EMOTIONAL INTELLIGENCE AND ITS RELATIONSHIP WITH PSYCHOLOGICAL RESILIENCE AMONG UNIVERSITY STUDENTS (FIELD STUDY AT EL OUED UNIVERSITY – ALGERIA)

Said Nesrat[1], Mokhtar Ben Abdessalam[2], Mesbah Lehelli[3], Mohammed Gouarah[4], Mohammed Said Guissi[5]

[1,2,3] University of El Oued, Algeria
[4] University of Ouargla, Algeria
[5] University of El Oued, Algeria
*correspondent: Nesrat-said@univ-eloued.dz

Abstract:
This study aims to examine the relationship between emotional intelligence and psychological resilience among university students, and to determine whether there are differences among the sample individuals in psychological resilience that can be attributed to gender (male/female) and academic level. The study was conducted on a sample of students from El Oued University – Algeria, consisting of 91 students (38 males and 53 females).
Two scales were used in the study to collect the necessary data: the Emotional Intelligence Scale developed by (Schutte et al., 1998), and the Psychological Resilience Scale developed by (Salem bin Saleh bin Saif Al-Azri).
The data were statistically analyzed using the SPSS software, and the results were as follows:
1- University students have a high level of psychological resilience.
2- There is a statistically significant correlational relationship between emotional intelligence and psychological resilience among university students.
3- There are no statistically significant differences in psychological resilience based on the gender variable (males – females).
4- There are no statistically significant differences in psychological resilience based on the academic level variable.

Keywords: Emotional Intelligence; Psychological Resilience; University Student.

1. INTRODUCTION:

For many years, the topic of intelligence has remained one of the most debated subjects in research and science. Perhaps the reason for this lies in the fact that the subject of *emotional* intelligence is both philosophical and scientific. Psychological and educational studies and research began to explore and uncover its meaning and discover ways to measure it due to the status it holds in professional and academic fields. In contrast, topics related to emotions, feelings, and affect received only limited attention. This was due to the dominance of the traditional view at the time, which considered the learner's intelligence as a single ability that could be summarized or expressed through a specific number known as the intelligence quotient (IQ). Back then, intelligence had only one agreed-upon concept—mental processing ability, or what is known as intellectual intelligence (Al-Mili, 2010, p. 173).

With the increase in studies and research on the subject, it became clear that humans possess multiple types of intelligence that they use to deal with the various situations they encounter in life. Intensive studies and research involving tens of thousands of people in the United States during the 1990s demonstrated that a person's success and happiness in life do not depend solely on their academic degrees and achievements, which express intellectual intelligence, but also require another type of intelligence: emotional intelligence. This form of intelligence is not inherited but acquired through learning and emotional upbringing, which

combines the cognitive and affective aspects. Ultimately, this leads to the formation of positive relationships with others.

It can be said that resilience is the emotional and mental response that enables a person to adapt positively to different life situations. The American Psychological Association defines psychological resilience as the process of good adjustment and positive coping with adversity, shocks, setbacks, or the ordinary psychological pressures faced by humans, such as family problems, relationship issues, serious health problems, and work-related stress. Psychological resilience plays an important role in determining the extent of an individual's ability to adapt to the difficulties and stressful situations they face in life. El-Sharkawy (1983) states that a psychologically healthy person with emotional balance is someone who can control their emotions with high flexibility.

1.1 Problem Statement:

The pressures faced by university students—whether from family, university, or society—represent influences that cannot be ignored or denied. University students are not immune to these life circumstances, situations, and various conflicts. They experience psychological, social, and physiological changes that result in demands and needs requiring fulfillment, ambitions and goals needing achievement, and a pressing desire for independence and individuality (Al-Zayoud & Wnader, 1999, p. 158).

In this regard, the study by Al-Nadhmi and Al-Sumairi (2007) confirmed that university students are exposed to a range of pressures and problems that hinder the fulfillment of their academic needs. This may reflect negatively on their psychological states, leading to feelings of anxiety about the future and difficulties in adaptation. In their effort to interact positively and overcome these pressures, students will need a set of emotional skills represented by emotional intelligence, which enables them to interact effectively with themselves and others. This begins with emotional self-awareness and extends to handling the challenges imposed by the nature of life and university study—challenges that may cause feelings of negativity, hesitation, and insecurity, undermining their confidence in themselves and their academic abilities, and obstructing their competence and adjustment with themselves and others (Ben Amor, 2017, p. 07).

