



Emotional Intelligence, Resilience and Life Satisfaction in Sports Participants

Hadiqa Saleem

MPhil Scholar, Department of Psychology, Riphah International University,
Faisalabad Campus
saleemhadi571@gmail.com

Dr. Muhammad Luqman Khan

Associate Professor, Department of Psychology, Riphah International University,
Faisalabad Campus
luqman.khan0078@gmail.com

Hassan Imran

Lecturer, Department of Psychology, Riphah International University, Faisalabad
Campus
hassanimran332@gmail.com

ABSTRACT

The present research investigation set out to assess how athletes emotional intelligence, resilience, and life satisfaction relate to one another. Considering demographics including gender, age, educational attainment, and family structure, there would be notable group disparities in life satisfaction, resilience, and emotional intelligence among athletes. 200 participants in all (95 men and 105 women) participated in the current study, and information had been obtained from several sports institutions in Faisalabad. Since all of the data for this study was collected at one point in time, a cross-sectional correlation method of analysis was used. Psychological measures were used to get the data: 1) The Schutte Self Report Emotional Intelligence Test (SSEIT) was used to test Emotional Intelligence (EI). 2) The degree of resilience was assessed using the Conner-Davidson Resilience Scale (CD-RS) 3) Sport participant's life satisfaction has been measured using the Satisfaction with Life Scale (SWLS).. The results of the present inquiry demonstrated that each of the variables had a significant connection with all of the other variables. The outcomes of the research revealed that implementing emotional intelligence and resilience training into athletic involvement might boost athletes' psychological wellness and their general sense of accomplishment in life.

Keywords: Emotional intelligence, resilience, life satisfaction, sport participants

INTRODUCTION

Emotion is a basic foundation for personality and existence, greatly impacting interactions in both personal and professional contexts. Effectively navigating social and professional environments requires emotional intelligence. Emotions also help people interact with their surroundings by enabling them to express their innermost feelings. Emotions impact experiences and decision-making when paired with cognition (Manstead & Fischer, 2018).

In a published paper, Salovey and Mayer (1990) originally detailed the idea of emotional intelligence (EI). However, scholars continue to disagree about the exact meaning and conceptualization of emotional intelligence. There are two different ways to look at emotional intelligence (EI): as a personality attribute and as a capacity. The ability-based view defines psychological intelligence as "the capacity of being able to integrate into society, know, & modulate the feelings of both oneself and others, stimulating simultaneously emotive and intellectual growth." Emotional control techniques in descending and outdoor sports athletes have recently been the subject of a lot of research (Castaneir, 2011).

Every facet of human activity is significantly impacted by emotions, which have an impact on decisions, behaviors, and reactions. Emotionally intelligent (EI) people are able to identify and use their skills in both personal and professional contexts (Kayani, et al., 2023; Khan, et al., 2021). Emotional intelligence (EI) has become widely acknowledged during the last 20 years as a critical component in evaluating a person's knowledge, abilities, and competencies in a variety of fields, such as the job, education, and personal growth (Ahmed, & Imran, 2024; Imran, Zaidi, & Khanzada, 2023). It is now commonly accepted that emotional intelligence plays a major role in motivation, decision-making, and job satisfaction, especially in trying circumstances. The notion that success is mostly dependent on emotional intelligence was further supported by Goleman's (1995) theory. The ability to sense and convey emotions both orally plus nonverbally, effectively modulate the feelings oneself in conjunction with the feelings of others, and use mental agility when it comes to problem-solving strategies are all components of emotional intelligence (EI). In a variety of contexts, such as the job, home, and school, emotional intelligence (EI) is essential for developing solid intrapersonal and interpersonal interactions (Brackett et al., 2011). It is anticipated that people with higher levels of emotional intelligence (EQ) will acquire psychological skills more quickly and become more proficient in them (Mayer et al., 2009). Several scholars have described the use of emotional intelligence (EI) in educational settings & discovered that it is an excellent measure of both cognitive function and academic success (Bronzes & Militia, 2014).

Female athletes have undergone enormous growth in recent years and are now among the most well-liked sports personalities in the world. Nowadays, thousands of professional female athletes participate in different leagues across the globe. These athletes frequently move to other cities or nations (Ratten, 2015).

Sports associations and athletes both greatly benefit from emotional intelligence (EI), which has a big impact on athletes' conduct. Athletes can concentrate on the mindset and actions that lead to optimal performance thanks to

emotional intelligence. Self-efficacy, self-confidence, self-motivation, optimism, and flexibility are significant aspects of emotional intelligence (EI) that assist athletes in controlling their emotions, overcoming barriers, and accomplishing their objectives (Ratten, 2015).

Resilience, or the ability to triumph over stress and adversity, is significantly supported by higher emotional intelligence. Resilience in sports refers to "the ability to use psychological processes to maintain performance and well-being under pressure, setbacks, and adversity." Resilience in sports refers to the mental toughness, self-efficacy, and coping mechanisms that allow athletes to maintain high performance levels (Fletcher & Sarkar, 2012).

