Yaşam Doyumu ve Yılmazlık Arasındaki İlişkide Duygusal Zekanın Aracı Rolü

Mediating Role of Emotional Quotient in the Relationship between Life Satisfaction and Resilience

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Makale Bilgisi / Article Information

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Öz

Bu çalışma, yaşam doyumu ve yılmazlık arasındaki ilişkide duygusal zekanın aracı rolünü araştırmaktadır. Birçok çalışmada; kişinin yaşam doyumunun, yılmazlık seviyesiyle ilişkili olduğunu belirtmektedir. Ayrıca, çok sayıda yazar; duygusal zekanın, yaşam doyumu ve yılmazlıkla pozitif ilişkili olduğunu bildirmiştir. Yaşam doyumu, yılmazlık ve duygusal zeka arasındaki ilişkiyi ortaya çıkarmak için yapısal eşitlik modellemesi tasarlandı. Araştırma verileri, Kahramanmaraş Sütçü İmam Üniversitesi İktisadi ve İdari Bilimler Fakültesi öğrencilerinden elde edildi. Önceki çalışmalar doğrultusunda tahmin edildiği gibi yaşam doyumunun, yılmazlıkla istatistiksel olarak anlamlı pozitif ilişkili olduğu tespit edildi. Buna ilaveten, duygusal zekanın, yaşam doyumu ve yılmazlık arasındaki ilişkide aracı rolünün bulunduğu açığa çıkarıldı. Sonuçların sentezinde; bu çalışmanın, ilgili taraflar açısından oldukça faydalı çıkarımlar yansıttığı ifade edilmiştir.

Anahtar Kelimeler: Yaşam Doyumu, Yılmazlık, Duygusal Zeka, Öznel İyi Oluş, EQ, Uyarlayıcı Tepkiler.

Mediating Role of Emotional Quotient in the Relationship between Life Satisfaction and Resilience

Abstract

The study investigates the mediating role of emotional quotient in the relationship between life satisfaction and resilience. Many studies in the literature indicate that a person's life satisfaction is correlated with resilience level. Also, many authors have reported that emotional quotient is positively associated with life satisfaction and resilience. Structural equation modeling has been designed to reveal the relationship between life satisfaction, resilience and emotional quotient. Study data were obtained from the students receiving education in Kahramanmaraş Sütçü İmam University, Faculty of Economics and Administrative Sciences. As predicted from the previous studies, it was determined that life satisfaction was positively correlated with resilience in a statistically significant way. Furthermore, it was revealed that emotional quotient mediated the relationship between life satisfaction and resilience. According to the results, the study provides considerably useful implications for the parties concerned.

Keywords: Life Satisfaction, Resilience, Emotional Quotient, Subjective Well-Being, EQ, Adaptive Responses.

1. Introduction

In the literature, many studies have accumulated regarding emotional intelligence (Goleman, 1995; Schutte et al., 1998), resilience (Wagnild and Young, 1993), life satisfaction (Diener et al., 1985), relationship between emotional intelligence and life satisfaction (Kong and Zhao, 2013; Extremera and Rey, 2016), relationship between resilience and life satisfaction (Kong et al., 2015; Shehzad et al., 2015; Şahin-Baltacı and Karataş, 2015; Naemi, 2018), relationship between emotional intelligence and resilience (Danacı and Pınarcık, 2017; Armstrong et al., 2011; Schneider et al., 2013; Di Fabio and Saklofske, 2018; Özer and Deniz, 2014). These papers exhibit considerable theoretical and practical implications. Nevertheless, researches are not available as to the mediating role of emotional intelligence on the relationship between life satisfaction and resilience in the literature.

Overall life satisfaction is related to an individual's wants and needs, both physically and psychologically, and reflects the degree to which the experience of an individual's life satisfies that these wants and needs (Rice, 1984). Shortly, life satisfaction conceptually expresses a cognitive, judgmental process (Diener et al., 1985, s. 71). Life satisfaction forms the cognitive sub-dimension of subjective well-being (SWB). From this perspective, shortly overall life satisfaction is a cognitive conceptualization of SWB (Sirgy, 2002). The other components of subjective well-being are positive affect and negative affect (Andrews and Withey, 1976).