Therefore, studying emotional intelligence in university students is a crucial aspect and represents part of a long path toward understanding the emotional life of university students. In this regard, Goleman sees emotional intelligence as a set of emotional skills possessed by the individual, necessary for professional success. Goleman also added that emotional intelligence is 80% more important for a person's success compared to cognitive intelligence.

This concept has attracted the attention of researchers and scholars in psychology and education sciences, resulting in a large number of studies. Among them is the study by Adnan Mohammed Abdel-Qader on emotional intelligence and its relationship with university engagement among new students at the College of Education, University of Taiz. The results concluded that there is a positive correlational relationship between emotional intelligence and university engagement among new students (Adnan, 2011, p. 27).

In another study by Lahmari (2019), titled *Emotional Intelligence and Its Relationship with the Level of Aspiration Among a Sample of University Students*, the results showed a statistically significant positive correlational relationship between emotional intelligence and the level of aspiration among university students. Emotional intelligence was also found to be a predictor of the level of aspiration in university students.

It is worth noting that emotional intelligence fundamentally depends on the integrity of the individual's psychological structure and mental health, as well as their ability to self-regulate, which is the foundation of psychological resilience. University students constantly need to understand their emotions and psychological pressures and how to control them with high

flexibility, using this awareness as a basis for their decisions. This highlights the importance of another topic no less important than the former: psychological resilience.

Psychological resilience is key to students' success in facing various situations. It allows them to control their emotions and respond appropriately when confronted with obstacles and problems. In contrast, the absence of psychological resilience makes it more difficult for students to face challenges, increasing their negative impact and diminishing their emotional intelligence—thereby affecting their academic, professional, and personal future.

Psychological resilience is also essential for accepting new ideas and changes, facilitating the ability to be creative in thinking patterns and continuous cognitive change that aligns with societal developments. It also forms the basis for accepting others and their beliefs, and for interacting with differences in ways that enrich communication skills and human relationships. It enables the exchange of ideas to enrich personal experiences and life awareness (Shaqura, 2012, p. 86).

Among the studies that have focused on psychological resilience are: Study by Yahya Omar Shaqoura (2012) titled *Psychological Resilience and Its Relationship with Life Satisfaction Among University Students in Gaza Governorate*, and Study by Kinan Ismail Al-Sheikh (2017) titled *Psychological Resilience and Its Relationship with Life Satisfaction Among Students of Damascus University*.

Through our review of previous studies, it became evident how much researchers are interested in emotional intelligence among students and its relationship with various variables, including psychological resilience especially since we ourselves experienced similar pressures throughout our studies. This gave rise to the need to conduct this study, aiming to identify the relationship between emotional intelligence and psychological resilience among university students.

We thus posed the general question:

Is there a correlational relationship between emotional intelligence and psychological resilience among university students?

From this, the following sub-questions emerged:

- What is the level of psychological resilience among university students?
- Is there a statistically significant relationship between emotional intelligence and psychological resilience among university students?
- Are there statistically significant differences in psychological resilience based on the gender variable among university students?
- Are there statistically significant differences in psychological resilience based on the academic level variable among university students?

1.2 Study Hypotheses:

- To answer the posed questions, the following hypotheses were formulated:
- University students possess a moderate level of psychological resilience.
- There is a statistically significant relationship between emotional intelligence and psychological resilience among university students.
- There are no statistically significant differences in psychological resilience based on the gender variable among university students.
- There are no statistically significant differences in psychological resilience based on the academic level variable among university students.

1.3 Importance of the Study:

- The current study holds significant importance in examining the positive aspect of behavior, or in other words, part of the concerns of positive psychology, represented by emotional intelligence and psychological resilience.

– The importance of the emotional intelligence variable, as it is one of the key factors in an individual's life and their ability to interact with others.
– The importance of the psychological resilience variable and its impact on human behavior, mental health, and various aspects of personality.
– The study's importance also lies in the potential to benefit from its results in designing research, programs, and training courses aimed at developing emotional intelligence or psychological resilience among students.
– The significance of the study sample, which represents the university stage with its levels, and the cognitive, emotional, and social characteristics that distinguish this stage from others.

