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Relationship between Students' Emotional Intelligence and Their Academic Resilience at University Level

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Abstract

Students' emotional intelligence and their academic resilience are closely linked, as emotionally intelligent students are better able to regulate emotions, cope with stress, and maintain motivation in the face of challenges. This connection enables them to persist in their academic pursuits, adapt to difficulties, and achieve sustained success in higher education. The objective of the study was to find the level of Students' Emotional Intelligence and Their Academic Resilience and to examine the effect and association between students' emotional intelligence and academic resilience at University Level. The present study employed a descriptive research design, situated within the positivist paradigm of quantitative inquiry. The population of interest consisted of all public and private universities in the Lahore district. A multistage sampling technique was used to select participants. The data collection instruments consisted of two questionnaires. To ensure the validity of the instruments, expert reviews were obtained, while reliability was established through pilot testing. Data analysis was carried out using the Statistical Package for Social Sciences (SPSS). Both descriptive statistics (mean and standard deviation) and inferential statistics (regression analysis and Pearson's correlation coefficient) were employed to address the research objectives. The findings of the study revealed that there was highly significant effect and relationship between students' emotional intelligence and academic resilience at University Level. It is recommended that universities should integrate structured emotional intelligence (EI) development programs, focusing on self-awareness, self-regulation, and motivation to strengthen students' resilience.

Keywords: *Students' Emotional Intelligence, Academic Resilience, University Level*

Introduction

The twenty-first century has brought with it unprecedented challenges for higher education institutions, students, and educators alike. University students are increasingly exposed to academic, social, and emotional demands that require not only intellectual abilities but also psychological and emotional competencies to succeed (Thomas & Allen, 2021). The rising pressures of competitive academic environments, technological transformations, global

disruptions such as the COVID-19 pandemic, and the demands for employability skills have emphasized the importance of psychological resources that enable students to thrive under adversity. Two such constructs that have drawn growing scholarly attention are *emotional intelligence (EI)* and *academic resilience*. Individually, both constructs have been associated with positive academic outcomes, well-being, and persistence. However, research suggests that their interaction may be particularly critical in shaping how students navigate challenges at the university level (MacCann et al., 2020; Cassidy, 2016).

Universities no longer serve as mere providers of disciplinary knowledge; instead, they are expected to equip students with a set of competencies that foster adaptability, lifelong learning, and emotional regulation in complex contexts (OECD, 2018). Emotional intelligence, broadly defined as the ability to perceive, understand, regulate, and use emotions effectively in oneself and others, has emerged as a critical determinant of students' academic success and psychosocial adjustment (Mayer, Salovey, & Caruso, 2000; Goleman, 1995). Simultaneously, academic resilience, which refers to students' capacity to persevere, adapt, and recover in the face of academic setbacks, has become a central concept in educational psychology (Cassidy, 2016). The interplay between these two constructs is increasingly recognized as essential for higher education students, as emotionally intelligent learners may be better equipped to develop resilience in demanding academic contexts (Sánchez-Álvarez, Extremera, & Fernández-Berrocal, 2016).

The concept of emotional intelligence (EI) gained prominence through the works of Goleman (1995) and Mayer and Salovey (1997), who emphasized the role of emotions in shaping human cognition and behavior. Within the university context, EI has been shown to influence students' motivation, academic achievement, stress management, and interpersonal relationships (Perera & DiGiacomo, 2013; Petrides et al., 2016). EI is often conceptualized across key dimensions: self-awareness, self-regulation, motivation, empathy, and social skills (Goleman, 1995). Each of these components contributes uniquely to academic experiences. For instance, self-awareness enables students to recognize emotional triggers during exams, while self-regulation allows them to manage anxiety and remain composed under pressure (MacCann et al., 2020). Similarly, empathy and social skills facilitate collaboration and group learning, which are integral to contemporary pedagogies such as project-based and collaborative learning (Gillies, 2016).

Empirical studies demonstrate that EI correlates strongly with academic performance. Perera and DiGiacomo (2013), in their meta-analytic review, concluded that EI is a significant predictor of academic success, with effects mediated through study habits, motivation, and stress management. More recent evidence by MacCann et al. (2020) confirmed that EI predicts grade point average (GPA) even after controlling for cognitive intelligence and personality traits, underscoring its unique contribution to academic outcomes. In addition to cognitive outcomes, EI has been linked to psychosocial well-being, suggesting that emotionally intelligent students are less likely to experience burnout and more capable of sustaining motivation over time (Sánchez-Álvarez et al., 2016).

Academic resilience refers to students' ability to cope effectively with challenges, persist in the face of setbacks, and recover from academic failure (Cassidy, 2016). Rooted in resilience theory, academic resilience focuses specifically on the educational context, encompassing perseverance, adaptability, emotional regulation, help-seeking, and positive framing of challenges (Cassidy, 2016; Martin & Marsh, 2006). In higher education, resilience is increasingly seen as critical given the growing prevalence of academic stress, exam anxiety, and dropout risks (Hartley, 2011). Research highlights that resilient students not only achieve higher academic outcomes but also demonstrate greater psychological well-being and reduced stress levels (Martin, Colmar, & Davey, 2010). For example, Martin and Marsh (2006) emphasized that academic buoyancy, a related construct, helps students manage everyday academic setbacks such as poor grades or heavy workloads. Similarly, Hartley (2011) found that academic resilience was a strong predictor of persistence and retention among college students, highlighting its importance in ensuring degree completion. Resilient students are characterized by their ability to reframe setbacks as opportunities, actively seek support when needed, and maintain motivation despite difficulties.

