

The Relationship between Psychological Resilience and Emotional Intelligence Among Students: A Field Study at Selected Universities in Algiers

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Abstract

Objectives: This study aims to elucidate the relationship between psychological resilience and emotional intelligence among students at selected universities in Algiers. It further investigates the presence of significant gender-based differences in these two variables.

Methods: Using a descriptive correlational methodology, this research employed two scales to assess psychological resilience and emotional intelligence after verifying the validity and reliability of the scales' psychometric properties. The study sample comprised 230 students, both male and female, selected through simple random sampling from various universities in Algiers.

Results: The analysis revealed a positive and statistically significant correlation between psychological resilience as a whole and its sub-dimensions on the one hand, and emotional intelligence among the participants on the other. Additionally, the study found no significant gender differences in the levels of psychological resilience or emotional intelligence.

Conclusions: Based on the findings, several recommendations are proposed to enhance both psychological resilience and emotional intelligence among university students facing problems in these aspects of their academic lives. These recommendations are aimed at fostering students' academic goals. The study also emphasizes the importance of nurturing emotional intelligence to augment psychological resilience, thus facilitating more effective interpersonal interactions.

Keywords: psychological resilience, emotional intelligence, university students.

العلاقة بين المرونة النفسية والذكاء الانفعالي لدى الطلبة دراسة ميدانية ببعض جامعات الجزائر العاصمة

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ملخص

الأهداف : هدفت الدراسة إلى تعرف العلاقة بين المرونة النفسية والذكاء الانفعالي لدى طلبة الجامعة، وبيان ما إذا كانت هنالك فروق دالة جوهريا في هذين المتغيرين تعزى لمتغير الجنس.

المنهجية: ولتحقيق أهداف الدراسة جرى اتباع المنهج الوصفي الارتباطي باستخدام مقياسين: الأول لقياس المرونة النفسية والآخر لقياس الذكاء الانفعالي، وجرى التحقق من الخصائص السيكومترية للمقياسين من صدق وثبات، وتكونت عينة الدراسة من (230) طالباً وطالبة، من طلبة المؤسسات الجامعية بالجزائر العاصمة، وجرى اختيارهم بالطريقة العشوائية البسيطة.

النتائج : أظهرت نتائج الدراسة وجود علاقة ارتباطية موجبة ودالة إحصائياً بين المرونة النفسية ككل وأبعادها الفرعية والذكاء الانفعالي لدى طلبة الجامعة. كما بينت النتائج عدم وجود فروق دالة إحصائياً في مستوى المرونة النفسية والذكاء الانفعالي تعزى لمتغير الجنس.

الخلاصة: وفي ضوء النتائج التي جرى استخلاصها من هذه الدراسة، خلصت الدراسة إلى عدد من التوصيات لتحسين المرونة النفسية والذكاء الانفعالي لدى الطلبة الذين يواجهون مشكلات في هذين المتغيرين في الحياة الأكاديمية للطلبة، وذلك بهدف الارتقاء بأهدافهم العلمية والتعليمية على نحو فعال. وكذا الاهتمام بالذكاء الانفعالي لدى الطالب الجامعي الذي يحتاج إلى كثير من مهارات التعامل مع الآخرين بما ينعكس على مرونته النفسية.

الكلمات الدالة: المرونة النفسية، الذكاء الانفعالي، طلبة الجامعة.

Introduction:

The university phase represents a critical juncture in an individual's developmental trajectory, marked by the pursuit of academic and personal aspirations that shape future life paths. Navigating this stage successfully necessitates rigorous effort, perseverance, and the fulfillment of multifaceted academic and social obligations. Despite these endeavors, students are often beset by substantial pressures and frustrations, which can detrimentally impact psychological well-being (Abdel-Gawad, 2020). The capacity of university students to cope with these challenges is intrinsically linked to various personal attributes and competencies, particularly psychological resilience.

Positive psychology, a contemporary trend within the field, emphasizes the enhancement of positive subjective experiences and human strengths, diverging from traditional psychology's focus on pathology and deficits. This paradigm underscores the importance of constructs such as happiness, psychological well-being, hope, and particularly, psychological resilience (Hamidreza et al., 2010).

Psychological resilience serves as a critical mechanism for adaptive coping in the face of psychological stress or traumatic events. It facilitates individuals' recovery from adverse effects of stressors, whether cumulative or prolonged, and enables the maintenance of emotional equilibrium during stressful circumstances (Amir, 2018). This construct is pivotal in preventing psychological disorders and sustaining mental and physical health under duress (Singer & Ryff, 2003). Moore and Lucas (2020) underscore that psychological resilience is integral to mental health and life satisfaction (Al-Azmi, 2021).

