The Relationship between Emotional Intelligence and Resilience in Naresuan University Students

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Abstract

This survey research aimed to assess Emotional Intelligence (EQ) and Resilience (RQ) levels, and to study the relationship between these two key variables among 417 students attending Naresuan University. Data collection included personal information questionnaires, the Emotional Intelligence Assessment for Adults (52 items), and the Connor-Davidson Resilience Scale (10 items). The research objectives also included a comparison of emotional intelligence and resilience based on personal factors, such as gender, GPA, and monthly income. The results revealed a significant positive correlation between emotional intelligence and resilience ($r = .585$, $p < .001$), with a moderate relationship. This indicates that if undergraduate students at Naresuan University have higher emotional intelligence scores, their mental resilience scores are also higher. The emotional intelligence of students was generally within the average range ($M = 149.88$, S.D. $= 18.12$), while their resilience was high ($M = 23.65$, S.D. $= 7.22$). However, the study did not find significant differences in emotional intelligence and resilience based on personal factors such as gender. The analysis of GPA and monthly income showed significant differences in emotional intelligence levels ($p < .05$), but no significant differences in resilience were observed based on these personal factors. The study emphasizes the importance of both emotional intelligence and resilience in enhancing students' abilities to adapt and succeed in academic and social environments. It recommends incorporating training programs aimed at developing these key skills to better equip students for future challenges.

Keywords: Emotional Competency, Resilience, University Students

Introduction

Higher education is a crucial mechanism for national development, driving the vision of the national strategy through the production and development of human resources, research, and innovation to support workforce advancement, technology, and innovation, as well as fostering the creation of new knowledge within society (Office of the Higher Education Commission, 2018). This is in response to the rapidly changing global situation characterized by intense competition in all areas, a borderless global society, advancements in technology, cultural integration, and health challenges both physical and mental arising from living in a society that is changing rapidly.

Higher education aims to develop individuals with specialized knowledge while also cultivating well-rounded human beings prepared for future roles. University students are in a developmental stage where abstract thinking is emphasized alongside the need to adapt to life changes such as complex academic demands, integration into new social environments, and preparation for entering the workforce. However, social, economic, and familial factors, along with personal expectations and relationships significantly contribute to stress and mental health challenges among students. According to a 2020 survey on the mental health of Thai citizens, the youth demographic aged 15-24 had the lowest mental health scores compared to other age groups. The most common issues were stress and anxiety followed by relationship problems and depression (Institute for Population and Social Research, Mahidol University, 2020).

University students aim to develop themselves according to societal standards, particularly in terms of intelligence quotient. However, the study by Lusher (1997 as cited in Panjiang, 2015) found that success in life depends on

emotional intelligence as much as 80%. Emotional intelligence enables individuals to live harmoniously with others by understanding and managing their own emotions and fostering positive relationships. Therefore, emotional intelligence plays a critical role in the development of students, not only in their academic pursuits and university life but also in applying their knowledge to their future careers. In Thailand, mental health challenges among university students have been increasingly recognized as a significant issue. According to the Phinunchaya (2024), approximately 30% of Thai university students experience mental health problems, particularly stress, anxiety, and depression. Thanachoksawang et al. (2024) reported that mental health issues in students are often exacerbated by academic pressures and social challenges. These statistics underscore the need for interventions that can help students develop emotional intelligence to manage these difficulties more effectively.

Emotional intelligence has become increasingly recognized as a crucial factor for academic success, mental health, and overall well-being among students. Emotional intelligence refers to the ability to recognize, understand, manage, and influence one's own emotions as well as the emotions of others (Salovey & Mayer, 1990). This ability is particularly important for university students, who face a wide range of challenges in their academic, social, and personal lives. Research has shown that emotional intelligence plays a critical role in enhancing students' ability to manage stress, cope with academic pressure, and build positive relationships with peers and faculty (Goleman, 1995). Students with higher emotional intelligence are often better at regulating their emotions, which enables them to maintain motivation, focus, and resilience, especially in challenging academic environments (Parker et al., 2004). Furthermore, students with high emotional intelligence tend to have better interpersonal skills, which enhance their collaboration in group work and their ability to navigate social dynamics within a university setting (Schutte et al., 1998). Emotional intelligence has been widely studied among university students, with varying findings regarding its impact on academic performance, mental health, and social adaptation. Studies conducted on university students in urban areas, such as Bangkok, have found a moderate to strong positive relationship between emotional intelligence and academic success (Chaiwanarom et al., 2022). These students with higher emotional intelligence were better at managing stress and building relationships with peers and faculty. However, studies in rural or less-studied regions, such as in the northern part of Thailand, show a different context. For instance, a study by Wongwutthiauksron et al. (2022) found that university students in rural provinces displayed lower emotional intelligence scores and a weaker relationship between emotional intelligence and academic performance.