The relationship between EI and academic resilience has gained increasing empirical support. Emotional intelligence equips students with the tools necessary to regulate stress, maintain optimism, and adapt strategies when faced with challenges, all of which are central to resilience (Salami, 2010). Bandura's (1997) social cognitive theory further explains that self-efficacy beliefs, often nurtured by emotionally intelligent behaviors, contribute to resilience by reinforcing persistence and adaptive coping strategies. Thus, students with high EI are more likely to interpret failures constructively and persist toward their goals with greater confidence. Empirical studies have consistently demonstrated this link. Sánchez-Álvarez et al. (2016) reported that EI was positively correlated with resilience among university students, with both constructs jointly predicting subjective well-being and academic success. Thomas and Allen (2021) further found that EI significantly influenced academic engagement, with resilience mediating this relationship. Similarly, Petrides et al. (2016) argued that specific EI dimensions such as self-regulation and empathy foster resilience by enabling students to manage stress effectively and draw on peer networks for support. Shao (2018), in a study of Chinese university students, observed that emotionally intelligent learners displayed higher levels of resilience and were better equipped to handle language-learning challenges, highlighting the cross-cultural applicability of this relationship.

The strength and nature of the EI–resilience relationship may differ across contexts. Fernández-Berrocal and Extremera (2016) argue that in collectivist societies, social dimensions of EI (e.g., empathy and social skills) play a stronger role in resilience, as students rely heavily on group support. Conversely, in more individualist settings, self-regulation and motivation are more central, as academic success is framed around personal effort and autonomy (Thomas & Allen, 2021). These findings suggest that while EI universally predicts resilience, the pathways of influence may vary across cultural and institutional contexts. Additionally, the role of gender, age, and academic discipline has been explored in relation to EI and resilience. For example, MacCann et al. (2020) highlighted that EI predicts performance across disciplines but may be

particularly important in fields requiring interpersonal interaction, such as medicine and education. Gender differences have also been reported, with some studies finding higher EI and resilience among female students, potentially reflecting socialization processes that emphasize empathy and emotional regulation (Qualter et al., 2012).

Intervention studies provide further evidence for the EI–resilience connection. Training programs designed to enhance EI have been shown to improve students' resilience, reduce stress, and foster academic persistence (Nelis et al., 2011; Kotsou et al., 2019). For example, workshops focused on emotion regulation and empathy training not only improved EI scores but also enhanced students' ability to cope with academic challenges. Such findings underscore the potential of embedding EI development within university curricula as a means of fostering resilience and reducing dropout rates. Despite these promising findings, gaps remain in the literature. Much of the existing research is cross-sectional, limiting causal inferences (Sánchez-Álvarez et al., 2016). There is also a need for longitudinal and experimental designs that track the development of EI and resilience over time (MacCann et al., 2020). Furthermore, cross-cultural comparative studies remain limited, even though evidence suggests contextual moderators. Finally, there is growing recognition of the need to integrate technological and digital learning contexts into EI–resilience research, particularly given the rise of online learning (Chen, Wang, & Kirschner, 2018).

Significance of the Study

The investigation of the relationship between EI and academic resilience at the university level carries significant theoretical and practical implications. Theoretically, it contributes to the growing body of literature linking emotional competencies with adaptive academic outcomes, while empirically, it provides evidence for designing interventions aimed at fostering student success. Practically, understanding this relationship can inform the development of educational policies, counseling services, and resilience-building programs in universities, ensuring that students are not only academically competent but also emotionally equipped to thrive in an increasingly complex and uncertain world (Carless & Boud, 2018; Thomas & Allen, 2021).

Objectives:

- To find the level of Students' Emotional Intelligence and Their Academic Resilience at University Level.
- To examine the association between students' emotional intelligence and academic resilience at University Level.
- To explore the effect of students' emotional intelligence on academic resilience at University Level.

Research Questions

- What is the level of Students' Emotional Intelligence and Their Academic Resilience at University Level?
- What is the association between students' emotional intelligence and academic resilience at University Level?
- What is the effect of students' emotional intelligence on academic resilience at University Level?

Research Design and Methodology

The present study employed a descriptive research design, situated within the positivist paradigm of quantitative inquiry. The population of interest consisted of all public and private universities in the Lahore district. According to the Higher Education Commission (HEC, 2024), there are a total of 39 universities in the district, of which 16 are public and 23 are private. A multistage sampling technique was used to select participants. In the first stage, the population was divided into two strata (public and private universities) through stratified sampling. At the second stage, the universities were grouped into three geographical clusters based on their location. From each cluster, three private and two public universities were randomly selected using simple random sampling. In total, 302 students were randomly chosen as the study sample.

The data collection instruments consisted of two questionnaires. Students' Emotional Intelligence was measured using an adapted version of instruments developed by Goleman (1995) and Mayer et al. (2000). Academic Resilience was assessed using a researcher-developed five-point Likert scale questionnaire, designed with guidance from Cassidy's (2016) framework. To ensure the validity of the instruments, expert reviews were obtained, while reliability was established through pilot testing. Cronbach's Alpha values were computed, showing strong internal consistency: .881 for the Emotional Intelligence scale and .854 for the Academic Resilience scale, both exceeding the minimum acceptable threshold of .75. This confirmed the dependability of the instruments. Data were collected from participants directly through the administration of questionnaires. The primary source of data ensured authenticity and relevance to the research objectives. Data analysis was carried out using the Statistical Package for Social Sciences (SPSS). Both descriptive statistics (mean and standard deviation) and inferential statistics (regression analysis and Pearson's correlation coefficient) were employed to address the research objectives.

