



## Relationship of Resilience with Emotional Intelligence, Psychological Well-Being and Life Satisfaction among University Students

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### Abstract

The basic aim of this research was to uncover the possible relationship of resilience with psychological well-being and life satisfaction among the university students. This is an acknowledged fact that resilience is one of the core psychological factors to face the challenging situation and the students while studying also face many academic challenges therefore exploring its links with other core variables like emotional intelligence and life satisfaction is vital. For this purpose a sample of (N=136) university students was selected by using purposive sampling method. Level of resilience, emotional intelligence, psychological well-being and life satisfaction was measured by using valid and reliable scales. The results from this correlational study revealed a significant positive correlation of resilience with emotional intelligence, psychological well-being and life satisfaction. The findings also revealed that resilience and its facets significantly predict the emotional intelligence, psychological well-being and life satisfaction among the students. Hence, this concluded that to boost the emotional intelligence, psychological well-being and life satisfaction among students, it is necessary to provide them such interventions that uplift the level of resilience among university students.

**Keywords:** Resilience, Emotional Intelligence, Psychological Well-Being, Life Satisfaction

### Introduction

The term "resilience" was used in the middle of the 1800s to describe the ability of internal components to withstand change (Rehman et al., 2022). Resilience is one of the most important psychological aspects of a person's capacity to adapt to challenging situations. This is an acknowledged fact that the students face many intellectual, social, and personal challenges during university life. Psychological strengths like resilience, emotional intelligence,

psychological well-being, psychological contentment, and life satisfaction affect one's ability to overcome these challenges. Resilience, the ability to overcome adversity and adapt to stress, is one of the most important psychological traits that helps students overcome academic, social, and personal challenges (Platsido & Salman, 2012). It is observed that high emotional intelligence improves academic performance, stress management, and problem-solving, making people more resilient (Salovey & Mayer, 1990). Thus, studying resilience and emotional intelligence can help students handle academic and personal issues. Similarly Psychological well-being self-acceptance, autonomy, life purpose, and personal development is another important factor in student success (Ryff, 1989). Healthy students can handle mental and emotional challenges, making them resilient. Psychologically healthy people have better mental health, lower stress, and higher life satisfaction (Cook et al., 2011). Life satisfaction an individual's subjective assessment of their quality of life is closely linked to resilience (Hako, 2024). College students with higher life satisfaction are more likely to manage stress, stay motivated, and overcome personal and academic challenges. Understanding this relationship can help students improve their well-being since resilience protects life satisfaction.

Though these psychological concepts are becoming more popular, little research has examined how resilience, emotional intelligence, psychological well-being, and life satisfaction interact, especially among Pakistani university students. Investigating the interactions between academic demands, societal expectations, and university transitions will help design targeted interventions to improve students' academic success and well-being. This study examines resilience and university students' emotional intelligence, psychological health, and life satisfaction to close this gap. In academic settings, this study can promote psychological therapies and support systems that build resilience, emotional intelligence, and well-being by emphasizing these links.

## **Literature Review**

Student resilience in Pakistan is a complex issue shaped by multiple factors, such as academic stress, social support, and personal development initiatives. Studies demonstrate that resilience is essential for managing challenges; especially in demanding academic settings A cross-sectional correlational study design was employed. Evaluated resilience and social support levels in nursing students. The findings revealed low to moderate resilience scores among nursing students. There exists a positive correlation among resilience, social support, and psychological well-being. The study demonstrated that resilience and social support have a positive effect on psychological well-being (Naz et al., 2024).

Beg et al. (2024) examined the resilience levels of medical students in Karachi and identified factors associated with resilience and coping styles. For this purpose, a self-administered socio-demographic form was utilized for data collection, while the Brief Resilience Scale and Brief Cope scale were employed for assessment. The study's findings revealed that 43.9% of students exhibited low levels of resilience. Furthermore, first-year students exhibited greater resilience than those in clinical years. It was estimated that more than one-third of medical students exhibited low levels of resilience. A study also uncovered the relationship of resilience with mental well-being. The results from the collected data showed a positive association of resilience with guilt feelings. A lower motivation was also reported among those students who scored below satisfactory on academic grades. The students with low level of resilience also reported the symptoms of grit and burnout (Khan et al., 2023).

Jabeen et al. (2024) conducted a study to identify the resilience related predictors among the students. They also explored the role of EI in connection with healthy mind among students. The

results showed EI was significantly correlated with healthy mental activity or good learning capacity among students. Similarly, EI was also correlated with students overall performance in the class. The study concluded that to achieve good mental health or to improve the student's class room perception, learning and motivation good resilience power is required. Another study reported the role of resilience in connection with anger, social isolation, hostility and sadness among students. In this regard

Ozbay and Çelik (2024) recruited a sample of graduate and undergraduate students. The results of their study revealed a significant relationship between the variables. The lower the score on resilience was significantly associated with higher level of isolation and anger among the students. Similarly, the mediating effects of resilience was also explored by the Rasheed and Waris (2021) among graduate students and reported that resilience play a buffering role in association with safe and stressful attachment style and satisfaction with life. The results also explores that the good resilience is necessary for good mental wellness. It supports the students to achieve their learning goals.

