Emotional Intelligence and Academic Resilience Among Under Graduate and Post Graduate College Students

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Abstract- **This study was conducted to investigate the difference of Emotional Intelligence and Academic resilience in under graduate and post graduate college students. The main purpose of this research is to increase knowledge of the relationship between emotional intelligence and academic resilience among college students, and highlight the need for psychosocial support for college students. A total of 120 samples of graduate and post graduate college students at different colleges, were taken from Maharaja Krishnkumarsinhji Bhavnagar University Bhavnagar (Gujarat). Their samples were taken along with the data collected with the help of 'Emotional Intelligence scale' this scale was constructed by Schutte (1998). This scale was translated in Gujarati by Detroja, V.J. (2023). And 'Academic resilience scale' this scale was constructed by Simon Cassidy (2016). The data was used to obtain the Emotional Intelligence and Academic resilience measurement of the subjects. The collected data was statistically analyzed with the help of ANOVA and L.S.D. The results show that there is significant difference in emotional intelligence between boy and girl college students. (F=7.87). There is significant difference in emotional intelligence between under graduate and post graduate college students. (F=67.05). There is no significant difference in emotional intelligence between gender and level of study. (F=1.11). There is significant difference in Academic resilience between boy and girl college students. (F=6.81). There is significant difference in academic resilience between under graduate and post graduate college students. (F=91.25). There is no significant difference in academic resilience between gender and level of study. (F=2.30). The findings show that two hypothesis were accepted and four hypothesis was rejected.**

Key Words: Emotional Intelligence, Academic Resilience, Gender, Graduate and Post Graduate College Students

I. INTRODUCTION

The transition into higher education is often accompanied by increasing academic challenges, social expectations and personal responsibilities for under graduate and post graduate students. Emotional intelligence and academic resilience have emerged as crucial psychological factors that influence student's academic performance, well-being and ability to cope with stress.

Emotional intelligence refers to the capacity to recognize, understand and manage one's own emotions as well as the emotions of others, enabling individual to respond constructively to academic and social situations. Academic resilience on the other hand, involves the ability to persist, adapt and succeed despite academic difficulties, setbacks or stressful circumstances. Together, these attributes play a significant role in shaping student's motivation, learning behavior and overall success in higher education.

What is Emotional Intelligence?
Emotional Intelligence (EI) is the ability to understand, use, and manage your own emotions in positive ways. It helps you handle stress, communicate well, empathize with others, overcome challenges, and resolve conflicts. People with good emotional intelligence can recognize their own feelings as well as the emotions of others, and they use this understanding to behave wisely in different situations. According to Daniel Goleman (1995) "Emotional intelligence refers to the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions effectively in ourselves and in our relationships." According to Mayer, Salovey & Caruso (2000) "Emotional

intelligence is the ability to perceive emotions, integrate emotion into thought, understand emotions, and manage them." Peter Salovey & John D. Mayer (1990) "Emotional intelligence is the ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and actions."

What is Academic resilience?
Academic resilience refers to a student's capacity to effectively deal with academic challenges, setbacks, stress, and pressure, and still maintain or improve their academic performance. A widely cited definition is given by Martin & Marsh (2006) who describe academic resilience is the capacity to overcome acute or chronic adversity that is seen as a major threat to a student's educational development. Cassidy (2016) defines academic resilience as the ability to effectively deal with academic setbacks, stress, and pressure, using adaptive cognitive, motivational, and behavioral responses. Morales and Trotman (2004) Based on a sociocultural perspective, define Academic resilience is the process by which students from disadvantaged or high-risk backgrounds succeed academically despite adverse conditions. Rew & Horner (2003) defines academic resilience is the ability of adolescents to use personal strengths and external supports to achieve academic success despite academic or personal challenges.