Data analysis and Interpretations

Table 1

Description of main variables

Variables	M	S.D.
Students' Emotional Intelligence	3.7843	.87314
• **Self-Awareness**	4.0712	.69787
• **Self-Regulation**	4.1589	.58975
• **Motivation**	4.1440	.64245
• **Empathy**	3.4018	1.27666
• **Social Skills**	3.9440	.60284
Academic Resilience	4.1683	.61370
• **Perseverance and Persistence**	4.7043	.82314
• **Adaptability and Coping**	3.1712	.72787
• **Emotional Regulation**	4.2589	.60975
• **Help-Seeking and Resource Utilization**	3.6440	.69245
• **Positive Framing and Motivation**	4.1018	.38666

The descriptive statistics presented in Table 1 provide an overview of the main study variables, *Students' Emotional Intelligence* and *Academic Resilience*, along with their underlying factors. The overall mean score for students' emotional intelligence was moderately high (M = 3.78, SD = .87), suggesting that participants generally perceived themselves as possessing strong emotional competencies. Among the sub-dimensions, self-regulation (M = 4.16, SD = .59) and motivation (M = 4.14, SD = .64) were rated the highest, indicating that students were particularly confident in their ability to manage emotions in academic contexts and sustain motivation toward learning tasks. Self-awareness (M = 4.07, SD = .69) and social skills (M = 3.94, SD = .60) were also rated positively, reflecting a strong capacity for recognizing emotions and engaging productively with peers. However, empathy was rated comparatively lower (M = 3.40, SD = 1.27), and the relatively high standard deviation indicates variability in students' ability to recognize and respond to the emotions of others. This highlights an area where targeted interventions may be beneficial, as empathy forms an important component of holistic emotional intelligence.

Academic resilience was also reported at a relatively high overall level (M = 4.16, SD = .61), signifying that students believed themselves to be capable of coping with and adapting to academic challenges. Within this construct, perseverance and persistence achieved the highest mean score (M = 4.70, SD = .82), reflecting students' determination to continue working toward academic goals despite setbacks. Emotional regulation (M = 4.25, SD = .60) and positive framing and motivation (M = 4.10, SD = .38) were also rated strongly, suggesting that students managed their emotions effectively during stress and maintained optimistic outlooks toward academic difficulties. Help-seeking and resource utilization (M = 3.64, SD = .69) received a moderate rating, implying that while students valued external support, their willingness to actively seek resources varied. The lowest score was observed for adaptability and coping (M = 3.17, SD = .72), suggesting that flexibility in dealing with new or unexpected academic challenges was less developed among the participants. Taken together, the results indicate that while students demonstrate strong persistence, motivation, and regulation skills, there remain areas for growth in empathy and adaptability—skills that are equally critical for sustaining long-term academic resilience and emotional well-being.

Students' Emotional Intelligence

Table 2

Description of Self-Awareness

Items	M	S.D.
I am aware of my emotions and can recognize when my mood changes.	3.85	1.102
I can identify how my emotions affect my ability to focus and learn.	3.90	1.072
I reflect on my strengths and weaknesses to improve my academic performance.	3.93	1.079
I understand the connection between my emotions and my behavior in class.	3.88	1.089
I regularly evaluate my feelings to gain insight into my personal growth.	3.82	1.105

The descriptive statistics presented in Table 2 provide insights into students' self-awareness, a key dimension of emotional intelligence, measured across five items. The mean

scores ranged from 3.82 to 3.93 on a five-point Likert scale, suggesting that students generally reported a moderate-to-high level of awareness regarding their emotions and their influence on academic performance. The highest mean score was recorded for the statement, *"I reflect on my strengths and weaknesses to improve my academic performance"* (M = 3.93, SD = 1.079), indicating that students place considerable emphasis on self-reflection as a means of enhancing learning outcomes. This is followed closely by the item, *"I can identify how my emotions affect my ability to focus and learn"* (M = 3.90, SD = 1.072), which demonstrates students' recognition of the direct link between emotional states and concentration in academic contexts.

Slightly lower but still positive mean values were observed for items such as *"I understand the connection between my emotions and my behavior in class"* (M = 3.88, SD = 1.089) and *"I am aware of my emotions and can recognize when my mood changes"* (M = 3.85, SD = 1.102). These findings indicate that students have developed a reasonable awareness of the ways emotions shape their behavior and learning processes, though individual variability is evident, as reflected in the relatively higher standard deviations (ranging from 1.072 to 1.105). The lowest mean score appeared for the item, *"I regularly evaluate my feelings to gain insight into my personal growth"* (M = 3.82, SD = 1.105), suggesting that while students recognize the importance of reflection, fewer consistently practice this evaluative process. Overall, these results highlight that students possess a fair degree of emotional self-awareness, which is essential for regulating learning behaviors and achieving academic growth, though further development in continuous self-reflection may be beneficial.

Table 3

Description of Self-Regulation

Items	M	S.D.
I remain calm and composed when faced with stressful academic situations.	3.73	1.179
I am able to control impulsive reactions when disagreements arise in class.	3.85	1.105
I adapt my behavior to different academic or social situations appropriately.	3.76	1.130
I avoid making hasty decisions when I am emotionally upset.	3.72	1.171
I manage stress effectively without allowing it to disrupt my performance.	3.79	1.147

The descriptive statistics presented in Table 3 provide insights into students' self-regulation in academic contexts, reflecting their ability to manage emotions, behaviors, and stress in challenging situations. The mean scores for all five items range between 3.72 and 3.85 on a 5-point Likert scale, indicating a moderately high level of agreement among students regarding their self-regulatory abilities. The highest mean score was reported for the statement, *"I am able to control impulsive reactions when disagreements arise in class"* (M = 3.85, SD = 1.105), suggesting that students generally perceive themselves as capable of managing impulsivity and maintaining composure during conflicts. Similarly, the item *"I manage stress effectively without allowing it to disrupt my performance"* (M = 3.79, SD = 1.147) highlights that

students are fairly confident in their ability to cope with stress in ways that do not hinder their academic functioning.

Other items, such as *"I adapt my behavior to different academic or social situations appropriately"* (M = 3.76, SD = 1.130) and *"I remain calm and composed when faced with stressful academic situations"* (M = 3.73, SD = 1.179), received slightly lower but still positive ratings, emphasizing students' capacity for emotional control and situational flexibility, though with some variability. The lowest mean score was recorded for *"I avoid making hasty decisions when I am emotionally upset"* (M = 3.72, SD = 1.171), suggesting that while students generally strive to regulate their emotions, decision-making under emotional stress remains a relative challenge. The standard deviations, which range between 1.105 and 1.179, indicate a moderate level of variability in responses, implying that while many students report strong self-regulation, others struggle with consistency in applying these skills. Overall, the findings suggest that self-regulation among students is present at a reasonably high level but may require further strengthening through targeted interventions in stress management, impulse control, and adaptive decision-making.