Emotional intelligence is an individual differentiating characteristic that mirrors the ability to monitor one's own and others emotions, to distinguish among the emotions, and to use this information to guide one's thought and actions (Salovey and Mayer, 1990). It has become popular with Goleman's best-selling book (Goleman, 1995). According to Goleman, emotional intelligence is mainly a set of features such as self-activation which to continue on its own pathway despite troubles, postpone the satisfaction by controlling impulses, arrange of one's own mood, suppress the adversities so as not to block the thought, feeding hope and empathy. It can be described as an adaptive function. In this regard, emotional intelligence represents one's capacity to process emotion-related information about self and others which serves as an adaptive function. (Salovey and Grewal, 2005). Lastly, emotional intelligence can be learned and improved (Karimi et al., 2014, s. 183).

Resilience is defined as performing an act of extraordinary courage and adaptability in the wake of life's misfortunes (Wagnild and Young, 1990). It also can be expressed as "an ability to avoid adversity and overcome difficult circumstances in one's life" (Marsh, 1996). According to another research, resilience is a response in circumstances where individuals

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encountered subjectively essential threats, risks or harms, readjusted positively, and did not lose normal functioning (Bonanno, 2004, s. 20).

This paper studies the relationship between life satisfaction and resilience, and the mediating role of emotional intelligence on the relation. Some researches, refer to the relationship between emotional intelligence and resilience, suggest a meaningful correlation between the two (Armstrong et al., 2011). Thus, we expect to find the same result as in the literature. Prior researches in the literature claim meaningful relationship between emotional intelligence and life satisfaction (Kong and Zhao, 2013; Extremera and Rey, 2016) and, resilience and life satisfaction (Kong et al., 2015; Shehzad et al., 2015; Şahin-Baltacı and Karataş, 2015; Naemi, 2018). For this reason, we believe that the research findings, regard to the relationship between life satisfaction and resilience, and the relationship between emotional intelligence and resilience will be consistent with previous researches. Finally, the paper reveals the mediating role of emotional intelligence on the relationship between life satisfaction and resilience.

2. Theoretical Backgrounds

2.1. Life Satisfaction, Emotional Intelligence and Resilience

Life satisfaction conceptually expresses a cognitive, judgmental process (Diener et al., 1985, s. 71). It is a cognitive dimension of SWB. The other components of SWB are positive and negative affect (Andrews and Withey, 1976). The cognitive component of SWB reflects people's satisfaction with their lives in general and describes their satisfaction with specific domains of life (e.g. work, family life) as well. Whereas, the affective component symbolizes the frequency of one's own positive and negative emotions in his/her life (Burrus et al., 2012).

Emotional intelligence is defined as an array of non-cognitive capabilities, competencies, and skills that influence one's ability to succeed in handling environmental demands and pressures (Bar-On, 2006). Emotional intelligence is an individual distinguishing characteristic that mirrors the ability to monitor one's own and others emotions, to discriminate among them, and to use this information to guide one's thought and actions (Salovey and Mayer, 1990). Also, according to Goleman's approach, emotional intelligence is mainly a set of features such as self-activation which to continue on its own pathway despite troubles, postpone the satisfaction by controlling impulses, arrange of one's own mood, suppress the adversities so as not to block the thought, feeding hope and empathy (Goleman, 1995).

Based on the field of psychiatry, resilience studies (Hoznik, 1984; Rutter, 1987; Kadner, 1989; Wagnild and Young, 1990, 1993) was brought about in

the 1980s and increasingly maintained in the 1990s (Wagnild and Young, 1993). Firstly, Block and Block (1980) defined the term resilience on one side, as the dynamic capacity of an individual to modify his/her model level of ego-control as being related to ego in organization of behavior, and on the other side as a function of the demand characteristic of the environmental conditions in their paper.