Two essential elements can be used to understand resilience. Personal competence, which includes traits like self-assurance, independence, decisiveness, invincibility, strength, inventiveness, skill, and perseverance, is the first element. The second element is self-worth and self-esteem that support inner tranquility in the face of adversity (Rodriguez-Fernandez et al., 2016). Emotions and resilience are intimately related; resilience promotes self-control, resolve, and problem-solving skills. The interaction between resilience and emotional intelligence (EI) suggests that people with higher EI are generally happier, which helps them deal with hardship and develop their own skills (Gavin-Chocano et al., 2023).

According to the World Health Organization (WHO), persons between ages of 18 and 64 should participate in exercise for at least 150 minutes each week (Gebauer et al., 2020). Physical activity is strongly linked to better cardio-respiratory health; 150 minutes a week of moderate-to-intense exercise has been shown to significantly lower risk (Shah, et al., 2025; Azhar, Iqbal & Imran 2025). There are further health advantages for people who increase their weekly physical activity to 300 minutes or more. Nevertheless, despite knowledge of these advantages, exercise habits tend to wane in adolescence and the early years of adulthood (Nyberg et al., 2020).

Resilience, often known as "mental toughness," is the ability of retaining motivation and attention in the face of adversity (Gucciardi et al., 2008). Achieving long-term success in sports requires this quality. Resilience is a dynamic process that entails constructive adaptation in the face of severe adversity. When used in relation to sports, it describes an athlete's capacity to preserve or restore their mental health and level of performance in the face of difficulties like injuries, defeats, or performance drops. In sports, resilience is seen as an extensive procedure that involves proactive planning, developing an optimistic outlook, and creating a supporting atmosphere (Vealey & Gallo, 2008).

Considering the correlation between resilience and emotional intelligence (EI), most research suggests that people with higher EI are more resilient. These skills include more positive and less negative affect, tougher appraisals, and improved physiological reactions to stress. Magnano et al. (2016) also emphasized the important part that emotional intelligence (EI) plays in building resilience.

Additionally, Armstrong et al. (2011) discovered a connection between psychological resilience and emotional intelligence (EI), indicating that a greater EI is associated with better adaptation to stressful circumstances.

A person's cognitive judgment of their general state of life, which represents a personal evaluation of their contentment and well-being, is sometimes referred to as life satisfaction. Athletes' views of how playing sports improves their pleasure and sense of fulfillment are referred to as life satisfaction in the wider setting of sports participation (Diener, 1984). Life satisfaction is often regarded in sports psychology as being equivalent to general pleasure or well-being (Ali, et al., 2023; Yasmin, et al., 2020). Physical exercise and life satisfaction have a positive association, indicating that playing sports can enhance one's general sense of wellbeing (Diener, 1984).

A thorough assessment of one's general contentment with life, including aspects like happiness, fulfillment, contentment, and well-being, is called life satisfaction. It describes how people evaluate their relationships, accomplishments, life situations, and general quality of life. Life satisfaction is dictated by a number of elements, such as individual values, objectives, social relationships, health, financial stability, and a feeling of purpose (Oad, Zaidi, & Phulpoto, 2023). To determine a person's perceived degree of pleasure and enjoyment with their life overall, self-reported metrics or subjective evaluations are frequently employed (Powell & Gilchrist, 2006).

Life satisfaction is positively impacted by adaptability. They also stress how important self-esteem is for improving life happiness because the two have a strong positive correlation. Individual's life satisfaction is greatly impacted by their emotions because they promote emotional awareness and a sense of community or team membership, all of which enhance life pleasure (Zhou & Lin, 2016).

Sports participation is widely believed to be a significant factor in enhancing life satisfaction (Maher et al., 2015). Additionally, physical activity promotes mental resilience and self-efficacy (Kim et al., 2023). These factors have been shown to have beneficial effects on life satisfaction (Moljord et al., 2014). Other studies demonstrate that physical activity has an important effect on psychological resilience and self-efficacy, despite the fact that much of the research concentrates on the psychological advantages of physical activity for life satisfaction (Alonzo et al., 2022).

It has been established that physical activity, as defined by specific levels of extent, frequency, and duration, increases positive emotional experiences and increases self-esteem. Likewise resilience, self-efficacy, sports participation, and life satisfaction have significant connections (Zhou & Lin, 2016).

Objectives of the Study

1. To examine the relationship between Emotional Intelligence and Life Satisfaction among Sports Participants
2. To examine the relationship between Resilience and Life Satisfaction among Sports Participants
3. To investigate the impact of Emotional Intelligence and Resilience on Life Satisfaction among Sports Participants

Hypothesis of the Study

1. There will significant relationship between Emotional Intelligence and Life Satisfaction among Sports Participants.
2. There will significant relationship between Resilience and Life Satisfaction

among Sports Participants.