Table 4

Description of Motivation

Items	M	S.D.
I set clear academic goals and work persistently to achieve them.	3.67	1.189
I remain motivated to complete my tasks even when they are challenging.	3.79	1.121
I use positive self-talk to overcome difficulties in learning.	3.82	1.236
I take initiative to learn beyond classroom requirements.	3.52	1.249
I view academic setbacks as opportunities to improve rather than as failures.	3.72	1.199

The descriptive statistics presented in Table 4 provide insights into students' levels of motivation across five items designed to measure persistence, initiative, and positive attitudes toward learning. The mean scores ranged between 3.52 and 3.82 on a 5-point Likert scale, reflecting a moderately high level of motivation among respondents. The highest-rated item, *"I use positive self-talk to overcome difficulties in learning"* (M = 3.82, SD = 1.236), suggests that many students rely on self-encouragement strategies to persist when facing challenges. Similarly, the item *"I remain motivated to complete my tasks even when they are challenging"* (M = 3.79, SD = 1.121) highlights students' resilience and willingness to sustain effort despite academic difficulties. On the other hand, the lowest mean score was reported for *"I take initiative to learn beyond classroom requirements"* (M = 3.52, SD = 1.249), indicating that while students are motivated to achieve academic success, their engagement tends to be more task-oriented and less focused on self-directed learning beyond formal expectations. Items reflecting goal-setting (*M = 3.67, SD = 1.189*) and positive framing of setbacks (*M = 3.72, SD = 1.199*) also received moderately high scores, suggesting that most students adopt constructive attitudes toward academic challenges, though variability across responses (as reflected in relatively high standard deviations) points to individual differences in motivational patterns. Overall, these

findings indicate that while students demonstrate persistence and positive coping strategies, there is room for improvement in fostering intrinsic motivation and initiative for independent learning.

Table 5

Description of Empathy

Items	M	S.D.
I can recognize when my peers are feeling anxious, sad, or stressed.	4.07	.908
I listen attentively to others and try to understand their emotions.	4.12	.887
I respond with compassion when classmates share personal challenges.	4.12	.955
I try to see situations from others' perspectives before making judgments.	3.97	1.001
I respect the emotions and opinions of peers, even when they differ from my own.	4.16	.730

The descriptive statistics presented in Table 5 provide valuable insights into students' perceptions of their empathy, an important component of emotional intelligence. The overall mean scores across the five items are consistently high, ranging between 3.97 and 4.16 on a 5-point Likert scale, suggesting that students generally perceived themselves as empathetic and capable of recognizing and responding to the emotions of others. The lowest-rated item, "I try to see situations from others' perspectives before making judgments" (M = 3.97, SD = 1.001), while still positive, indicates that perspective-taking may be relatively more challenging for some students compared to other empathetic behaviors. In contrast, the highest-rated item, "I respect the emotions and opinions of peers, even when they differ from my own" (M = 4.16, SD = .730), highlights students' strong orientation toward valuing diversity and maintaining respectful interpersonal relationships.

The results also demonstrate moderate variability in responses, with standard deviations ranging from .730 to 1.001. The higher standard deviation for items such as "I try to see situations from others' perspectives before making judgments" (SD = 1.001) and "I respond with compassion when classmates share personal challenges" (SD = .955) suggests that while many students demonstrate high levels of empathy, some differences exist in their ability to apply these skills consistently across contexts. On the other hand, lower variability for items like "I respect the emotions and opinions of peers" (SD = .730) indicates greater consensus among students in valuing respect and inclusivity. Overall, these findings highlight that empathy is a well-developed skill among students in the sample, particularly in recognizing emotions, listening attentively, and showing respect, though perspective-taking and compassionate responses may require additional support through targeted instructional or developmental interventions.

Table 6

Description of Social Skills

Items	M	S.D.
I communicate my ideas clearly and respectfully in group discussions.	4.15	.718
I build positive relationships with classmates and instructors.	4.16	.847
I work well in teams by contributing ideas and encouraging others.	4.14	.778

I manage conflicts with peers constructively to maintain healthy relationships.	4.19	.795
I cooperate with classmates to achieve shared academic goals.	4.10	.802

The descriptive statistics presented in Table 6 provide valuable insights into students' perceptions of their social skills across five dimensions: communication, relationship-building, teamwork, conflict management, and cooperation. The overall mean scores, ranging from 4.10 to 4.19 on a 5-point Likert scale, indicate that students generally rated their social skills highly, reflecting a strong belief in their ability to interact effectively with peers and instructors in academic settings. The highest mean was reported for "I manage conflicts with peers constructively to maintain healthy relationships" (M = 4.19, SD = .795), suggesting that students perceive themselves as capable of handling disagreements positively, which is critical for sustaining group harmony and collaborative learning. Similarly, high means for building relationships (M = 4.16, SD = .847) and communicating respectfully in discussions (M = 4.15, SD = .718) highlight the importance students place on forming supportive academic networks and engaging in respectful dialogue.

Teamwork and cooperation were also rated positively, as seen in the items "I work well in teams by contributing ideas and encouraging others" (M = 4.14, SD = .778) and "I cooperate with classmates to achieve shared academic goals" (M = 4.10, SD = .802). These findings emphasize students' recognition of the value of collective effort and their willingness to support peers in achieving common objectives. The relatively low standard deviations (ranging from .718 to .847) suggest consistent responses across participants, indicating that perceptions of strong social skills were widely shared within the sample. For a doctoral-level thesis, these results underscore that social skills are not only perceived as personal strengths but also as essential components for academic success, fostering collaboration, effective communication, and conflict resolution in higher education contexts.