The relevance of studying psychological resilience, especially among university students, is underscored by its role in fostering personal competence in adversity. Psychological resilience is conceptualized as a dynamic process enabling individuals to maintain mental health despite significant pressures (Hjemdal et al., 2010). According to Conner and Davidson (2003), psychological resilience comprises a set of personal qualities that facilitate crisis management and adversity navigation. Research over the past two decades has demonstrated that psychological resilience is a complex, multi-dimensional construct influenced by the nature of specific situations, temporal factors, age, gender, and cultural background. These dimensions interact dynamically, affecting individuals differently based on the variety of experiences they encounter throughout their lives (Shuaib, 2020).

University students encounter numerous academic and social challenges that necessitate a high degree of psychological resilience. This resilience aids in managing academic failures, frustrations, and the regulation of emotions, thereby fostering academic and personal growth (Mansour, 2016).

Extensive research highlights the role of psychological resilience in mitigating adverse outcomes for students under significant stress (Rolf, 1999). Becker, Cicchetti, and Luthar (2000) underscore that psychological resilience enables behavioral adaptation in stressful, shocking, or threatening scenarios, fostering effective coping strategies (Abdul Rahman & Al-Azab, 2021). Studies by Lazarus (1993), Blok and Blok (1980), and Kremen and Blok (1996) reveal that psychological resilience facilitates recovery from emotional experiences and adaptability to ongoing stress, with resilient individuals displaying heightened positive emotions (Al-Hamdani & Manoukh, 2013). Thus, psychological resilience is pivotal in determining individuals' interactions with stressors, aligning with positive mental state attributes (Al-Azri, 2016).

The construct of psychological resilience is central in psychology and mental health due to its association with psychological adjustment and stability under duress (Abu Zaid, 2018). It has garnered increased attention, particularly concerning resilience to mental illnesses (Mizuno et al., 2018). University life, with its complex demands, underscores the necessity of resilience to manage academic and social challenges effectively. Stallman (2010) attributes higher levels of mental illness among university students, compared to their non-university peers, to lower psychological resilience (Al-Droubi, 2022). Studies by Licinio and Bacchi (2017) and Whatnall et al. (2019) demonstrate that individuals with low resilience are more susceptible to stress and psychological distress, whereas those with high resilience possess internal mechanisms that mitigate stress proportionally to the situational context (Abdul Hay, 2021). Consequently, enhancing psychological resilience is essential to prevent negative outcomes in highly stressed students (Johnson & Rolf, 1990; Al-Zuhairi, 2012).

Literature reviews suggest that psychological resilience is intertwined with positive emotions, which confer adaptive

advantages in stressful contexts (Fredrickson & Tugade, 2004). Key and Pidgeon (2013) describe psychological resilience as the ability to effectively manage stressful situations, achieving psychological harmony both presently and in the future. In alignment with Maslach's (1982) research, the notion of emotion as a distinct form of intelligence emerged in the pioneering work of John Mayer and Peter Salovey between 1990 and 1993. They introduced the concept of emotional intelligence, which they defined as the individual's capacity to organize and use emotions to facilitate thinking and problem-solving, thereby fostering cognitive-emotional growth. Mayer and Salovey posited that emotional intelligence supports the premise that cognitive abilities operate through emotional and affective processes, and that emotional information is a crucial element in effective problem-solving (Shuaib, 2020). This was confirmed by John Oneil's (1999) research which posited that emotional intelligence enables individuals to regulate their emotions, make informed decisions, and confront problems effectively (Hassan, 2013).

Recent studies have highlighted that emotional intelligence is a critical aspect of actively confronting life's challenges. Emotions and passions significantly influence behavior and success, suggesting that navigating pressures and burdens relies not solely on traditional intelligence (IQ) but more extensively on communication, empathy, and the regulation and management of emotions (Hassan, 2013). Goleman (1995) emphasized this perspective, asserting that emotional intelligence is more crucial for individual success in various life domains, including work, study, and social interactions, compared to cognitive intelligence (Al-Milli, 2010). Moreover, emotional intelligence is recognized as a positive factor for psychological well-being (Tang & He, 2023). Conversely, a lack of understanding of emotional intelligence can lead to interpersonal difficulties, diminished professional success, and psychological ill-health, manifesting in increased psychological stress and related problems (Zamit, 2018). Emotional intelligence has garnered significant attention due to its efficacy as a cognitive-emotional strategy for confronting life's challenges and alleviating psychological stress, thereby enhancing psychological and social compatibility (Sadiq, 2011).