3. Emotional Intelligence and Resilience will significantly predict Life Satisfaction among Sports Participants.

LITERATURE REVIEW

Originally offered proved the concept of psychological capability (EI). However, experts are still arguing on the exact meaning of the EI concept. There are two basic ways to conceptualize emotional intelligence (EI): as a personality attribute and as an ability (Petrides & Furnham, 2001). EI is referred to as the capacity to perceive, integrate into society, understand emotions of others and fostering emotional and intellectual development. We highlighted research that looked into the use of emotional regulation techniques, emotional intelligence (EI), and mental abilities among athletes, as well as EI in mountain trainers and its effect on climbing performance (Garrido & España-Romero, 2019).

There is still debate among scholars over how to conceptualize emotional intelligence (EI). Two different constructs of emotional intelligence (Petrides et al., 2004). EI as a personality characteristic and EI as an ability. While emotional intelligence (EI) as a trait encompasses self-assessments of one's ability to identify, interpret, and use emotionally charged information, EI as an ability is evaluated using performance-based exams (Mir, Rana, & Waqas, 2021). Research on athlete's methods for controlling emotions (Castro-Sánchez et al., 2019; Nicolas et al., 2019) and the effect of emotional intelligence (EI) on climbing performance (Garrido-Palomino & España-Romero, 2019; Laborde et al., 2015) are a pair of studies aimed at practitioners of outdoor sports. Athletes who are extremely resilient and delighted with their lives also usually display higher EI levels (Baumsteiger et al., 2022).

Since emotional intelligence (EI) have major effect on athlete's performance, resilience, and relationships with others. Research has demonstrated that emotional intelligence (EI) and performance are positively correlated in many different types of sports, with emotionally intelligent athletes displaying enhanced motivation, stress management, and teamwork (Laborde et al., 2016). Furthermore, emotional intelligence (EI) is crucial for the development of coping mechanisms, which help athletes control their anxiety and remain composed during competitions (Kopp & Jekauc, 2018).

The capacity to adjust constructively in the face of challenge is resilience (Wagnild & Young, 1993). There are two essential elements of resilience that must be distinguished. Personal competence is the first element and encompasses a person's self-awareness, confidence, independence, decisiveness, strength, inventiveness, skill, and perseverance. This component focuses on evaluating an individual's level of confidence (Rooh, et al., 2025; Naseer, et al., 2024). The subsequent element is self-worth and self-esteem, which support people in preserving their inner tranquility in during times of adversity (Ansari, Akhtar & Hafeez, 2024; Akhtar, et al., 2021). Resilience encourages traits includes tenacity, self-control, and efficient problem-solving and is strongly linked to emotional regulation. According to the association between resilience and emotional intelligence (EI), people with greater EI are more

capable of handling hardship, which improves their personal competency (Ahmad, et al., 2021; Ahmad, 2018). This is noteworthy since acute and chronic stress and adversity are frequently experienced in sports (Raja, et al., 2022, Raja, 2022; Raja, et al., 2021). According to some studies about resilience in athletes, addictive behavior to extreme sports and higher risk-taking have been related to good resilience and strong emotional regulation (Habelt et al., 2023).

Programs promoting resilience training have been created by sports psychologists to help athletes become more adept at handling hardship. Meijen et al. (2017), explain these programs usually consist of the following elements: Cognitive reframing: Helping athletes see barriers as chances for improvement. Gerber et al. (2018), explain mindfulness and relaxation techniques can help with emotional regulation and reduce performance anxiety (Ali, et al., 2021; Muhammad, et al., 2020; Farooq, et al., 2019). Creating coping mechanisms that arise Fostering adaptability and problem-solving skills in responding to stressors (Sarkar & Fletcher, 2017).

Based to research, resilience training may boost confidence, improve performance consistency, and lessen the chance of stress-related performance declines (Fitzpatrick et al., 2019). Athletes with greater resilience can maintain peak performance even under strain, confirming numerous studies that reveal the link between resilience and athletic excellence (Sarkar et al., 2015).

The link between emotional intelligence (EI) and psychological well-being and life satisfaction which represent a person's ability to satisfy both objective and subjective needs is a major focus of EI research. The work of Próchniak (2022) is significant in the context of life satisfaction and optimism in mountain sports, especially in relation to the emotional reactions and personality features seen in mountain hikers. In order to demonstrate the beneficial effects that mountain sports have on mountain tourism ecosystems, Frochot et al. (2017) looked at the self-reported happiness and wellbeing of athletes participating in these activities.