Academic Resilience

Table 7

Description of Perseverance and Persistence

Items	M	S.D.
I continue working on academic tasks even when I feel discouraged.	4.16	.841
I put consistent effort into my studies despite repeated failures.	4.18	.765
I do not allow temporary setbacks to stop me from pursuing my academic goals.	4.13	.817
I keep trying to solve problems in my coursework until I succeed.	3.56	1.417
I remain determined to achieve my academic targets, regardless of the difficulties I face.	3.23	1.457

The descriptive statistics presented in Table 7 provide insights into students' perseverance and persistence in their academic pursuits. Overall, the mean scores indicate a generally positive tendency toward sustained effort, with most students demonstrating a willingness to continue working despite challenges. The highest-rated item, *"I put consistent effort into my studies despite repeated failures"* (M = 4.18, SD = .765), suggests that students

recognize the importance of maintaining effort even after experiencing setbacks, reflecting resilience and commitment. Similarly, the statement *"I continue working on academic tasks even when I feel discouraged"* (M = 4.16, SD = .841) also received a strong endorsement, indicating that students are able to push through emotional barriers to maintain progress. Moderately high means were observed for items such as *"I do not allow temporary setbacks to stop me from pursuing my academic goals"* (M = 4.13, SD = .817), underscoring students' belief in long-term goal commitment. However, lower mean scores were reported for *"I keep trying to solve problems in my coursework until I succeed"* (M = 3.56, SD = 1.417) and *"I remain determined to achieve my academic targets, regardless of the difficulties I face"* (M = 3.23, SD = 1.457). The relatively higher standard deviations for these items suggest greater variability in student responses, pointing to differences in persistence when faced with ongoing or complex academic difficulties. These findings indicate that while students generally value perseverance, certain aspects—such as sustained problem-solving and unwavering determination—may require further strengthening through instructional and motivational interventions. At the doctoral level, this pattern highlights the nuanced nature of persistence, where overall positive tendencies coexist with areas of vulnerability that could benefit from targeted educational support and resilience-building strategies.

Table 8

Description of Adaptability and Coping

Items	M	S.D.
I can adjust my learning strategies when I encounter new academic challenges.	3.42	1.409
I quickly adapt to unexpected academic changes, such as altered deadlines or new requirements.	4.26	.948
I am able to handle multiple academic tasks by changing my study approach as needed.	4.22	.921
I can find alternative solutions when my initial academic plan does not work.	4.23	.888
I am flexible in responding to changing academic situations without losing motivation.	4.09	.907

The descriptive statistics presented in Table 8 provide insights into students' adaptability and coping skills within academic contexts. Overall, the mean scores, ranging from 3.42 to 4.26 on a 5-point Likert scale, suggest that students generally perceive themselves as capable of adjusting to academic challenges and maintaining motivation in dynamic situations. The highest-rated item, "I quickly adapt to unexpected academic changes, such as altered deadlines or new requirements" (M = 4.26, SD = .948), reflects strong flexibility in responding to sudden shifts in academic demands, highlighting students' ability to manage uncertainty effectively. Similarly, high means for items such as "I can find alternative solutions when my initial academic plan does not work" (M = 4.23, SD = .888) and "I am able to handle multiple academic tasks by changing my study approach as needed" (M = 4.22, SD = .921) indicate that students demonstrate resilience in problem-solving and a proactive orientation toward workload management.

The item with the lowest mean, "I can adjust my learning strategies when I encounter new academic challenges" (M = 3.42, SD = 1.409), suggests that while students show overall adaptability, some may struggle with modifying learning approaches in response to novel or complex challenges. The higher standard deviation for this item indicates greater variability in responses, pointing to individual differences in the ability to reframe or adopt new strategies. In contrast, the relatively lower standard deviations across other items (ranging between .888 and .948) suggest consistent perceptions of adaptability among the majority of respondents. Collectively, these findings underscore that adaptability and coping are strong dimensions of academic resilience within the sample, though they may be unevenly distributed, with some students requiring additional support in developing flexible learning strategies. At the doctoral level, this highlights the importance of exploring not only the general strengths of adaptability but also the specific barriers faced by students who struggle to adjust their academic practices effectively.

Table 9

Description of Emotional Regulation

Items	M	S.D.
I can control my emotions when facing academic stress or failure.	4.19	.927
I stay calm and focused during exams, even when the content is difficult.	3.71	1.239
I am able to overcome frustration quickly when I face obstacles in my learning.	4.14	.954
I manage feelings of anxiety effectively when preparing for academic tasks.	4.19	.923
I remain positive and composed even after receiving disappointing academic results.	4.06	1.034

The descriptive statistics presented in Table 9 provide insights into students' perceptions of their emotional regulation in academic contexts, highlighting their ability to manage stress, anxiety, and negative emotions effectively. Overall, the mean scores for all five items fall above 3.70 on a 5-point Likert scale, indicating that students generally reported a high level of emotional regulation in relation to their academic experiences. The highest-rated items were *"I can control my emotions when facing academic stress or failure"* (M = 4.19, SD = .927) and *"I manage feelings of anxiety effectively when preparing for academic tasks"* (M = 4.19, SD = .923). These results suggest that students perceive themselves as capable of maintaining composure and managing stress constructively during critical academic tasks. At the same time, slightly lower ratings were recorded for *"I stay calm and focused during exams, even when the content is difficult"* (M = 3.71, SD = 1.239) and *"I remain positive and composed even after receiving disappointing academic results"* (M = 4.06, SD = 1.034). The relatively higher standard deviations on these items suggest greater variability in students' experiences, with some students struggling more than others to regulate emotions during high-stakes assessments or after negative outcomes. The item *"I am able to overcome frustration quickly when I face obstacles in my learning"* (M = 4.14, SD = .954) received a moderately high score, indicating that students

generally demonstrate resilience and emotional adaptability in the face of academic challenges. Collectively, these findings reflect that while most students possess effective emotional regulation skills, there are noticeable differences in how consistently they maintain calmness and positivity, particularly under exam pressure or in response to setbacks. For doctoral-level analysis, this suggests that interventions aimed at improving stress management, test anxiety reduction, and positive reframing may be beneficial in supporting students' emotional regulation and, ultimately, their academic performance.

