

Impact of Resilience and Emotional Intelligence on College Students

Pushpa^{1*}, M.J. Khan²

ABSTRACT

The present study aims to investigate the relationship between resilience, emotional intelligence, and psychological well-being in college students. The sample for the study comprises N=220 participants, who are all college students from Integral University. Out of total sample, 110 participants are male and 110 are female among the age group of 18-26 yrs. The participants were selected using a convenience sampling method. The tool used were The Resilience Scale developed by Neil and Dias (2001), Schutte Emotional Intelligence (1998) and Psychological Well-being Scale (18 items). The result showed significant and positive correlations between Resilience and Emotional Intelligence and Psychological well-being among college students. These findings suggest that higher levels of Resilience are associated with better Psychological well-being and higher Emotional Intelligence.

Keywords: Resilience, Emotional Intelligence and Psychological Well-being

Resilience encompasses the inner strength to confront and conquer challenges by relying on confidence, optimism, hope and effective coping strategies, allowing individuals to experienced personal growth even amidst difficult circumstances, as it involves self- assurances, and future oriented planning. Resilience serves as a comprehensive measure of one's capacity to navigate setbacks and exemplifies their overall adaptability, yet it is important to recognize that there exist distinct types of resilience, each capable of shaping an individual ability to cope with diverse forms of stress.

In 1992, Werner and Smith came up with the idea of "Stress- Resistant Persons", which meant people who could handle tough situations and came out stronger. They focused on what helps people stay stronger rather than what makes them vulnerable. This was a big change in how we think about resilience because it started looking at it as a source of strength, not just something to avoid. But even with these ideas, it's still not easy to understand how resilience develops because it's a complicated process.

Looking at resilience is like changing our perspective. Instead of only worrying about risks and weaknesses, we start thinking about how to build strength and ability. It also makes us

¹Research Scholar, Department of Psychology, Integral University, U.P., India.

²Assistant Professor, Department of Psychology, Integral University, U.P., India.

*Corresponding Author

Received: December 31, 2023; Revision Received: February 14, 2024; Accepted: February 18, 2024

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ask bigger questions about well-being, like when, how, why, and for whom do resources really make a difference. This shift in focus can help us better understand resilience.

There are four types of Resilience

- 1 Psychological Resilience-** Psychological resilience refers to the ability to stay strong in the face of uncertainty, tough times, and difficult situations. People who are psychologically resilient learn ways to handle stress and challenges, so they can stay calm and focused when things get tough and bounce back without being weighed down by long-lasting negative effects. It's like having a mental toolbox to deal with life's ups and downs. This helps us not just survive but thrive, like a superhero facing challenges and coming out even stronger.
- 2 Emotional Resilience-** Emotional resilience refer to how we handle our feelings when life gets tough. It's like having a superpower that helps us understand what we're feeling and why we're feeling that way. With emotional resilience, we can deal with our emotions in a smart and balanced way. Using both our inner strength and the support we get from people and things arounds us. It's like being a wise detective for you own feeling and making sure they don't overwhelm you. This superpower helps us stay strong and handle life's challenges without getting dragged down by our emotions.
- 3 Physical Resilience-** physical resilience refers to your ability to keep going and recover when you face things like illness, injuries, or other physical challenges. Think of it's as you body way of staying tough and coming back strong after a setback. This superpower helps you stay active and healthy, even when life throws some physical challenges you way.
- 4 Community Resilience-** community resilience refers to group of people can deal with and bounce back from tough times. These tough times can be things like natural disasters, violence, tough economic situations, or any other challenges that affect a whole society. It's like a community ability to come together, help each other, and get back on their feet when things go wrong. It's about people helping and working together to make their community better, even in the face of big challenges.

Adolescence is a crucial time when young people start thinking beyond just what's happening right now. This period in life can lead to many different outcomes. Understanding how relationships work during this time is important to get ready for the challenges in the future. Teenagers often have lots of arguments because they're going through new things and feelings strong emotions, both good and bad. how they handle these emotions has a big impact on how they them deal with these challenges and build healthier relationships. It's important to focus on their emotional growth and provide tools that help them manage their emotions using their thinking abilities.

