



## Original Article

# The Relationship of Emotional Intelligence and Life Satisfaction with Resilience in Students

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## Abstract

**Background:** This paper aims to investigate the strength of the relationship between Emotional Intelligence and Life Satisfaction with Resilience among college students living in Turbat, Balochistan, Pakistan.

**Methodology:** Inform consent was taken from the participants before using a purposive sampling technique. They were categorized into two groups: one hundred males (n = 100) and one hundred females (n = 100). The participants were selected from Government Boys Degree College, Government Girls Degree College of Turbat, and the University of Turbat, District Kech, Balochistan. After obtaining consent, the following questionnaires were administered: a Demographic Sheet, Self-Report Emotional Intelligence Test (SREIT), Satisfaction With Life Scale (SWLS), and Trait Resilience Checklist (TRC).

**Results:** The results of this study verified that Emotional Intelligence and life satisfaction with resilience have a positive correlation. Finally, recommendations and limitations have been put forward according to the study results.

**Conclusion:** Our study has demonstrated a strong positive relationship between Emotional Intelligence and Life Satisfaction with Resilience. The findings underscore the significance of emotional intelligence in promoting overall life satisfaction and resilience in this population.

## Keywords

Emotional Intelligence, Life Satisfaction, Resilience.



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## Introduction

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Turbat is a far-flung and underprivileged region in southern Balochistan, Pakistan, where students face tremendous psychosocial, political, and economic problems, due to which students have been suffering on mental, emotional, and psychological levels. Furthermore, the current political and social unrest has created psychological stress among the students, as District Turbat is one of the most socially affected areas of Balochistan. Hence, the present study was to investigate how emotional intelligence and resilience have been supporting them to live satisfactory life<sup>1</sup> explained that persons with higher emotional capacities are thought to have a more prominent ability to sense, utilize, comprehend, and administer feelings in the self as well as other people which encourage a more noteworthy feeling of subjective prosperity.

The students are also deprived of basic facilities such as health, education, and economic opportunity. In the face of these problems, students are trying multiple ways to cope with the problems mentioned earlier to achieve their intended target. This research aims to measure the emotional intelligence and resilience of the students and to explore the satisfaction they derive from them, even against the odds. Salovey, Bedell, Detweiler, and Mayer (1999) guess that people with higher EI adapt better to the emotional requests of distressing experiences since they can precisely observe and assess their feelings, discern how and when to direct their emotions, and can viably direct their temperament conditions<sup>2</sup>.

However, there has been no psychological research to investigate the Emotional Intelligence, Resilience, and Life Satisfaction of the students of Turbat. The present research may fill up the existing gap will

contribute to the current knowledge and literature will additionally give imperative data about the subjective prosperity of students that may likewise be useful for educationists, clinicians, and guardians and for all those who want to deal with psychological problems of the students in the district in general and in the selected institutions, i.e., University Of Turbat and Atta Shad Government Degree College Turbat, Government Girls Degree College Turbat in particular.

### *Emotional Intelligence*

The central question of this study was to explore how emotional capacity (emotional intelligence) and recovery capacity (resilience) can influence coping processes in university students. The process of feeling, understanding, controlling, and regulating emotion is known as emotional intelligence. Also, emotional intelligence is an aptitude to feel what is emoting within oneself and recognize how your sentiments impact persons around you. It is like a manner that incorporates your perspective of others: perceiving how they feel empowers you to comprehend and relate more feasibly.

The essential issue of this arranged examination is to examine the part of Emotional Intelligence, resilience, and life satisfaction among the students. The previous literature suggested that emotional intelligence and resilience are significant to the self-care of an individual<sup>3</sup>. Emotional intelligence is a shade that spreads wide-run accumulation of a person's capacities and aptitudes. It deals with interpersonal and intrapersonal resilience and life satisfaction.