In this context, emotional intelligence is essential for psychological health and compatibility, influencing various dimensions of individual functioning. It fosters self-control, effective interaction with situations and others, and contributes to a sense of satisfaction and harmony within oneself and society (Karhan & Muhammad, 2022). Emotional intelligence is an indispensable concept that facilitates self-awareness and self-regulation in students. Through emotional intelligence, students learn to recognize, control, and regulate their emotions, as well as empathize with others. This understanding empowers them to manage life's pressures and interact positively with their peers and environment (Khalaf, 2013).

Research Problem:

The problem addressed in this study revolves around two fundamental variables: psychological resilience and emotional intelligence, which are core components of positive psychology. These elements are intricately linked, as discussing psychological resilience independently of emotional intelligence overlooks their interconnectedness in contributing to psychological health. Velijas-Poyud et al. (2021) elucidated that emotionally intelligent students exhibit superior interpersonal skills, greater resilience, and enhanced stress management capabilities. Furthermore, it was found that psychological resilience correlates positively with emotional management and communication skills.

Mahvish et al. (2024) conducted a study to investigate the impact of emotional intelligence on resilience among undergraduate students. The findings demonstrated a significant effect of emotional intelligence on resilience within this population. It was observed that the independent variable (emotional intelligence) positively influenced the dependent variable (resilience). Specifically, the three dimensions of emotional intelligence—managing one's own emotions, managing others' emotions, and the utilization of emotions—were found to have a positive impact on resilience. The study aimed to further explore the influence of emotional intelligence on resilience at the undergraduate level, confirming that these three aspects of emotional intelligence contribute positively to resilience (Mahvish et al., 2024).

Similarly, the study by Izquierdo et al. (2024) indicated that resilience correlates with two key components of emotional intelligence: emotional clarity and emotional regulation. Moreover, these components—clarity and regulation—serve as predictors of student resilience. The analysis revealed that, independently, higher levels of emotional regulation and

emotional clarity are associated with greater resilience (Izquierdo et al., 2024).

The impetus for this study emerges from multiple sources, including personal experiences and real-life observations. Notably, the challenges and pressures faced by university students significantly impact their ability to meet academic demands. Daily observations of student behaviors within the university environment underscore the study's relevance, as these observations align with psychological literature and theories suggesting that psychological resilience is a critical characteristic for university students. John (2012) emphasized the role of psychological resilience in aiding individuals to confront stressors and adopt a more positive outlook on stressful situations (Gohar, 2020).

Psychological resilience and emotional intelligence are crucial protective factors for individuals facing challenges. Emotional intelligence, in particular, aids in understanding one's own emotions and those of others, thereby fostering resilience and emotional security. This capability is vital for students as they navigate recurring challenges. Positive psychology places emphasis on these aspects by studying and promoting human behavior, development, and improvement.

Resilience and emotional intelligence are critical protective factors. Emotional intelligence, in particular, enables individuals to comprehend both their own emotions and those of others. It is essential for students to develop greater resilience, emotional security, and proficiency in managing the challenges they encounter regularly (Mahvish et al, 2024).

Psychological resilience is influenced by personal, cognitive, and social factors. Emotional intelligence, a significant personal variable, not only predicts behavior but also helps regulate various aspects of personality. In light of these considerations, this study aims to explore the following research questions:

1. Is there a statistically significant correlation between psychological resilience and emotional intelligence among university students?
2. Are there statistically significant differences in the mean scores of psychological resilience among university students attributable to gender?
3. Are there statistically significant differences in the mean scores of emotional intelligence among university students attributable to gender?

Research Objectives:

This study aims to:

1. Elucidate the nature of the relationship between psychological resilience and emotional intelligence among university students.
2. Determine whether there are statistically significant differences in psychological resilience mean scores among university students based on gender.
3. Ascertain whether there are statistically significant differences in emotional intelligence mean scores among university students based on gender.

Research Significance:

The significance of this study arises from its focus on psychological resilience and emotional intelligence among university students, a topic of considerable importance. The study's importance can be categorized into two primary aspects:

Theoretical significance:

This study underscores the crucial importance of addressing the psychological needs of students, a demographic representing significant future developmental potential in various life domains. Their psychological and emotional balance is imperative for societal progress (Sulaiman, 2021). Notably, there is a considerable lack of research examining the relationship between psychological resilience and emotional intelligence within the Algerian context. This study aims to fill this gap and serve as a foundational reference for future research and intervention programs aimed at enhancing psychological resilience through emotional intelligence.

By contributing to the growing body of literature on psychological resilience and emotional intelligence, this research positions these constructs as key indicators of psychological and social adjustment. Emotional intelligence is instrumental

in personal success and the formation of healthy social relationships, often surpassing cognitive intelligence in certain aspects. Despite its importance, emotional intelligence frequently receives less emphasis in university curricula compared to cognitive intelligence. This study integrates psychological resilience and emotional intelligence to offer a comprehensive theoretical framework, thereby enriching the field of positive psychology.

