

ROLE OF ACADEMIC RESILIENCE AND EMOTIONAL INTELLIGENCE IN PREDICTING UNIVERSITY STUDENTS ACADEMIC SUCCESS

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ABSTRACT

The main aim of current research was to analyze “The Role of Academic Resilience and Emotional Intelligence in Predicting University Students Academic Success”. University of Sargodha were the population of current study. Six departments from three faculties of University of Sargodha i.e., Department of Education and Department of social work from Faculty of Social Science, Department of Urdu and Department of English from Faculty of Arts & Humanities, and Department of Physics and Department of Chemistry from Faculty of Science were selected as sample through stratified sampling technique. Total sample consisted of 400 students. Two instruments Academic Resilience and Wong and Law emotional intelligence scale (WLEIS) was adopted. Data was collected physically by researcher. Data were analyzed by the SPSS using Regression Analysis and Correlation Analysis. It was revealed in current study that there was insignificant effect of academic resilience and emotional intelligence on academic achievement of university students. Based on the results, it was suggested that universities hold workshops and seminars for students in order to raise their academic performance.

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1. INTRODUCTION

Every person has a fundamental right to education, which is essential to the development of every country (Riaz, 2017). Students in higher education encounter a variety of challenges during their studies, some of which may contribute to their failure. Among the things that can assist university students in overcoming obstacles in their academic lives and raising their level of academic accomplishment are resilience and emotional intelligence. According to a group of psychologists, a man in the twenty-first century should channel his energies into creating good experiences (Wang, 2022). These elements based in positive psychology are receiving a lot of attention (Dewaele et al., 2019). Another helpful quality for handling a difficult circumstance is resilience.

Resilience is generally defined as the ability to adapt to difficult circumstances in a positive way. On the other hand, academic resilience refers to a student's ability to manage academic challenges, pressure, and stress. According to Ahmed (2019) resilience is a uniform feature and not rare, human being It usually requires work to make life's events go smoothly. Numerous studies demonstrate that a large number of people are capable of managing the challenging circumstance. However, some people are also incapable of managing challenging

circumstances and project negativity onto them. Resilient people can effectively manage the difficult circumstance. In summary, resilience refers to an individual's capacity to cope with shortcomings that may arise in their current or future lives (Masten, 2006). Academic resilience is composed of two components: external protective factors and internal protective factors. While external factors are tied to changes in the environment and the academic performance of the children who are at risk, internal protective factors are related to each student's unique defensive traits (Yates, 2006).

Academic resilience and emotional intelligence are traits that contribute to ancestor's academic achievement because of their positive consequences. Additionally, there is a significant correlation between academic resilience and emotional intelligence. Emotional intelligence (EI) is the primary subject of research in educational psychology. Different authors have provided different explanations for emotional intelligence, a developing notion that deals with human well-being (Lee, 2005; Carvalho et al., 2018). Salovey & Mayer (1990) defined it as the capacity to process information about emotions in an efficient manner.

A people with emotional intelligence makes use of his or her talents to understand, modify, deal with, and regulate emotions. Differentiating between positive and negative emotions and their effects on behaviour and thought processes is another ability (Iqbal & Qureshi, 2021). Students attending universities play a crucial role in the future of the country since they have the potential to become doctors, bureaucrats, engineers, business administrators, and other essential roles in addition to being decent people. We may also argue that these pupils are the foundation of the advancement of our nation. "Emotional Intelligence" is defined as the "ability of a person to show, comprehend, and control emotions in oneself as well as in others" by Mayer & Salovey (1997).

Numerous researchers have examined the favourable association between academic accomplishment, emotional intelligence, and positive education programs in prior studies (Kaya et al., 2017; Mitrović Veljković et al., 2020). According to research in educational psychology, students' learning, academic achievement, and emotional intelligence are all related (Zhoc et al., 2018). Emotional intelligence is also seen to be a significant predictor of learning, success, and educational efficacy (Majeski et al., 2017; Mouton et al., 2013). This suggests that students with high emotional intelligence also tend to get good grades (Jan & Anwar, 2019).

Our understanding of the relationship between the various facets of academic resilience and emotional intelligence and how it affects university students' academic achievement has to be improved. Examining the role of academic resilience and emotional intelligence in predicting university students' academic success was the main goal of the research. Additionally, the researcher tried to pinpoint the areas lacking in knowledge and formulate the kinds of questions that might motivate further research in this area.