Hoznik (1984) defined resilience characteristics as self-confidence, curiosity, self-discipline, self-esteem, and control over the environment. According to Rutter (1987), resilience acts as a buffer to psychotic disorder, and resilient individuals possess self-esteem, a set of problem-solving skills, and satisfying interpersonal relationships, and believe his/her own self-efficacy. Resilience, also conceptualized by Kadner (1989) as an individual's capacity to make a psycho-social come back in adversity.

2.2. Hypotheses

Previous research supports significantly positive relationships between emotional intelligence and resilience (Danacı and Pınarcık, 2017; Armstrong et al., 2011; Schneider et al., 2013; Di Fabio and Saklofske, 2018; Özer and Deniz, 2014). Thus, we expect that this current study's results will confirm the previous research. Furthermore, previous research in the literature claims meaningful positive relationships between emotional intelligence and life satisfaction (Extremera and Rey, 2016; Kong and Zhao, 2013) and, resilience and life satisfaction (Kong et al., 2015; 2017; Shehzad et al., 2015; Naemi, 2018; Şahin-Baltacı and Karataş, 2015), which is why current research results will be in parallel line with previous studies. Research hypotheses and the proposed model (see Figure 1) are shown below.

Hypothesis 1: There is a positive relationship between life satisfaction and resilience.

Hypothesis 2: There is a positive relationship between emotional intelligence and life satisfaction.

Hypothesis 3: There is a positive relationship between emotional intelligence and resilience.

Hypothesis 4: Life Satisfaction significantly leads to resilience with a positive path.

Hypothesis 5: Emotional intelligence mediates the relationship between life satisfaction and resilience.
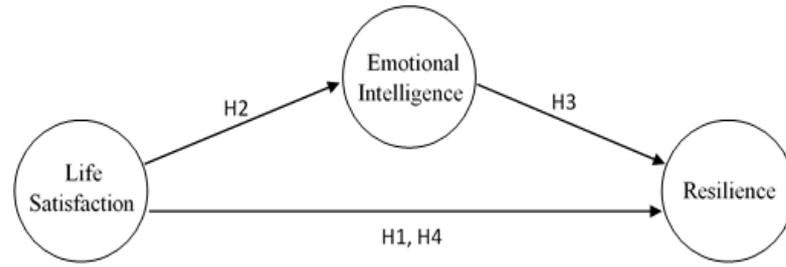
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Figure 1. Model Schema of the Research.

3. METHODS

3.1. Sample and Data Analysis

In terms of ethical research, we obtained the Social and Humanities Ethical Committee Report for study surveys within the framework of TÜBİTAK directive. And, in relation to the implementation of surveys, we offered the opportunity to fill-in a self-report questionnaire to two hundred and ninety-seven students from Kahramanmaraş Sütçü İmam University in Turkey. Respondents were randomly chosen and accepted to attend the survey. After the survey study, we received 296 usable surveys (a response rate of 100 percent). There is not any missing value on questionnaires. The majority of the respondents were females (n=169, 57.1 percent) while male respondents made up 42.9 percent (n=127) of the sample. In terms of marital status, a thumping majority of respondents (n=291, 98.3 percent) were single. The vast majority of them were graduate students (n=291, 98.3 percent) whereas four of respondents were studying a master's degree and one of the respondents was a doctoral student.

We performed structural equation modeling (SEM) and employed Amos v.20 statistical program because it is easy to use, and can quickly design and modify visual SEM. The survey data was input into SPSS v.20 for Windows, and we used SPSS for descriptive statistics, correlation, validity, and reliability of survey data. According to SEM, maximum likelihood (ML) estimation method was performed. Later, absolute indices (normed chi-square, GFI, AGFI, and RMESA) and relative indices (IFI and CFI) were calculated to evaluate the goodness-of-fit of the model.

3.2. Measures

We attached age, gender, marital status, and education level as a demographic variable to research.