The findings of this research aim to inspire further studies across various age groups, expanding the scope of psychological research. This work is intended to contribute to the existing psychological knowledge base and provoke further scholarly inquiry, enhancing our understanding of the interplay between psychological resilience and emotional intelligence and their implications for personal and societal well-being.

Practical significance:

This research provides pivotal insights that can significantly inform educational and psychological practices, guiding educators and policymakers in the development of tailored programs aimed at enhancing psychological resilience and emotional intelligence among university students. Drawing on the study's results, it also offers actionable recommendations and proposals that are poised to refine educational practices and enhance student support services.

Conceptual Framework and Operational Definitions:

Clarifying the concepts addressed in this study in an operational, observable, and measurable manner is an essential methodological step. This clarity prevents confusion and ambiguity, particularly with latent and abstract concepts prevalent in the social and human sciences. To achieve this objective, the key concepts of the study are defined as follows:

Psychological Resilience:

Psychological resilience refers to a set of personal characteristics enabling an individual to thrive in the face of adversity. It serves as an indicator of one's capacity to confront pressures (Al-Ahmad, 2021). In psychological terms, resilience encompasses an individual's ability to remain stable, maintain composure, and sustain self-balance under stress or challenging situations, effectively managing and confronting these pressures positively (Abu Halawa, 2013). It is a fundamental component of mental health, contributing to sustained psychological well-being (Zaydan, 2021).

Sheikh Ali (2014) posits that psychological resilience is the antithesis of psychological fragility. It is not a fixed personality trait but rather an adaptive quality bolstered by protective factors such as social support, self-esteem, and problem-solving skills. Psychological resilience encompasses elements related to stress coping, adaptability, and personal traits and skills that cumulatively form an individual's psychological framework and interact with various experiences (Qurayta and Al-Ghazou, 2017).

The American Psychological Association defines psychological resilience as "the process of adapting well and positively coping with adversity, psychological trauma, calamities, or psychological pressures faced by humans, such as family problems, relationship issues, severe health challenges, work pressures, and financial difficulties." Conner and Davidson (2003) describe it as the ability to adapt to traumatic events, adversity, and ongoing stressful situations. This continuous process involves demonstrating positive adaptive behavior in the face of adversity, trauma, and psychological stress, aligning closely with the concept of resilience in this study. The Connor and Davidson Resilience Scale (CD-RISC) (2003) was utilized to measure psychological resilience in this research. This scale was arabized and standardized by Al-Qalli (Abdul-Rahman and Al-Azab, 2021).

Operationally, this study defines psychological resilience as the score that a university student attains on the approved psychological resilience scale used in this study, which comprises four dimensions: personal competence, persistence and consistency, resistance to negative influences, and positive self-acceptance. A high score indicates a high degree of resilience, whereas a low score signifies the opposite. The scale ranges from a minimum of 23 to a maximum of 115.

Emotional Intelligence:

Goleman, Boyatzis, and Rhee (1999) define emotional intelligence as a set of competencies that facilitate success in life, including motivation, empathy, and self-awareness. Farouk Othman and Muhammad Abdel Samie Rizk (2001) describe it as "the ability to pay attention to, understand, and clearly articulate emotions and subjective feelings, organize them, and accurately perceive the emotions and feelings of others, thereby engaging in positive emotional and social

relationships that promote mental, emotional, and professional advancement and the acquisition of positive skills for professional and social life" (Jamal et al., 2022). Goleman further delineates emotional intelligence as a collection of diverse abilities necessary for success in various life aspects, which can be learned and enhanced. These abilities encompass emotional knowledge, emotional management, enthusiasm, perseverance, self-motivation, awareness of others' emotions, and the perception of social relationships (Saeed, 2015). Ali Abdul Rahim Masleh defines it as a combination of personal traits and social-emotional skills that enable an individual to understand others' feelings and emotions, thereby rationalizing their psychological and social life based on these skills (Al-Hariri, 2016).

Operationally, this study defines emotional intelligence as the score obtained by university students on the emotional intelligence scale developed by Farouk Othman and Muhammad Abdel Samie (2002). This scale comprises 58 statements distributed across five dimensions: emotional knowledge, emotional management, emotional regulation, empathy, and social communication.

Methodological Framework:

Research Approach:

The descriptive-correlative approach was adopted for this study due to its suitability for the research topic. Correlative descriptive research is not merely about data collection but involves a methodical analysis and interpretation of phenomena. It facilitates a deep understanding of relationships between study variables, thereby enabling researchers to draw informed conclusions (Odeh & Malkawi, 1992).