Review of Literature
Solanki,L.R. (2019) conducted a study on A Psychological Study of Emotional Intelligence and Adjustment among students. This study findings show that emotional intelligence is found to be higher in girls than boys. Solanki,D. (2022) conducted A Study on Achievement Motivation, Emotional Intelligence and Psychological Wellbeing of College Students. This study show that there is no significant difference between boys and girls students. This study also finding show that there is significant difference between stream was not significant. Chow,K.M., Tang,W.K.F., Chan, W.H.C.et al (2018) conducted a study on Resilience and well-being of university nursing students in Hong Kong: a cross-sectional study. This study show that the level of resilience of post graduates was significantly higher than that of under graduates. Rupkumar Panda (2025) conducted

A Comparative Study of Academic Resilience among Rural and Urban school Students. The major findings were no significant difference in academic resilience between boys and girls in either rural or urban groups; however, urban students scored significantly higher in academic resilience than rural students. Gretta Maria DSouza and Dr. Prem Prabha Singh (2024) conducted Academic Resilience of Boys and Girls of Higher Secondary Level. The major findings were no significant difference in academic resilience between boys and girls in ISC schools.

II.   METHODOLOGY

(1)   Objectives
The present study was, hence, undertaken with the following objectives.
1)   To study of emotional intelligence among boy and girl college students.
2)   To study of emotional intelligence among under graduate and post graduate college students.
3)   To study of academic resilience among boy and girl college students.
4)   To study of academic resilience among under graduate and post graduate college students.

(2)   Hypothesis
The following things of hypothesis have been formulated for the investigation, here, researcher builds a null hypothesis.
1)   There is no significant difference in emotional intelligence between boy and girl college students.
2)   There is no significant difference in emotional intelligence between under graduate and post graduate college students.
3)   There is no significant difference in emotional intelligence between gender and level of study.
4)   There is no significant difference in academic resilience between boy and girl college students.
5)   There is no significant difference in academic resilience between under graduate and post graduate college students.
6)   There is no significant difference in Academic resilience between gender and level of study.

(3) Participants

Total participants of 120 under graduate and post graduate college students at different college of Maharaja Krishankumarsinhji Bhavnagar University. Were randomly selected from Bhavnagar (Gujarat). The care was taken that the socio-economic levels of all subjects remain almost the same.

Table No. – 1 A Table of Sample Distribution

Independent Variable	Boy	Girl	Total
Under Graduate	30	30	60
Post Graduate	30	30	60
Total	60	60	120

(4) Design

The experimental design for this study was 2 x 2 factorial designs. The first independent variable was Gender (Boy & Girl). The second independent variable was use of Level of Study (Under Graduate & Post Graduate). The dependent variable was Emotional Intelligence and Academic Resilience score.

(5) Measuring Instruments

For collecting the pertinent data, the following measuring instruments were used.

(a) Personal Information Schedule

The main purpose of this schedule is to collect certain pertinent data regarding the variables of the study, the various information such as, gender, age, level of study are collected through this schedule.

(b) Emotional Intelligence Inventory

The inventory was developed by Schutte (1998). To measure the emotional intelligence. Here is the information about the inventory. It has been translated into Indian version by Thinguzam and Ram (2000). The original English inventory was translated in Gujrati and standardized by Detroja,V.J.(2023). The Emotional Intelligence inventory comprises 33 items categorized into four dimensions: (I) Perception of Emotions, (II) Managing of Emotions, (III) Managing other Emotions and (IV) Utilization of Emotions. Each question has five options. It is sequence in this Strongly Agree, Agree, Uncertain, Disagree & Strongly Disagree to get target group has to choose any one option after data collection. It is analyzed and finds the solution.

Reliability

To decide reliability of this inventory by Schutte (1998). The reliability of Emotional Intelligence alpha score was 0.90. the test taken after two week break was found to have a reliability of 0.75. Thinguzam and Ram (2000) take 165 samples and decide the reliability of this inventory by spilt-half method. To know the reliability of dimensional emotional intelligence is cron batch alpha coefficient = 0.89 and spearman brown formulas r = 0.89.

The original English inventory was translated into Gujrati by Detroja,V.J (2023). They take 50 samples. To know the reliability of dimensional emotional intelligence inventory is r = 0.92.

Validity

The original English inventory was translated into Gujarati by Detroja,V.J.(2023). Applied this test on Gujarati and English medium 50 students and result is r = 0.72.