Moreover, "Emotional Intelligence is an individual's ability to monitor his feelings and the emotions of others, discriminate those feelings and use this information to create positive outcomes in his relationships with others and himself<sup>4</sup>." It is considered

versatility utilizing hardship as managing standard and expressed that mental flexibility is the aftereffect of commitment, system, and challenge. Resilience was additionally unique concerning the gathering's progression point of view. They distinguished four basic procedures: gathering's conviction framework, an example of association, specific correspondence process, and more extensive communication pattern<sup>5</sup>. Previous studies showed that emotional intelligence (EI) and resilience relate to how people react when faced with stress-inducing circumstances<sup>6</sup>.

### *Resilience*

Resilience is imagined as a customary enchantment to comprehend administrative procedures related to advancing human competency<sup>7</sup>. The investigation has demonstrated that resilience is standard, not uncommon. Individuals usually show resilience<sup>8</sup>.

### *Emotional intelligence and resilience*

Many researchers have conducted research on academic performance and its relation to EI and resilience<sup>9-12</sup>. Previous studies demonstrated that emotional intelligence (EI) and resilience are related to how people react when faced with stress-inducing circumstances<sup>6</sup>.

### *Life satisfaction*

The fulfillment of different needs, demands, and urges an individual tries to find meaning from that entertainment is referred to as satisfaction<sup>13</sup>. Diener (1984) gathered 13 cases, which looked at ladies' and men's opinions of life contentment and contentment. He supposed that clear distinction is not found in mean levels of prosperity scores of both sexes<sup>13</sup>. Wood, Rhodes & Whelan (1989) made a broad meta-systematic audit of 93 investigations of prosperity and sexual orientation contrasts.

They found that ladies revealed more prominent joy and life satisfaction than men. This distinction was clarified regarding their social context. Hence, this analysis is aimed to evaluate the relationship between Emotional Intelligence, Resilience, and Life Satisfaction among students of Turbat<sup>14</sup>.

### *Emotional Intelligence and Gender Differences*

Since females tend to be more emotional and intimate in relationships as compared to males, their emotional intelligence ought to be higher than that of males. Society is responsible for this, which socializes the two genders differently, as has been found in many studies<sup>15,16</sup>. Moreover, higher emotional intelligence among girls can also be explained in terms of some of their personality characteristics. Similar findings reported that girls score higher with regard to empathy, social responsibilities, and interpersonal relationships than boys. More sensitivity was found towards their relationships with parents, friends, and siblings. All these traits help them to acquire more emotional intelligence as compared to boys. This study is only a stepping stone in the field of emotional intelligence. Findings of studies revealed that females have higher emotional intelligence than males<sup>15-17</sup>.

The present research studied the relationship between emotional intelligence and life satisfaction with resilience in students.

- There would be a positive relationship between emotional intelligence and resilience.
- There would be a positive relationship between emotional intelligence and satisfaction with life.
- There would be gender differences among variables of emotional intelligence, resilience, and satisfaction with life.

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## Methodology

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A correlational research design was executed to measure the relationship among the variables. This research design is administered to determine the strength of the relationship among variables.

### Sample Size

The Sample size of the present study consisted of 100 participants from college and 100 from University. Among them, 100 were male, and 100 were female (n=200). A convenient sampling Technique was used to collect the Data from the students of Government Boys Degree College and Government Girls Degree Colleges, University of Turbat, District Kech, Baluchistan. The current investigation depended on a survey research design.

### Research Instruments

#### *Informed Consent*

Consent was obtained from every participant. The consent form was to define the nature of the study and the need to do this study. It was to ensure the participants that the confidentiality of data would be maintained and that the provided information would be only used for current research purposes. Participants' right to withdraw and their right to get to know about research findings have been mentioned. The email address was mentioned through which participants can contact and get to know research results. Participants were asked to put their initials on the consent form if they were willing to participate in the study.

#### *Demographic Sheet*

For a better understanding of the statistical significance of the present study, the demographic sheet was used to obtain the demographic information: Age, Education, Gender, Socioeconomic status, and socio-political situation.

### *Emotional Intelligence*

The Schutte Self-Report Emotional Intelligence Test (SSEIT) is a method of measuring general Emotional Intelligence (EI), using four scales: emotion perception, utilizing emotions, managing self-relevant emotions, and managing others' Others'emotions. The SSEIT includes 33-item self-report questions. The Cronbach alpha reliability of this scale is 0.83<sup>18</sup>.

