

Relationship Between Emotional Intelligence, Resilience and Psychological Well-Being Among University Students

Sushovan Sen¹, Puja Ghosh², Dr. Sunandita Bhowmik³

¹Research Scholar, Department of Education, Cooch Behar Panchanan Barma University, West Bengal, India.

²Ph.D. Research Scholar, Department of Education, Cooch Behar Panchanan Barma University, West Bengal, India.

³Assistant Professor, Department of Education, Cooch Behar Panchanan Barma University, West Bengal, India.

Corresponding Author: Puja Ghosh, Ph.D. Research Scholar, Department of Education, Cooch Behar Panchanan Barma University, West Bengal, India

E-mail: pujaghosh2195@gmail.com

Abstract

In today's complex society, maintaining mental balance is challenging. Success and happiness are not guaranteed by normal IQ. Instead, integrating neuroscience and behavioral science promotes success. Emotional intelligence, resilience, and psychological well-being are key to overcoming challenges and living healthily. The present study aims to examine whether any relationship exists between the emotional intelligence, resilience and psychological well-being among university students. Following purposive sampling method, a total 100 university students (Male (N1) = 50 and Female (N2) = 50) were selected for the present study from Cooch Behar Panchanan Barma University located in Cooch Behar district, West Bengal. Descriptive and inferential statistics were used. The data were analysed using SPSS (Version: 22). Mean and Standard Deviation were computed. Pearson's Product Moment Correlation Coefficient, t-Statistics were used for the verification of Hypotheses. Result shows that the emotional intelligence of the male and female university students is significantly and positively correlated with their power of resilience and psychological well-being. Again, the students with high emotional intelligence differed significantly from the students with low emotional intelligence with respect to their resilience and psychological well-being. It is recommended that instead of focusing only on cognitive domain, the higher education curriculum needs to be reconstructed where the positive psychological traits can be developed among the students.

Keywords: Emotional Intelligence, resilience, psychological well-being, university students.

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How to cite this article: : Sen S, Ghosh P, Bhowmik S. Relationship Between Emotional Intelligence, Resilience and Psychological Well-Being Among University Students. SDES-IJIR; 2025; 6-2: 930-935

Submitted: 08-April-2025; **Modification:** 24-April-2025; **Accepted:** 25-April-2025; **Published:** 08-May-2025

Introduction:

It is quite clear that normal IQ is no guarantee of success and happiness in life. There is a lot of evidence that many bright and talented people could not achieve success in their life. Daniel Goleman (1996) offers a brilliant insight into our two minds- rational mind and emotional mind and shows how they together shape our future. The new dimension of intelligence changes is so called understanding about IQ. The relationship between neuroscience and behavioural science are presented together to analyse the concept of emotional intelligence. Various factors that define human behaviour such as self-awareness, empathy and self-discipline, do surprisingly well in leading a successful life which normal IQ cannot. Furthermore, according

to Piaget's theory of cognitive development, brain reaches its highest stage of development during adolescence and then it slows down. But emotional intelligence can be nurtured and strengthened throughout our adulthood—with immediate benefits to our health, our relationships, and our work. Emotional intelligence has received much attention as a factor for success in higher education (Kaur & Triza, 2014; McKinsey & Company, 2016; & KPMG, 2021).

An emotionally intelligent person may be able to better perceive the needs of others and, in turn, provide better care, leading to improved life satisfaction (Ravikumar et al. 2017). Resilience is the capacity to deal with adversities and it has become an essential component of personality to survive healthy and with quality. It has gained relevance in scientific research (Maltby & Hall, 2022; Shean, Cohen & Jong, 2015; Young, Roberts & Ward, 2019). Emotional Intelligence and resilience are traits that have been found to be associated with the skills required to handle the challenges like self-awareness, assertiveness and stress management (Chan, Sit, & Lau, 2014; Taylor & Holston 2016). Universities provide a unique opportunity to identify and build on Emotional Intelligence levels and to assist students to reframe negative or adverse experiences to build a sense of resilience (Price, 2022). Crane et al. (2018) on the other hand argued that resilient individuals are generally able to maintain their physical and psychological health and have the capacity to recover more quickly from stressful events which may be denoted as the psychological well-being (Vella et al., 2019).

