

Abstract 1989b; wissing and van eeden, 2002). psychological

[Life](#), [Emotions](#)



Abstract This study was aimed at finding predicting role of resilience for Emotional Intelligence and psychological well-being. A sample of 200 Hostelite students completed questionnaires that measured individual differences in Emotional Intelligence, psychological well-being and resilience, and.

Findings indicate significant positive relationships between Emotional Intelligence, Psychological Well-being and resilience. Findings from this study show support for developing programs for university students that target cultivating resilience and psychological well-being to increase their ability to effectively manage the complex challenges and competing demands of university life.

Introduction Emotional intelligence seems to be very important in human lives, as no one is free from emotion. Emotional Intelligence meant for awareness and Control of emotions as well as to track social relationships on right way.

More emotional intelligence higher will be the person's ability to tackle stressful situations. Goleman describes Emotional intelligence the ability, capacity, skill, or self-perceived ability to identify, assess, and manage the emotions of one's self, of others, and of groups. People who possess a high degree of emotional intelligence know themselves very well and are also able to sense the emotions of others (ascited in Serrat, 2009). “

Psychological well-being is about lives going well. It is the combination of feeling good and functioning effectively.” Individuals with psychological well-being are more happy, satisfied and energetic. Huppert's (2009) research states, psychological well-being leads towards sound mental health, more

brain activation and mental strength. People who have high level of emotional intelligence know themselves very well and are also able to sense emotions of others (as cited in Serrat, 2009).

There are three models of Emotional intelligence: 1) Mayer and Salovey model of emotional, 2) Bar-On's model of emotional intelligence, and 3) Goleman's Mix model of emotional intelligence. In this study the main focus will be on Goleman's Mix model of emotional intelligence. A sound mental health means for psychological well-being. (Edwards, 2005). It has been proven through researches that psychological well-being had a lot of dimensions (MacLeod & Moore, 2000; Ryff, 1989b; Wissing & Van Eeden, 2002). Psychological well-being can increase with age, education, extraversion and conscientiousness and decreases with neuroticism (Keyes et al., 2002). In relevance to gender there is not accountable difference between men and women on psychological well-being.

(Rothman, Kirsten & Wissing, 2003). With the passage of time there are a lot of variations in definition of psychological well-being. (Wissing & Van Eeden, 1998) "Protective factors which modify, ameliorate or alter a person's response to some environmental hazard that predisposes to a maladaptive outcome" (Rutter, 1987, p. 316). "The process of, capacity for, or outcome of successful adaptation despite challenging or threatening circumstances" (Masten, Best, & Garmezy, 1990, p. 426).

"A dynamic process encompassing positive adaptation within the context of significant adversity" (Luthar et al., 2000, p. 543). "A class of phenomena

characterized by good outcomes in spite of serious threats to adaptation or development" (Masten, 2001, p. 228). "The personal qualities that enable one to thrive in the face of adversity" (Connor & Davidson, 2003, p.

76). Interpersonal relationships can be explained by good emotional intelligence.

Salovey and Mayer (1990) have found that the more emotional intelligence leads towards more psychological well-being. At present emotional intelligence tends to be a topic of interest for students (Bhattacharyya et al., 2008). And is widely spreading in every field of life like (school, work places, etc.) (Pellitteri, 2002).

According to Landa et al (2010), Diener and Suh (2001) have explained that psychological well-being has a positive relation with emotions. Argyle (1987), Landa et al, (2010) explain that mental health is assured by the high emotional intelligence. According to Armstrong, Galligan, and Critchley (2011), Emotional intelligence is directly related to resilience. Salovey, Bedell, Detweiler and Mayer (1999) theorized that who have higher emotional intelligence they are more able to handle difficult situations. "Accurately perceive and appraise their emotions, know how and when to express their feelings, and can effectively regulate their mood states" (p. 161).

Resilience is always in relation with psychological well-being and mental health. (Avey et al.