Resilience is the ability to adapt and recover from challenges or adversities, playing a crucial role in the development of university students in terms of mental health and coping with stress (Galli & Vealey, 2008). University students face various challenges such as high academic pressure, adapting to new social environments, and managing personal expectations and relationships (Connor & Davidson, 2003). Therefore, resilience becomes essential in helping students effectively recover and adapt after facing life's difficulties (Masten, 2001). Additionally, Resilience is another key factor that helps students recover from life challenges or obstacles. This ability allows individuals to adapt and return to normalcy after difficult experiences, transforming crises into opportunities for personal growth and mental development. Resilience is thus essential in enhancing the quality of life for students, enabling them to move forward with stability and confidence. Several studies have explored the relationship between emotional intelligence and resilience intelligence, highlighting a strong positive correlation between these two constructs. Tugade and Fredrickson (2004) found that individuals with higher emotional intelligence were more likely to exhibit higher resilience, as emotional intelligence enables individuals to manage

their emotions effectively during stressful situations. This finding is supported by research in various cultural contexts, including studies on Thai students, which show that students with high emotional intelligence are better at handling adversity, leading to greater resilience (Southwick et al., 2014). However, little research has been conducted on the relationship between EQ and RQ specifically among Thai students in the northern lower regions of Thailand, such as those at Naresuan University. Understanding how these factors interrelate in this unique context could provide valuable insights for enhancing student development programs. While much research has been conducted on emotional intelligence and resilience in university students, few studies have focused on students from rural or less-urbanized regions of Thailand, particularly those in the lower northern region. Previous studies have predominantly concentrated on urban university students in Bangkok, leaving a gap in understanding the socio-cultural and environmental factors that may influence the development of these skills in students from regions like Phitsanulok. This study aims to fill this gap by examining the relationship between emotional intelligence and resilience among students at Naresuan University. Given these considerations, emotional intelligence and resilience are significant factors in shaping students into quality individuals. This study focuses on exploring the relationship between emotional intelligence and resilience among students at Naresuan University. The findings from this research aim to provide a foundation for the care, development, and empowerment of Naresuan University students, contributing to their growth as productive members of society, both now and in the future.

Research Objectives

1. To assess emotional intelligence levels of students at Naresuan University.

2. To assess resiliencelevels of students at Naresuan University.

3. To study the relationship between emotional intelligence and resilienceamong students at Naresuan University.

4. To compare emotional intelligence and resilience based on personal factors.

Hypothesis

1. Emotional intelligence and Resilience among students at Naresuan University are correlated.

2. Emotional intelligence based on personal factors among students at Naresuan University are different.

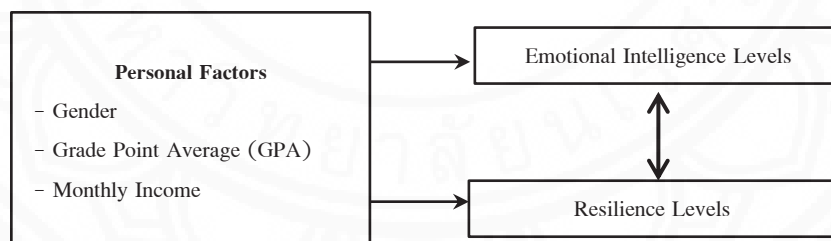3. Resilience based on personal factors among students at Naresuan University are different.

Figure 1 Research Conceptual Framework.

Methodology

Research Sample

The population used in this study consisted of 24,788 undergraduate students enrolled at Naresuan University during the 2022 academic year. The sample group included 417 undergraduate students from Naresuan University selected using Krejcie & Morgan's sample size calculation formula at a 95% confidence level and an acceptable margin of error of ±5%. Additionally, the researcher increased the sample size by 10% to account for potential sample errors. The quota sampling method was used to determine the proportion of the sample group according

to each faculty. Then, the accidental sampling method was applied to select the sample group randomly until the required number of samples for each faculty was reached.