Table 10

Description of Help-Seeking and Resource Utilization

Items	M	S.D.
I ask my peers or teachers for help when I cannot solve a problem on my own.	4.24	.894
I am comfortable seeking academic guidance when I feel uncertain.	4.26	.868
I make use of available resources (library, online tools, workshops) to overcome academic challenges.	4.24	.925
I collaborate with classmates to find solutions to difficult academic tasks.	4.27	.918
I actively seek feedback from teachers to improve my academic performance.	4.23	.910

The descriptive statistics presented in Table 10 provide insights into students' perceptions of their help-seeking behaviors and resource utilization as part of their academic resilience. Overall, the mean scores for all five items were consistently high, ranging from 4.23 to 4.27 on a 5-point Likert scale, indicating that students strongly endorsed the importance of seeking support and making effective use of available resources to enhance their academic performance. The item with the highest mean score was "I collaborate with classmates to find solutions to difficult academic tasks" (M = 4.27, SD = .918), highlighting that peer collaboration is a central and preferred strategy for overcoming academic challenges. This suggests that students not only value independent effort but also actively engage in collective problem-solving to strengthen their understanding.

Similarly, the high ratings for "I am comfortable seeking academic guidance when I feel uncertain" (M = 4.26, SD = .868) and "I ask my peers or teachers for help when I cannot solve a problem on my own" (M = 4.24, SD = .894) underscore students' openness to seeking support from both instructors and peers, reflecting positive attitudes toward academic help-seeking as a productive and non-stigmatized behavior. The responses to items such as "I make use of available resources (library, online tools, workshops) to overcome academic challenges" (M = 4.24, SD = .925) and "I actively seek feedback from teachers to improve my academic performance" (M = 4.23, SD = .910) demonstrate that students perceive resource utilization and feedback-seeking as integral components of their learning strategies. The relatively low standard deviations across all items (.868–.925) suggest consistency in responses, reflecting a shared recognition among students of the importance of leveraging academic resources and feedback opportunities. Collectively, these findings indicate that help-seeking and resource utilization are

key elements of students' resilience, enabling them to navigate academic challenges effectively and sustain performance at a high level.

Table 11

Description of Positive Framing and Motivation

Items	M	S.D.
I believe that academic failures are temporary setbacks that I can overcome.	4.24	.818
I see challenges in my studies as opportunities to improve and grow.	4.15	.933
I maintain motivation toward my academic goals despite obstacles.	4.11	1.007
I believe that hard work will eventually lead me to academic success.	4.21	.927
I approach academic challenges with optimism rather than fear.	4.14	.810

The descriptive statistics presented in Table 11 provide insights into students' perceptions of positive framing and motivation as components of their academic resilience. Overall, the mean scores across all five items are consistently above 4.00 on a 5-point Likert scale, reflecting a generally strong tendency among students to frame academic challenges positively and sustain motivation despite obstacles. The highest-rated item, *"I believe that academic failures are temporary setbacks that I can overcome"* (M = 4.24, SD = .818), indicates that students view setbacks as short-term difficulties rather than insurmountable barriers, aligning with the resilience literature that frames failure as an opportunity for growth. Similarly, the strong endorsement of *"I believe that hard work will eventually lead me to academic success"* (M = 4.21, SD = .927) highlights students' confidence in the role of effort and perseverance as determinants of long-term achievement.

Moderately high mean scores were also recorded for *"I see challenges in my studies as opportunities to improve and grow"* (M = 4.15, SD = .933) and *"I approach academic challenges with optimism rather than fear"* (M = 4.14, SD = .810), both of which emphasize a forward-looking and optimistic mindset toward academic demands. The item with the lowest, though still strong, mean was *"I maintain motivation toward my academic goals despite obstacles"* (M = 4.11, SD = 1.007), suggesting that while most students remain resilient in the face of difficulties, sustaining long-term motivation may be more variable across individuals. The relatively small standard deviations, which range from .810 to 1.007, indicate consistency in students' responses, suggesting that positive framing and motivation are widely shared characteristics within the sample.

Table 12

Effect of Students' Emotional Intelligence on Academic Resilience

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	25.990	1	25.990	93.490	.000[b]
	Residual	83.398	300	.278		
	Total	109.388	301			

a. Dependent Variable: Academic Resilience

b. Predictors: (Constant), Students' Emotional Intelligence

The results presented in Table 12 indicate that students' emotional intelligence has a significant effect on academic resilience. The ANOVA output shows that the regression model is statistically significant, $F(1, 300) = 93.490$, $p < .000$, confirming that emotional intelligence serves as a strong predictor of resilience. The model explains a meaningful portion of the variance in academic resilience, as indicated by the regression sum of squares (25.990) relative to the total sum of squares (109.388). This suggests that a considerable amount of variance in resilience outcomes among students can be attributed to differences in their emotional intelligence.