### **Rationale of the Study**

Students in universities encounter with different academic, social, and personal difficulties that might greatly affect their psychological and emotional state. Rising stress related to academic pressures, career uncertainty, and social dynamics in recent years has underlined the need of investigating protective elements influencing students' mental health and general life satisfaction. Academic success and psychological health of students depend much on resilience, sometimes defined as the capacity to overcome obstacles and adjust to demanding circumstances. Higher level of resilience is a predictor of good personality. It has been observed that the individuals with higher level of resilience are less vulnerable to mental illness as compared to those with low level of resilience. The goal of this study was to address the role of resilience in connection with many other psychological factors to fill the gap in research.

### **Objectives of the Study**

1. To examine the relationship between resilience, emotional intelligence, psychological well-being, and life satisfaction among university students.

### **Hypothesis of the Study**

1. Resilience, emotional intelligence and its facets, psychological well-being, and life satisfaction will be positively correlated.
2. Resilience significantly predicts Emotional intelligence, its facets, psychological well-being, and life satisfaction among students.

### **Methodology**

#### **Research Design**

The current study used a cross-sectional, correlational research design to investigate how university students' resilience relates to their emotional intelligence, psychological wellbeing, and life satisfaction.

#### **Participants**

This research was conducted on university students. Data was collected from both public and private universities in Bahawalpur. The study sample was consisted of (N=136) students. The

sample was obtained from a heterogeneous population to enhance the generalizability of the results.

### **Inclusion Criteria**

The current study included students aged 18 and older enrolled in public and private universities in Bahawalpur. Only students proficient in the English language were considered to comprehend the questionnaires were eligible.

### **Exclusion Criteria**

The current study was conducted on university students, thereby excluding individuals enrolled in schools or colleges those under the age of 18 and with prior diagnoses of any psychological condition were excluded from the study

### **Sampling Method**

The present study employed a purposive sampling technique to identify the target population.

### **Estimating Sample Size**

To determine a sufficient sample size G. Power, statistical power analysis software commonly employed to determine the requisite sample size in research studies, was utilized.

### **Assessment Scales**

In this study three scales were utilized to quantify the variables of research. The first was the Brief Resilience Scale consisting of 6 items with good internal consistency. The second scale was Brief Emotional Intelligence Scale. This was consisting of 10 statements to check the level of emotional intelligence among adults. The third scale was satisfaction with life scale. This scale was with 5 items. All the scales used in this study were valid and reliable with good psychometric properties.

### **Ethical Consideration**

This study was conducted following the APA ethical standards such as informed consent were filled by the participants of the study prior data collection. Similarly, they were briefed that there will be no risk or harm and the data will be confidential and will be used for study purpose.

### **Results of the Study**

The collected data was analysed by using SPSS. The output results are discussed below:

**Table 1 Correlation among Study Variables i.e. Resilience, Emotional Intelligence, Psychological Well-Being and Life Satisfaction**

Variables	M	SD	1	2	3	4	5	6	7	8	9
1. Resilience	22.18	4.82	--								
2. Appraisal of Own Emotions	3.55	.93	.77**	--							
3. Appraisal of Others' Emotions	3.65	1.18	.44**	.37**	--						
4. Regulation of Own Emotions	3.53	.98	.71**	.82**	.35**	--					
5. Regulation of Others' Emotions	3.56	.93	.77**	1.00**	.36**	.81**	--				
6. Utilization of Emotions	3.68	.93	.66**	.73**	.24**	.64**	.72**	--			
7. Emotional Intelligence	18.07	4.26	.75**	.74**	.53**	.76**	.74**	.60**	--		
8. Psychological Well-Being	74.60	15.34	.74**	.84**	.54**	.78**	.83**	.71**	.72**	--	
9. Life Satisfaction	14.70	3.45	.54**	.63**	.35**	.49**	.63**	.56**	.51**	.61**	--

Note. \*p < .05, \*\*p < .01, the above table shows the correlation among resilience, emotional intelligence, psychological well-being and life satisfaction among students.

**Table 2 Regression Analysis for Resilience Predicting Emotional Intelligence, Psychological Well-Being and Life Satisfaction**

Dependent Variables	R	R <sup>2</sup>	Adjusted R <sup>2</sup>	B	SE	β	t	p
Appraisal of Own Emotions	.77	.60	.59	.15	.01	.77	14.05	.000
Appraisal of Others' Emotions	.44	.19	.19	.11	.02	.44	5.67	.000
Regulation of Own Emotions	.71	.50	.50	.14	.01	.71	11.58	.000
Regulation of Others' Emotions	.77	.59	.59	.15	.01	.77	13.91	.000
Utilization of Emotions	.66	.44	.43	.13	.01	.66	10.18	.000
Emotional Intelligence	.75	.56	.56	.66	.05	.75	13.02	.000
Psychological Well-Being	.74	.54	.54	2.34	.19	.74	12.56	.000
Life Satisfaction	.54	.29	.28	.39	.05	.54	7.37	.000

Note. R = correlation coefficient; R<sup>2</sup> = coefficient of determination; SE = standard error; β = standardized beta coefficient; p = significance value.