### *Trait Resilience Checklist (TRC)*

A trait Resilience Checklist will be utilized to gauge trait resilience. This checklist comprises eighteen items that will depict the respondents as they were, for the most part, in their past. The respondent will rate every statement on a 5-point scale (From strongly agree = 1 to strongly agree = 5). The Cronbach alpha reliability of this scale is 0.74<sup>17</sup>.

### *Satisfaction with Life Scale*

To evaluate life satisfaction in members, we controlled the satisfaction with a Life Scale (SWLS) comprising five things. Members are told to show the degree to which they approve or disapprove of every announcement utilizing a 5-point Likert sort scale. The Cronbach alpha reliability of this scale is 0.61<sup>19</sup>.

### **Procedure**

The information was collected from Government Boys Degree College, Government Girls Degree College, and the University of Turbat. Permission was obtained from the concerned institution and students. Participants were told in regards to the nature, purpose, and significance of the study. The researcher had dealt with the quarries of participants before, amid, and after the completion of questionnaires. After getting the information, they were assured that the data given by them would be kept confidential and would just be utilized for research reasons. Finally, the researcher

thanked all the participants for their valuable contribution and commitment to the investigation.

### Proposed Analysis

The SPSS 22.0 was used for statistical analysis. The parametric data were analyzed by using a t-test. The Pearson correlation

coefficient was utilized to assess the relationship between variables.

## Result

Table 1 shows the number and percentage of males and females with their ages and qualifications.

**Table 1: Summary of Demographic Variables of Students.**

Variables	(n (%))	
Gender	Male	50 (50)
	Female	50 (50)
Age	15-20	28 (28)
	21-25	72 (72)
Qualification	Secondary	20 (20)
	Graduation	20 (20)
	Master	60 (60)
Total	100	

The average EIS of the males was recorded as 122.56 with a standard deviation of 13.796 as compared with the average EIS of Females as 125.80 with a standard deviation equal to 14.754, indicating that the females had a higher EI average than Males with a slightly higher variability. The trait resilience checklist computed for males and females gave means of 65.94 and 65.14 with standard deviations of 8.96 and 11.21, respectively, which indicated that males exhibited more trait resilience than females. An average of 21.16 with a standard deviation of 5.31 compared with the average of 23.06 with a standard deviation equal to 3.94 showed that females had more satisfaction with life than males (Table 2).

**Table 2: Average and standard deviation of Emotional Intelligence Scale (EIS), Trait Resilience Checklist (TRC), and Satisfaction With Life (SWLS).**

Variables	Male (n=100)	Female (n=100)
	Mean ± S. D	Mean ± S. D
Emotional Intelligence Scale	122.56 ± 13.796	125.80 ± 14.754
Trait Resilience Checklist	65.94 ± 8.961	65.14 ± 11.214
Satisfaction With Life	21.16 ± 5.312	23.06 ± 3.935

The pair-wise correlation analysis indicated significant positive associations, at a 5% level of significance, between EI and TRC and between EI and SWL, with magnitudes equal to 0.285 and 0.295, respectively. However, the correlation between TRC and SWL showed an insignificant coefficient of 0.188, indicating no association between the two traits (Table 3).

**Table 3: Correlations between Emotional Intelligence, Resilience and Satisfaction with Life**

Variables	EI	TRC	SWL
	1	2	3
EI	1	0.285**	0.295**
TRC		1	0.188
SWL			1

\*N=200

\*\*EI=Emotional Intelligence, TRC=Trait Resilience Checklist, SWL=Satisfaction with Life \* = P &lt; 0.05

Multiple regression analysis was run to check the impact of emotional intelligence and life satisfaction on resilience. Emotional intelligence, with a coefficient of 0.231 and a p-value of 0.000, indicated a significant impact on resilience. In other words, when emotional intelligence increases by one unit, the resilience changes by 0.231. Life satisfaction, too, gave a coefficient of 0.463 with a p-value of 0.007, indicating that when life satisfaction increased by one unit, resilience would increase by 0.463 units. In summary, emotional intelligence and life satisfaction significantly increase resilience in both males and females (Table 4).