Inclusion Criteria

1. Students aged 20 years and above.

2. Currently studying in the undergraduate program at Naresuan University.

3. Able to communicate and understand Thai well and to be able to answer the questionnaire by themselves.

4. Agree to provide information and participate in the research questionnaire.

Exclusion Criteria

1. Those who do not answer the questionnaire correctly or completely according to the instructions.

2. Students who are not registered as students at Naresuan University.

3. Do not agree to provide information and participate in the research questionnaire.

Research Tools

The tools used in this research were divided into 3 parts.

Part 1: Personal Data Check List Questionnaire, consisting of gender, faculty affiliation, grade point average, year level, and average monthly income.

Part 2: Emotional Intelligence Assessment for General Individuals Aged 18-60 Thai version.

This tool, developed by the Department of Mental Health, Ministry of Public Health (2000), consists of 52 items. The overall reliability coefficient of the assessment is 0.82. When analyzed by components, the reliability coefficients are as follows: Goodness Component: Reliability = 0.67, Competence Component: Reliability = 0.55, Happiness Component: Reliability = 0.77. This assessment can be applied in various contexts, such as psychological research, personnel development, or measuring and enhancing emotional intelligence in organizations. In studies, this tool helps analyze the emotional intelligence of the sample group to improve or provide recommendations for developing emotional skills and stress management techniques.

The score interpretation for each question group is as follows:

Group 1: Items 1, 4, 6, 7, 10, 12, 14, 15, 17, 20, 22, 23, 25, 28, 31, 32, 34, 35, 38, 39, 41, 42, 43, 44, 46, 48, 49, 50.

Answer choices and score interpretation: Not true = 1
Sometimes true = 2
Quite true = 3
Very true = 4

Group 2: Items 2, 3, 5, 8, 9, 11, 13, 16, 18, 19, 21, 24, 26, 27, 29, 30, 33, 35, 37, 40, 45, 47, 51, 52.

Answer choices and score interpretation: Not true = 4
Sometimes true = 3
Quite true = 2
Very true = 1

The overall interpretation criteria are as follows: Total score Emotional intelligence.

103-139: Below Average Emotional Intelligence.

140-170: Average Emotional Intelligence.

171-187: Above Average Emotional Intelligence.

Interpretation of each aspect is as follows: Aspect Total score between Emotional intelligence.

Goodness: Items 1-18 = Total score between 48-58 indicates average emotional intelligence.

Competence: Items 19-36 = Total score between 45-57 indicates average emotional intelligence.

Happiness: Items 37-52 = Total score between 40-50 indicates average emotional intelligence.

The researcher selected the emotional intelligence assessment tool from the Department of Mental Health, Ministry of Public Health (2000), as the instrument for data collection in this study. This assessment is suitable for the general population and covers the three key components of emotional intelligence: Goodness, Competence, and Happiness. The tool's overall reliability coefficient of 0.82 indicates a good level of reliability making it appropriate for use in this research.

Part 3: Connor-Davidson Resilience Scale (CD-RISC) Thai Version. Developed by Vongsirimas et al. (2017), this assessment is designed to measure psychological resilience and adaptability. The sample was selected from undergraduate students in universities in Bangkok, Thailand, with 966 participants in Time 1 and 695 participants in Time 2. This assessment consists of 10 questions with a 5-point Likert scale, where respondents select only one option and score from 0 to 4.

0 = Strongly disagree

1 = Slightly agree

2 = Moderately agree

3 = Highly agree

4 = Strongly agree

The total score ranges from 0 to 40 points. A total score of ≤ 9 points indicates low psychological resilience. The reliability coefficient for this assessment is 0.86 across both the first and second testing periods, demonstrating a high level of reliability.

The researcher selected the Connor-Davidson Resilience Scale (CD-RISC) Thai Version, developed by Assoc. Prof. Dr. Nopporn Vongsirimas as the instrument for data collection in this study. This scale is particularly suitable for the study's sample group of university students due to its high reliability ($\alpha = 0.86$), signifying a good level of trustworthiness. Thus, it is deemed appropriate for use in this research.

Data Collection

Collection of data was conducted following appropriate ethical considerations and protection rights and was ethically certified by Naresuan University (COA No. 057/2023. IRB No. P2-0445/2022). In this research, the researcher collected data at Naresuan University from students in three faculty groups: the Faculty of Science and Technology, the Faculty of Science and Health, and the Faculty of Humanities. The data collection process involved the following steps:

1. The researcher submitted a research project for ethical approval regarding research involving human participants.

2. The researcher created an online questionnaire for volunteers to complete via Google Forms. In the consent process, information about the project and potential risks to the participants was provided in the first part of the online questionnaire. Participants were then asked to consent to participate in the project by choosing whether to participate or not. This represents consent by action.

