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EMOTIONAL INTELLIGENCE, RESILIENCE AND ACADEMIC ACHIEVEMENT AMONG COLLEGE STUDENTS

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ABSTRACT

Emotional intelligence and resilience are important psychological factors that influence students' academic experiences, personal development and educational outcomes. College students encounter several academic and personal challenges, including examination pressure, competition, adjustment difficulties and uncertainty about future careers. The ability to understand and regulate emotions, maintain positive relationships and recover from difficult situations may help students manage these challenges more effectively. The present study focuses on emotional intelligence, resilience and academic achievement among college students. It aims to examine the levels of emotional intelligence and resilience, identify the relationship between these psychological variables and academic achievement, and determine their predictive contribution to students' academic performance. The proposed study adopts a descriptive survey method with a sample of 300 college students selected through a suitable sampling procedure. Standardized scales of emotional intelligence and resilience, along with academic performance records, may be used for data collection. Percentage analysis, mean, standard deviation, Pearson's correlation and multiple regression may be employed for statistical analysis. The study is expected to provide insights into the importance of emotional competencies and psychological resilience in promoting academic success. It may also help educational institutions develop student-support programmes that strengthen emotional regulation, adaptability, confidence and effective learning practices.

KEYWORDS: Emotional Intelligence, Resilience, Academic Achievement, College Students, Emotional Regulation, Psychological Well-Being, Higher Education.

1. INTRODUCTION

Education is not simply a process of acquiring knowledge and developing intellectual abilities; it also involves emotional, psychological and social development. Students entering higher education experience a transition that requires them to adjust to new learning environments, academic expectations, social relationships and responsibilities. During this period, academic achievement may be influenced not only by intellectual ability but also by emotional management, motivation, perseverance and the ability to overcome difficulties.

Emotional intelligence has gained considerable importance in educational psychology because it explains how individuals recognize, understand, regulate and use emotions in their everyday activities. Salovey and Mayer (1990) introduced emotional intelligence as a form of social intelligence involving the ability to monitor one's own and others' feelings and use this information to guide thinking and behaviour. Later, Mayer, Salovey, and Caruso (2004) explained emotional intelligence through the abilities to perceive, use, understand and manage emotions. In an educational context, these abilities may help students manage examination anxiety, communicate effectively, maintain relationships and respond constructively to academic difficulties.

Resilience is another important psychological characteristic that contributes to students' adjustment and development. It refers to the ability to adapt positively, recover from setbacks and continue pursuing goals despite challenging circumstances. Masten (2001) described resilience as an ordinary characteristic arising from adaptive systems rather than an extraordinary quality possessed by only a few individuals. Similarly, Connor and Davidson (2003) developed a resilience scale to assess the capacity to cope with adversity and stressful situations.

Academic achievement represents the extent to which students accomplish their educational objectives, generally measured through examination marks, grade point averages and other academic assessments. Students who possess emotional awareness and resilience may be better equipped to handle academic pressure, maintain concentration and demonstrate persistence in learning activities. Therefore, understanding the relationship between emotional intelligence, resilience and academic achievement is valuable for improving the quality of higher education.

2. Review of Related Literature

2.1 Emotional Intelligence

Salovey and Mayer (1990) established the theoretical foundation of emotional intelligence by explaining the importance of recognizing and regulating emotions in personal and social functioning. Their framework highlighted the role of emotional information in guiding thinking and behaviour.

Goleman (1995) popularized emotional intelligence through five major dimensions: self-awareness, self-regulation, motivation, empathy and social skills. These competencies are relevant to college students because they support effective communication, interpersonal relationships, emotional balance and academic motivation.

Petrides, Frederickson, and Furnham (2004) examined the relationship between trait emotional intelligence, cognitive ability and academic performance among students. Their work contributed to understanding how emotional competencies relate to educational experiences and academic outcomes.

2.2 Resilience

Resilience is widely recognized as an important factor in positive adaptation during challenging circumstances. Masten (2001) explained that resilience develops through ordinary adaptive processes, including supportive relationships, problem-solving abilities and personal competence.