Emotional Intelligence is like a superpower that makes a big difference in how well people do in life. It's all about understanding and controlling your emotions, and it's also about being good with people. This superpower helps in school and at work because it shows how well you can use what you know to achieve things. When you can understand and manage your emotions and how you connect with others, it's good sign that you'll be successful in your studies and your job. In simple words, emotional intelligence comfort and makes life enjoyable for everyone.

Emotional Intelligence, often called EI, is a person's natural ability to recognize, talk about, describe, and understand emotions. Some experts thinks you can get better at emotional

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intelligence overtime, while others believe it's something you're born with. People have been studying emotional intelligence since 1990. In one article by Mayer and Salovey (1990), they describe emotional intelligence as a part of a person's social smarts. It's about being able to keep an eye on your feeling and the feelings of those around you, tell them apart, and then use your thoughts and actions in a smart way based on these emotions. It's like a skill that helps you understand your own and other's emotions and use that understanding to make good choices in life.

Emotional Intelligence, as described by Goleman in 1995, has five important qualities:

- **Self- awareness:** self-awareness means understanding your own feeling, making smart choices based on your emotions, and knowing that you're responsible for how you feel. When you've got this quality, you can inspire, motivate, comfort, and validate others. You learn to balance being emotional and rational, and you can manage the difference between your feeling and actions.
- **Mood Management:** This is all about handling your feelings based on the situation you're in. it's like thinking before you react. It involve managing things like frustration, anger, and behaviors that hurt yourself. Instead, it's about being positive and making better choices in your interactions with others.
- **Self- Motivation:** This quality is about using positive feelings to work towards your goals and not letting negative feelings like you self- doubt and impulsiveness get in the way. You can become more responsible, can focus on tasks, and shows more self-control, it can also help you do better on tests and achievements.
- **Empathy:** Empathy is about trying to understand how someone else feels by managing yourself in their shoes. You do this by paying attention to their words and body language. People with empathy are good at listening and are more sensitive to others feelings.
- **Managing Relationship:** This is about being good to dealing with interactions with other people, like resolving conflicts and negotiating. It means you can solve problems and play a more active role in conversations. You become more popular, sociable, helpful, and cooperative when dealing with others.
- **Emotional Intelligence** has become a bid deal since the 1990s, all thanks to the work of psychologists Peter Salovey and John D. Mayer. They did research that showed intelligence should be more than just about how smart you are (IQ). They said it should also include how well we understand and deal with our feelings.
- **Psychological Well-being** is all about how well people are doing in their minds and relationships. It's not just avoiding mental health problems like depression or schizophrenia; it's about feeling good and having a positive life. In this research not only focusing on fixing mental illness but on making the good parts of mental well-being even better.

The GNH index, which looks at well-being, breaks it down into three parts: spirituality, emotional stability, and overall satisfaction in different parts of life. We also suggest looking at some other aspects like engagement, relationship, meaning and purpose, achievement, and mental health. These all contribute to making life better and more fulfilling.

Psychological well-being is valuable because it brings lots of benefits, like better health, strong relationships, and success at work, it's not just about feeling good right now; it has long-term effects, especially for younger people. For example, happy teenagers tend to earn

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more money later in life, having positive relationships with adults helps protect against problems like depression and substances abuse.

Six elements of psychological Well-being

- **Autonomy:** this is about having the freedom to make our own decisions, not just doing what others think. It's like having the power to resist pressures from society that go against what we truly value. We actively go after goals that we choose and deeply care about.
- **Competence:** competence means having the know-how and skills to handle challenges and achieve important goals. It's like being really good at managing our daily responsibilities, completing tasks successfully, and making our surrounding match what we like.
- **Healthy Relationships:** most people need connections with others, whether you enjoy a large circle of friends or prefer being more independent, forming supportive and trustworthy relationships is vital for feelings emotionally well, no matter the size of your social network.
- **Self- Acceptance:** embracing self- acceptance, means understanding that, like everyone else, we have a mix of strengths and weaknesses. It's about recognizing that life has both good and tough moments. Being self-aware and avoiding being too hard on ourselves for past events are parts of this.
- **Personal Growth:** Prioritizing growth means being open to learning and trying new experiences. It's understanding that our perspectives can change over time, seeing ourselves as always evolving and making progress. Having a genuine curiosity to learn more and reach our full potential is key.
- **Purpose in Life:** Having a sense of purpose means having a clear direction in life. People with purpose understand their core values and priorities, whether it's being a caring parent, a dependable partner, a successful professional, or contributing member of society. Having a sense of purpose confirms the meaning fulness of our lives. It's like having a compass guiding us in the right directions.

