

Measuring The Effects Of Forgiveness, Psychological Resilience And Emotional Intelligence On The Life Satisfaction Of University Students

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Abstract

Our research aimed to investigate the impact of forgiveness, psychological resilience, and emotional intelligence on students' life satisfaction at LN Mithila University in Darbhanga, Bihar. We selected a sample of 300 students from various courses and departments using purposive-cum-incident sampling. To measure these variables, we employed Diener's (1985) Life Satisfaction Scale, Thompson & Snyder's (2003) Heartland Forgiveness Scale (HFS), Smith et al.'s (2008) Brief Resilience Scale (BRS), and Mangal's Emotional Intelligence Inventory (MEII). Analysing the collected data using the t-test revealed that forgiveness and psychological resilience significantly impact university students' life satisfaction. However, emotional intelligence does not seem to affect their overall satisfaction with life.

Keywords: Forgiveness, Psychological resilience, Emotional intelligence, Life satisfaction and University students.

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Introduction

Life satisfaction is how much a person likes their life overall. That is, how much the person enjoys their life. Life satisfaction is sometimes called happiness and subjective well-being. Life satisfaction underlines the subjective nature of the idea better than happiness. Philosophers use happiness to refer to an objective good. Unlike 'subjective well-being', life satisfaction refers to an overall judgement of life rather than current sensations or psychosomatic symptoms. Life satisfaction is a life assessment. An individual's overall appraisal of life includes all important elements, such as how well one feels, how well expectations are likely to be satisfied, and how desirable variables are. Work enjoyment adds to life appreciation but does not define it. The first life satisfaction surveys were conducted in the 1960s. The focus was mental health. Gurin et al. (1960) and Bradburn (1969) published some of this study. American Social Indicator research in the 1970s focused on life satisfaction. Campbell et al. (1976) authored landmark works. A recent bibliography contains 2475 modern subjective life appreciation studies (Veenhoven 1993a). The World Database of Happiness continues to catalogue fresh data on life satisfaction and its correlates, including this bibliography.

After establishing that life satisfaction varies, why? Understanding life-satisfaction factors is necessary to increase happiness for more people. The causes of life satisfaction are unclear. The issue is complex. Human functioning includes collective activity and individual behaviour, simple sensory experiences and higher cognition, stable individual and environmental features, and chance variables. Income and education directly and indirectly affect life satisfaction through psychosocial factors including activity (physical activity level, leisure activity satisfaction, and social connections), perceived health, and physical sickness. Psychosocial elements like movement and health explain life satisfaction. The results are addressed using the activity hypothesis of ageing (Fernandez-Ballesteros et al., 2011). A

decisive, direct role of extraversion, neuroticism, and conscientiousness, and the considerable mediation role of parent, same-sex peer, physical ability, and attractiveness self-concepts were seen to influence life satisfaction (Parker et al., 2008). Life satisfaction was dominated by self-rated health, but organisational activity and internal control were the second and third most significant life satisfaction characteristics (Palmore & Luikart, 1972).

Forgiveness significantly impacts life satisfaction (Lawler-Row & Piferi, 2006; Macaskill, 2012; Munoz Sastre et al., 2003; Szcześniak & Soares, 2011). Forgiveness affects life's happiness differently depending on its form. Szcześniak and Soares (2011) found a correlation between life happiness and the desire to avoid offenders and a desire for retribution. Life satisfaction increases with forgiveness without ruminating (Allemand et al., 2012). Positive and negative forgiving characteristics correlated positively with life satisfaction in 19–30 and 41–50-year-olds. However, in the 31–40 age range, reduced unforgiveness was associated with life happiness, whereas in the 50+ age group, positive forgiveness was associated with life satisfaction (Kaleta & Mróz, 2018). Forgiveness is an intentional decision to release bitterness or revenge towards a wrongdoer. Misunderstanding forgiveness as forgetting or tolerating the wrongdoing is common. Forgiveness differs from forgetting or tolerating. When we forgive someone, we stop thinking badly about them and feel lighter. A valuable attribute is forgiveness. The American Psychological Association (APA) defines it as "willfully putting aside feelings of resentment towards an individual who has committed a wrong, been unfair or hurtful, or otherwise harmed one." Forgiveness is powerful because it is an unusual response to harm in which a victim reduces resentment and seeks benevolence towards the offender. Cognitive views emphasise that forgiveness involves reframing the perceived injury and changing a person's earlier assumptions about themselves, others, and the environment broken by the transgression (Gordon and Baucom, 1998).

Life satisfaction and psychological resilience are positively connected (Karagöz et al., 2021). Psychological resilience was also linked to good life satisfaction and negative depression in older persons (Smith & Hollinger-Smith, 2015; Wagnild & Young, 1993). A meta-analysis demonstrated that psychological resilience is negatively associated with depression in older persons (Wermelinger et al., 2017). Zheng et al. (2020) found that psychological resilience increases life satisfaction. In China, psychological resilience was strongly connected with lower mortality risk among the young and old (Shen & Zeng, 2011). Resilience, a psychological ability, was found to increase older adults' life satisfaction, quality of life, mental health, and successful ageing. Psychological resilience is a process of adapting well to stress or a psychological ability or resource that moderates stress and helps individuals adapt.