3. A formal request letter was sent to Naresuan University to seek permission to conduct research and request cooperation in collecting data from university students. The steps were as follows:

3.1 A request for cooperation in data collection was sent to each faculty.

3.2 Staff from the Student Affairs Division of each faculty distributed the online questionnaire in the form of a QR code to the student leaders of each year level, who then shared the questionnaire with the volunteers.

4. The returned questionnaires were reviewed and verified for accuracy, with a focus on checking for any discrepancies in responses based on the established criteria.

5. The evaluation forms were scored according to the defined criteria, and the validated data were analyzed using statistical methods.

This research was a quantitative research study using assessment as a tool to collect data to test the research hypotheses. The steps and details in conducting the research are as follows: The period of study and data collection was between August to December 2023. Within the online questionnaire, details of the research data and a request for volunteer consent for research data were provided to the subjects for consideration on the first page of the questionnaire. These were the steps followed:

1. The researchers distributed online questionnaires via various platforms.

2. The researcher checks the completeness and correctness of the questionnaire.

3. The researcher scores the assessment form according to the predetermined criteria.

4. The researcher used the data obtained from checking the questionnaire scores to analyze with a statistical program.

The Statistics Used in This Research

Section 1: Analyzing the personal data of undergraduate students at Naresuan University using descriptive statistics to analyze frequency and percentage.

Section 2: Analyzing emotional intelligence and mental resilience data of undergraduate students at Naresuan University using descriptive statistics to calculate the mean and standard deviation.

Section 3: Comparing the differences in the mean values of personal data and emotional intelligence of undergraduate students at Naresuan University using inferential statistics to analyze the sample mean of two groups (Two Sample T-test) and one-way analysis of variance (One Way Analysis of Variance: One-way ANOVA). If there are statistically significant differences at the .05 level, pairwise comparison (Multiple Comparison) will be conducted.

Section 4: Comparing the differences in the mean values of personal data and mental resilience of undergraduate students at Naresuan University using inferential statistics (Inferential Statistics) to analyze the sample mean of two groups (Two Sample T-test) and one-way analysis of variance (One Way Analysis of Variance: One-way ANOVA). If there are statistically significant differences at the .05 level, pairwise comparison (Multiple Comparison) will be conducted.

Section 5: Analyzing the relationship between emotional intelligence and mental resilience of undergraduate students at Naresuan University using inferential statistics to analyze correlation.

Results

The personal information of the sample group reveals that most respondents were female, accounting for 298 individuals (71.5%), while male respondents numbered 119 (28.5%). Most respondents had a Grade Point Average (GPA) in the range of 3.01-3.50, accounting for 130 individuals (31.2%), followed by a GPA range of 2.51-3.00 with 124 individuals (29.7%), a GPA of 3.51 and above with 110 individuals (26.4%), a GPA

range of 2.01–2.50 with 47 individuals (11.3%), and a GPA range Below 2.00 with 6 individuals (1.4%). The majority had an average monthly income in the range of 4,001–6,000 THB, accounting for 153 individuals (36.7%), followed by those earning less than 4,000 THB per month with 100 individuals (24.0%). Next, 87 individuals (20.9%) earned between 6,001–8,000 THB per month, while 77 individuals (18.5%) earned more than 8,001 THB per month.

Table 1 Shows the Mean, Standard Deviation of the Overall Emotional Intelligence Scores

Emotional Intelligence	Min.	Max.	Mean	S.D.	Emotional Intelligence Levels
Goodness	29.00	67.00	53.55	6.99	Average
Competence	26.00	70.00	49.49	7.08	Average
Happiness	27.00	64.00	46.84	7.21	Average
Total	**94.00**	**184.00**	**149.88**	**18.12**	**Average**

From Table 1 The overall emotional intelligence level was within the average range (M = 149.88, S.D. = 18.12). The mean scores for the individual dimensions of emotional intelligence were as follows: goodness dimension (M = 53.55, S.D. = 6.99) was within the average level, the competence dimension (M = 49.49, S.D. = 7.08) was within the average level, and the happiness dimension (M = 46.84, S.D. = 7.32) was also within the average level. When examining the components of each dimension, it was found that all were generally within the average level.