## Findings and Discussion

The first hypothesis of the present study proposed that resilience, emotional intelligence, psychological well-being, and life satisfaction would be positively related. Table 1 presents the correlation matrix among the key study variables, along with their means and standard deviations. Resilience ( $M = 22.18$ ,  $SD = 4.82$ ) was found to be positively correlated with all variables, showing strong associations with appraisal of own emotions ( $r = .77$ ,  $p < .01$ ), regulation of own emotions ( $r = .71$ ,  $p < .01$ ), regulation of others' emotions ( $r = .77$ ,  $p < .01$ ), utilization of emotions ( $r = .66$ ,  $p < .01$ ), and emotional intelligence ( $r = .75$ ,  $p < .01$ ). This indicates that individuals with higher resilience tend to have better emotional regulation and awareness. Emotional intelligence ( $M = 18.07$ ,  $SD = 4.26$ ) was significantly correlated with psychological well-being ( $r = .72$ ,  $p < .01$ ) and life satisfaction ( $r = .51$ ,  $p < .01$ ), suggesting that individuals with higher emotional intelligence experience greater well-being and satisfaction in life. Furthermore, psychological well-being ( $M = 74.60$ ,  $SD = 15.34$ ) was strongly associated with regulation of others' emotions ( $r = .83$ ,  $p < .01$ ) and appraisal of own emotions ( $r = .84$ ,  $p < .01$ ), indicating that emotional regulation plays a crucial role in overall well-being. Life satisfaction ( $M = 14.70$ ,  $SD = 3.45$ ) showed moderate correlations with all variables, with the strongest relationship observed with regulation of others' emotions ( $r = .63$ ,  $p < .01$ ) and psychological well-being ( $r = .61$ ,  $p < .01$ ). These findings suggest that individuals who can effectively regulate their own and others' emotions experience higher levels of satisfaction in life.

The second hypothesis proposed that resilience would significantly predict emotional intelligence, its facets, psychological well-being, and life satisfaction. Table 2 presents the results of regression analyses examining the predictive role of resilience on various emotional and psychological outcomes. The  $R$  values indicate the strength of the relationship, while  $R^2$  values show the proportion of variance explained by resilience in each outcome variable. The  $\beta$  (beta) coefficients reflect the standardized effect sizes, with  $t$ -values and  $p$ -values indicating statistical significance. Resilience was found to be a strong predictor of several emotional regulation processes, including appraisal of own emotions ( $\beta = .77$ ,  $p < .001$ ), regulation of own emotions ( $\beta = .71$ ,  $p < .001$ ), and regulation of others' emotions ( $\beta = .77$ ,  $p < .001$ ), explaining 59% to 60% of the variance in these outcomes. Similarly, utilization of emotions ( $\beta = .66$ ,  $p < .001$ ) and appraisal of others' emotions ( $\beta = .44$ ,  $p < .001$ ) were also significantly predicted by resilience, though with a slightly lower variance explained (19% to 44%). Resilience also demonstrated a significant impact on psychological well-being ( $\beta = .74$ ,  $p < .001$ ,  $R^2 = .54$ ) and life satisfaction ( $\beta = .54$ ,  $p < .001$ ,  $R^2 = .29$ ), suggesting that individuals with higher resilience tend to experience greater psychological well-being and satisfaction in life. Additionally, resilience significantly predicted emotional intelligence ( $\beta = .75$ ,  $p < .001$ ,  $R^2 = .56$ ), indicating that higher resilience is associated with better emotional intelligence skills. The findings are in accordance with the previous studies such as a positive association between resilience and psychological well-being underscores the importance of resilience-based interventions in promoting mental health among university students. Similarly, resilience significantly predicted life satisfaction explaining 29% of its variance. This finding suggests that individuals with higher resilience are more likely to perceive their lives as fulfilling and meaningful, as they are better equipped to manage adversity and maintain a positive outlook (Fredrickson, 2001).

## Conclusion

The present study examined the relationship between resilience, emotional intelligence, psychological well-being, and life satisfaction among university students. The findings revealed that resilience is significantly and positively associated with emotional intelligence,

psychological well-being, and life satisfaction, highlighting its crucial role in students' overall mental health. These results suggest that students with higher resilience tend to demonstrate better emotional regulation, greater psychological stability, and higher levels of life satisfaction, enabling them to cope effectively with academic and personal challenges. Hence, in the light of the above findings the educationists and authorities are suggested to start some intervention programs to uplift the resilience of the students for better academic outcomes and learning.

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