1.4 Objectives of the Study:

Every scientific research has objectives that the researcher seeks to achieve. The objectives of this study are as follows:

– To verify whether university students possess a moderate level of psychological resilience.
– To verify the existence of a relationship between emotional intelligence and psychological resilience among university students.
– To verify the existence of differences in psychological resilience based on the gender variable among university students.
– To verify the existence of statistically significant differences in psychological resilience based on the academic level variable among university students.

1.5 Operational Definitions of the Study Variables:

– **Emotional Intelligence – Conceptual Definition:** A complex set of personal abilities or skills that help an individual understand their own feelings and emotions and then control them effectively, understand the feelings and emotions of others and interact with them appropriately, utilize emotional energy for good performance, and establish good relationships with those around them (Al-Samadoni, 2007, p. 47).
– **Emotional Intelligence – Operational Definition:** In this study, it is expressed as the score obtained by the university student on the Emotional Intelligence Scale developed by Schutte et al. (1998).
– **Psychological Resilience – Conceptual Definition:** A dynamic process that provides the individual with the ability to adapt to the pressures and normal situations faced in life, along with the ability to recover their previous psychological state after crises (Ourida, 2020, p. 09).
– **Psychological Resilience – Operational Definition:** In the current study, it is expressed as the score obtained by the university student on the Psychological Resilience Scale adapted from the study by Salem bin Saleh bin Saif Al-Azri.

1.6 Study Limits:

– **Spatial Limits:** This study was conducted at Martyr Hamma Lakhdar University in El Oued, on a sample of students from the Faculty of Social and Human Sciences.
– **Temporal Limits:** The scales of the current study were applied during the period from December 2022 to January 2023.
– **Human Limits:** A sample consisting of 91 male and female students from the Faculty of Social Sciences.
– **Thematic Limits:** Studying the relationship between emotional intelligence and psychological resilience among university students.

2. Emotional Intelligence:

Emotional intelligence is considered one of the most important current topics, as scientists and researchers have taken great interest in studying it, providing numerous explanations and definitions, the most prominent of which are the following:

Goleman defines emotional intelligence as: a set of abilities related to recognizing emotions, controlling emotions, and being sensitive to the emotions of oneself or others. These characteristics are comfortably aligned with a person's perception of interpersonal and intrapersonal intelligences.

According to the American Institution, emotional intelligence is defined as: the ability to quickly recognize responses and reactions to situations and people, and to use that knowledge effectively (Al-Astal, 2010, p. 23).

Salovey and Mayer define it as: the ability to accurately perceive, evaluate, and express emotions, the ability to generate or access feelings, the ability to understand emotions and emotional knowledge, and the ability to regulate emotions in ways that promote emotional and intellectual growth (Al-Masdar, 2008, p. 596).

Bar-On defines it as: a large number of non-cognitive skills (personal skills, social skills, adaptability, stress management, general mood) that affect a person's ability to succeed in harmonizing with environmental demands and pressures. It also indicates an overlap between emotional intelligence and personality traits, separate from intellectual intelligence (Meziani, 2012, p. 48).

Abraham defines it as: a set of skills attributed to accurately assessing and correcting one's own feelings, identifying the emotional features of others, and using them for motivation and achievement in the individual's life.

George defines it as: the ability to perceive emotions through thinking, understand emotional knowledge, and regulate emotions in a way that allows the individual to influence the emotions of others (Abdel Rahman Ahmed, 2011, p. 483).

From the above, we conclude that emotional intelligence is a complex set of personal abilities and skills that allow an individual to understand their emotions and feelings and control them, as well as understand the emotions and feelings of others and interact with them effectively. These abilities also help the individual perform well, succeed, and build good relationships with others. These skills can be learned, acquired, and developed.

3. Psychological Resilience:

The American Psychological Association defines it as: the process of good adjustment and positive coping with adversity, trauma, setbacks, or psychological pressures faced by individuals, such as family problems, relationship issues, serious health problems, work stress, and financial difficulties (Al-Zoubi, 2016, p. 67).