, 2010). For instance, He, Cao, Feng, and Peng (2013) had investigated the relationship between resilience and psychological well-being,

which was positive relationship. Participants with high resilience had also more psychological well-being on the other hand participants with low resilience had less psychological well-being and mental strength. Similarly, McDermott, Cobham, Barry, and Stallman (2010) had discovered positive relationship between resilience and psychological well-being. More mental illness in participants depicts low level of resilience. And those with less mental illness score high on resilience. Lee, Sudom, and Zamorski (2013) and significant variance was reported by resilience in psychological well-being.

Past research only explain simple relationship between psychological well-being with other variables. So there is need of study which can explain the mediating role of resilience between emotional intelligence and psychological well-being. Thus this study is aimed at finding the mediating role of resilience between emotional intelligence and psychological well-being.

Method Objectives. In proposed study following objectives are formulated:

1. To investigate the relationship of emotional intelligence and psychological well-being and Resilience.
2. To find out the demographic differences (gender) of Hostelite students on emotional intelligence, Psychological well-being and Resilience.

Hypotheses. In this research following hypothesis have been formulated:

1. There will be positive relationship between emotional intelligence, psychological well-being and Resilience among Hostelite students.
2. Emotional intelligence, predicts the psychological well-being.

3. Resilience is the positive predictor of psychological well-being. 4. Resilience has the mediating role in the relationship between emotional intelligence and psychological well-being. Sample. The sample for proposed study will consist N= 200 participants. Men (n= 100) and women (n = 100).

After taking the permission from Head of Department the sample will be drawn from the University of Sargodha. Operational definition of variables. The proposed study will use three variables; emotional intelligence, psychological well-being and Resilience. The operational definitions of these variables are given below: Emotional intelligence. Goleman describes emotional intelligence the ability, capacity, skill, or self-perceived ability to identify, assess, and manage the emotions of one's self, of others, and of groups. People who possess a high degree of emotional intelligence know themselves very well and are also able to sense the emotions of others (ascited in Serrat, 2009). It is operationalized on the scores of individual on (SRMEI) scale. Psychological well-being.

Individual meaningful engagement in life, self- satisfaction, optimal psychological functioning and development at one's true highest potential. It has six dimensions that are autonomy, environmental mastery, personal growth, positive relationship with other, purpose in life and self-acceptance of individuals (Ryff, 1989). Resilience. Resilience can be considered as a process of adaptation to adversity and stress. Resilient individuals tend to recover from setbacks or trauma and portray a common set of characteristics that help them cope with challenges in life (McAllister & McKinnon, 2009; Herrman et al., 2011). Instrument.

According to nature of study, following three scales will be selected, named self -Report measure of emotionalintelligence scale (SRMEI) , Psychological-Well-Being-Scales-(PWB)and Brief Cope Scale. Thedetailed description of these scales are given below: Self -report measure of emotionalintelligence scale (SRMEI). Self -Report measure of emotionalintelligence scale (SRMEI) will be used to accessthe emotional intelligence. This scale consists of 33items with scoring answerson five-point scale (5= strongly agree, 4= agree, 3= neither disagree noragree, 2= Disagree and 1= strongly disagree). Reliabilityof SRMEI scale is . 91. Psychological-Well-Being-Scales-(PWB).

The Psychological Well-Being scale (PWB) consists of eight itemsdescribing important aspects of human functioning ranging from positiverelationships, to feelings of competence, to having meaning and purpose inlife. Response format is from 1-7(strongly disagree to strongly Agree). Add up all the items high scorer will depict high psychologicalwell-being. Test-retest reliabilitycoefficient ranged between . 78 and . 97. The BriefResilience Scale.

There are six items of the brief resilience scale (BRS). Item no 1, 3 an5 are having positive wording while 2, 4, and 6 are reverse coded items. The BRS can be scored by reversing item number 2, 4 and 6 and then by takingmean of all 6 items. That is five point Likert scale. 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree.” Reliability analysis using Cronbach’s Alpha was . 93, indicating that thescale has good reliability.