Exposure to nature has been shown to have a favorable effect on mental and physical health, especially in protected natural areas and other well-preserved habitats with high biodiversity. Although they are better at handling stress, resolving disputes, and forming deep connections, people with high emotional intelligence typically report higher levels of life satisfaction (Extremera et al., 2011). Individuals with greater resilience are better equipped to overcome obstacles, bounce back from failures, and keep a positive attitude on the future (Luthans et al., 2007). Life pleasure and mental and physical fitness are intimately related in the context of sports (Shah, et al., 2024; Ali, et al., 2024; Kayani, et al., 2023). Higher life satisfaction levels frequently coincide with better performance, more motivation, and lower levels of anxiety and depression among athletes (Balaguer et al., 2012). Engaging in physical activities and sports increases life satisfaction through advancing social contacts, creating a sense of accomplishment, and promoting general health (Pavot & Diener, 2008).

Effective coping mechanisms in challenging circumstances are encouraged by the beneficial effects of emotional intelligence and adaptive reaction, additionally referred to as resilience, which are linked to life satisfaction (Cejudo et al., 2016).

Several research have documented the beneficial impact of emotional intelligence on life satisfaction, its building effect on resilience has not been taken into account (Gavin-Chocano et al., 2023). Despite the fact that this link has been examined in a variety of disciplines, notably psychology, the social sciences, and general studies, athletes have received comparatively less study attention, which is interesting given how prevalent stress and adversity are in this setting (Brackett et al., 2019).

Nonetheless, it ought to note that emotional intelligence is a crucial component of social and personal development and an aspect of psychological adjustment linked to wellbeing (Baumsteiger et al., 2022). Furthermore, since those who have higher emotional intelligence are more likely to adopt adaptive coping strategies that improve psychological well-being and emotional stability, resilience is essential in mediating the relationship between EI and life satisfaction (Mestre et al., 2017). By encouraging psychological flexibility and lowering the likelihood of mental health conditions like anxiety and depression, this emotional regulation builds resilience, and that turn leads to increased life satisfaction (Furnham & Cheng, 2019). Additionally, by promoting emotional competence and adaptable problem-solving abilities, the integration of emotional intelligence and resilience in educational and professional contexts further improves life satisfaction. By providing students the necessary emotional and social skills, Social and Emotional Learning (SEL) programs that prioritize the development of emotional intelligence have been shown to enhance students' resilience and general life satisfaction in educational settings (Durlak et al., 2015). Emotional intelligence (EI) training treatments have additionally been shown to improve employees' resilience, job satisfaction, and general emotional well-being in the workplace (Zeidner et al., 2020).

RESEARCH METHODOLOGY

Research Design

Data for this research was compiled all at once adopting a cross-sectional correlational research the strategy. With this method, relationships between variables can be examined without involving any manipulation.

Participants

Participants in this study were picked through the approach of purposive sampling. An entire group of 200 people who were in the 18–35 spectrum of age were picked from Faisalabad's sports academies.

Sample size

The sample size for this study has been calculated via G*Power, a statistical computing tool that anticipates the necessary amount of people participating based on effect size, statistical power, and significance level. For this study on emotional intelligence, resilience, and life happiness in athletes, a power analysis was conducted with an expected average effect size ($f^2 = 0.15$), a power level of 0.80, and a significance threshold of 0.05. Based on these standards, G*Power advised that there be a minimum number of 200 participants to ensure adequate statistical power to recognize correlations between the variables under investigation.

Sampling Technique

Purposive sampling was the sample procedure used in the present investigation. Specific criteria, such as age range, participation in sports, and association with sports academies, were used to choose the participants.

Inclusion/Exclusion Criteria

Inclusion Criteria

1. Fall in the 18–35 age range.
2. Performing actively in amateur, collegiate, or professional sports.
3. An openness to take part in the research.

Exclusion criteria

1. People having mental health concerns that might affect how they answer.
2. Athletes who had sustained disabilities that prevented them from competing for an extended period of time.
3. People who have no desire to take part.
4. Individuals who neglected to fill out the necessary research surveys.

Ethical Consideration

All required safety precautions were taken in the initial of thesis in accordance with the ethical standards imposed by the Higher Education Commission (HEC) of Pakistan and the American Psychological Association's (APA, 2017) Ethical Principles of Psychologists and Code of Conduct. The Board of Study (BOS) and the Board of Advanced Study and Research (BASR) confirmed the study after it was approved by the Psychology Faculty's Research Board. To preserve the participants' rights, dignity, and overall wellness, standards of ethics were closely adhered to. The researcher verified certain that no subjects endured from bodily or psychological harm and that human rights were respected (APA, 2017). The study also complied with HEC research ethics, namely with regard to confidentiality, voluntary participation, and informed consent. The objectives, procedures, and information rules of the study were fully explained to the participants. (HEC, 2021; APA, 2017).

Measures

Demographic Form

The demographic information collected for this study included the following: gender categories (male or female), their age, chronological birth order, total number of siblings, marital relationship (married or single), socioeconomic rank (lower, middle, upper), academic achievement (matric/intermediate, graduate), residential area (rural or urban), and family dynamics (nuclear or joint). All of these details are documented in the appendix.