Lüder Siedler (2012) indicates that the term resilience originally emerged in the field of physics, referring to the ability of a material to return to its original state after being subjected to intense pressure, high heat, or any other external force. He considers it a refined concept that should be adopted when dealing with human nature, as it reflects a person's ability to return to their previous state after experiencing trauma, disasters, or threatening dangers (Abu Halawa, 2013, p. 19).

Tahhan defines psychological resilience as: the ability to adapt in situations involving frustration, where one seeks different solutions to problems and does not exhibit helplessness in facing them (Tahhan, 1992, p. 181).

Khatib defines it as: the ability to face life pressures and its tough challenges, and to live a dignified life; it is the capacity to interact socially with others, to forgive and hope, and to create a sense of meaning in life (Al-Khatib, 2007, p. 04).

Zayyat (2009) stated that resilience is the ability to generate a large and diverse number of ideas, and to shift or move from one type or category of ideas to another, meaning the ability to change one's perspective (Rababa, 2018, p. 13).

Krassi (2010) believes that psychological resilience helps an individual adapt to psychological pressures and enables them to perform their functions well. Quta (2011) also sees psychological resilience as the process of healthy and proper adaptation during times of hardship, stress, and trauma, while maintaining hope, self-confidence, and emotional control (Abu Nada, 2015, p. 42).

Thus, psychological resilience is the ability to adapt and adjust to life's difficulties in the face of challenging social conditions, hardships, adversities, family or emotional problems, health crises, and professional or economic troubles.

4. Study Procedures:

4.1 Study Methodology:

Since the current study aims to understand the nature of the relationship between its variables (emotional intelligence and psychological resilience), the descriptive method is the most appropriate for this study.

4.2 Study Sample:

Students from Martyr Hamma Lakhdar University in El Oued were selected using accidental sampling, where "the researcher selects a number of individuals from the population whom they encounter by chance to investigate a specific phenomenon" (Al-Duailej, 2014, p. 96).

4.2.1 Sample Size:

The initial sample consisted of 100 students to whom the questionnaire was distributed. However, 9 questionnaires were excluded due to incomplete responses caused by laziness or neglect. Therefore, the final sample size was 91 students, distributed by gender as shown in the following table:

Table (1): Distribution of sample individuals by gender.

Gender	Males	Females	Total
Frequency	38	53	91
Percentage	41.7%	58.2%	100%

Source : SPSS output, Version 27.

4.3 Study Tools:

The study relied on the following tools:

4.3.1 Emotional Intelligence Scale by Schutte et al. (1998):

This is a self-report scale consisting of **33 items** with a **5-point Likert scale**, where higher scores indicate higher emotional intelligence. The authors used this scale in many studies. It measures evaluation and expression of one's own emotions and others' emotions, regulation and control of these emotions, and their use in problem-solving. It is significantly correlated with eight psychological concepts such as emotional awareness and life orientation (Saadawi, 2010, p. 49).

The response options and their scoring are shown below:

Table (2): Scoring of Schutte's Emotional Intelligence Scale.

Response Option	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
Score	01	02	03	04	05

Source : SPSS output, Version 27.

4.3.2 Psychological Resilience Scale:

A scale with psychometric properties, applied to university students in the study by Shaqoura (2012). Shaqoura confirmed its reliability and validity. It was taken from the study by Salem bin Saif Al-Azri (2016) titled *Psychological Resilience and Its Relationship with Social Skills among Sharia Students in the Sultanate of Oman*.

It contains 40 items, with five response options: (Strongly Disagree – Disagree – Cannot Decide – Agree – Strongly Agree). Scoring is explained below:

Table (3): Scoring of the Psychological Resilience Scale

Response Option	Strongly Disagree	Disagree	Cannot Decide	Agree	Strongly Agree
Score	01	02	03	04	05

Source : SPSS output, Version 27.

The Psychological Resilience Scale consists of **three dimensions**, distributed across the items as follows:

Table (4): Item numbers by dimension in the Psychological Resilience Scale

Dimension	Item Numbers
Emotional	1-4-7-10-13-16-19-22-25-27-30-32-34-36-38-40
Cognitive	2-8-11-14-17-23-25-26
Social	3-6-9-12-15-21-24-27-29-31-33-35-37-39

Source : SPSS output, Version 27.