Research Population:

The study population comprised male and female university students enrolled in selected Algiers universities during the 2022-2023 academic year.

Research Sample:

The sample included 230 students from the University of Algiers 2 and Houari Boumediene University of Science and Technology, randomly selected to represent the broader university student body in Algiers. However, despite this random sampling approach, the sample exhibited a gender imbalance, which is deliberated further in the discussion section.

The composition of the study sample is detailed below:

Table 1: Distribution of the Study Sample Members

Gender	Frequency	Percentage
Male	186	80,87%
Female	44	19.13%
Total	230	100%

Source: this study

The table illustrates the demographic breakdown of the study sample, which totals 230 students. Of these, 186 are male, constituting 80.87% of the sample, and 44 are female, making up 19.13%.

Research Instruments and Their Psychometric Properties:

To test the study hypotheses, two scales were employed:

Psychological Resilience Scale:

Developer and Standardization:

The Psychological Resilience Scale, developed by Connor & Davidson (2003), was adapted for the Arab environment by Al-Qali (2016).

Scale Description:

The scale consists of 23 items designed to measure psychological resilience, distributed across four dimensions:

- Personal Competence (7 items)
- Persistence and Consistency (7 items)

- Resistance to Negative Influences (3 items)
- Positive Self-Acceptance (6 items)

Responses are recorded using a five-point Likert scale:

1. Totally Disagree
2. Disagree
3. Neutral
4. Agree
5. Completely Agree

Each response is assigned a numerical weight ranging from 1 to 5.

Validity and Reliability of the Psychological Resilience Scale:

Validity. The scale's validity was established through internal consistency methods used by researchers Abdel-Rahman and Al-Azab. This involved calculating correlation coefficients for each item within its respective dimension and across other dimensions, as well as with the total scale score. The correlation coefficients indicated significant relationships:

- Personal Competence Dimension : 0.56 - 0.87
- Consistency and Persistence Dimension : 0.58 - 0.82
- Resistance to Negative Influences Dimension: 0.77 - 0.81
- Positive Self-Acceptance Dimension : 0.72 - 0.87

The correlation coefficients for each item with the total scale score ranged between 0.40 and 0.85. Additionally, the dimensions correlated with each other with coefficients ranging between 0.81 and 0.88 and with the total scale score with coefficients ranging between 0.90 and 0.96.

Reliability. The reliability of the scale was verified using Cronbach's alpha for the sub-dimensions and the total scale score, yielding coefficients between 0.70 and 0.95. These high values indicate robust reliability.

In the current study, internal consistency was assessed by examining the correlation coefficients between each item score and the total scale score, which varied between 0.18 and 0.49. These coefficients are positive, non-zero, statistically significant at the 0.05 and 0.01 levels, suggesting that the scale reliably measures what it is intended to. The Cronbach's alpha for the scale in the current study reached 0.77, indicating a high degree of reliability and confirming the scale's suitability for use in this research.

Emotional Intelligence Scale:

Developers:

The Emotional Intelligence Scale was developed by Othman and Rizk in 2002.

Scale Description. The scale consists of 58 items distributed across five dimensions:

- Emotional Knowledge (10 items)
- Management of Emotions (15 items)
- Regulation of Emotions (13 items)
- Empathy (11 items)
- Social Communication (9 items)

Responses are recorded using a five-point Likert scale:

1. It Always Happens
2. It Often Happens
3. It Sometimes Happens
4. It Rarely Happens
5. It Does Not Happen

Each response is assigned a numerical weight ranging from 5 to 1.

Validity and Reliability of the Emotional Intelligence Scale:

Validity. Othman and Rizk (2002) verified the scale's validity by presenting it to eight experts for evaluation in light of

the procedural definition of emotional intelligence. The items were revised based on the experts' feedback, achieving an 80% consensus on the revised item wording and 100% agreement on the remaining items. Additionally, Discriminant validity was assessed by calculating the variance between high and low scorers on the scale for each item, all of which were statistically significant, indicating high reliability.

Reliability. The reliability of the scale was verified by calculating Cronbach's alpha for the sub-dimensions and the total scale score, which was 0.81 for the entire scale, with sub-dimension coefficients ranging from 0.49 to 0.77 (Al-Jaeed, 2011). These values indicate the scale's reliability and applicability.

Current Study Validity. For the current study, internal consistency was used to verify the validity of the scale's 58 items. Correlation coefficients between each item and the total scale score ranged from 0.18 to 0.41, all of which are positive, non-zero, and significant at the 0.05 and 0.01 levels, indicating that the scale accurately measures the intended construct.

Current Study Reliability. Reliability was re-verified using Cronbach's alpha, with the scale achieving an overall reliability coefficient of 0.88. This high reliability suggests that the Emotional Intelligence Scale is a robust tool for assessing emotional intelligence in the current research context.