The Schutte Self Report Emotional Intelligence Test (SSEIT)

Self-report responses are used to measure emotional intelligence in the Schutte Self-Report Emotional Intelligence Test (SSEIT), which was originally developed by Schutte et al. (1998). A five-point rating system is used for each of the exam's thirty-three items, with one representing severe disagreement and five representing strong agreement. The SSEIT evaluates emotional intelligence in four primary areas: emotion perception, emotion utilization, self-emotion management, and emotion handling among others. The total emotional intelligence score is generated by adding the results

for each component. Items 5, 28, and 33 are reverse-coded, and the sum of the item scores is used to figure out the overall scale score. Higher scores reflect better emotional intelligence; the total score varies from 33 to 165. According to Schutte et al. (1998), reliability coefficients for the SSEIT range from .87, indicating strong internal consistency. The scale has good construct validity and is generally accepted as valid (Schutte et al., 1998).

Connor-Davidson Resilience Scale (CD-RISC)

The Connor-Davidson Resilience Scale (CD-RISC), a questionnaire for self-report aimed to assess a person's capacity to deal with stress, challenges, and trauma, was created by Connor and Davidson in 2003. The 25 questions in the beginning of CD-RISC-25 are graded using a Likert scale with 5 points, where 0 indicates not true at all and 4 implies true almost always. Greater resilience can be detected by higher scores. With an incredible internal consistency and a Cronbach's alpha of 0.89, the scale has proven to be highly reliable. Additionally, a correlation index of 0.87, which shows consistency over time, has been utilized to verify test-retest reliability (Connor & Davidson, 2003).

Satisfaction with Life Scale (SWLS)

The Satisfaction with Life Scale (SWLS), a tool for self-reporting created by Diener et al. (1985), is intended to measure an individual's overall degree of life satisfaction based on their own subjective evaluations of life in general. More life satisfaction appears by higher ratings. Each of the five items on the scale has a score on a Likert scale of 7 points, where 1 indicates severe disagreement and 7 indicates strong agreement. The SWLS demonstrated strong internal consistency and good reliability with a Cronbach's alpha of 0.87. The range from test-retest reliability, which shows stability over time, is 0.82 to 0.84. Moreover, the scale's convergent validity has been demonstrated by its strong correlations with psychological distress and depression, as well as its positive correlations with well-being measures which includes happiness and positive affect (Diener et al., 1985).

Research Procedure

The researcher had been granted permission to move further by the Board of Advanced Study and Research (BASR) following clearance by the Board of Study (BOS). Following a predetermined sample technique, participants have been chosen and informed consent was acquired. A rapport was built and participants were given comprehensive information about the objectives of the investigation to make sure they felt at ease. Participants were reminded of their ability to leave study at any time, and written informed consent was acquired. They provided assurances that the research would maintain their privacy and confidentiality. Brief discussions with participants were used to quickly address any missing data. At all levels of the study, participant's rights and welfare were given top priority, and ethical requirements were strictly adhered to. All of the sports academies in the Faisalabad area were first polled with the aim to compile data for this study. After that, a systematic plan was laid out to ensure that the data collection process was carried out in a well-organized way. To start acquiring data for this study, the researcher went to each sports academy for data collection.

Statistical Analysis

The Statistical Package for Social Sciences (SPSS v-26) was utilized to analyze the data once the outcomes of the measurement were interpreted. The full sample was subjected to both descriptive and inferential statistical techniques. Several inferential statistical methods, such as regression analysis, one-way ANOVA, Pearson correlation, and independent sample t-tests, were used to test the research hypotheses. While regression analysis assisted in determining the impact on prediction of independent factors on the dependent variable, Pearson correlation was utilized to investigate the relationships between variables.

RESULTS

Study's outcomes are laid out in this chapter. To look at and investigate the associations among the factors, 200 volunteers in all were chosen.

Table 1

Demographic data of the participants (N=200)

Characteristics	Categories	N	%
Gender			
	Male	95	47.5
	Female	105	52.5
Age			
	18-26	174	87.0
	27-35	26	13.0
Educational Status			
	Matric/Inter	120	60.0
	Graduate or above	80	40.0
Socioeconomic Status			
	Lower	3	1.5
	Middle	180	90.0
	Upper	17	8.5
Marital Status			
	Married	6	3
	Unmarried	194	97.0
Number of Siblings			
	No Sibling	16	8.0
	1 Sibling	1	.5
	2 Siblings	17	8.5
	3 or more Siblings	166	83.0

Birth order			
	First	38	19.0
	Middle	106	53.0
	Last	40	20.0
	Only child	16	8.0
Family Structure			
	Joint	91	45.5
	Nuclear	109	54.5
Residential area			
	Rural	42	79.0
	Urban	158	21.0

The demographics of the two hundred research participants (n=200) appear in Table 1.