Several researchers have studied the association between emotional intelligence (EI) and life satisfaction. The overall EQ scale score of the EQ is linked with the Kirkcaldy Quality of Life Questionnaire, which has modest positive associations with life satisfaction. EI and life satisfaction have modest to moderate positive relationships with the performance-based measure of EI (MEIS; Mayer et al., 2000a). Emotionally intelligent people have a better view on life and psychological well-being (Heck & Oudsten, 2008; Salovey, 2001). EI is the ability to accurately perceive, appraise, and express emotions; access or generate feelings, or both, when they facilitate thought; understand emotions and emotional knowledge; and regulate emotions to promote emotional and intellectual growth. People differ in their capacity to interpret emotional information and link it to cognition.

Methodology

The study has been conducted with the following objectives:

- (1) To measure the effect of forgiveness on the life satisfaction of university students.
- (2) To measure the effect of psychological resilience on the life satisfaction of university students.
- (3) To measure the effect of emotional intelligence on the life satisfaction of university students.

On the basis of the above objectives, the following hypotheses have been formulated:

1. There will be a positive effect of forgiveness on the life satisfaction of university students.
2. Psychological resilience will have a significant effect on the level of life satisfaction of university students.
3. Emotional intelligence will have a positive effect on university students' life satisfaction.

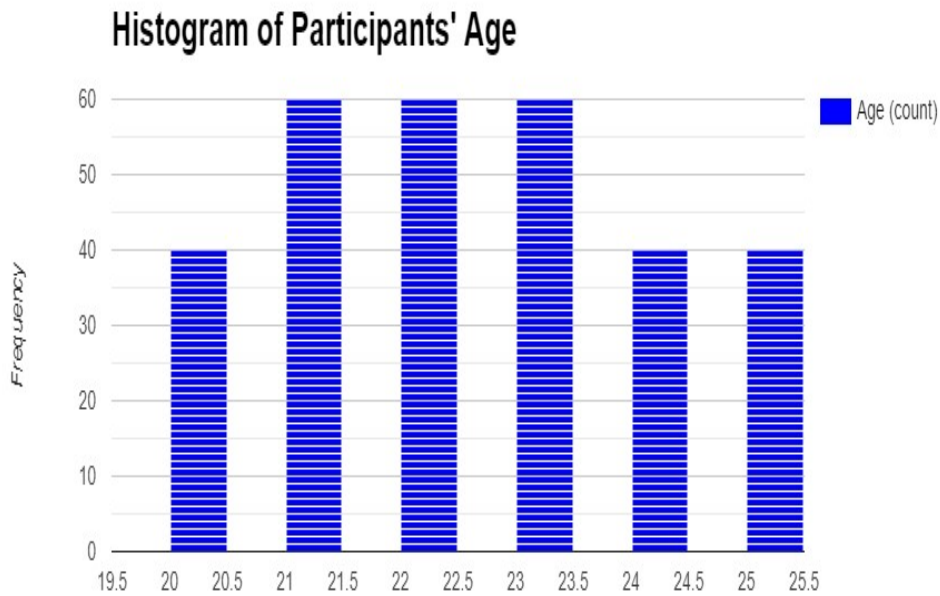
Sample

A sample of 300 students of Lalit Narayan Mithila University, Darbhanga, has been selected through purposive-cum-incidental sampling method. The students comprised several departments of the university and different semesters as well. The minimum age of the participants was 20 years, and the maximum was 25 years. The mean age of the participants was 22.5 years, and 2.3 was the standard deviation in age. Table 1 shows the descriptive statistics of the age of the samples of the study. The pie – chart shows the sample's age, and the histogram shows that the sample was normally distributed.

Table 1, Descriptive statistics of the age of the participants

N	300
Mean	22.4
Median	23
Std. Deviation	2.3
Skewness	0.133712
Std. Error of Skewness	.132
Kurtosis	-1.057593
Std. Error of Kurtosis	.312
Range	5
Minimum	20
Maximum	25

Graph 1: Histogram of the age



Instruments

The following instruments/scales have been used:

1. Life satisfaction Scale: Diener et al. (1985) developed a scale to measure life satisfaction. It is a 5-item scale which is responded to on a 5-point scale.
2. The Heartland Forgiveness Scale (HFS) – This scale has been used to measure forgiveness. It was developed by Thompson & Snyder (2003). This scale has 18 items which are responded to on 7 point scale based on the degree of agreement or disagreement.
3. Brief Resilience Scale (BRS): This scale has been developed by Smith et al. (2008). It has only six items and hence, it is respondent-friendly. The respondents are required to give answers on the basis of degree of agreement or disagreement, ranging from 1 to 5. 1 stands for strongly disagree while 5 is for strongly agree. The validity and reliability of this scale have been reported as satisfactory.
4. Mangal's Emotional Intelligence Inventory (MEII) – This inventory for measuring emotional intelligence has been developed by Dr. S. K. Mangal and Mrs. Shubra Mangal. It was designed in both languages Hindi and English. This scale measures the emotional intelligence of students aged more than 16 years. All four aspects of emotional intelligence, namely Self-awareness of the emotion, Knowledge of other's emotions, Management of self-emotion and Management of other's emotions as well as overall emotional intelligence, are measured by this scale. This scale consists of 100 items 25 each for all four areas of emotional intelligence.
5. Personal Information Form - The researcher prepared the personal information form and received the respondents' socio-demographics.