Table 2 Shows the Mean, Standard Deviation, and Revel of Resilience Scale

Item	Min.	Max.	Mean	S.D.	Resilience Levels
The Connor–Davidson Resilience Scale	4.00	40.00	23.65	7.22	High

From Table 2 The results of Connor–Davidson Resilience Scale of undergraduate students of Naresuan University found that the overall mean of the resilience level was high (M = 23.65, S.D. = 7.22).

Table 3 Shows the Results of the Comparative Analysis of the Differences in Emotional Intelligence Scores of Male and Female Students

Variable		N	Mean	S.D.	t	df	Sig. (2-tailed)
Gender	Male	119	148.40	19.52	-1.01	189.00	.316
	Female	298	150.47	17.53			

From Table 3, The results of the comparative analysis of the differences in emotional intelligence scores of males and females of students using the Independent Sample t-test found that t(198.00) = -1.01, p > .05, indicating that the emotional intelligence of male students has a mean value that is not significantly different.

Table 4 Shows the Results of the Comparison of Mental Resilience Differences Between Males and Females

Variable		N	Mean	S.D.	t	df	Sig. (2-tailed)
Gender	Male	119	24.55	7.73	1.61	415	.108
	Female	298	23.29	6.99			

From Table 4, the results of the comparison of mental resilience differences between male and female undergraduate students at Naresuan University using an Independent Sample t-test show that t(415) = 1.61, p > .05. This indicates that the mental resilience of male students (M = 24.55, S.D = 7.73) does not significantly differ from that of female students (M = 23.29, S.D = 6.99) at a statistically significant level.

Table 5 Comparative Analysis of the Differences in the GPA, Monthly Income and Emotional Intelligence Scores

Variable		df	Sum of Square	Mean Square	F.	Sig.
GPA	Between Groups	4	3547.95	879.49	2.72	.029*
	Within Groups	412	133033.3	322.90		
Total		**416**	**136551.2**			
Monthly Income	Between Groups	3	28.06.42	935.47	2.89	.035*
	Within Groups	413	133744.8	323.84		
Total		**416**	**136551.2**			

*Significant at .05 level.

From **Table 5,** the results of the comparison of GPA and emotional intelligence scores among undergraduate students at Naresuan University using One-Way Analysis of Variance (One-Way ANOVA) show that $F_{(4, 412)}$ = 2.72, $p < .05$. This indicates that the different GPAs result in statistically significant differences in emotional intelligence scores. The results of the comparison of average monthly income and emotional intelligence scores among undergraduate students at Naresuan University using One-Way Analysis of Variance (One-Way ANOVA) show that $F_{(3, 413)}$ = 2.89, with a significance level (Sig) of .035 ($p < .05$). This indicates that the different average monthly incomes result in statistically significant differences in emotional intelligence scores.

Table 6 Comparative Analysis of the Differences in the GPA, Monthly Income and Mental Resilience Score

Variable		df	Sum of Square	Mean Square	F.	Sig.
GPA	Between Groups	4	482.06	120.51	2.34	.055
	Within Groups	412	21225.12	51.52		
Total		**416**	**21707.18**			
Monthly Income	Between Groups	3	151.79	50.60	.97	.407
	Within Groups	413	21555.39	52.19		
Total		**416**	**21707.18**			

*Significant at .05 level.

From **Table 6,** the results of the comparison of GPA and mental resilience scores among undergraduate students at Naresuan University using One-Way Analysis of Variance (One-Way ANOVA) show that $F_{(4, 412)}$ = 2.34, $p > .05$. This indicates that the different GPAs do not result in statistically significant differences in mental resilience scores. The results of the comparison of average monthly income and mental resilience scores among undergraduate students at Naresuan University using One-Way Analysis of Variance (One-Way ANOVA) show that $F_{(3, 413)}$ = .97, $p > .05$. This indicates that the different average monthly incomes do not result in statistically significant differences in mental resilience scores.

Table 7 Results of the Analysis Showing the Pairwise Mean Comparison Using the Scheffe Method of Emotional Intelligence Scores Classified by Grade Point Average (GPA)

$\bar{x}$		df	Sig.
GPA (I)	GPA (J)	(I-J)	
Less than 2.00	2.01 − 2.50	−3.78	.628
	2.51 − 3.00	−9.48	.207
	3.01 − 3.50	−8.68	.248
	Greater than 3.51	−13.01	.085

Table 7 (Cont.)