Statistical Methods:

To address the research questions, data analysis was conducted using the Statistical Package for Social Sciences (SPSS). The following statistical techniques were applied:

1. **Pearson Correlation Coefficient:** This statistical measure was used to assess the validity of the items within the study's instruments.
2. **Cronbach's Alpha Test:** Employed to evaluate the internal consistency of the scale dimensions, this test measures the reliability or stability of the instrument.
3. **Pearson Correlation Coefficient:** This method was again applied to quantify the degree of linear relationship between the variables of psychological resilience and emotional intelligence.
4. **T-test for Two Independent Samples:** This test was conducted to compare the mean scores of male and female students on the psychological resilience and emotional intelligence scales.

Results and Discussion:

Presentation and Discussion of Results for the First Research Question:

Research Question 1:

Is there a statistically significant correlation between psychological resilience and emotional intelligence among university students?

To address this question, the Pearson correlation coefficient was employed to analyze the relationship between psychological resilience (including its sub-dimensions) and emotional intelligence among the study participants. The results, presented in Table 2, indicate a positive and statistically significant correlation between these variables.

Table 2: Pearson Correlation Coefficient between Psychological Resilience and Emotional Intelligence Among University Students

		Dimensions of the psychological resilience scale				Psychological resilience
		Personal competence	Persistence and cohesion	Resistance to negative influences	Positive self-acceptance	
emotional intelligence	Correlation coefficient	0.367 (**)	0.430 (**)	0.131 (*)	0.385 (**)	0.460 (**)
	Statistical significance	0.01	0.01	0.05	0.01	0.01

(*) denotes significance at the 0.05 level.

(**) denotes significance at the 0.01 level.

From the data in table 2, it is evident that as the level of psychological resilience increases, so does the level of emotional intelligence, suggesting a mutually reinforcing relationship between the two constructs. This finding underscores that both psychological resilience and emotional intelligence are positively correlated attributes, where enhancement in one could lead to improvement in the other.

This relationship can be interpreted through the lens of emotional awareness. Individuals who are keenly aware of their emotions are better equipped to manage, organize, and control them effectively. This heightened emotional efficiency translates into improved life management and organization, facets central to resilience. The American Psychological Association highlights that emotional adjustment and control are key components of psychological resilience, where an increased understanding of one's emotions enhances the ability to adapt to stressful situations and derive positive outcomes from them.

Furthermore, the ability to comprehend and regulate personal emotions, as well as perceive and empathize with the emotions of others, empowers individuals to lead lives enriched with positive energy. This ability fosters healthy social relationships and enhances personal determination and resilience against negative influences, embodying traits like personal competence and positive self-acceptance.

The linkage between psychological resilience and emotional intelligence is also supported by theoretical models. For instance, Goleman (1998) emphasized that emotional intelligence plays a critical role in self-regulation, combating anxiety and depression, and fostering effective life practices. Thus, emotionally intelligent individuals exhibit significant self-control, perceive their personal competence, and display adaptability—qualities that are closely associated with psychological resilience.

Experimental studies, such as the one conducted by Armstrong et al. (2011), further reinforce this connection, demonstrating that emotional intelligence substantially contributes to psychological resilience. The results reveal that emotional intelligence encompasses several emotional skills that positively influence the development of psychological resilience.

Consequently, there is a robust correlation between psychological resilience and emotional intelligence. Students proficient in regulating their emotions, thereby effectively managing and directing these emotions, are better equipped to handle various pressures, be they social or academic. Psychological resilience acts as a catalyst, empowering students to navigate challenges confidently and achieve their goals, while also sculpting a resilient persona.

The findings of this study align with those of Mahmoud et al. (2021) and Al-Sheikh (2018), who reported a positive correlation between psychological flexibility and emotional intelligence. Similar concordance is found with Ozer & Deniz (2014) and Aguado-Méndez Cristina et al. (2020), all of whom identified significant correlations between psychological resilience and emotional intelligence, thereby validating the results of the current study.

Likewise, the results are consistent with the findings of Izquierdo et al. (2024), who demonstrated that resilience is correlated with two key components of emotional intelligence: emotional clarity and emotional regulation. These components were found to be predictors of student resilience. The analyses revealed that, independently, higher levels of emotional regulation and emotional clarity are associated with increased resilience, underscoring the significant impact of emotional intelligence on resilience (Izquierdo et al., 2024).

Additionally, Schneider et al. (2013) suggested that emotional intelligence can enhance an individual's resilience. This is further supported by research from Trapp (2010) and Dhamodharan and Ravikumar (2014), both of which demonstrated the positive effect of emotional intelligence on resilience. Similarly, Rehman (2022) found that emotional intelligence positively influences resilience (Mahvish et al., 2024).