(c) Academic Resilience Scale (ARS-30)

The inventory was developed by Simon Cassidy (2016). To measure the academic resilience. Here is the information about the inventory. The ARS-30 comprises 30 items categorized into three dimensions: (I) Perseverance, (II) Reflecting & Adaptive Help-Seeking, and (III) Negative Affect & Emotional Response, This instrument was administered to 14 years and above students. Each question has five options. It is sequence in this Very unlike me, Quite unlike me, Somewhat like me, Quite like me and Very like me to get target group has to choose any one option after data collection. It is analyzed and finds the solution.

Reliability

Reliability of the scale was established by calculating the Cronbach Alpha value, which was found to be highly significant at 87–.91. Furthermore, Subscales Reliability is 0.72–0.85.

Validity

To establish the validity of the scale, expert opinions were sought, and item-total correlation and the scale's construct validity was established through a study involving 532 undergraduate students.

(6) Procedure

A very smooth, cooperative and fresh environment

was created for collecting the data, the investigator approached individually to all participants. The 'Emotional Intelligence Scale' and 'Academic resilience scale' was given to the participants when participants fill up the scale, these were collected. The scoring was done according to the manual.

The Emotional Intelligence Scale has four areas (I) Perception of Emotions (II) Managing of Emotions, (III) Managing other Emotions and (IV) Utilization of Emotions. To ask him to tick mark (✓) before the question if they agree with this Emotional Intelligence Scale is to measure the five options, Strongly Agree, Agree, Uncertain, Disagree & Strongly Disagree. 33 questions and Positive is to be scored 5,4,3,2,1. Negative is to be scored as 1,2,3,4,5. The maximum is arrived at 165 and minimum score as 33 in this inventory. It is interpreted that higher the area of value attained, the quantum of Emotional intelligence is higher and the lower the area of value attained, the quantum of Emotional intelligence is lower.

The academic resilience Scale has three areas (I) Perseverance, (II) Reflecting & Adaptive Help-Seeking, and (III) Negative Affect & Emotional Response, To ask him to tick mark (✓) before the question if they agree with this academic resilience Scale is to measure the five options, Very unlike me, Quite unlike me, Somewhat like me, Quite like me and Very like me. The inventory consists of 30 questions, each of which is scored 1, 2, 3, 4 and 5. Reverse scored for negative items 5, 4, 3, 2 and 1, respectively. The maximum is arrived at 150 and minimum score of 30 in this Inventory. Higher scores indicate greater levels of academic resilience, providing a comprehensive measure of students' adaptive responses to academic adversity.

(7) Statistics
Here in this study ANOVA and L.S.D. was conducted as a statistical technique to prove the objective.

III.   RESULT

Table No – 1 Summary of analysis of variance for emotional intelligence in college students

Source of Variation	Sum of Square	df	Mean Sum of Square	'F' Ratio	Level of Significant
A (Gender)	1620.68	1	1620.68	7.87	0.01
B (Level of Study)	13803.03	1	13803.03	67.05	0.01
A x B	185.03	1	185.03	1.11	N.S.
Wss	23881.25	116	205.87	-	-
Tss	39489.99	119	-	-	-

N.S. = Not Significant

Table No-2 Showing the means and 'F' value of gender variable for emotional intelligence

Gender	N	Mean	'F' Ratio	Level of Significant
Boy	60	121.23	7.87	0.01
Gils	60	128.58		

Table No-3 Showing the L.S.D. difference of gender variable for emotional intelligence

No	Pair	Difference of Mean	Level of Significant
1	A_1 Vs A_2	7.35	0.01

Table No – 4 Showing the means and 'F' value of Level of Study variable for emotional intelligence

Level of Study	N	Mean	'F' Ratio	Level of Significant
Under Graduate	60	114.18	67.05	0.01
Post Graduate	60	135.63		

Table No-5 Showing the L.S.D. difference of Level of Study variable for emotional intelligence

No	Pair	Difference of Mean	Level of Significant
1	B_1 Vs B_2	21.45	0.01

Table No-6 Showing the means and 'F' value of gender and level of study variable for emotional intelligence

No	Variable	N	Mean		'F' Ratio	Level of Significant
			A_1	A_2		
1	B_1	30	109.27	119.10	1.11	N.S.
2	B_2	30	133.20	138.07		

N.S. = Not Significant

Table No-7 Showing the L.S.D. difference of gender and level of study variable for emotional intelligence