Connor and Davidson (2003) developed the Connor–Davidson Resilience Scale (CD-RISC), which provides a standardized approach to measuring resilience. The scale has contributed to research on individuals' ability to cope with stress, uncertainty and adversity.

In higher education, resilience may help students manage academic setbacks, adapt to changing learning conditions and maintain commitment towards educational goals.

2.3 Academic Achievement

Academic achievement is influenced by several interacting factors, including intellectual ability, motivation, learning strategies, emotional adjustment and the educational environment. Students who manage their emotions effectively may be better positioned to maintain attention, participate in learning activities and respond positively to academic feedback.

2.4 Relationship between Emotional Intelligence, Resilience and Academic Achievement

Emotional intelligence and resilience are interconnected psychological resources. Emotional awareness and regulation may support students in responding constructively to stressful

experiences, while resilience may help them recover from academic difficulties and maintain consistent learning efforts.

However, academic achievement is multidimensional and is also influenced by socioeconomic circumstances, teaching quality, learning resources, previous academic preparation and institutional support. Therefore, emotional intelligence and resilience should be examined as potential contributing factors rather than the only determinants of academic success.

3. Need and Significance of the Study

College education presents students with academic expectations and personal responsibilities that require both intellectual and psychological preparedness. Some students successfully manage these demands, whereas others experience emotional difficulties, examination stress, reduced motivation and problems adjusting to the learning environment.

Emotional intelligence enables students to identify their emotional responses, understand the feelings of others and regulate their behaviour appropriately. Resilience helps them overcome academic setbacks, adapt to challenging circumstances and continue working towards their goals. Understanding these factors can provide useful information for teachers, counsellors, administrators and educational policymakers.

The present study is significant because it:

1. Examines the levels of emotional intelligence and resilience among college students.
2. Investigates the relationship between emotional intelligence and academic achievement.
3. Identifies the relationship between resilience and academic achievement.
4. Examines the combined contribution of emotional intelligence and resilience to academic performance.
5. Provides a basis for developing emotional learning and resilience-building programmes in colleges.

4. Objectives of the Study

1. To find out the level of emotional intelligence among college students.
2. To assess the level of resilience among college students.
3. To determine the level of academic achievement among college students.
4. To find out the relationship between emotional intelligence and academic achievement.
5. To find out the relationship between resilience and academic achievement.
6. To examine the relationship between emotional intelligence and resilience.

7. To determine the combined contribution of emotional intelligence and resilience to academic achievement.

5. Hypotheses of the Study

1. There is no significant relationship between emotional intelligence and academic achievement among college students.
2. There is no significant relationship between resilience and academic achievement among college students.
3. There is no significant relationship between emotional intelligence and resilience among college students.
4. Emotional intelligence and resilience do not significantly predict academic achievement among college students.

6. METHODOLOGY

6.1 Research Method

The present study adopts the descriptive survey method to examine emotional intelligence, resilience and academic achievement among college students.

6.2 Population

The population consists of undergraduate students studying in various colleges of higher education.

6.3 Sample and Sampling Technique

For the proposed study, a sample of 300 college students may be selected from different colleges using a suitable sampling technique, such as stratified random sampling, to ensure representation of relevant student groups.

6.4 Research Tools

The following tools may be used:

S. No.	Research variable	Suggested instrument
1	Emotional Intelligence	Schutte Self-Report Emotional Intelligence Test (SSREIT)
2	Resilience	Connor–Davidson Resilience Scale (CD-RISC)
3	Academic Achievement	Previous semester examination marks or CGPA

The researcher should verify the suitability, permissions, scoring procedures and reliability of the selected instruments for the target population.

6.5 Statistical Techniques

The following statistical techniques are proposed:

- Percentage analysis
- Mean and standard deviation
- Pearson's product-moment correlation
- Independent-samples t-test, where demographic comparisons are required
- Multiple regression analysis

7. Analysis and Interpretation of Data

The following tables present an illustrative statistical analysis for a sample of 300 college students. The values are hypothetical and are provided to demonstrate how research findings can be presented and interpreted.

Table 1. Level of Emotional Intelligence among College Students.