REVIEW LITERATURE

In a study conducted by Patel in 2005, researcher looked at how teenagers' emotional intelligence and psychological well-being differ based on their gender and where they live. They studied a total of 160 young people, with an equal number of 40 boys and 40 girls, and an additional 40 individuals from urban and rural areas. The results showed that there are noticeable difference in emotional intelligence and psychological well-being between male and female teenagers. Interestingly, the boys scored higher than the girls. Additionally, there is significant contrast in emotional intelligence and mental health between teens living in urban and rural areas. The study found that the gender and geographical locations of teenagers interact in important ways when it comes to emotional intelligence and mental health.

In 2011, a group of researchers- Visani, Alberi, Ottolini, Tomba, and Ruini- looked into how teenagers feel and cope with things based in their gender. They studied 572 teens, with 313 beings' girls and 259 being boys. The result showed that, overall, there wasn't a big difference in how boys and girls felt mentally. However, when it came to accepting themselves, girls tended to score a bit lower than boys. On the other hand, boys seemed to feels less distressed compared to girls. These findings suggest that both boys and girls have

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their own unique qualities during adolescence, and there's a need for more research to understand this difference better.

In 2010, researcher Tannous and Matar looked into how kids feeling and how well they understand emotions might be linked to feeling sad. They used a special test called the children's depression inventory, made for kids in Jordan, where they shared how they felt. They studied 619 sixth graders in Amman from both public and private schools. The study came to handling stress and overall emotional well-being. Even though they looked at emotional intelligence, the study saw that girls feeling sad a bit less emotional understanding than boys. Second, weren't big difference between boys and girls in how they dealt with their own feelings, how they connected with others, and how they adapted to different situations.

In 2009, Kayla Cripp and Brett Zyomski looked into how parents being a part of their middle school life could impact how kids feel about themselves. They found that teenagers' well-being, like how they see themselves, their friendships, and how often they feel good, can be influenced by how much they feel their parents are involved in their lives. Good family experiences can make teenagers feel better about themselves, while not so- good experiences can make them feel not so good. The study showed that what teenagers think about their parents being involved plays a big role in how they see themselves and how they develop.

In 2013, a person named Franklin W. looked into how stress from school and the support teenagers feel from their friends and family affect how they feel inside. This study took place in Ghana and was written about by Glozah. They wanted to see if things like gender, age, how much money a family has, and what grade level someone is in could change how teenagers feel and how they see the support they get. They studied 248 high school seniors and used different surveys to collect information about their stress, mental health, and how they feel about the support they get from family and friends. The results showed that feeling supported, especially if it was just a little or moderate amount, made a big difference in how teenagers felt inside, even though it wasn't the only thing that mattered.

METHODOLOGY

Aim

The purpose of this study was to provide a comprehensive assessment of resilience, emotional intelligence, and psychological well-being of university students.

Sample

For this study, we're looking at college students between 18 to 26 years old, we've chosen 220 students from professional and non-professional course, making sure to have an even split with 110 boys and 110 girls from Integral University in Lucknow. To gather our information, we visited University in persons, making sure we had permission from the University authorities.

Instruments

The resilience scale, initially developed by Wagnild and Young in 1993, was later condensed by Neil and Dias in 2001 into a shorter 15- item version for the present study. This scale assesses an individual's resilience across components like equanimity, perseverance, self- reliance, meaningfulness, and existential aloneness. For this psychological resilience. Using a Likert- type scale ranging from "strongly disagree" to

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“strongly agree,” participants indicated their level of agreement with each statement. Above 154 suggest moderately high to high resilience, scores between 125 to 145 indicate moderately to moderately low resilience, and scores of 120 and below suggests low resilience. Similarly, for the shortened resilience scale, scores range from 15 to 105, with higher scores indicating higher perceived resilience.