5. Presentation, Discussion, and Interpretation of Study Results
5.1 Presentation, Discussion, and Interpretation of the First Hypothesis Result:

The first hypothesis states: University students possess a moderate level of psychological resilience.

This hypothesis was tested using a one-sample t-test through the SPSS 23 statistical package, and the following results were obtained:

– Score ranges: [1.8–2.6], [2.6–3.4[, [3.4–5]
– Raw score ranges: [36–52], [52–68[, [68–100]

Table (5): Level of psychological resilience among university students

Item No.	Percentage Level	Level	Item No.	Percentage Level	Level
01	82.6%	High	21	88.6%	High
02	76.8%	High	22	81.4%	High
03	84.8%	High	23	79.8%	High
04	78%	High	24	78%	High
05	64.6%	Moderate	25	80.8%	High

06	83%	High	26	60.6%	Moderate
07	68.4%	Moderate	27	80.4%	High
08	71.8%	High	28	62.6%	Moderate
09	73%	High	29	83.2%	High
10	80%	High	30	66%	Moderate
11	77.2%	High	31	70.2%	High
12	66.2%	Moderate	32	59.6%	Moderate
13	57.2%	Moderate	33	78.2%	High
14	75.4%	High	34	65.4%	Moderate
15	66.6%	Moderate	35	79.8%	High
16	82.2%	High	36	77.2%	High
17	77.4%	High	37	78%	High
18	71.6%	High	38	71.6%	High
19	79.4%	High	39	54%	Moderate
20	81.4%	High	40	71.4%	High

Source : SPSS output, Version 27.

From Table (5) above, we observe that the mean scores of the scale items ranged between 54% and 88.6%, with the highest mean for item (21) and the lowest for item (39).
  – The items with moderate levels are: [5, 7, 12, 13, 15, 26, 28, 30, 32, 34, 39]
  – The items with high levels are: [1, 2, 3, 4, 6, 8, 9, 10, 11, 14, 16, 17, 18, 19, 20, 22, 23, 24, 25, 27, 29, 31, 33, 35, 36, 37, 38, 40]
  – The item with a very high level is: [21]
Therefore, the overall level of psychological resilience among students at El Oued University in Algeria is high.
This result aligns with the findings of Qamar Maghzoob et al. (2017), who also reported a high level of psychological resilience and life satisfaction. Moreover, psychological resilience appears to be a skill that students acquire and demonstrate at varying levels, depending on their responses to the scale.
This supports what Adler indicated: psychological resilience depends on the individual's ability to change their life strategies in response to the realities of life and social interests, which helps them overcome deficiencies and reach higher levels of psychological growth and social adjustment.

5.2 Presentation, Discussion, and Interpretation of the Second Hypothesis Result:
The second hypothesis states: There is a statistically significant correlational relationship between emotional intelligence and psychological resilience among university students.
This hypothesis was tested using Pearson's correlation coefficient through the SPSS 23 statistical software, and the obtained results are presented in the following table:

Table (6): Correlation coefficient between emotional intelligence and psychological resilience.

Variable	Correlation Coefficient (r)	Statistical Significance
Emotional Intelligence	0.60	Statistically significant
Psychological Resilience		

Source : SPSS output, Version 27.

From the results shown in Table (6), the value of the correlation coefficient r is 0.60, which is statistically significant at the 0.01 level. Therefore, we accept the research hypothesis stating that there is a statistically significant correlational relationship between emotional intelligence and psychological resilience among university students.

This result can be attributed to the fact that university students possess emotional intelligence, which enables them to understand and control their emotions, comprehend others' emotions, and deal flexibly and smoothly with situations that evoke these emotions. It also allows for positive adaptation and adjustment to stressful situations. This trait reflects an openness in the students' abilities and willingness to develop and adapt them to new circumstances.

This finding is consistent with the study by Mostafa Rashad Mostafa Al-Astal (2010) and the study by Jouda (2007), both of which reported a positive statistically significant correlation at the 0.01 level between emotional intelligence and overall stress-coping skills meaning, the higher the emotional intelligence, the higher the coping skills. A positive correlation was also found between emotional intelligence and both happiness and self-confidence.