In light of Pakistani university students' academic success, the findings may reinforce the necessity of implementing academic resilience and emotional intelligence interventions in college and university curricula. Even However, research on the impact of academic resilience and emotional intelligence on academic achievement is still necessary, particularly in the Pakistani region where the majority of researchers are now focused. This study will provide practical implications for researchers to deal with resilience behavior and emotional intelligence issues in the context of academic performance.

2. METHODOLOGY

Survey research design was used for this study and undergraduate students of University of Sargodha, Pakistan was selected as population of the current research. Researcher selected three faculties and six departments from University of Sargodha i.e., Faculty of Social Science, Faculty of Arts & Humanities and Faculty of Science conveniently. Two departments from each faculty were selected from Faculty of Social Science Department of Education, Department of social work, from Faculty of Arts & Humanities Department of Urdu and Department of English and from Faculty of Science, Department of Physics and Department of Chemistry was selected by using stratified random sampling technique. Total data from 400 respondents were gathered from which 200 were females and 200 were males. Two instruments were used for data collection. Academic resilience scale (ARS) attempts to measure academic resilience of students. This tool was self-developed. Respondents were required to respond to all 52 items in the questionnaire. The second instrument Wong and Law Emotional Intelligence Scale (WLEIS) Wong and Law (2002) adapted to collect the opinion of the students about their emotional intelligence. Demographic information such as name, gender, discipline of study, and academic achievement in the form of cumulative grade point average (CGPA) were collected along questionnaires. Pilot testing was carried out to check the validity and reliability of the study in the context of

present research. The data from 50 respondents were collected for the purpose of pilot testing. Questionnaires were validated from Dr. Uzma Shahzadi, Dr. Asma Khizar, Dr. Muhammad Nadeem Anwar and Dr. Ahmad Bilal. Some statements were changed and only slight changes were made. Reliability analysis was done to check out the suitability of the instrument used in this research. Both instruments were highly reliable as Cronbach value for “Academic Resilience scale” is .986 and for “Emotional Intelligence Scale” is .880 which is good. Data was analyzed by SPSS using regression and correlation.

3. RESULTS

Correlational Analysis

Table: 1 Relationship among academic resilience, emotional intelligence and academic achievement of university students

		AR	AA
EI	Pearson Correlation	.401**	-.104
	Sig. (2-tailed)	.000	.071
	N	300	300
AR	Pearson Correlation	1	.071
	Sig. (2-tailed)		.222
	N		300

Table 1 predicted the relationship among emotional intelligence, academic resilience and academic achievement of university students. The relationship was significant between emotional intelligence and academic resilience as $r = .401$ and $p = .000$. so, it was concluded that there is significant relationship between emotional intelligence and academic resilience of university students. The relationship was insignificant between emotional intelligence and academic achievements as $r = -.104$ and $p = .071$. so, it was concluded that there is insignificant relationship between emotional intelligence and academic achievements of university students. The relationship was insignificant between academic resilience and academic achievement as $r = .071$ $p = .222$. so, it was concluded that there is insignificant relationship academic resilience and academic achievement of university students.

Linear Regression Analysis

Table: 2 Effect of academic resilience on academic achievement of university students

Model summary				
R	R ²	F	Adjusted R Square	S E
.071 ^a	.005	1.498	.002	.43528

Table 2 revealed value of ($F = 1.498$, $R^2 = .005$) R^2 is .005 means 0.5% of variation from dependent variable (academic achievement) can be described by variation from independent variable (academic resilience). The remaining 99.5% can be explained by other factors that are not in the model. With these results it can be concluded that academic resilience has no predictive powers, as this variable counts only 0.5% of variance in academic achievement of university students.

Table: 3 Coefficient

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.653	.080		20.563	.000
	Academic resilience	.001	.000	.071	1.224	.222

Table 3 revealed that the β is not significant as $\beta = .071 \neq 0$ P value of .222 with beta not equal to zero (0 coefficient mean that value of dependent variable does not consistently differ as the value of independent variable increases), it was concluded that there is statistically insignificant effect of academic resilience on academic achievement of university students.