$\bar{x}$		df	Sig.
GPA (I)	**GPA (J)**	**(I-J)**	
2.01 – 2.50	Less than 2.00	3.78	.628
	2.51 – 3.00	−5.71	.164
	3.01 – 3.50	−4.90	.110
	Greater than 3.51	−9.23	.003*
2.51 – 3.00	Less than 2.00	9.48	.207
	2.01 – 2.50	5.71	.064
	3.01 – 3.50	.81	.721
	Greater than 3.51	−3.53	.135
3.01 – 3.50	Less than 2.00	8.68	.248
	2.01 – 2.50	4.90	.110
	2.51 – 3.00	−.81	.721
	Greater than 3.51	−4.33	.063
Greater than 3.51	Less than 2.00	13.01	.085
	2.01 – 2.50	9.23	.003*
	2.51 – 3.00	3.53	.135
	3.01 – 3.50	4.33	0.63

*Significant at .05 level.

From **Table 7,** The results of the pairwise comparison analysis using the Scheffé method found that the significance level for the average grade of students in the range of 2.01−2.50 and 3.51 or higher was .003 ($p < .05$). This indicates that the emotional intelligence scores of students with an average grade range of 2.01−2.50 and those with an average grade range of 3.51 or higher differ significantly at a statistically significant level.

Table 8 Results of the Analysis Showing the Pairwise Mean Comparison Using the Scheffe Method of Emotional Intelligence Scores Classified by Monthly Income

$\bar{x}$		df	Sig.
Monthly Income (I)	**Monthly Income (J)**	**(I-J)**	
Less than 4,000 Baht	4,001–6,000 Baht	−4.54	.279
	6,001–8,000 Baht	−5.28	.263
	Greater than 8,000 Baht	−7.66	.050*
4,001–6,000 Baht	Less than 4,000 Baht	4.54	.279
	6,001–8,000 Baht	−.74	.993
	Greater than 8,000 Baht	−3.12	.673
6,001–8,000 Baht	Less than 4,000 Baht	5.28	.263
	4,001–6,000 Baht	−.74	.993
	Greater than 8,000 Baht	−2.39	.869
Greater than 8,000 Baht	Less than 4,000 Baht	7.66	.050*
	4,001–6,000 Baht	3.12	.673
	6,001–8,000 Baht	2.39	.869

* Significant at .05 level

From **Table 8,** The results of the pairwise comparison analysis using the Scheffé method found that the significance level for the average monthly income of students earning less than 4,000 baht and those earning

8,000 baht or more was .050 (p < .05). This indicates that the emotional intelligence scores of students with an average monthly income of less than 4,000 baht and those earning 8,000 baht or more differ significantly at a statistically significant level.

Table 9 Results of the Correlation Analysis Between Emotional Intelligence and Mental Resilience

Variable	Resilience Levels		
	Pearson Correlation(r)	Sig. (2-tailed)	Correlation Level
Emotional Intelligence Levels	0.585*	< .001	Moderate

Note: **Statistically Significant at < .001 Level

From Table 9, The results of the correlation analysis show that the scores of the Emotional Intelligence Assessment for individuals aged 18-60 years and the CD-RISC (mental resilience) are positively correlated at a significance level of .05 (r = .585, p-value < .001). This indicates that if undergraduate students at Naresuan University have higher emotional intelligence scores, their mental resilience scores are also higher.

Discussion

The results of this study reveal several key insights into the study of the relationship between emotional intelligence and resilience of students in Naresuan University. This discussion is organized according to the research objectives of the study and linked to relevant theoretical concepts. The current study explores the relationship between Emotional Intelligence (EQ) and Resilience (RQ) in Naresuan University students. A key theoretical perspective that can explain the observed relationships is the Emotional Intelligence Theory by Salovey and Mayer (1990) and Resilience Theory by Masten (2001). These theories suggest that emotional intelligence plays a crucial role in an individual's ability to manage stress, cope with adversity, and form positive social relationships, all of which are essential components of resilience intelligence.