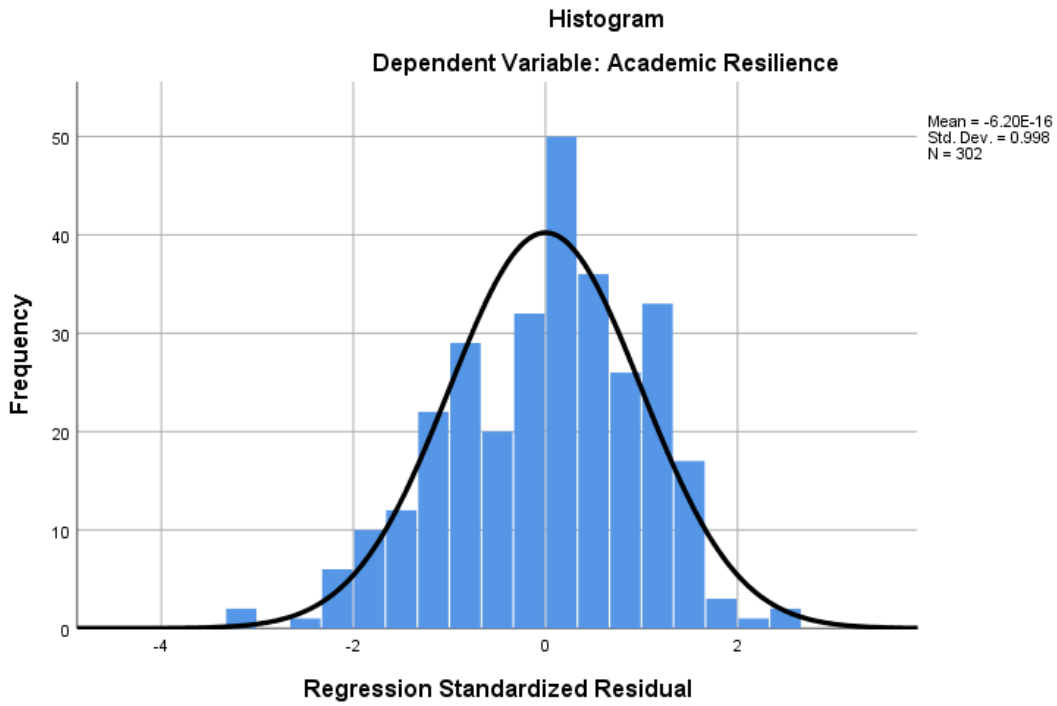
Table 13

Effect of Students' Emotional Intelligence on Academic Resilience

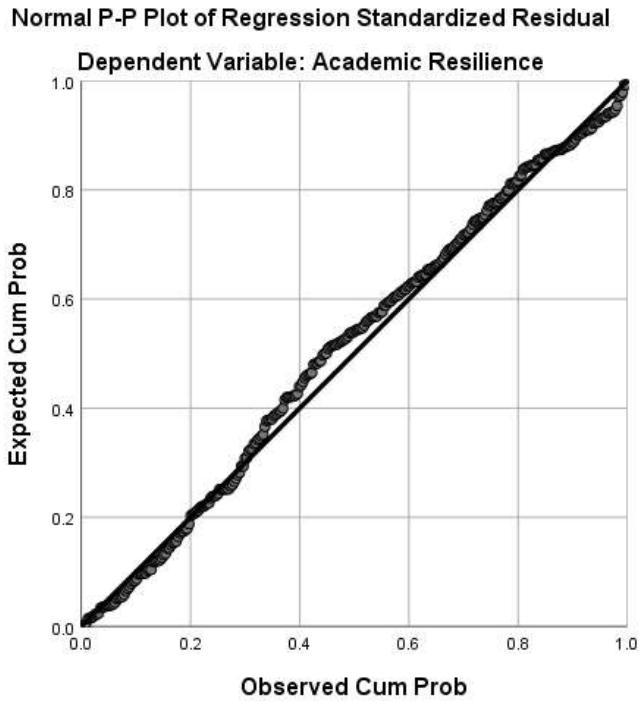
Coefficients[a]

	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	2.670	.135	.487	19.757	.000
Students' Emotional Intelligence	.337	.035		9.669	.000

a. Dependent Variable: Academic Resilience



Graph 1: Effect of Students' Emotional Intelligence on Academic Resilience



Graph 2: Effect of Students' Emotional Intelligence on Academic Resilience

Table 13 provides further insight into the predictive power of emotional intelligence. The unstandardized coefficient (B = .337, SE = .035) indicates that for every one-unit increase in students' emotional intelligence, their academic resilience is expected to increase by .337 units, holding other factors constant. The standardized beta coefficient (β = .487) reveals a moderate-to-strong positive effect, highlighting that emotional intelligence contributes significantly to explaining variations in resilience. The t-value (t = 9.669, p < .000) confirms the robustness of this relationship, leaving little doubt about the strength and reliability of the predictor. The constant value (B = 2.670) reflects the baseline level of academic resilience when emotional intelligence is held at zero. Taken together, these findings provide robust evidence that students with higher emotional intelligence are more likely to demonstrate greater resilience in their academic pursuits. This aligns with theoretical perspectives suggesting that emotionally intelligent students are better equipped to regulate emotions, cope with stress, and persist through challenges, thereby enhancing their capacity for academic resilience.

Table 14

Relationship between Students' Emotional Intelligence and Academic Resilience

Correlations			
		Students' Emotional Intelligence	Academic Resilience
Students' Emotional Intelligence	Pearson Correlation	1	.687**

	Sig. (2-tailed)		.000
	N	302	302
Academic Resilience	Pearson Correlation	.687**	1
	Sig. (2-tailed)	.000	
	N	302	302

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

The correlation results presented in Table 14 examine the relationship between students' emotional intelligence and their academic resilience. The findings reveal a strong and statistically significant positive correlation between the two variables ($r = .687$, $p < .01$). This suggests that higher levels of emotional intelligence are associated with greater academic resilience among students. In other words, students who are more capable of recognizing, regulating, and utilizing their emotions effectively are also more likely to demonstrate perseverance, adaptability, and persistence in the face of academic challenges. The strength of the correlation (.687) indicates a substantial relationship, confirming that emotional intelligence serves as a critical psychological resource that supports resilience in academic contexts. The significance level ($p = .000$) further underscores the robustness of this association, ruling out the likelihood that the relationship occurred by chance. With a sample size of 302, the reliability of these findings is strengthened, making the results both statistically sound and practically meaningful. These findings are consistent with prior theoretical frameworks and empirical evidence suggesting that emotionally intelligent students are better equipped to manage stress, recover from setbacks, and sustain motivation in pursuit of their academic goals.