Table 4 Effect of emotional intelligence on academic performance of university students

Model summary				
R	R ²	F	Adjusted R Square	S E
.062 ^a	.011	3.284	.008	.43399

Table 4 revealed the value of (F= 3.284, R2 = .011) R2 is .011 means 0.11% of variation from dependent variable (academic achievement) can be described by variation from dependent variable (emotional intelligence). The remaining 99.89% can be explained by other factors that are not in the model. With these results it can be concluded that emotional intelligence has no predictive powers, as this variable counts only 0.11% of variance in academic achievement of university students.

Table 5 Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	B		
1	(Constant)	1.937	.108		17.931	.000
	Emotional intelligence	-.003	.002	-.104	-1.812	.071

Table 5 revealed insignificant parameter as $\beta = -104 \neq 0$, P value of .071. Given the coefficients ($\beta = -104 \neq 0$) with beta not equal to zero (0 coefficient mean that value of dependent variable does not consistently differ as the value of independent variable increases). It was revealed that emotional intelligence has insignificant effect on academic performance of university students.

4. DISCUSSION

The main purpose of current study was to check the “The Role of Academic Resilience and Emotional Intelligence in Predicting University Students Academic Success. The study concluded significant between emotional intelligence and academic resilience. The study of Zheng et al. (2020) produced significant association between emotional intelligence and academic resilience and supported current research. The significant correlation was found between AR and EI and favored current research (Afzal et al., 2016; Da et al., 2021; Keshtegar & Jenaabadi, 2015).

The current study finds an insignificant relationship between emotional intelligence and academic achievements of university students. Another study result was contradictory to the current study as significant relation was found between achievement and the total score of EI (Ali, 2016). The study of Mohzan et al. (2013) were opposed to current study as no significant relationship found between emotional intelligence and their academic achievement. The Findings of Fayombo (2012) revealed significant positive correlations between academic achievement and favored the current study. There is a significant positive correlation between academic achievement and output and emotional intelligence and favored current research (Turi et al., 2020; Rehman, 2017). The primary goal of emotional intelligence is to produce academic output (Rehman, 2017). Additional research indicates that emotional intelligence plays a role in helping students meet their academic objectives (Fernandez et al. 2012). Academic performance and accomplishments are significantly influenced by emotional intelligence. A student's high emotional intelligence tends to inspire them to work toward their objectives (Yelkikalan et al., 2012). Students support and encourage one another to manage their lives and attain greater success in their scholarly endeavors (Parker et al. 2004).

The relationship was insignificant between academic resilience and academic achievement in current research. The study of Sarwar et al. (2010) was in favor of current research as it discovered no relationship between secondary school students' academic achievement and academic resilience. Another study supported current research as significant relationship found between resilience and scholastic performance (Rao & Krishnamurthy, 2018). The study of Abubakar et al (2021) also supported this research as there was a positive relationship between academic resilience score and students' cumulative grade point average.

The study concluded insignificant effect of academic resilience on academic performance of university students. The study Sarwar et al. (2010) was in favor of current research. Another study results do not support current research as academic resilience affected academic performance significantly (Dwiastuti et al., 2022).

Furthermore, in current research insignificant effect of emotional intelligence on academic performance of university students. The finding of another study conducted by Kashani (2012) contradicts the finding of this study. However, another study conducted by Chew (2013) supports the finding of current study they found that positive relation of emotional intelligence and academic performance.

Another finding of current study found that the difference between gender and academic performance of university students was insignificant. The similar study conducted by Goni (2015) supports the finding of current study as they found insignificant difference exists between gender and academic performance of in college students. The result of another study contradicted present research as that female performed better than males in arts-related subjects as significant difference found (Ngozi, 2011).

5. CONCLUSION

The main aim of current research was to check “The Role of Academic Resilience and Emotional Intelligence in Predicting University Students Academic Success”. It was concluded that the relationship between emotional intelligence and academic resilience was significant. The relationship between emotional intelligence and academic achievements was insignificant and negative. The relationship between academic resilience and academic achievement was also insignificant. The effect of academic resilience on academic achievement of university students was insignificant. The effect of emotional intelligence on academic performance of university students was insignificant.

6. Recommendations

- It is recommended that universities may organize seminars and workshops to develop emotional intelligence and academic resilience in students.
- Future researchers may use qualitative and mixed procedure to broaden the horizon for understanding the effect of academic resilience and emotional intelligence on academic achievement of university students.
- This research was conducted in Sargodha city and Sargodha University and in future researcher recommend that other researchers may examine these variables in different cities and other universities.

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