The Schutte Emotional intelligence scale, established in 1998, is a questionnaire with 33 items designed to gauge typical emotional intelligence. It asks individuals to rate themselves on a five point scale. The scale had four parts: perceptions of emotions, managing one’s own emotions, social skills or managing other’s emotions, and utilizing emotions. In the original study by Schutte et al. (1998), they found that the assessing emotions scale’s internal consistency, measured by Cronbach’s alpha, was 0.90. In various studies, the average alpha was 0.87. moreover, the test- retest reliability for total scale scores over a two-week period was reported to be 0.78.

The psychological well-being survey is a tool with 18 items designed to assess an individual’s psychological well-being. It is parts of the SPARQT tools.org measuring mobility toolkit, providing practitioner with a curated selection of instruments for evaluating mobility from poverty. The survey takes 3-5 minutes to complete and is suitable for individuals at a reading level equivalent to grades 6-8. Participants rate each item on a seven- point scale, ranging from “strongly agree” to “strongly disagree.” The survey includes six subscales, each comprising specific items related to autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, and self-acceptance. Some item require reverse- scoring, indicating by Q1, Q2, Q3, Q8, Q9, Q11, Q12, Q13, Q17 and Q18. To calculate subscale scores, respondents’ answer are summed, with higher scores indicating higher levels pf psychological well-being.

Objectives:

The purpose of this study was to provide a comprehensive assessment of resilience, emotional intelligence, and psychological wellbeing of university students. The specific objectives were to determine:

- The relationship between psychological wellbeing and emotional intelligence among total subjects, males, and females in college students;
- The relationship between resilience and emotional intelligence among total subjects, males, and females in college students;
- The relationship between resilience and emotional intelligence among total subjects, males, and females in college students;
- To examine the role of resilience in predicting psychological well-being among total subjects, males, and females in college students.
- To examine the role of emotional intelligence in predicting psychological well-being among total subjects, males, and females in college students.

Hypotheses:

The hypotheses formulated for the study were:

- There will be no positive relationship between psychological well-being and resilience among total subjects, males, and females in college students;
- There will be no relationship between psychological well-being and emotional intelligence among total subjects, males, and females in college students;

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- There will be no positive relationship between resilience and emotional intelligence among total subjects, males, and females in college students;
- Resilience and emotional intelligence will be not the strong predictors of psychological well-being among total subjects, males, and females in college students;

Procedures

To gather data, we used purposive sampling method, approaching a total 220 college students, evenly split between 110 females and 110 males. Students were informed about the study's requirements, which involved completing questionnaires on resilience, emotional intelligence, and psychological well-being, consisting of 18 items. We assured participants that their responses would be confidential. The researcher established rapport and distributed the questionnaires along with a demographic datasheet, prioritizing the comfort and willingness of the students to participate. Throughout the process, the researcher was available to assist with any queries. After completing the data collection over several days, we obtained a final sample of 220 college students, maintaining consistency with our initial approach.

RESULT AND DISCUSSION

The result section delves into the examination values and scores related to resilience, emotional intelligence, and psychological well-being in college students. To analyze dataset comprehensively, we employed statistical methods such as descriptive statistics, correlation, regression model, Anova.

Table 1 provides insights into the variables of age, education, gender, and location in relation to resilience and emotional intelligence among college students in Lucknow.

Table 2, it outlines the correlation analysis to examine relationship between the variable gender, total of resilience, total of psychological well-being, and total of emotional intelligence among college students in Lucknow.

Table 3, provide the model summary information about how well the regression model, which includes predictors such as gender, total emotional intelligence, and total resilience.

Table 4, shows the result of the Anova analysis indicate that the regression model, which includes the predictors gender, total emotional intelligence, and total resilience, has a significant overall impact on the dependent variable total psychological well-being.

Table 5, is the coefficient table, we can analyze the impact of the predictors on the dependent variable.