Table 2

Reliability Coefficient for the Research Measures (N=200)

Research Measure	Mean	S. D	No. of Items	Cronbach's alpha
Emotional Intelligence Scale	119.02	15.42	33	0.85
Resilience Scale	59.04	10.30	25	0.86
Life Satisfaction Scale	24.01	6.55	5	0.70

Note: No. of items=Total number of items, M=Mean and SD=Standard Deviation

The reliability examination of the Life Satisfaction, Resilience, and Emotional Intelligence scales is shown in Table 2. According to reports, the Emotional Intelligence Scale's Cronbach's Alpha value is 0.85, falling into the "good" reliability category. This suggests that the scale has high internal consistency, which means that all 33 of its items repeatedly and effectively measure the notion of emotional intelligence. A high degree of reliability is also indicated by the Resilience Scale's Cronbach's Alpha coefficient of 0.86. The scale's 25 items have an excellent connection with one another and offer accurate, consistent measurements of resilience. Whereas the Cronbach's Alpha value of 0.70 for the Life Satisfaction Scale is deemed acceptable. This scale's life satisfaction scale just has five items, may be the cause of its acceptable internal consistency. Overall, the findings show that the Life Satisfaction Scale holds a acceptable degree of consistency, while the Emotional

Intelligence and Resilience Scales reveal great reliability. The individuals had a moderately high degree of emotional intelligence, as indicated by their mean emotional intelligence score of 119.02 (SD = 15.42). The mean score for resilience was 59.04 (SD = 10.30), indicating that individuals typically had an excellent ability to bounce back from stress or hardship. The sample's overall level of life happiness was moderate, as indicated by the mean score of 24.01 (SD = 6.55) for life satisfaction.

Table 3

Pearson Correlation between Study Variables (N=200)

	EITot al	Pof E	Mown E	Mother E	UE	RSTot al	PC	TI	PA	C	SI	SWLSTot al
EITotal	1											
PofE	.800**	1										
MownE	.849**	.519	1									
		**										
MotherE	.794**	.486	.614**	1								
		**										
UE	.755**	.533	.558**	.418**	1							
		**										
RSTotal	.458**	.359	.447**	.334**	.315	1						
		**			**							
PC	.345**	.261	.273**	.310**	.262	.663**	1					
		**			**							
TI	.236**	.203	.248**	.130	.167	.598**	.128	1				
		**			*							
PA	.251**	.187	.307**	.115	.189	.616**	.225	.228	1			
		**			**		**	**				
C	.396**	.285	.391**	.310**	.275	.762**	.418	.306	.345	1		
		**			**		**	**	**			
SI	.275**	.256	.250**	.214**	.145	.661**	.337	.277	.278	.464	1	
		**			*		**	**	**	**		
SWLSTot al	.375**	.234	.322**	.336**	.319	.386**	.258	.145	.222	.342	.330	1
		**			**		**	*	**	**	**	

** . Correlation is significant at the 0.01 level (2-tailed), * . Correlation is significant at the 0.05 level (2-tailed)

Note: EI=Emotional intelligence, PofE=Perception of Emotion, MownE=Managing own Emotion, UE=Utilizing Emotion, RS=Resilience Scale, PC=Personal Competence, TI=Trust Instinct, PA=Positive Competence, C=Control, SI=Spiritual influences, SWLS=Satisfaction with Life Satisfaction

The Pearson correlation coefficients of Emotional intelligence, Resilience and Life satisfaction can be seen in a correlation matrix in Table 3. EITotal and SWLSTotal show a substantial positive association ($r = .375$, $p < .01$), indicating that higher

emotional intelligence are more satisfied with their lives. Among the subcomponents of emotional intelligence, life satisfaction is significantly positively link with perception of emotion (PofE, $r = .234$), managing one's own emotions (MownE, $r = .322$), and managing others' emotions (MotherE, $r = .336$). In addition supporting the notion that emotional awareness leads to greater life happiness is the positive association between Understanding Emotions (UE) and life satisfaction ($r = .319$, $p < .01$).

Furthermore, there is a substantial link between resilience (RSTotal) and life satisfaction ($r = .386$, $p < .01$), suggesting that people who are stronger in their resilience also typically report higher levels of life happiness. Several resilience-related characteristics had a favorable connection with SWLSTotal: Positive Affect (PA, $r = .222$), Control (C, $r = .342$), Tolerance for Interpersonal Relationships (TI, $r = .145$, $p < .05$), Psychological Control (PC, $r = .258$), and Social Integration (SI, $r = .330$). Moreover, robust associations between resilience subcomponents and EI subcomponents (e.g., RSTotal and EITotal, $r = .458$, $p < .01$) indicate that resilience and emotional intelligence have a connection and both have a significant prediction on life satisfaction.

The connections between all of the components of emotional intelligence are among the other noteworthy correlations. The interdependence of emotional abilities is demonstrated by the significant associations between Managing Own Emotions (MownE) and both PofE ($r = .519$) and EITotal ($r = .849$). In accordance to the general pattern of connections, resilience and emotional intelligence both have a favorable impact on life satisfaction.

