INDIRECT EFFECTS (GROUP NUMBER 1 - DEFAULT MODEL)

Table 9**Table 9 Standardized Indirect Effects (Group Number 1 - Default Model)**

	Emotional intelligence	Multicultural adaptation
Multicultural adaptation	0	0
Psychological wellbeing	0.106	0

As shown in the Standardized Indirect Effects table, the connection between emotional intelligence (EI) and psychological wellbeing (PWB) is mediated by multicultural adaptability (MA). Emotional intelligence (EI) indirectly contributes to psychological wellbeing (PWB) through an individual's capacity to negotiate

intercultural environments. Supporting this, we find that EI has a standardized indirect effect of 0.106 on PWB via multicultural adaptability (MA). In conclusion, improved intercultural adaptability is associated with enhanced emotional intelligence, which has a salutary effect on people's mental health. According to the positive magnitude of the indirect effect, which implies that mediation acts positively, a growth in emotional intelligence's positive influence on well-being is magnified by increased adaption in multicultural situations. This evidence supports Hypothesis 3 (H3), which states that the relationship between emotional intelligence and psychological health is influenced by one's ability to adapt to other cultures.

5. DISCUSSION

College students' emotional intelligence, psychological health, and capacity to adjust to different cultures were positively correlated in various situations, according to this study. It may be that being in touch with one's emotions and able to channel them productively leads to more fulfillment in one's life, since students who scored higher on assessments of emotional intelligence also reported higher levels of mental health. Emotionally savvy students have a leg up when it comes to managing academic pressure, making and keeping friends, and controlling their emotions. Individuals having higher emotional intelligence levels are likely to attain success in unfamiliar cultural contexts and to get accustomed to and communicate effectively thereafter, as well. Their capacity for empathy, self-control, and keeping a receptive mind can be seen as the main factors for their adaptability which again leads to positive interactions among the people of different backgrounds. Mediation studies show that the ability to adapt to different cultures mitigates the relationship between EQ and mental health to a less degree than the case of IQ. This means that emotional intelligence is a double-edged sword: it not only enhances a person's mental health but also helps the person to be more flexible in the different cultural environments. Besides, the qualities of acceptance, competence, and emotional stability have boosted students' psychological well-being if they are able, so to speak, to adapt to different situations easily. The results speak of emotional intelligence as being the factor, the primary one, that is the most helpful in people's health, on the one hand, and in their adjustment to different cultures, on the other hand. It is not only the case that students in multicultural classrooms will flourish, quickly adjust, and not suffer from stress when they are trained in these three areas of intercultural skills and emotional intelligence; it is also the case that universities are strongly recommended to incorporate such training into their student support services.

6. CONCLUSION

Data shows that emotional intelligence plays a major role in not just the well-being but also in the academic success of university students, especially those taking mixed-gender classes. The healthiest, in general, are the ones who obtain the highest scores for emotional intelligence. Higher scores indicate better emotional intelligence and better regulation of emotions, which in turn help deal with cultural differences and academic stress. The students that got higher scores on the emotional intelligence test were more prone to very good cross-cultural communication skills, adjusting to strange cultural norms, and making friends with the others from different backgrounds, and all these features are the signs of successful international adaptation. The ability to adjust to new cultural

environments is one of the factors that mediates the relationship between emotional intelligence and psychological well-being, as indicated by the mediation study. The idea that emotional intelligence can either make or break students' mental and emotional well-being therefore comes a little nearer to being substantiated as it implies that emotional intelligence is a student's ticket to easy entrance and transition through different classroom types. Along with over-all emotional support and stability, the students' well-being receives a major boost if they are very good at adapting to cultural differences since this will lead to more inclusion, understanding, and emotional stability. Thus, the results point to the fact that students need to be trained not only in emotion management for themselves and others but also in the use of the communication and collaboration techniques with people from different cultural backgrounds. The multicultural awareness and emotional intelligence programs that are introduced in conjunction with the school's intention to be more diverse and welcoming will not only result in a better but also more adaptable student population. The research not only confirms but also elaborates the interconnectedness of psychological wellness, global adaptability, and emotional intelligence, furthermore it suggests that the blend of emotional and cultural skills gives a considerable edge in different educational contexts.

CONFLICT OF INTERESTS

None.

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