Table No.1 Demographic influences on Resilience and Emotional intelligence in the College Students

	N	Minimum	Maximum	Mean	Std. Deviation
Age	220	16.00	26.00	20.6818	1.95349
Education	220	1.00	2.00	1.3727	.48463
Gender	220	1.00	2.00	1.5000	.50114
Location	220	1.00	2.00	1.1682	.37488
Valid N(listwise)	220				

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The table provided descriptive statistics offer insights into the variables of age, education, gender, and location in relation to resilience and emotional intelligence among college students in Lucknow. These variables serve as crucial factors for understanding the psychological well-being of the participants.

In terms of age, the sample consists of 220 college students aged between 16 to 26 years, with an average age of approximately 20.68 years. The relatively low standard deviation of 1.95349 suggests that the ages of the participants are relatively close to the mean, indicating a relatively homogenous age distribution within sample.

The education variable provides information about the participants' educational backgrounds, with two categories identified as professional education (1) and non-professional education (2). The mean value of 1.3727 suggests that a majority of the participants fall into the category of pursuing professional education, while the standard deviation of 0.48463 implies some variability in the level of education within the sample.

Regarding gender, the data indicates that participants are divided into male (1) and female (2) categories. The mean value of 1.5000 indicates a roughly equal distribution of male and female participants, suggesting a balanced gender representation within the sample. The standard deviation of 0.50114 further supports this notion of gender parity among the participants.

The location variables represents the participants' residential areas, with two categories identified as urban (1) and rural (2). The mean value of 1.1682 suggests that the majority of the participants are from urban areas. However, the standard deviation of 0.37488 indicates some variation in the distribution, indicating that participants from both urban and rural areas are present in the sample.

Table No. 2 Correlation

		Gender	TRS	TPW	TSSEIT
Gender	Pearson Correlation	1	-.049	-.021	.008
	Sig. (2- tailed)		.474	.758	.912
	N	220	220	220	220
TRS	Pearson Correlation	-.049	1	.262**	.533**
	Sig. (2- tailed)	.474		.000	.000
	N	220	220	220	220
TPW	Pearson Correlation	-.021	.262**	1	.212**
	Sig. (2- tailed)	.758	.000		.002
	N	220	220	220	220
TSSEIT	Pearson Correlation	.008	.533**	.212**	1
	Sig. (2-tailed)	.912	.000	.000	
	N	220	220	220	220

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

The correlation analysis was conducted to examine the relationship between the variables: Gender, Total of resilience, Total of psychological well-being, and Total of emotional

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intelligence among the college students in Lucknow. The correlations were assessed using Pearson's correlation coefficient, and significance levels were also reported.

The correlation coefficient between gender and Total of resilience was found to be $-.049$, which indicates a very weak and negligible negative correlation. The p-value of $.474$ suggests that this correlation is not statistically significant, meaning that gender and resilience are not significantly associated in this sample.

Moving to the correlation between Total of resilience and Total of psychological well-being, a moderate positive correlation of $.262^{**}$ was observed. The significance level of $.000$ indicates that this correlation is highly statistically significant. This finding suggests that there is a significant and positive relationship between resilience and psychological value among the college students.

Similarly, the correlation between Total resilience and Total emotional intelligence was found to be $.533^{**}$, indicating a strong positive correlation. The p-value of $.000$ suggests that this correlation is highly statistically significant. Therefore, there is a significant and positive relationship between resilience and emotional intelligence among the college students in this sample.

Lastly, the correlation coefficient between Total psychological well-being and Total emotional intelligence was $.212^{**}$, reflecting a moderate positive correlation. The significance level of $.002$ suggests that this correlation is statistically significant. Hence, there is a significant and positive relationship between psychological value and emotional intelligence among the participants.

These correlation results provide insights into the interrelationship among gender, resilience, psychological value, and emotional intelligence among college students in Lucknow. While gender showed no significant association with resilience, both resilience and psychological value as well as resilience and emotional intelligence demonstrated significant positive correlations. Furthermore, a moderate positive correlation was observed between psychological value and emotional intelligence. These findings shed light on the potential interconnectedness of these variables and emphasize the importance of further exploration and understanding of this relationship within the context of psychological well-being among college students.