Table 4

Emotional intelligence and Resilience as predictor of Life Satisfaction (N=200)						
Variables	B	Std. Error	Beta	T	p	95%CI
Constant	1.121	3.414		.328	.743	(-5.612, 7.854)
EI	.107	.031	.251	3.499	.001	(0.047, 0.167)
RS	.173	.046	.271	3.782	.000	(0.083,0.263)
R2	0.199					
F	24.461					

a. Dependent Variable: SWLSTotal

Note: Unstandardized coefficient=B, Standardized Coefficient= Beta; p=Level of significant; CI=Confidence Interval

Table 4 demonstrates model's unstandardized coefficients, which show multiple regression analysis. To find out if resilience (RS) and emotional intelligence (EI) have an impact life satisfaction (SWLS Total) among 200 college students, a multiple regression analysis was executed. The total regression model explained about 19.9% of the variation in life satisfaction ($R^2 = .199$), with a significant $F = 24.46$, $p < .001$. The findings showed that life satisfaction was significantly positively

influenced by emotional intelligence ($B=0.107$, $SE=0.031$, $\beta=.251$ and $p=.001$). Higher life satisfaction may be connected to an increase in emotional intelligence, according to the unstandardized coefficient's 95% CI, which varied from 0.047 to 0.167. Similarly, life satisfaction was significantly positively determined by resilience ($B=0.173$, $SE=0.046$, $\beta=.271$, and $p<.001$). Higher resilience is linked to higher life happiness, according to the unstandardized coefficient's 95% confidence interval (CI), which varied from 0.083 to 0.263. In summary, resilience and emotional intelligence both play a substantial role in explaining variation in life happiness, whereas resilience has a marginally higher predictive impact than emotional intelligence.

DISCUSSION

Hypothesis 1 & 2: As stated in the study's first and second hypothesis, athlete's emotional intelligence, resilience, and life satisfaction are significantly correlated. According to earlier empirical studies, people with higher emotional intelligence are more resilient and to be satisfied with their lives in general (Mayer & Salovey, 1997). Athletes who possess emotional intelligence which encompasses self-awareness, emotional control, and interpersonal skills are better equipped to handle stress and obstacles, which in turn improves their level of life satisfaction (Petrides & Furnham, 2003). Studies on emotional intelligence have repeatedly demonstrated the way successfully it impacts psychological well-being.

Adversity is a critical component of resilience. Goleman (1995) highlighted that emotionally intelligent individuals are handle the adverse situations in a better way. Because participants regularly experience setbacks, injuries, and competitive pressure, resilience is of particular significance in sports environments. Their capacity to remain motivated and adjust to failures is further enhanced by having high emotional intelligence, which supports their ability to maintain life satisfaction in the face of adversity (Fletcher & Sarkar, 2012).

Emotional intelligence is closely related to resilience, which is frequently defined as the capacity to overcome hardship. Because they have the emotional control required to properly handle stress, athletes who are more resilient typically have higher life satisfaction (Reivich & Shatté, 2002). Additionally, emotional intelligence gives athlete's social support abilities needed to build solid interpersonal bonds, which enhances their general wellbeing (Salovey & Mayer, 1990). The connection between life satisfaction and emotional intelligence investigated statistically in a variety of fields. For instance, pro-social conduct is improved by emotional intelligence, and this has positive effects on life satisfaction (Martin-Raugh & Motowidlo, 2016).

Hypothesis 3: According to the study's third hypothesis, resilience and emotional intelligence (EI) have a big influence on athlete's life satisfaction. How people adapt to stress and connect with others are greatly impacted by their emotional intelligence, which includes the ability to recognize emotions. Athletes with high emotional intelligence (EI) are better handle their emotions, stay focused, & react constructively to setbacks, all of which enhance their general feeling of life satisfaction (Mayer & Salovey, 1997). In addition, resilience the capacity to bounce back from

disappointments and persevere in the face of difficulty serves as a psychological buffer that improves emotional stability, facilitating athletes to keep a positive attitude on life even in the presence of stress (Fletcher & Sarkar, 2012).

In many areas of life, including athletics, emotional intelligence has been empirically connected to happiness and well-being (Zaheer, et al., 2021; ul Haq, 2017; ul Haq, 2012). According to studies, emotionally intelligent athletes are more self-aware and socially adept, letting them create solid support systems that boost their mental health (Salovey & Mayer, 1990). Athletes have reduced levels of stress and anxiety, two important variables that affect life satisfaction. In addition, emotionally intelligent athletes are more resilient because they are more likely to employ adaptive coping mechanisms like problem-solving and positive reframing as rather than avoidance or self-blame (Lazarus & Folkman, 1984).