No	Pair	Difference of Mean	Level of Significant
1	$A_1 B_1$ VS $A_1 B_2$	23.93	0.01
2	$A_1 B_1$ VS $A_2 B_1$	9.83	0.01
3	$A_1 B_1$ VS $A_2 B_2$	28.80	0.01
4	$A_1 B_2$ VS $A_2 B_1$	14.10	0.01
5	$A_1 B_2$ VS $A_2 B_2$	4.87	N.S.
6	$A_2 B_1$ VS $A_2 B_2$	18.97	0.01

N.S. = Not Significant   L.S.D. Level 0.05 = 5.34
0.01 = 7.21

Table No – 8 Summary of analysis of variance for academic resilience in college students

Source of Variation	Sum of Square	df	Mean Sum of Square	'F' Ratio	Level of Significant
A (Gender)	1009.21	1	1009.21	6.81	0.05
B (Level of Study)	13525.64	1	13525.64	91.25	0.01
A x B	64.51	1	64.51	2.30	N.S.
Wss	17275.01	116	148.22	-	-
Tss	31874.37	119	-	-	-

N.S. = Not Significant

Table No-9 Showing the means and 'F' value of gender variable for academic resilience

Gender	N	Mean	'F' Ratio	Level of Significant
Boy	60	120.48	6.81	0.05
Gils	60	126.28		

Table No-10 Showing the L.S.D. difference of gender variable for academic resilience

No	Pair	Difference of Mean	Level of Significant
1	A_1 Vs A_2	5.80	N.S.

N.S. = Not Significant

Table No – 11 Showing the means and 'F' value of level of study variable for academic resilience

Level of Study	N	Mean	'F' Ratio	Level of Significant
Under Graduate	60	112.77	91.25	0.01
Post Graduate	60	134.00		

Table No-12 Showing the L.S.D. difference of Level of Study variable for academic resilience

No	Pair	Difference of Mean	Level of Significant
1	B_1 Vs B_2	21.23	0.01

Table No-13 Showing the means and 'F' value of gender and level of study variable for Academic resilience

No	Variable	N	Mean		'F' Ratio	Level of Significant
			A_1	A_2		

1	B_1	30	109.13	116.40	2.30	N.S.
2	B_2	30	131.83	136.17		

N.S. = Not Significant

Table No-14 Showing the L.S.D. difference of gender and level of study variable for Academic resilience

No	Pair	Difference of Mean	Level of Significant
1	$A_1 B_1$ VS $A_1 B_2$	22.70	0.01
2	$A_1 B_1$ VS $A_2 B_1$	7.27	0.05
3	$A_1 B_1$ VS $A_2 B_2$	27.04	0.01
4	$A_1 B_2$ VS $A_2 B_1$	15.43	0.01
5	$A_1 B_2$ VS $A_2 B_2$	4.34	N.S.
6	$A_2 B_1$ VS $A_2 B_2$	19.77	0.01