The Satisfaction with Life Scale (Diener et al., 1985) was employed to measure global life satisfaction. The scale is consisting of one dimension and based on a self-report questionnaire. Diener et al., (1985) used the 7-point scale (1=strongly disagree, 2= disagree, 3=slightly disagree, 4=neither agree nor disagree, 5=slightly agree, 6=agree, 7=strongly agree) while the

present study used a 5-point scale. In Diener et al.'s study (Diener et al., 1985), the internal consistency of the measure ranged from .82 to .87, while this paper's Cronbach's alpha value of the scale was .77. The Satisfaction with Life Scale was adapted by Dağlı and Baysal (2016) into Turkish and we used these translated expressions in the current article.

Emotional intelligence was measured using 'The Assessing Emotions Scale' (Schutte et al., 1998). 'The Assessing Emotions Scale' consists of 33-items and is based on a self-report questionnaire of global emotional intelligence with 5-point scale. The scale's internal reliability ranges from .87 to .90 whereas Cronbach's alpha of the scale is .75 as an acceptable level in the present study. We used a 5-point Likert scale. Further, 'The Assessing Emotions Scale' was divided into three dimensions: intrapersonal and interpersonal utilization of emotions; optimism and regulation of emotions; and appraisal of emotions in the recent paper. The Assessing Emotions Scale was adapted and modified by Tatar, Tok and Saltukoğlu (2011) and, Tatar, Tok, Bender, and Saltukoğlu (2017) into Turkish. We used 33-items questionnaire expressions of Diener et al. (1985) in the recent paper and these expressions corresponds to 33-items in the paper of Tatar et al. (2011).

In the present study, we used The Resilience Scale which was developed by Wagnild and Young (1993). The Resilience Scale, developed by Wagnild and Young (1993), was adapted by Terzi (2006). The Resilience Scale includes 25-items with a 7-point Likert scale. However, we employed a 5-point Likert scale in this paper. Based on the self-report questionnaire, The Resilience Scale also consists of two dimensions as personal competence and acceptance of self and life. As a result Cronbach's alpha value of the scale was .80 in the recent study.

3.3. Validity and Reliability

Amos v.20 statistical program was employed to measure the validity of the research variables through confirmatory factor analysis (CFA). Afterward, the reliability of the variables was tested by SPSS v.20 for Windows. Satisfaction with life scale (Diener et al., 1985), The Assessing Emotions Scale with one-factor (Schutte et al., 1998) and The Resilience Scale with two-factor (Wagnild and Young, 1993) has been approved. As shown below, statistical values for the validity of the relevant variables are appropriate (see tables demonstrated below).

Table 1. Life Satisfaction's CFA and Reliability Analysis

SEM Statistical Values								
CMIN/DF	GFI	AGFI	NFI	RFI	IFI	TLI	CFI	RMSEA
0.51	0.99	0.99	0.99	0.98	1.00	1.00	1.00	0.00

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Cronbach Alpha	.773

According to Satisfaction with Life Scale (see Table 1), CFA by structural equation modeling (SEM), goodness indices values indicated a good model fit. CMIN = 2.54 (less than 3, and insignificant), and GFI, AGFI, NFI, RFI values less than 1 and greater than .90 support that this model fit the data very well. Thus, 'Satisfaction with Life Scale' (Diener et al., 1985) was confirmed as valid. Also, Cronbach's Alpha value .773 shows that the scale is reliable.

Table 2. Emotional Intelligence's CFA and Reliability Analysis

SEM Statistical Values								
CMIN/DF	GFI	AGFI	NFI	RFI	IFI	TLI	CFI	RMSEA
1.32	0.95	0.93	0.87	0.84	0.96	0.95	0.96	0.03
Cronbach Alpha	.819							

As shown above, goodness indices for the structural equation modeling of one-factor emotional intelligence scale (Schutte et al., 1998) are at an acceptable level. Furthermore, emotional intelligence scale with one-factor expressions was validated and included all dimensions (intrapersonal and interpersonal utilization of emotions, optimism, and regulation of emotions, and appraisal of emotions) of the scale. According to the reliability analysis after validation, 'The Assessing Emotions Scale' was found to be reliable with .819 reliability value.