Objective 1: To assess emotional intelligence levels of students at Naresuan University. The survey results on the emotional intelligence of students at Naresuan University revealed that the sample group exhibited average levels of emotional intelligence. This finding aligns with the research conducted by Chaiwanarom et al. (2022), conducted a study on the relationship between stress and emotional intelligence among students at Rajamangala University of Technology Rattanakosin. They found that most students had normal levels of emotional intelligence. Similarly, Siriumpankul (2019) also found that emotional intelligence assessments for students at a university level generally showed comparable results, with students entering the same university having similar social backgrounds. This provided a foundation for personal growth and development of social skills, which mirrors the average levels of emotional intelligence. Consequently, most students demonstrated normal to above-normal emotional intelligence in almost every aspect. Moreover, university life involves socializing to meet new people, including seniors, peers, juniors, faculty members, and university staff. These interactions range from superficial greetings to deeper engagements through activities and projects, such as orientation events and group activities. Participating in such events fosters teamwork skills, adaptability, and an understanding of one's emotions and needs. Students also learn to control their emotional expressions appropriately, understand the emotions and needs of others, and develop leadership and followership skills. They gain experience as both helpers and recipients of assistance, building positive relationships with peers and others in the university. These findings align with the research of Thephasadin Na Ayudhya (2000), who emphasized that universities should provide an environment and activities to help students develop an awareness of societal norms and the importance of living harmoniously

within a community. This fosters a sense of responsibility, selflessness, and effective social relationships, contributing to a fulfilling university life. From these observations, it is evident that students at Naresuan University possess normal emotional intelligence levels. This aligns with the findings of Wongkumsin (2019), in his study of 1,078 students at Kasetsart University, also found that emotional intelligence was at a positive level among the students, which supports the findings that emotional intelligence among students is generally average or slightly above average. Additionally, the survey revealed that personal factors such as gender, academic year, Grade Point Average (GPA), and monthly income significantly influenced emotional intelligence among students at Naresuan University. GPA and monthly income, in particular, were critical factors. GPA often reflects academic success and can influence emotional intelligence levels; higher academic performance is associated with better emotional intelligence. This finding is consistent with the studies of Panjiang (2015) and Temchavala and Putthisri (2012), which showed a statistically significant relationship between emotional intelligence and academic achievement. Differences in monthly income also contribute to varying emotional intelligence levels. Income affects individuals' ability to manage their financial needs, leading to different life satisfaction levels and emotional skills. Luenam and Kupgan (2015) found that variations in family income influenced overall emotional intelligence, well-being, and contentment. Higher income typically allows for greater emotional stability, pride, and life satisfaction, contributing to better emotional control. Conversely, financial challenges require individuals to cope with risks and survive under constrained circumstances, such as insufficient savings or emergency funds. This finding is supported by Lomtaku et al. (2023), who noted that monthly income affects saving habits, with higher income allowing for better financial management and emotional regulation. Thus, financial stability significantly impacts emotional intelligence and overall well-being.

Objective 2: To assess resilience levels of students at Naresuan University. The survey results on the psychological resilience of students at Naresuan University revealed that the sample group demonstrated normal levels of resilience. This indicates that the students in the sample group possess the ability to adapt and recover from crises or adverse events. They are capable of restoring their mental well-being, avoiding prolonged distress, overcoming challenging situations, and returning to a state of normalcy. These findings align with the research by Deeprasert and Maraphen (2023), which found that undergraduate students from universities within the Health Promoting University Network exhibited normal levels of psychological resilience during the COVID-19 pandemic. This resilience stemmed from their experiences in coping with various challenges since entering higher education, transitioning from high school to university life, and dealing with events that affected their emotions and mental state. These experiences enabled students to develop mental strength, patience, and the ability to overcome obstacles. The findings also support the research by Stallman and Wilson (2017 as cited in Wongwutthiauksron et al., 2022), which showed that individuals who actively seek appropriate ways to handle problems exhibit strong psychological resilience. Such individuals are better at managing their emotions and coping with stressful situations. Additionally, the study found that differences in personal factors, such as gender, academic year, GPA, and monthly income, did not significantly affect psychological resilience. This suggests that students across these different demographics tend to have similar levels of resilience. These findings are consistent with Wu et al. (2020), who studied psychological resilience and positive coping strategies among Chinese undergraduate students. Their study revealed no significant differences in resilience levels based on gender, academic faculty, or GPA.