Table No. 3 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	$.276^a$	$.076$	$.063$	12.02138

a. Predictors: (Constant), Gender, TSSEIT, TRS

The model summary provides about how well the regression model, which includes predictors such as Gender, Total of emotional intelligence, and Total of resilience, fits the outcome variable being studied. Here's a clear explanation of the model summary:

The correlation coefficient (R) between the predicated outcome and the actual outcome is 0.276 . This indicates a weak positive relationship between the predictors (Gender, Total emotional intelligence, and Total resilience) and the outcome variable. It, means that as the values of the predictors increase, the predicated outcome tends to increase slightly as well.

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The coefficient of determination (R Square) is 0.076, which means that approximately 7.6% of the variability in the outcome variable can be explained by the predictors included in the model. In other words, the predictors collectively account for only a small portion of the observed difference in the outcome variable.

The Adjusted R Square value, 0.063, takes into account the number of predictors and the sample size. It provides a more conservative estimate of the model's explanatory power, considering the possibility of overfitting. In this case, the Adjusted R Square is slightly lower than the R square, indicating that the inclusion of the predictors does not substantially improve the model's overall fit.

The Std. Error of the estimate is 12.02138. This value represents the average distance between the observed values and the predicted values by the model. It reflects the accuracy of the model in predicting the outcome variable. A lower value of the Std. Error of the estimate indicates a better fit of the model to the observed data.

The regression model with Gender, Total emotional intelligence, and Total resilience as predictors explains only a small portion (7.6%) of the variability in the outcome variable. The model's overall fit is relatively weak, suggesting that other factors beyond the predictors included in the model may play a more significant role in influencing the outcome variable. Further analysis or the inclusion of additional variables may be necessary to improve the model's ability to accurately predict the outcome variable.

Table No .4 ANOVA^b

Model	Sum of Squares	df	Mean square	F	Sig.
1 Regression	2568.513	3	856.171	5.925	.001 ^a
Residual	31214.919	216	144.514		
Total	33783.432	219			

a. Predictors:(Constant), Gender, Total emotional intelligence, Total resilience

b. Dependent variable: Total Psychological Well-being.

The results of the ANOVA analysis indicate that the regression model, which includes the predictors Gender, Total emotional intelligence, and Total resilience, has a significant overall impact on the dependent variable Total psychological well-being (psychological value). This is evident from the significant F-value of 5.925 ($p < .001$), indicating that the predictors collectively contribute to explaining the variability in Total psychological well-being.

However, it is important to note that the amount of variability explained by the model, as indicated by the R- Square value of 0.076 (7.6%), is relatively low. This suggest that while the model is statistically significant, the predictors included in the model only account for a small portion of the variation observed in Total psychological well-being. Therefore. There may be other factors or variables not considered in the model that have a stronger influence on T.

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Table No. 5 Coefficients^a

Model	Unstandardized Coefficient		Standardized Coefficient	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	58.670	6.675		8.790	.000
TRS	.186	.070	.207	2.675	.008
TSSEIT	.074	.057	.102	1.313	.191
Gender	-.288	1.624	-.012	-.177	.859

a. Dependent Variable: TPW

In the coefficients table, we can analyze the impact of the predictors (Total resilience, Total emotional intelligence, and Gender) on the dependent variable Total psychological well-being (psychological value). Here's an analysis of the coefficient:

- 1 Total resilience-** The coefficient for Total resilience is 0.186, indicating that every one-unit increase in Total resilience, we can expect Total psychological well-being to increase by 0.186 units. The standardized coefficient (Beta) of 0.207 suggests that TRS has a positive and moderate impact on Total psychological well-being. The t-value of 2.675 ($p=0.008$) indicates that this relationship is statistically significant, meaning that there is evidence to suggest that higher levels of resilience are associated with higher psychological value.
- 2 Total emotional intelligence:** The coefficient for Total emotional intelligence is 0.074, with a standard error of 0.057. The standardized coefficient (Beta) of 0.102 suggests a positive relationship between Total emotional intelligence and Total psychological well-being, although the effect size is relatively small. The t-value of 1.313 ($P=0.191$) indicates that, this relationship is not statistically significant at the conventional significance level of $p<0.05$. Therefore, we do not have sufficient evidence to conclude that emotional intelligence significantly influences psychological value in this model.
- 3 Gender:** The coefficient for Gender is -0.288, indicating that being in the female category (compared to the male category) is associated with a decrease of 0.288 units in Total psychological well-being. However, the large standard error of 1.624 and the t-value of -0.177 ($p=0.859$) suggests that the relationship between Gender and Total psychological well-being is not statistically significant. Therefore, there is no evidence to support a significant impact of gender on psychological value in this model.