Keeping in view the above factors which are in compliance with successful, productive and healthy life, the present study aims to explore the relationship between emotional intelligence, resilience and psychological well-being among the male and female students of Cooch Behar Panchanan Barma University located in West Bengal.

Objectives

- a) To examine whether any relationship exists between the emotional intelligence, resilience and psychological well-being of the total sample of male and female university students under study.
- b) To find out whether the students with high emotional intelligence differ from the students with low emotional intelligence with respect to their resilience and psychological well-being.

Hypotheses

The Hypotheses for the present study are-

Ha:1 There will be significant relationship between the emotional intelligence, resilience and psychological well-being of the total sample of male and female university students.

Ha:2 There will be significant difference between the students with high emotional intelligence and the students with low emotional intelligence with respect to their resilience.

Ha:3 There will be significant difference between the students with high emotional intelligence and the students with low emotional intelligence with respect to their psychological well-being.

Materials and Methods:

Sample: The sample selection process depends on the objectives and the nature of the sample. Following purposive sampling method, a total sample of 120 university students (Male (N_1) = 60 and Female (N_2) = 60) were selected for the present study. Data were collected from Cooch Behar Panchanan Barma University located in Cooch Behar district, West Bengal. The researchers have contacted the participants through the student's WhatsApp groups of various departments. The link was sent to the WhatsApp groups and the interested students responded and submitted the forms. As only the interested students responded to the questionnaire, therefore, no separate consent was taken from the participants. It was found that out of 120

responses, 20 were incomplete. The incomplete responses were not included in the study, hence the total sample included in the study was 100 university students (Male (N1) = 50 and Female (N2) = 50).

Research Design : Quantitative descriptive survey research design

Independent Variable: Emotional Intelligence

Dependent Variable: Resilience & Psychological Well-Being.

Tools for Data Collection: The following tools were used to assess emotional intelligence, resilience and psychological well-being of the sample.

The Socio-Demographic Schedule:

Participants' Socio Demographic Information were collected, like- name, age, religion, educational qualification, presently studying in which class (Semester), marital status, etc.

Schutte Self-Report Emotional Intelligence Test (SSEIT) by Nicola Schutte

The Schutte Self-Report Emotional Intelligence Test (SSEIT) is a method of measuring general Emotional Intelligence (EI), using four sub-scales: emotion perception, utilizing emotions, managing self-relevant emotions, and managing others' emotions. Schutte Self-Report Emotional Intelligence Test (SSEIT) was developed by Nicola Schutte. The SSEIT is structured off of the EI model by Salovey and Mayer (1990). The SSEIT model is closely associated with the EQ-I model of Emotional Intelligence.

Scoring

The SSEIT consists of 33-items. A five-point Likert scale was used with responses ranging from strongly disagree (1) to strongly agree (5) for all items. Each sub-test score is graded and then added together to give the total score for the participant. The score range is 33 to 165.

The Connor–Davidson Resilience Scale (CD-RISC) by Connor & Davidson (2003)

The Connor–Davidson Resilience Scale (CD-RISC) is developed by Connor & Davidson, in 2003. CD-RISC is a 25-item scale that measures the ability to cope with adversity.

Scoring:

A 4-point rating scale was used to evaluate the responses of the participants. Respondents' rate items on a scale from 0 (not true at all) to 4 (true nearly all the time).

Psychological Well-being: (Ryff's Psychological Well-being Scale):

It was specifically defined to measure positive aspects of psychological functioning along six theoretically-motivated dimensions: independence and self-determination (autonomy); having satisfying, high quality relationships (positive relations with others); the ability to manage one's life (environmental mastery); being open to new experiences (personal growth); believing that one's life is meaningful (purpose in life); and a positive attitude towards oneself and one's past life (self-acceptance), (Ryff 1989a, b; Ryff and Keyes 1995).

Scoring:

The Ryff's Psychological Well-being scale is a 6-point Likert scale consists 18 items with 6 dimensions. Among them 10 items are negative items and rest of them are positive items. The negative items are scored reversely i.e., score 1 is recode as 6 and score 6 is recode as 1. Positive items are scored directly from 1 to 6.

Statistical Techniques: Descriptive and inferential statistics were used.