It is also in agreement with Yahya Shaaban Shaqoura's (2012) study, which found a positive correlation between psychological resilience and life satisfaction.

However, this finding differs from the study by Qouta et al. (2001), which reported no essential relationship between resilience and psychological adjustment during violent events in the First Palestinian Intifada, indicating a divergence in the role of resilience under extreme traumatic circumstances.

5.3 Presentation, Discussion, and Interpretation of the Third Hypothesis Result:

The third hypothesis states: There are no statistically significant differences in psychological resilience based on the gender variable among university students.

This hypothesis was tested using the independent samples t-test through the SPSS 23 statistical package. The results are presented in the following table:

Table (7): T-value and its statistical significance for gender differences in psychological resilience.

	Sample Size	Mean	Std. Deviation	T-value	F-value	p-value	Significance Level
Males	38	2.63	3.17	0.83	0.05	0.81	Not statistically significant
Females	53	2.63	3.20				

Source : SPSS output, Version 27.

From Table (7), we see that the mean score for males is 2.63 with a standard deviation of 3.17, and the mean score for females is also 2.63 with a standard deviation of 3.20.

Since both groups (males and females) are homogeneous, and the T-value = 0.83 with a p-value of 0.81, which is greater than 0.05, the result is not statistically significant.

Accordingly, we accept the research hypothesis stating that there are no statistically significant differences in psychological resilience based on gender among university students. This may be attributed to equal opportunities available to both male and female students in the university environment, and the fact that they are exposed to similar situations and manage them competently. Therefore, there is no difference in the level of psychological resilience between the genders.

This finding is consistent with the study by Bouguega Mohamed Ali (2017), which also found no statistically significant differences in psychological resilience attributable to gender. However, it differs from the study by Kinan Ismail Al-Sheikh (2017), which reported

statistically significant differences in psychological resilience scores in favor of male students.

5.4 Presentation, Discussion, and Interpretation of the Fourth Hypothesis Result:

The fourth hypothesis states: There are no statistically significant differences in psychological resilience based on the academic level variable among university students.

This hypothesis was tested using the One-Way ANOVA test through the SPSS 23 statistical software. The obtained results are shown in the following table:

Table (8): Results of One-Way ANOVA according to academic level.

Academic Level	Mean	Standard Deviation	F-value	p-value	Statistical Significance
License (Bachelor)	147.03	15.72	0.84	0.43	Not significant
Master 1	144.50	9.60			
Master 2	151.10	13.69			

Source : SPSS output, Version 27.

Table (8) shows the results of One-Way ANOVA analysis, from which we conclude that there are no statistically significant differences in psychological resilience based on the academic level of university students. The F-value = 0.84 and the p-value = 0.43, which is greater than 0.05, indicating that the result is not statistically significant.

Accordingly, based on the above results, we accept the research hypothesis that states: *There are no statistically significant differences in psychological resilience based on academic level among university students.*

This means that students, regardless of their academic level, do not differ significantly in their level of psychological resilience. This can be attributed to the fact that university students across different levels—are generally in the maturity stage of development, during which they become more aware, experienced, and capable of adapting and positively facing challenges and stressors. As a result, they tend to show similar levels of resilience, and no meaningful differences appear across academic stages.

However, this finding contrasts with the study by Taqi Al-Din (2016), which found statistically significant differences in psychological resilience levels based on the type of attitude toward health behavior.

6. CONCLUSION:

Based on the findings of this study on emotional intelligence and its relationship with psychological resilience, the results demonstrated that university students possess a high level of psychological resilience. It was also found that there is a correlational relationship between the two variables, and that there are no statistically significant differences in psychological resilience based on gender (male – female) or academic level.

6.1 Recommendations:

- The necessity of giving importance to the psychological and social aspects of students.
- The need to focus on positive psychology and highlight topics that affect the positive dimension of the student.
- Emphasizing the role and impact of emotional intelligence and psychological resilience on the individual's personality, with more in-depth study and exploration.
- The need to integrate emotional intelligence skills into school curricula and apply them practically in primary, middle, and secondary education.

–   Paying attention to teaching topics of positive psychology to university students across various disciplines in order to enhance their psychological and social adjustment, and to boost their mental and social competencies to help them cope with and overcome life's daily stressors and challenges.

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