The current study's results are also in agreement with the findings of Hasan Abualruz et al. (2024), whose research aimed to explore the relationship between emotional intelligence, psychological resilience, and psychological distress among nurses in Jordan. One of the key findings of their study was the strong positive relationship between emotional intelligence and psychological resilience. The study concluded that emotional intelligence and psychological resilience are significant predictors of mental health outcomes (Hasan Abualruz et al., 2024).

Presentation and Discussion of Results for the Second Research Question:**Research Question 2:**

Are there statistically significant differences between the average scores of university students for psychological resilience due to the gender variable?

To explore this query, a T-test for two independent groups was utilized. The results are displayed in Table (3), which outlines the differences in mean scores of psychological resilience attributed to gender among university students.

Table 3: T-Test Results for Differences in Psychological Resilience Scores by Gender

Psychological resilience	Gender	Sample size	Arithmetic Mean	Standard deviation	Calculated (t) value	Degree of freedom	Tabulated (t) value	Statistical significance
	Male	186	82.94	7.78	0.601	228	2.359	Not significant
	Female	44	81.93	10.47				

The application of the t-test on two independent samples revealed no statistically significant differences at the 0.05 level in the means of psychological resilience scores attributed to gender. The calculated t-value of 0.601 is less than the critical t-value of 2.359, indicating that the average psychological resilience score for males (82.94) is nearly equivalent to that for females (81.93).

This lack of significant gender differences in psychological resilience may be attributed to comparable social upbringing, educational opportunities, and family conditions prevalent in Algeria. Both males and females have similar access to education and cultural activities and experience comparable styles of parental treatment. Such parity in upbringing and societal conditions likely contributes to their similar capabilities in adapting to challenging circumstances. Psychological resilience, being a trait that all individuals—regardless of gender—can develop, is influenced more by environmental and experiential factors than by gender alone.

Furthermore, this similarity can be linked to the cultural and social changes that have occurred in Algerian society. Institutions that were once gender-specific, such as cultural, social, and educational entities, are now inclusive of both genders. As a result, females have become more integrated with males across various domains, including education, culture, and social life. This increased integration has enriched their experiences, leading to a reduction in gender differences. Additionally, the drive among females to establish themselves in these fields has further enhanced their psychological resilience.

The findings of this study align with those of Mahmoud et al. (2021) and Al-Zoubi (2016), which also reported no significant gender differences in psychological resilience. Similarly, studies by Al-Ghamdi (2021) and Al-Shuwail and Nasr (2012) support these results, further corroborating the notion that psychological resilience does not differ significantly between genders. Studies by Al-Alawi (2017), Al-Shaboul (2017), Al-Shammat (2013), and Al-Zuhairi (2012) also concur, indicating a uniformity in psychological resilience across genders.

Contrastingly, studies by Jaeis (2015) and Yokus (2015) found significant differences in psychological resilience favoring males, while Voljoen's (2015) study noted differences favoring females. Similarly, Rajesh et al. (2024) found that mean values indicate greater resilience among girls compared to boys.

These discrepancies underscore the complex interplay of factors influencing psychological resilience and suggest that while gender may not be a predominant factor in some contexts, it can be influential in others, depending on specific cultural or environmental conditions.

The researcher attributes the variability in results between previous studies and the current study, as well as among the earlier studies themselves, to the differences in the environments where these studies were conducted, the diverse tools used for data collection, and the varying conditions across countries. Moreover, these discrepancies may also be attributed to the differing time periods during which these studies were conducted.

Presentation and Discussion of Results for the Third Research Question:

Research Question 3:

Are there statistically significant differences between the average scores of university students for emotional intelligence due to the gender variable?

To investigate this question, a t-test for two independent groups was utilized. The results, as depicted in Table (4), evaluate the differences in mean scores of emotional intelligence attributed to gender among university students.

Table 4: T-Test Results for Differences in Emotional Intelligence Scores by Gender

emotional intelligence	Gender	Sample size	Arithmetic Mean	Standard deviation	calculated (t) value	Degree of freedom	Tabulated (t) value	Statistical significance
	Male	186	160,51	19.33	0.706	228	2.359	Not significant
	Female	44	162,91	23.81				

The application of the t-test on two independent samples indicated no statistically significant differences at the 0.05 level in the means of emotional intelligence scores attributed to gender. The calculated t-value of 0.706 is below the critical t-value of 2.359, demonstrating that the average emotional intelligence score for males (160.51) is nearly equivalent to that for females (162.91).