**Table 4: Regression analysis of the impact of emotional intelligence and life satisfaction on resilience.**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95% CI for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
Constant	27.492	8.506		3.232	.002	10.610	44.373
Emotional Intelligence	.231	.061	.347	3.766	.000	.109	.352
Life Satisfaction	.463	.168	.253	2.748	.007	.129	.797

\*Dependent Variable: Resilience

## Discussion

The purpose of the current study was to explore the relationship between Emotional Intelligence and Life Satisfaction with resilience among students of colleges and universities in Turbat, Balochistan.

It was hypothesized that “Emotional intelligence, Resilience, and life satisfaction would be positively correlated.” The correlation coefficient of 0.285 with a p-value less than 0.01 between Emotional intelligence and resilience and the correlation coefficient of 0.295 with a p-value less than 0.01 between Emotional

intelligence and life satisfaction demonstrated that a positive correlation existed between emotional intelligence, resilience, and satisfaction. People with Emotional Intelligence and Life Satisfaction are more resilient. However, the correlation coefficient of 0.188 with a p-value greater than 0.05 showed that persons with life satisfaction do not necessarily mean that they are resilient. This goes against the hypothesis presented by Andrew R. et al. (2016) that individuals with high Emotional Intelligence are more Resilient to negative situations in life<sup>20</sup>. Resilience is considered a personality trait that strengthens an



individual to cope with any difficult condition of life without losing one's tempo<sup>21</sup>. Existing research also guides that emotional intelligence is the genesis of resilience<sup>22</sup>.

Life satisfaction, which reflects an individual's evaluation of his or her life as a whole, is one of the most examined variables that are associated with trait EI<sup>19</sup>. Individuals with higher emotional abilities are thought to possess a greater capacity to perceive, use, understand, and manage emotions in the self and others, which facilitates a greater sense of subjective well-being<sup>1</sup>. A substantial body of research provides evidence for the incremental validity of trait EI as a predictor of life satisfaction; most noteworthy are those that control for covariates such as demographic characteristics, the "Big-Five" personality, trait affectivity, or social support<sup>23-28</sup>.

The second hypothesis was gender: "There would be significant gender difference in Emotional Intelligence, Resilience, and satisfaction with Life." it was argued that Gender Difference also influences emotional intelligence, resilience, and satisfaction with life. A t-statistic of 1.134 with a p-value of 0.259 indicated that gender difference has no significant impact on the emotional intelligence of individuals. There is a study that men are more emotionally intelligent than women<sup>29</sup>. Further, a t-statistic value of -0.394 with a p-value of 0.694 suggested that the gender difference did not have any statistically significant influence on resilience either. On the other hand, previously suggested that there is a relationship between resilience and gender<sup>30</sup>. This is inconsistent with the hypothesis that gender difference has an impact on resilience and emotional intelligence. However, the Gender Difference in Satisfaction with Life gave a t-statistic of 2.032 with a p-value of

0.045, implying that males were more satisfied with their lives.

It is indicated that female participants were sounder emotionally mature, resilient, and satisfied with their lives as compared to the male students, and the result is also found significant gender difference between men and women in all variables<sup>31,32</sup>. Moreover, emotional intelligence and resilience develop an emotional competence to deal with any unwanted situation and circumstances of life, as quoted by Bulathwatta A. et al. (2017)<sup>33</sup>.

Our study has certain limitations as the sample size was selected through convenience sampling techniques, so the findings of the study related to the students of District Kech Turbat cannot be generalized to a broader population. This study is not representative of all the students of Balochistan but comprised of only those who were studying degree colleges and universities in Kech. The result of this research will be more significant if the data size is extended to the entire general population of Balochistan, including their socioeconomic level. Finally, further studies are required to confirm the findings of the present research.

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## Conclusion

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In conclusion, this study conducted among college students in Turbat, Balochistan, Pakistan, has demonstrated a strong positive relationship between Emotional Intelligence and Life Satisfaction with Resilience. The findings underscore the significance of emotional intelligence in promoting overall life satisfaction and resilience in this specific population. These results offer valuable insights for educators and policymakers to enhance emotional intelligence training programs for college students in the region.

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