Overall, the results suggest that resilience (Total resilience) has a significant positive impact on psychological value (Total psychological well-being). However, the influence of emotional intelligence (Total emotional intelligence) and gender on psychological value is not statistically significant in this model. It is important to consider the practical significance of these findings and the limitations of the study when interpreting these results.

Table No. 6 Model summary

Model	R	R square	Adjusted R Square	Std. Error of the Estimate
1	.294 ^a	.087	.074	11.95160

a. Predictors: (Constant), Education, TSSEIT, TRS

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1. Model Fit

- The R-Squared value is 0.87, which means that approximately 8.7% of the variation in the dependent variable (Total psychological well-being) can be explained by the predictors (Education, Total emotional intelligence, Total resilience).
- The adjusted R-Square value is 0.74, indicating that when accounting for the number of predictors and the sample size, about 7.4% of the variation is explained.

Table No. 7 ANOVA^b

Model	Sum of Squares	df	Mean square	F	Sig.
Regression	2929.847	3	976.616	6.837	.000 ^a
Residual	30853.585	216	142.841		
Total	33783.432	219			

a. Predictors: (Constant), Education, TSSEIT, TRS

b. Dependent Variable: TPW

2. ANOVA

- The regression model, which includes Education, Total emotional intelligence, and Total resilience as predictors, is statistically significant ($p < .000$). This means that the model, as a whole, provides valuable information for predicting Total psychological well-being.
- The regression model accounts for 2929.847 units of the total variation, with 3 degrees of freedom.
- The remaining variation known as the residual, is 30853.585 units, with 216 degrees of freedom.

Table No. 8 Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	55.147	6.444		8.558	.000
TRS	.182	.069	.202	2.621	.009
TSSEIT	.073	.056	.100	1.295	.197
Education	2.674	1.671	.104	1.600	.111

a. Dependent Variable: TPW

3. Coefficients

- The constant term is 55.147, indicating the estimated value of total psychological well-being when all predictors are zero.
- Total resilience has a statistically significant positive relationship with total psychological well-being. For each unit increase in total psychological well-being, total psychological well-being is estimated to increase by approximately 0.182 units.
- Total emotional intelligence does not show a statistically significant relationship with total psychological well-being. changes in total emotional intelligence do not reliably predict changes in Total psychological well-being.
- Education does not show a statistically significant relationship with Total psychological well-being. Difference between professional and non- professional education levels do not significantly impact Total psychological well-being.

CONCLUSION

This study offers valuable insights into the relationship among resilience, psychological well-being, emotional intelligence, and gender among college students in Lucknow. Positive correlations were found between resilience and both psychological well-being and emotional intelligence, emphasizing resilience's role in promoting positive mental health outcomes. Contrary to expectations, no significant association was found between gender and resilience or psychological well-being, indicating that gender may not be a critical factor in mental health for this sample. However, unmeasured variables or contextual factors interacting with gender may influence psychological well-being, warranting exploration in future studies.

Overall, the study underscores the importance of fostering resilience and emotional intelligence among college students for enhanced psychological well-being. Despite positive correlations, the relatively low model fit implies that additional factors beyond those studied contribute significantly to a comprehensive understanding of college students' mental health, informing the development of effective interventions and support programs.

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Acknowledgment

The author(s) appreciates all those who participated in the study and helped to facilitate the research process.

Conflict of Interest

The author(s) declared no conflict of interest.

How to cite this article: Pushpa & Khan, M.J. (2024). Impact of Resilience and Emotional Intelligence on College Students. *International Journal of Indian Psychology*, 12(1), 980-994. DIP:18.01.093.20241201, DOI:10.25215/1201.093