Procedure for data collection

The students of different courses at Lalit Narayan Mithila University, Darbhanga, were contacted, questionnaires were distributed, and responses were recorded.

Result and Discussion

Forgiveness and life satisfaction

A t-test has been used to measure the effect of forgiveness on life satisfaction. For this purpose, samples were divided into two groups based on their forgiveness score. The median of the forgiveness score of the sample was 64 and it was used to divide the group. 26 and 99 were the lowest and highest scores for the samples. Group One was named the High Forgiveness Group, and Group Two was the Low Forgiveness Group. Respondents' forgiveness scores up to 64 were placed in the low group, whereas the high group consisted of the participants having more than 64 scores. The t-test has been calculated to check if the mean difference between both groups is significant. The result has been recorded below in Table 2.

Table 2: T-ratio showing the effect of forgiveness on life satisfaction

Group	High Forgiving	Low Forgiving
Mean	11.72	10.04
Mean Difference	1.68	
SD	4.10	3.82
SEM	0.36	0.29
t	3.6567	
Df	298	
N	130	170
Significance (P)	0.001 (statistically significant)	

It is clear from Table 2 that the value of t ratio is 3.6567. The mean difference between the high-forgiving and low-forgiving groups is 1.68, which is statistically significant at 0.001. It implies a significant effect of forgiveness on the life satisfaction level of university students.

Psychological resilience and life satisfaction

Again, a t-test has been used to measure the effect of psychological resilience on life satisfaction. For this purpose, samples were divided into two groups based on their resilience score. The median of the psychological resilience score of the sample was 11, and it was used to divide the group. 7 and 26 were the lowest and highest scores for the samples. Group One was named the High Psychological Resilience Group, and Group Two was the Low Psychological Resilience Group. Respondents' resilience scores up to 11 were placed in the low group, whereas the high group consisted of the participants having more than 11 scores. The t-test has been calculated to check if the mean difference between both groups is significant. The result has been recorded below in Table 3.

Table 3: T-ratio showing the effect of resilience on life satisfaction

Group	High Resilient	Low Resilient
Mean	13.95	10.48
Mean Difference	3.47	
SD	4.26	2.48
SEM	0.36	0.20
t	8.7488	
Df	298	
N	140	160
Significance (P)	0.001 (statistically significant)	

Table 3 shows that 13.95 and 10.48 are the mean of the high and low resilient groups, respectively. The SD of the high resilient group and low resilient group are 4.26 and 2.48, respectively. The difference in mean between both groups on account of their life satisfaction score is 3.47, which is significant at 0.001. It shows that the psychological resilience of university students plays a critical role in experiencing life satisfaction.

Emotional Intelligence and Life Satisfaction

Once again, a t-test has been used to measure the effect of emotional intelligence on life satisfaction. For this purpose, samples were divided into two groups based on their emotional intelligence score. The median of the emotional intelligence score of the sample was 280 and it was used to divide the group. 110 and 450 were the lowest and highest scores for the samples. Group One was named the High Emotional Intelligent Group, and Group Two was the Low Emotional Intelligent Group. Respondents' emotional intelligence scores up to 280 were placed in the low group, whereas the high group consisted of the participants having more than 280 scores. The t-test has been calculated to check if the mean difference between both groups is significant. The result has been recorded below in Table 4.

Table 4: T-ratio showing the effect of resilience on life satisfaction

Group	High emotional intelligence	Low emotional intelligence
Mean	12.32	12.05
Mean Difference	0.27	
SD	3.12	2.03
SEM	0.25	0.16
t	0.894	
Df	298	
N	145	155
Significance (P)	Not significant	

According to Table 4 above, the mean difference (0.27) between the high and low emotional intelligence groups is not statistically significant. The t ratio is 0.894, whereas 3.12 and 2.03 are the SD for the high and low emotional intelligence groups, respectively. It appears that emotional intelligence does not play a significant role in university students' perception of life satisfaction.

Conclusion

Before making any generalisation based on the result of the study, it should be kept in mind that the present research has been conducted on a small sample. The sampling method was not random sampling method. Samples were restricted to one specific city of Bihar. Following is the conclusion of the study. However, the following are the conclusions of the study:

1. The level of forgiveness plays a very important role in the life satisfaction experiences of university students.
2. Psychological resilience has affected the student's overall life satisfaction perception.
3. The emotional intelligence of the university students has not been found to have affected their level of life satisfaction.

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