Demographics. Demographics. e. age. Gender Procedure. For proposed study N= 200 participants will be approached.

Men (n= 100) and women (n = 100). After taking the informed consent form, the participants will complete the three questionnaires used in proposed study; SRMEI, PWB and BRS scales. The demographic information questionnaire will be also used. Participants will be given approximately 40 minutes to complete set of questionnaires. Proposed analysis .

After collecting data; Suitable statistical analysis will be done by using SPSS for testing the objectives and hypotheses. Ethical consideration. I will not physically harm any person .

I will make sure that the respondents have been willingly participated in the research. Any deception regarding objective of research will be avoided. The participants will be assured that their privacy shall be kept confidence.

Results Table 1 Number of Participants, Mean Scores, and Standard Deviations for Emotional Intelligence Psychological Well-being, and Resilience. N M SD
Emotional Intelligence 200 110. 96 19. 85 Psychological Well-being 200 35. 83 10.

93 Resilience 200 2. 96 0. 44 Note: N= Number of Participants, M= Mean Score, SD= Standard Deviation These are descriptive findings of all three variables. Table 2 Pearson co-relation between Criterion and predicted variables. Emotional Intelligence Psychological Well-being Psychological Well-being .

692** 1 Resilience . 113 . 204** **. Correlation is significant at 0. 01level(2-tailed)As shown in Table 2 there is significantpositive relationship of emotional intelligence with resilience ($r = 1.$

27, $P < 0. 01$) and psychological well-being ($r = 47. 88, P < 0. 01$). And there exists a significant positiverelationship between resilience and psychological well-being. ($r = 4. 16, P < 0. 01$).

Table 3 Regression Table for the EmotionalIntelligence and psychological well-being. Predictor Variable Criterion Variable F R R Square Adjusted R² ? T p
 Emotional Intelligence Psychological Well-being 181. 66 . 692 . 478 . 476 . 692 13. 47 .

000 Table 3 shows that, emotional Intelligencehad significant positive effect on psychological well-being of students ($F = 181. 6, P < 0. 01$). Note:?= Coefficient of Regression; F= F-test; t= t-test; P= Significant Level; R= Coefficient of Correlation; R²= Coefficient of Determination. Table 4 Regression based on Effect of resilienceon psychological Well-being. Predictor Variable Criterion Variable F R R Square Adjusted R² ? T p
 Resilience Psychological Well-being 8.

603 . 204 . 042 . 037 . 204 2. 93 . 004 Table 4 shows that, Resilience hadsignificant positive effect on psychological well-being ($F = 8. 603, P < 0.$

05) Note: ?= Coefficient of Regression; F= F-test; t= t-test; P= Significant Level; R= Coefficient of Correlation; R²= Coefficientof Determination. Table 5. Regression of Psychological Well-Being basedon resilience by controlling

the dimensions of Emotional Intelligence. Predictor Variable Criterion

Variable F P R R2 ? T P Psychological Well being 96. 38 0. 01 .

703 . 495 Emotional Intelligence . 677 13.

28 . 000 Resilience . 128 2. 504 0. 01 Table No. 5 depicts that, Emotional Intelligence and Resilience had significant positive effect on psychological well-being. ($P < 0.$

01, $F = 96.38$). Also, Results depicts that emotional intelligence ($P < 0.$

01, $\beta = .677$) is positive predictor of psychological well-being. And resilience is also significant positive predictor of psychological well-being ($P < 0.01$, $\beta = .128$). Note: β = Coefficient of Regression; F = F-test; t = t-test; P = Significant Level; R = Coefficient of Correlation; R^2 = Coefficient of Determination.

Suggestions and Limitations Studies which are going to be conducted in future should also consider other related variables like spiritual intelligence, self-control and psychological adjustment. Limitation of this study was that, sample was only Hostelite (university) students.

And other social Groups were neglected. References Bar-on R. The emotional quotient inventory (EQI), a measure of emotional intelligence. Toronto, Canada: Multi-health systems; 1997.

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