This absence of significant differences could be attributed to the societal context in which these students are immersed. Both male and female students share similar educational and environmental conditions, undergo similar stages of development, and are exposed to a common educational curriculum, which likely leads to a convergence in their emotional understanding and management skills.

The uniformity in emotional intelligence scores across genders may also be explained by the homogeneity of cultural standards related to upbringing within this society. Such cultural consistency likely fosters similar emotional response strategies among its members, contributing to the observed parity in emotional intelligence.

The researcher attributes this result to the parity in socialization opportunities for both males and females, particularly with respect to sensitivity towards others' emotions, and the development of accurate perception, understanding, evaluation, and regulation of one's own emotions. Both genders are exposed to comparable experiences in social interaction and adaptation to the collective social climate. Moreover, the relatively small sample size, especially for females, might have contributed to the absence of noticeable differences in emotional intelligence between genders. Additionally, the advancement in cultural and societal norms in the modern era, which has led to positive shifts in parental attitudes and practices towards their children, may also explain this phenomenon. Consequently, the reduced distinction in the social upbringing of males and females has lessened the influence of physiological differences on manifestations of emotional intelligence.

Furthermore, the lack of significant differences in emotional intelligence may be attributed to the fact that students of both genders have been subjected to the same educational curriculum from early education through to university level. This uniformity in educational content has been a constant throughout their formative years.

The findings of this study are in line with those of Hamri (2020) and Al-Khalidi (2016), who also reported no significant gender differences in emotional intelligence. Similarly, studies by Azmi (2011), El-Shennawy (2005), and a host of others, including Qamar (2016), Al-Hassan and Musharraf (2016), and Lindley (2001), support these results, consistently indicating no differences in emotional intelligence attributed to gender.

Conversely, the study outcomes diverge from findings by Al-Rashidi (2015), who found significant differences in emotional intelligence in favor of males, and studies by Al-Alwan (2011) and Abdel-Al and Sahloul (2014), and Rajesh et al(2024) which reported differences favoring females. These discrepancies underscore the potential influence of specific socio-cultural dynamics on emotional intelligence and suggest that while gender may not be a predominant factor in some contexts, it can emerge as significant under certain conditions.

The study has some limitations, mainly in the gender imbalance observed in the sample. This imbalance is attributed to

the fact that the majority of respondents were male, as males demonstrated a higher willingness to participate in the study compared to females, who were less inclined to complete the scales. Additionally, the universities where the study was conducted, have a higher male population compared to females. This imbalance may also be influenced by cultural and social factors, or other potential reasons.

The sample was selected using a simple random sampling method, which ensures that every individual in the population had an equal chance of being selected. The researcher did not influence the selection of the sample; rather, it was determined by the random process. However, challenges in sample selection may have contributed to the observed gender distribution. As a result, the sample reflects the demographic realities of the university rather than an intentional selection bias.

This gender imbalance could potentially impact the generalizability of the findings, particularly concerning the interpretation of gender-specific trends in psychological resilience and emotional intelligence. Future research should consider employing stratified random sampling or other methods to ensure a more balanced gender representation, or apply advanced statistical techniques, such as regression analysis, to control for this and other potential confounding variables.

Conclusion:

This study aimed to examine the relationship between psychological resilience and emotional intelligence, key variables in the field of positive psychology. These constructs are central to contemporary psychological research trends. Within the constraints of the study sample and in alignment with the established objectives, the statistical analysis revealed a positive and statistically significant correlation between psychological resilience and emotional intelligence among university students.

Additionally, the findings indicated no statistically significant differences in levels of psychological resilience or emotional intelligence based on gender among university students.

Recommendations:

Based on the study's results, the following recommendations are proposed:

- Emphasize the development of emotional intelligence in university students, as it significantly impacts their psychological resilience and ability to interact effectively with others.
- Design and implement guidance programs to educate students about psychological resilience and emotional intelligence, providing them with the necessary skills to manage stress and enhance their well-being.
- Develop educational initiatives that focus on enhancing both emotional intelligence and psychological resilience among youth.
- Raise awareness about the importance of positive psychology variables, such as emotional intelligence and psychological resilience, which play crucial roles in students' adaptability and success.
- Integrate curricula with training in self-awareness, self-regulation, empathy, cooperation, and conflict resolution. These skills are essential for fostering psychological resilience and improving students' capacity to handle academic and social challenges.
- Encourage psychological studies to focus on developing positive personality traits, particularly psychological resilience and emotional intelligence, and to explore cognitive and psychological factors that contribute to these traits.
- Conduct additional studies on psychological resilience, given its crucial role in improving individuals' ability to adapt and cope with stress.
- Undertake future studies to explore the relationship between psychological resilience, emotional intelligence, and other variables such as quality of life, to gain a more comprehensive understanding of these constructs.

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