Another important factor affecting life pleasure is resilience, especially in the cutthroat realm of sports (Danish, Akhtar & Imran, 2023). According to research, athletes who exhibit resilience are more likely to stay motivated, endure setbacks, and feel good in spite of difficulties (Reivich & Shatté, 2002). People with high resilience feel more in control of their personal and professional lives because they can bounce back from obstacles, injuries, or performance lulls more rapidly (Fletcher & Sarkar, 2012). Athletes with both high emotional intelligence (EI) and resilience are better handle competition-related stress, which eventually results in a higher level of life, as resilience and emotional regulation are closely linked (Goleman, 1995).

Pro-social actions are more likely to be displayed by athletes with high emotional intelligence, which helps them establish strong bonds with coaches and teammates (Martin-Raugh & Motowidlo, 2016). As stated by Petrides and Furnham (2003), these connections offer emotional support, which strengthens resilience and raises life satisfaction levels overall. Strong interpersonal ties also foster cooperation, teamwork, and a sense of belonging all of which have been persistently associated with increased life satisfaction in athletes (Nezhad & Besharat, 2010).

Emotional intelligence's function in goal-setting and motivation is another crucial component of sports. Higher EI athletes demonstrate more intrinsic drive, leading them to persevere through challenges and stick to their training and competition goals (Lazarus & Folkman, 1984). Athletes with poor emotional intelligence, on the other hand, would find it difficult to control their emotions, which could lead to additional frustration and a lack of resilience, which would ultimately impair their mental health (Goleman, 1995). Through fostering a growth attitude among athletes, resilience further contributes to increased life satisfaction. Resilience and general well-being are generally higher among those who see failures as chances for learning and development (Reivich & Shatté, 2002). This way of thinking enables people to overcome setbacks and sustain motivation over time, both of which are critical for sustained success and personal fulfillment (Fletcher & Sarkar, 2012).

Additionally, resilient athletes frequently utilize constructive coping strategies and positive self-talk, which strengthen their capacity to control stress and preserve emotional stability (Nezhad & Besharat, 2010). Research on gender differences in emotional intelligence and resilience has also revealed that women typically have

higher EI, which improves stress management and life satisfaction (Petrides & Furnham, 2003).

Sports psychology's combination of resilience and emotional intelligence training has drawn interest as a way to improve athletes' life satisfaction (Danish, Akhtar & Imran, 2023). It has been proven that interventions aimed at fostering emotional awareness, self-control, and adaptive coping mechanisms enhance athletes' mental psychological health and athletic results (Fletcher & Sarkar, 2012). These programs assist athletes maintain motivation, promote wellbeing, and ultimately result in increased life satisfaction by giving them the skills to control their emotions and develop resilience (Reivich & Shatté, 2002).

In summary, there is considerable research evidence which display that emotional intelligence and resilience have a major impact on life satisfaction among athletes. Athletes with emotional intelligence are better control their emotions, form lasting relationships with others, and use healthy coping strategies, while those with resilience are able to overcome hardship and keep a good attitude. Together, these psychological characteristics are essential for fundamental happiness and well-being in addition to helping athletes succeed. These outcomes highlight how necessary it is to include emotional intelligence (EI) and resilience training in sports programs in order to support athlete's mental and emotional health (Mayer & Salovey, 1997; Fletcher & Sarkar, 2012).

CONCLUSION

This study emphasizes how crucial it is to take resilience, emotional intelligence, and life pleasure into account when considering athlete's mental health. The results imply that improved life happiness and overall athletic performance can be attained by cultivating emotional intelligence and resilience via psychological training and organized support networks. According to research, psychological issues like performance anxiety, fatigue, and stress from injuries are common among athletes. Furthermore, prolonged success in competitive athletics demands resilience and emotional intelligence. More life satisfaction and general well-being are often experienced by athletes who are able to successfully control their emotions and adjust to stressful conditions. Sports organizations can create a more encouraging and mentally resilient culture by integrating psychological training into their programs.

Recommendations

1. Take into Account Longitudinal Design: By carrying out longitudinal research, it would be possible to analyze how athletes' emotional intelligence, resilience, and life satisfaction evolve over time.
2. Minimize Self-Report Bias: To mitigate self-report bias, researchers ought to make tactics such as keeping concealment, providing straightforward guidance, along with employing a range of data collection approaches.
3. Support for Athlete's Mental Health: Sports organizations must implement psychological support networks, like stress management classes, mindfulness training, and access to sports psychologists. By offering mental health tools, athletes can learn coping skills to manage performance pressure and preserve

their general wellbeing.

Limitations

1. Result's generalizability: Purposive sampling limits the results generalizability because the sample might not accurately depict the larger population.
2. Self-Report Bias: To improve data dependability, future studies should include objective measurements like coach reports, physiological tests, or performance reviews.
3. Stigma Surrounding Mental Health in Sports: Because sports are competitive, players are reluctant to talk about their emotional problems. Future studies should look on strategies to lessen the stigma surrounding mental health in sporting communities.

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