Objective 3: To survey the relationship between emotional intelligence and resilience among students at Naresuan University. The relationship between EQ and RQ observed in this study, with a positive correlation of

0.585, is supported by findings from Tugade and Fredrickson (2004), who found that individuals with higher emotional intelligence exhibited higher resilience. This can be explained through the ability to manage one's emotions effectively during stress, which allows individuals to recover more easily from challenges. This means that students with higher emotional intelligence also tend to exhibit higher resilience whereas those with lower emotional intelligence tend to have lower resilience. This relationship may stem from students' participation in academic and extracurricular activities that involve collaboration with others. Such experiences foster social skills, self-awareness, and an understanding of their own emotions and needs. They also encourage self-regulation, enabling students to express their emotions and feelings appropriately as well as empathize with others. These characteristics align with the traits of individuals with high emotional intelligence as outlined by Goleman et al. (2004 as cited in Guntha, 2020). Individuals with strong emotional intelligence are better equipped to cope with challenges and manage their emotions during difficult times. They can often perceive opportunities within adversity. This finding is consistent with the research of Trigueros et al. (2019), which concluded that emotional intelligence facilitates adaptation to adverse events or life challenges. Emotional intelligence is a skill that can be developed, learned, and applied to enhance resilience intelligence. As individuals improve their emotional intelligence, their psychological resilience tends to increase as well. This conclusion aligns with the study by Jayalakshmi and Magdalin (2015), which examined emotional intelligence and resilience among first-year university students in Chennai, India. Their findings indicated that higher emotional intelligence increases the likelihood of an individual possessing greater resilience when facing adversity or challenges.

The Limitations of this Study: While the study provides important insights into the relationship between emotional intelligence and resilience among university students, several limitations must be acknowledged. One of the key limitations is the use of a cross-sectional research design, which captures data at a single point in time and limits the ability to establish causal relationships. A cross-sectional design can identify correlations but cannot determine the directionality of the relationships between variables. Future research could benefit from using a longitudinal design, which tracks changes over time and offers more robust insights into the development of emotional intelligence and resilience across different stages of students' academic careers.

Conclusions

This survey research aimed to assess Emotional Intelligence (EQ) and Resilience (RQ) levels, and to study the relationship between these two key variables among 417 students attending Naresuan University. Data collection included personal information questionnaires, the Emotional Intelligence Assessment for Adults (52 items), and the Connor-Davidson Resilience Scale (10 items). The research objectives also included a comparison of emotional intelligence and resilience based on personal factors, such as gender, GPA, and monthly income. The sample group in this research study consisted mostly of female participants, accounting for 71.5%, and male participants, accounting for 28.5%. The majority had an average monthly income ranging between 4,001-6,000 THB, representing 36.7%, while the smallest group had a monthly income of 8,000 THB or more, representing 18.5%. The majority had a Grade Point Average (GPA) between 3.01 and 3.50, accounting for 31.2%. The analysis of the average Emotional Intelligence (EI) scores revealed that the participants had an average level of emotional intelligence. The analysis of the average resilience scores showed that the participants exhibited normal levels of psychological resilience. When comparing emotional intelligence by personal factors, it was found that students at Naresuan University with different genders, GPAs, and monthly incomes exhibited

significant differences in emotional intelligence at the 0.05 significance level. However, when comparing resilience by personal factors, no significant differences were found based on gender, GPA, or monthly income. Lastly, the study found a positive and statistically significant relationship between emotional intelligence and psychological resilience among the participants.

Recommendations

Recommendations for Using Research Results

1. Based on the findings of this study, it is recommended that universities consider integrating emotional intelligence development topics into supplementary curricula or student development activities. This could be included in workshops, seminars, or extracurricular programs aimed at enhancing emotional and psychological well-being among students.

2. There should be an ongoing monitoring and evaluation process for emotional intelligence and resilience in the student population, especially across academic years. This will allow universities to track trends in changes in students' emotional intelligence and resilience levels, providing data that can guide future interventions and program development.

3. Universities should continue efforts to promote and enhance emotional intelligence and resilience among students through structured programs and support systems. Such efforts will ensure that students are better prepared for the challenges of university life and beyond, enabling them to apply these skills effectively in their academic, personal, and professional lives.

Recommendations for Future Studies

1. Future research should explore additional variables that influence emotional intelligence and psychological resilience, including but not limited to social support, stress levels, and coping mechanisms. This will help provide a more comprehensive understanding of the factors that contribute to these attributes.

2. It is recommended that future studies expand the scope of the population to include students from various universities or regions. A broader sample will allow for more generalizable results and a deeper understanding of how emotional intelligence and resilience manifest in different educational settings and cultural contexts.

3. Future research should consider employing causal-comparative or experimental research designs to develop emotional intelligence and systematically measure its impact on resilience. Such research could provide more robust evidence of the causal relationships between these variables and offer actionable insights for developing targeted interventions.

Conflict of Interest

I do so declare there have been no conflicts of interest in completing this study.

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