Results

Total participants in the study were 100, Male=50% and Female=50%

Table:1 Showing Correlation Among Emotional Intelligence, Resilience and Psychological Well-Being of the Total Sample (N=100)

		Emotional Intelligence	Resilience	Psychological Well-Being
Emotional Intelligence	Pearson Correlation	1		
	Sig. (2-tailed)			
	N	100		
Resilience	Pearson Correlation	.545**	1	
	Sig. (2-tailed)	.000		
	N	100	100	
Psychological Well-Being	Pearson Correlation	.458*	.422**	1
	Sig. (2-tailed)	.000	.000	
	N	100	100	100

** . Correlation is significant at the 0.01 level (2-tailed).

This table has also shown that these university students' power of resilience has a significantly positive correlation with their psychological well-being. Here the correlation values are significant at the 0.01 level. So, the **Hypothesis no. 1** is retained as the finding shown in Table-1 confirms that the emotional intelligence, resilience and psychological well-being of the total sample of male and female university students are significantly correlated.

Table 2: t- Value Showing the Difference between students with High Emotional Intelligence and students with Low Emotional Intelligence with respect to their Resilience

	Independent Samples test				
	Mean	S.D.	t-Value	Df	Level of Significance (2-tailed)
Resilience of the Students with High Emotional Intelligence	89.60	5.204	7.140**	98	0.01
Resilience of the Students with Low Emotional Intelligence	61.30	5.607			

**Significant at 0.01 level

The obtained t-value is 7.140 with df =98, which is more than the table value of 2.62 at 0.01 level of significance. Hence the **Hypothesis no.2** is retained and the result confirms that the students with high emotional intelligence differed significantly from the students with low emotional intelligence with respect to their resilience.

Table 3: t- Value Showing the Difference between students with High Emotional Intelligence and students with Low Emotional Intelligence with respect to their Psychological Well-Being

	Independent Samples test				
	Mean	S.D.	t-Value	df	Level of Significance (2-tailed)
Psychological Well-Being of the Students with High Emotional Intelligence	98.21	6.268			
Psychological Well-Being of the Students with Low Emotional Intelligence	86.26	8.828	2.484*	98	0.05

*Significant at 0.05 level

The obtained t-value is 2.484 with $df = 98$, which is more than the table value of 1.98 at 0.05 level of significance.

Hence the Hypothesis no.3 is retained and the result confirms that the students with high emotional intelligence differed significantly from the students with low emotional intelligence with respect to their psychological well-being.

Discussion

From the present study it is found that the emotional intelligence of the male and female university students is significantly and positively correlated with their power of resilience (Balbhim, S.V, 2022) and with their psychological well-being. It can be said that the university students with high level of emotional intelligence, are highly able to cope with their adversity, whereas, the students with low emotional intelligence many a times become unable to cope with adverse situations (Table: 1). Again, students with high level of emotional intelligence, have higher level of psychological well-being. The previous studies have shown that as the capacity to regulate emotional intelligence increases the happiness also increases. Studies also suggest that emotional intelligence is the important contributor to psychological adjustment. (Yi, et al, 2020). High levels of Emotional intelligence are significantly associated with good mental health where as low levels of emotional intelligence is associated with some psychological disorders (Martinez-Gonzalez et al, 2010). Akdeniz & Yayci (2023) have found a significant relationship between life satisfaction and high emotional intelligence.

Conclusions

Students face many psychological challenges and difficulties. Positive psychological growth is inevitable at this period because the young adult takes decisions independently for their future life. They also take part in many activities for the progress of the society. Happiness, positive emotions and resilience are positive psychological aspects that need to be understood in the context of proper functioning of an individual.

It is recommended to the university authorities that they should arrange social and interactive activities where students can interact and communicate with each other. Curriculum can be reoriented with the aim to develop the skills of self- management and positive psychological growth of students. After experiencing a major stressor, women are more likely than men to report signs of anxiety or other symptoms of distress. This has led some to conclude that women may be less psychologically resilient than men. This information can help us better design and deploy personalized interventions to prevent mental conflict and alleviate adverse mental health outcomes.

Financial support and sponsorship: Nil

Conflicts of interests: There is no conflict of interest

Acknowledgement

The authors acknowledge the contribution of Dr. Upali Dasgupta, the Academic Counselor of IGNOU of Kolkata Regional Centre. Dr. Dasgupta has helped with the final selection of tools and statistical analysis. The authors also acknowledge all the students of university who provided data.

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