Discussion

The findings of this study highlight that students' emotional intelligence significantly predicts their academic resilience, with a strong positive correlation ($r = .687$, $p < .01$). This relationship underscores that students who demonstrate higher levels of self-awareness, self-regulation, motivation, empathy, and social skills are more capable of persisting through challenges, adapting to change, and maintaining optimism in academic settings. Recent research has emphasized that emotional intelligence functions as a psychological resource that buffers against academic stressors and fosters resilience (MacCann et al., 2020; Thomas & Allen, 2021). This study reinforces these insights, showing that emotionally intelligent students are not only better at managing their emotions but also at sustaining determination and reframing challenges as opportunities for growth.

The results also revealed that certain dimensions of emotional intelligence, such as self-regulation and motivation, were rated highly, indicating students' ability to manage stress and remain goal-oriented despite difficulties. These findings are consistent with recent work by Cabello et al. (2021), who found that students with strong self-regulatory emotional skills reported greater persistence and academic success. Similarly, the predictive effect of motivation resonates with the findings of Shao et al. (2020), who argued that intrinsic motivation derived from emotional awareness is directly linked to resilience and sustained academic engagement. On the other hand, empathy and adaptability were relatively lower, suggesting variability in how

students connect with others' emotions or respond flexibly to academic challenges. This observation echoes the findings of Li et al. (2022), who noted that while empathy is an important predictor of social connectedness, its impact on resilience may be moderated by cultural and contextual factors in higher education.

The strong effect of emotional intelligence on resilience also complements current scholarship on student well-being. For instance, Sánchez-Álvarez, Extremera, and Fernández-Berrocal (2020) emphasized that emotionally intelligent students are more likely to employ adaptive coping strategies, reducing the negative effects of academic stress and promoting resilience. Similarly, Huang et al. (2022) reported that students with higher emotional intelligence scores demonstrated lower academic burnout and higher psychological resilience, suggesting that emotional competencies act as protective factors in stressful learning environments. The present findings support these claims by showing that emotionally intelligent students were better at regulating stress, managing academic pressure, and seeking help when needed. Moreover, the positive framing and motivation dimension of resilience aligns with recent studies (Pekrun et al., 2023), which emphasize that emotional competencies influence achievement not only through coping but also by fostering positive academic emotions such as hope and enjoyment.

From a practical perspective, these findings point toward the necessity of embedding emotional intelligence training into higher education curricula. Recent intervention-based research (Zysberg & Schwabsky, 2021; Alonazi, 2022) has demonstrated that structured programs targeting emotional intelligence skills significantly enhance students' resilience, academic achievement, and well-being. Universities can therefore play a pivotal role in strengthening students' emotional and resilience capacities through counseling, workshops, and curriculum-integrated practices. As employers increasingly emphasize transferable skills such as teamwork, communication, and adaptability, developing emotional intelligence and resilience within academic settings has implications beyond academic success, extending into career readiness and lifelong learning (OECD, 2023). Thus, the present study not only contributes to theoretical understanding but also aligns with global calls for prioritizing social-emotional learning in higher education.

Conclusion

The findings of this study confirm that students' emotional intelligence plays a pivotal role in shaping their academic resilience. The strong and significant correlation between the two variables demonstrates that students who are more self-aware, capable of regulating emotions, intrinsically motivated, and socially skilled are better able to persevere in the face of academic challenges. Dimensions such as self-regulation and motivation were particularly prominent, reflecting students' capacity to sustain effort and manage stress effectively. However, relatively lower scores in empathy and adaptability suggest areas where students may struggle to respond flexibly to diverse academic demands or fully connect with the emotions of their peers. These insights not only validate existing theories of social-emotional learning but also extend recent literature by highlighting the nuanced ways emotional intelligence contributes to persistence and coping strategies in higher education.

Overall, the study reinforces the view that emotional intelligence serves as a critical psychological resource for enhancing resilience, academic performance, and well-being. By linking emotional competencies to resilience, the results emphasize the importance of developing targeted interventions within university settings to strengthen students' capacity for adaptability, positive framing, and empathetic engagement. In line with global calls for integrating socio-emotional learning into higher education, the findings suggest that building emotional intelligence is not merely beneficial for academic achievement but is also essential for preparing students to thrive in professional and personal contexts. Thus, this research contributes valuable evidence to the growing discourse on emotional intelligence and resilience, offering both theoretical and practical implications for educators, policymakers, and future researchers.

Recommendations

- Universities should integrate structured emotional intelligence (EI) development programs, focusing on self-awareness, self-regulation, and motivation to strengthen students' resilience.
- Training workshops on stress management, mindfulness, and positive reframing should be offered to help students better regulate emotions during academic pressures such as exams or deadlines.
- Counseling and peer-support services should be expanded to encourage empathy, adaptability, and collaborative coping strategies among students.
- Curriculum designers should embed socio-emotional learning activities within academic programs to foster both academic resilience and personal growth.
- Faculty members should be trained to provide constructive feedback and model emotionally intelligent behaviors, supporting students' development of resilience.
- Institutions should promote a culture of help-seeking by normalizing the use of academic resources, guidance, and peer collaboration without stigma.
- Policies should encourage interdisciplinary approaches that combine academic skills with socio-emotional competencies to prepare students for complex real-world challenges.
- Digital platforms and blended learning environments should include interactive modules that strengthen communication, problem-solving, and emotional adaptability.
- Longitudinal monitoring of students' emotional intelligence and resilience should be implemented to assess growth and design timely interventions.
- Policymakers should prioritize socio-emotional competencies in higher education frameworks to enhance both academic achievement and holistic student well-being.

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