Level	Number	Percentage
High	72	24.00
Moderate	156	52.00
Low	72	24.00
Total	300	100.00

Interpretation: The results indicate that 52% of college students belong to the moderate level of emotional intelligence, while 24% have a high level and 24% have a low level. This suggests that the majority of students demonstrate a moderate degree of emotional awareness and emotional management. However, opportunities remain to strengthen emotional regulation, empathy, interpersonal communication and self-awareness among college students.

Table 2. Level of Resilience among College Students.

Level	Number	Percentage
High	81	27.00
Moderate	147	49.00
Low	72	24.00
Total	300	100.00

Interpretation: The findings reveal that 49% of college students possess a moderate level of resilience, 27% have a high level and 24% have a low level. This indicates that nearly half of the students demonstrate a reasonable capacity to manage challenges and recover from

difficulties. Nevertheless, students with low resilience may benefit from appropriate counselling, mentoring and psychological support.

Table 3. Level of Academic Achievement among College Students.

Level	Number	Percentage
High	90	30.00
Moderate	150	50.00
Low	60	20.00
Total	300	100.00

Interpretation: The results show that 50% of college students have a moderate level of academic achievement, 30% have a high level and 20% have a low level. The findings indicate that the majority of students demonstrate satisfactory academic performance, although additional academic guidance and learning support may be useful for students experiencing difficulties.

Table 4. Relationship between Emotional Intelligence and Academic Achievement.

Variables	N	Correlation (r)	Significance
Emotional Intelligence and Academic Achievement	300	0.32	p less than .001

Interpretation: The correlation coefficient of 0.32 indicates a positive relationship between emotional intelligence and academic achievement. This suggests that students with better emotional competencies tend to demonstrate higher academic performance. The result supports the importance of emotional awareness, self-regulation and motivation in educational development. The finding is consistent with MacCann et al. (2020), whose meta-analysis of 42,529 students reported an overall positive association between emotional intelligence and academic performance ($\rho = .20$). However, the strength of this relationship may differ according to the measurement of emotional intelligence and academic performance.

Table 5. Relationship between Resilience and Academic Achievement.

Variables	N	Correlation (r)	Significance
Resilience and Academic Achievement	300	0.38	p less than .001

Interpretation: The correlation coefficient of 0.38 reveals a positive relationship between resilience and academic achievement. This indicates that students who demonstrate greater resilience may be better able to overcome academic difficulties, maintain learning motivation and continue working towards their educational goals.

The finding highlights the educational importance of developing coping strategies, perseverance and adaptability among college students.

Table 6. Relationship between Emotional Intelligence and Resilience.

Variables	N	Correlation (r)	Significance
Emotional Intelligence and Resilience	300	0.45	p less than .001

Interpretation: The correlation coefficient of 0.45 indicates a moderate positive relationship between emotional intelligence and resilience. Students who understand and regulate their emotions may be better prepared to respond to stressful situations and overcome personal and academic challenges. Emotional intelligence and resilience therefore represent complementary psychological resources that may contribute to students' adjustment and development.

Table 7. Multiple Regression Analysis: Emotional Intelligence and Resilience as Predictors of Academic Achievement.

Predictor variables	Standardized Beta (β)	t-value	Significance
Emotional Intelligence	0.19	3.47	.001
Resilience	0.30	5.47	.001
R^2	0.17		
F (2, 297)	30.45		p less than .001

Interpretation: The regression analysis indicates that emotional intelligence and resilience jointly explain approximately 17% of the variation in academic achievement among college students. Both variables make positive contributions to the prediction of academic performance. Resilience ($\beta = 0.30$) demonstrates a comparatively stronger contribution than emotional intelligence ($\beta = 0.19$) in this example.

The remaining 83% of the variation may be associated with other factors, such as intellectual ability, study habits, family background, socioeconomic conditions, learning motivation and institutional support.

8. Major Findings of the Study

Based on the illustrative statistical results, the following findings are presented:

1. A majority of college students (52%) belong to the moderate level of emotional intelligence.
2. Nearly half of the students (49%) possess a moderate level of resilience.
3. Half of the students (50%) demonstrate a moderate level of academic achievement.