N.S. = Not Significant   L.S.D. Level 0.05 = 6.41
0.01 = 8.64

Figure – 1 Showing the mean score of gender and level of study variable for Emotional intelligence
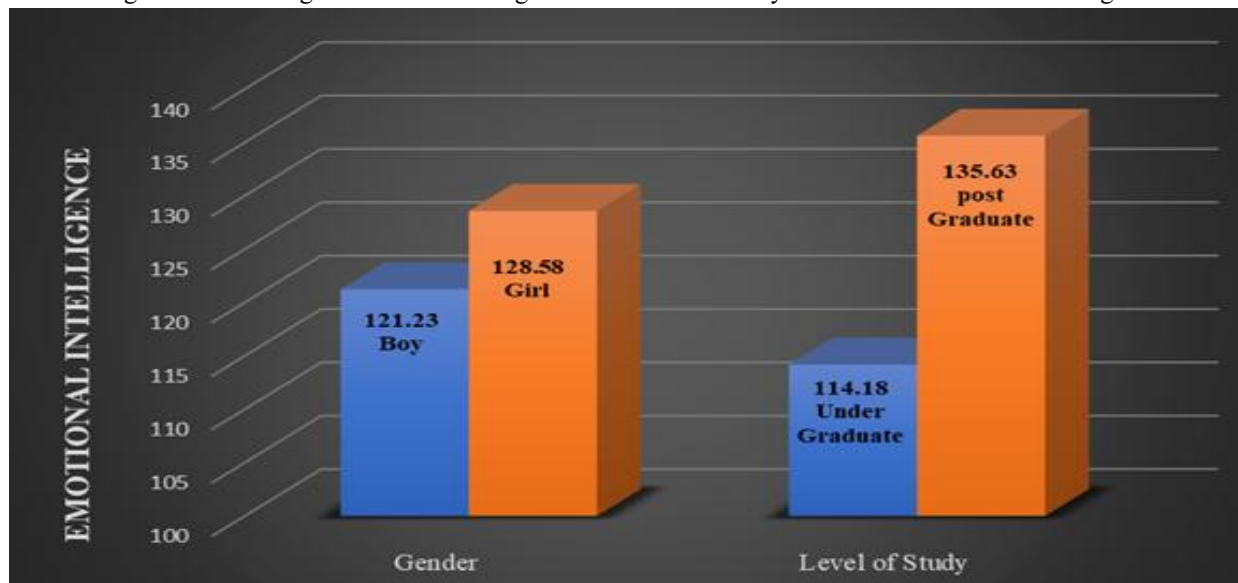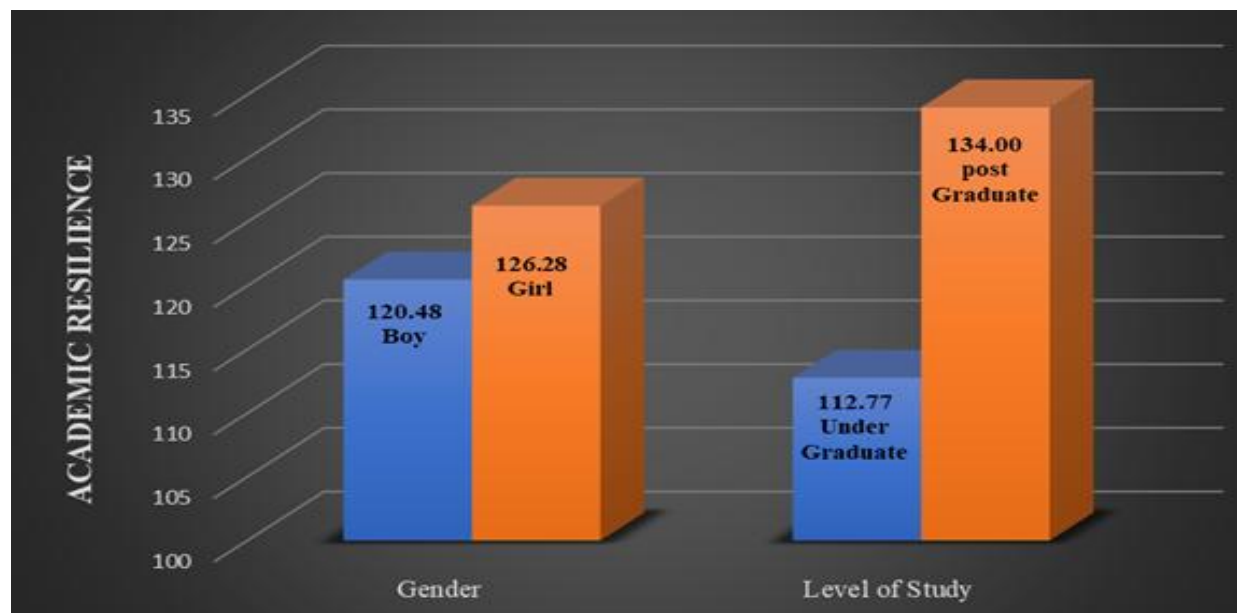

Figure – 2 Showing the mean score of gender and level of study variable for Academic Resilience

IV. DISCUSSIONS

The chief aim of the present research was to examine emotional intelligence and academic resilience among under graduates and post graduates college students. The derived result shows that out of six hypothesis, four hypothesis have been accepted and two hypothesis are not accepted.