4. Emotional intelligence has a positive relationship with academic achievement (r = 0.32).
5. Resilience has a positive relationship with academic achievement (r = 0.38).
6. Emotional intelligence and resilience have a positive relationship with each other (r = 0.45).
7. Emotional intelligence and resilience jointly explain 17% of the variation in academic achievement in the illustrative regression model.
8. Resilience demonstrates a comparatively stronger standardized predictive contribution than emotional intelligence in the example.

9. DISCUSSION

The proposed study highlights the importance of psychological competencies in understanding students' academic experiences. Emotional intelligence helps students recognize their feelings, manage emotional reactions and establish positive interpersonal relationships. These abilities may be particularly useful when students encounter examination pressure, academic competition and difficulties in their personal lives. The illustrative positive relationship between emotional intelligence and academic achievement is supported by previous research. MacCann et al. (2020) reported a positive association between emotional intelligence and academic performance through a large-scale meta-analysis. Similarly, the 2023 systematic review and meta-analysis by the authors of Emotional Intelligence and Academic Performance reported a positive relationship, although effect sizes varied across studies and contexts. Resilience is equally important because academic progress does not always occur without difficulties. Students may experience poor examination results, lack of motivation, financial challenges and adjustment problems. Resilience helps individuals respond constructively to these experiences rather than allowing temporary setbacks to prevent further progress. An important consideration is that emotional intelligence and resilience should not be treated as the only explanations for academic success. A 2026 meta-analysis of higher education students reported that the pooled association for emotional predictors was weak and imprecise, highlighting the need to consider cognitive, emotional and behavioural factors together. Therefore, the present research framework provides a useful basis for examining the contribution of emotional intelligence and resilience while recognizing the wider influences on academic achievement.

10. Educational Implications

The study has several important implications for higher education institutions.

1. Emotional intelligence development: Colleges should organize activities that improve emotional awareness, self-control, empathy, interpersonal communication and conflict-management skills.
2. Resilience-building programmes: Workshops and student-development programmes should focus on perseverance, problem-solving, adaptability and constructive responses to failure.
3. Counselling and guidance: Educational institutions should provide accessible counselling services to help students manage academic stress, emotional difficulties and adjustment challenges.
4. Supportive learning environment: Teachers should encourage respectful communication, collaborative learning, student participation and positive teacher–student relationships.
5. Academic support: Students experiencing low academic achievement should receive mentoring, remedial instruction, study-skills training and continuous academic guidance.
6. Life-skills education: Emotional management, decision-making, stress management and interpersonal skills should be integrated into student-development programmes.

11. Recommendations

1. Colleges should conduct regular emotional intelligence awareness programmes.
2. Resilience training should be included in student orientation and personality-development activities.
3. Teachers should identify students who experience emotional and academic adjustment difficulties.
4. Peer-support groups should be encouraged to promote positive relationships and mutual assistance.
5. Counselling facilities should be strengthened in higher education institutions.
6. Students should be encouraged to develop effective study habits, time management and problem-solving skills.
7. Further studies should examine emotional intelligence and resilience across gender, locality, discipline and socioeconomic backgrounds.

12. Limitations of the Study

The proposed study has certain limitations that should be considered when conducting the actual investigation.

- The study focuses only on college students.

- Academic achievement may be influenced by several factors beyond the two psychological variables.
- Self-report instruments may be affected by individual perceptions and response tendencies.
- A descriptive survey design can identify associations but cannot establish causal relationships.
- Findings from a particular geographical area may not be generalized to all higher education institutions.

13. CONCLUSION

Emotional intelligence and resilience are important dimensions of students' psychological development and educational experiences. Emotional intelligence enables students to understand their emotions, regulate their responses and maintain positive relationships, whereas resilience strengthens their ability to overcome difficulties and continue working towards their academic goals. Both qualities may contribute to a supportive learning experience and improved academic adjustment.

The proposed investigation emphasizes the need to consider emotional and psychological development alongside intellectual development in higher education. Colleges should therefore provide opportunities for students to develop emotional competencies, psychological resilience, confidence and effective learning strategies. A balanced approach that combines academic instruction with emotional and personal development can contribute to the holistic development of college students.

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