The difference in emotional intelligence between boys and girls was significant. Therefore hypothesis is not accepted. Emotional intelligence is found to be higher in girls than boys. The reason for his may be that girls are more emotionally attached to their families. Girls emotionally bond with family members to themselves. While boys are distant from their families due to their nature. The findings of the results here support the research previous research of Solanki,L.R.(2019).

The difference in emotional intelligence between under graduate and post graduate college students was significant. Therefore hypothesis is not accepted. Emotional intelligence is found to be higher in post graduate students than under graduate students. The reason for his may be that post graduate students are usually older and have more time to develop emotional skills. With age, handle stress and understand other's feelings than under graduate students. The findings of the results here not support the research of Solanki,D.(2022).

The difference in emotional intelligence between gender and type of study was not significant.

Therefore hypothesis is accepted. The reason for his may be that emotional intelligence is not formed on the basis of gender and level of study, here a person's self-understanding, socialization, experience, skill also play a role. Therefore, it can be said that there is no difference between gender and level of study in terms of emotional intelligence.

The difference in academic resilience between boys and girls was significant. Therefore hypothesis is not accepted. Academic resilience is found to be higher in girls than boys. The reason for his may be that girls are more likely to seek help, talk about problems and use emotion focused coping. Which protects them from academic stress. While boys on the other side, often rely on avoidance which reduces resilience when challenges increase. The findings of the results here support the research of Gretta Maria DSouza and Dr. Prem Prabha Singh (2024) conducted Academic Resilience of Boys and Girls of Higher Secondary Level. The major findings were no significant difference in academic resilience between boys and girls in ISC schools.

The difference in academic resilience between under graduate and post graduate college students was significant. Therefore hypothesis is not accepted. Academic resilience is found to be higher in post graduate students than under graduate students. The reason for his may be that post graduate students are generally more academically experienced, mature and self-regulated in their learning approaches than under

graduate students. Also post graduate students completed an under graduate degree, they have developed more effective coping strategies to handle academic pressure, challenging tasks and setbacks. The finding of the results here support the research previous research of Chow,K.M., Tang,W.K.F., Chan,W.H.C., et al (2018).

The difference in academic resilience between gender and type of study was not significant. Therefore hypothesis is accepted. The reason for his may be that academic resilience in a way, an intrinsic quality of person. It is up to the individual to adapt to the situation or find a way adapt to it. Therefore, it is not the level of study of the race or the gender. But their experience and understanding that determines their resilience.

V. CONCLUSIONS

1) The difference in emotional intelligence between boy and girl college students was significant.
2) The difference in emotional intelligence between under graduate and post graduate college students was significant.
3) The difference in emotional intelligence between gender and level of study was not significant.
4) The difference in academic resilience between boy and girl college students was significant.
5) The difference in academic resilience between under graduate and post graduate college students was significant.
6) The difference in academic resilience between gender and level of study was not significant.

Overall, out of the six hypothesis, two were accepted and four was rejected. The results emphasize that while gender has a notable effect on emotional intelligence and academic resilience, level of study has a notable effect on emotional intelligence and academic resilience and the interaction between gender and level of study do not significantly impact emotional intelligence and academic resilience among college students.

VI. LIMITATIONS OF STUDY

1) The study area is limited. That is, the sample taken in the study is limited to Bhavnagar, Gujarat.
2) The study was limited to college students only. Therefore, the results of this research cannot be made applicable to any other people or any other city.
3) This study used a sample of 120 participants, so the results may differ if a larger or smaller sample is used.
4) The sample size is small. In future studies larger sample size should be studied for generalizability.
5) There may be limitations prevailing because of statistical analysis in research.

VII. IMPLICATIONS FOR FURTHER RESEARCH

Future research should include a larger and more diverse sample from different regions to verify whether the gender differences in emotional intelligence and academic resilience remain consistent. Studies involving students from various educational levels would also help broaden the understanding of emotional intelligence and resilience across age groups. More advanced statistical techniques and mixed-method approaches may provide deeper insights into the factors influencing emotional intelligence and academic resilience. Additionally, future studies should examine other variables such as socio-economic status, parental support, or personality traits, different professional groups, gender, caste, type of family, level of study, resident area, different age groups that may better explain resilience differences beyond gender and residential area. Longitudinal research could further clarify how emotional intelligence and academic resilience develops over time.

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