Table 3. Resilience's CFA and Reliability Analysis

SEM Statistical Values								
CMIN/DF	GFI	AGFI	NFI	RFI	IFI	TLI	CFI	RMSEA
1.34	0.95	0.93	0.87	0.85	0.96	0.95	0.96	0.03
Personal Competence of Resilience's Cronbach Alpha								.817
Acceptance of Self and Life of Resilience Cronbach Alpha								.600

Confirmatory factor analysis by Amos indicates that The Resilience Scale (Wagnild and Young, 1993) was separated into two dimensions as personal competence (expression range of R2-R24), and acceptance of self and life (expression range of R7-R25). This result coincides with Wagnild and Young's (1993) study. Also, according to goodness indices of resilience, we concluded that the scale is valid. Personal competence sub-dimension reliability was accepted very well, whereas acceptance of self and life sub-dimension reliability was tolerable level (see Table 3).

4. RESULTS

Descriptive Statistics of Life Satisfaction (Personal Competence and Acceptance of Self and Life), Emotional Intelligence and Resilience is reported in Table 4 as below.

Table 4. Means and Standard Deviation of the Study Variables

	Mean	Standard Deviation
Life Satisfaction (LS)	3.045946	0.795443
Emotional Intelligence (EI)	3.818468	0.529240
Personal Competence (PC)	3.951014	0.590489
Acceptance of Self and Life (ASL)	3.844595	0.618656

4.1. Correlations across Study Variables

As we expected, we found that there was a positive correlation between all variables in terms of Pearson correlation. All Components of the latent variables significantly correlated with each other (significant at the 0.01 level). Moreover, the correlation data, demonstrated in Table 5, was obtained from SPSS by computing arithmetic mean. Path coefficient of correlations belongs to the SEM model (Figure 2-3), was displayed in Table 6 as below.

Table 5. Pearson Correlations across LS, EI, PC and ASL

	LS	EI	PC	ASL
LS	1	-	-	-
EI	0.342	1	-	-
PC	0.303	0.692	1	-
ASL	0.348	0.548	0.664	1

4.2. Integration Model of Study Variables

We employed Amos v.20 for Windows which is a statistical packet program in order to analysis and design structural equation modeling (SEM) related to life satisfaction, resilience, and emotional intelligence. As shown in Figure 2-3, emotional intelligence (EI) has a one-factor while resilience has just two dimensions (Personal Competence = PC and Acceptance of Self and Life = ASL). Lastly, life satisfaction consists of a single factor.

Table 6. Statistical Values of SEM-1 and SEM-2 Paths

	Path coefficient	z-statistic	Significance level

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SEM-1 Path			
LS → PC	0.38	5.26	***
LS → ASL	0.49	4.46	***
SEM-2 Path			
LS → PC	0.01	0.19	0.84
LS → ASL	0.17	2.15	0.03
LS → EI	0.45	4.24	***
EI → PC	0.88	5.16	***
EI → ASL	0.72	4.92	***

*** which mean significantly different at the 0.001 level (two-tailed).

With reference to Table 6-7 and Figure 2, research results supported Hypothesis 1. LS and Resilience (PC and ASL) significantly correlated with each other. Besides this, the pathway coefficient was positive (.38 and .49 respectively). These results confirmed prior studies regarding the positive relationship between life satisfaction and resilience (Shehzad et al., 2015; Naemi, 2018; Şahin-Baltacı and Karataş, 2015). As demonstrated in Table 6-7 and Figure 3, there is a positive relationship between EI and LS (.45). As we thought, the findings support Hypothesis 2 (Extremera and Rey, 2016; Kong and Zhao, 2013). Similarly, a positive relationship between EI and resilience (.88 and .72 respectively) confirmed Hypothesis 3. In addition to this, Hypothesis 3 is consistent with previous studies (Armstrong et al., 2011).
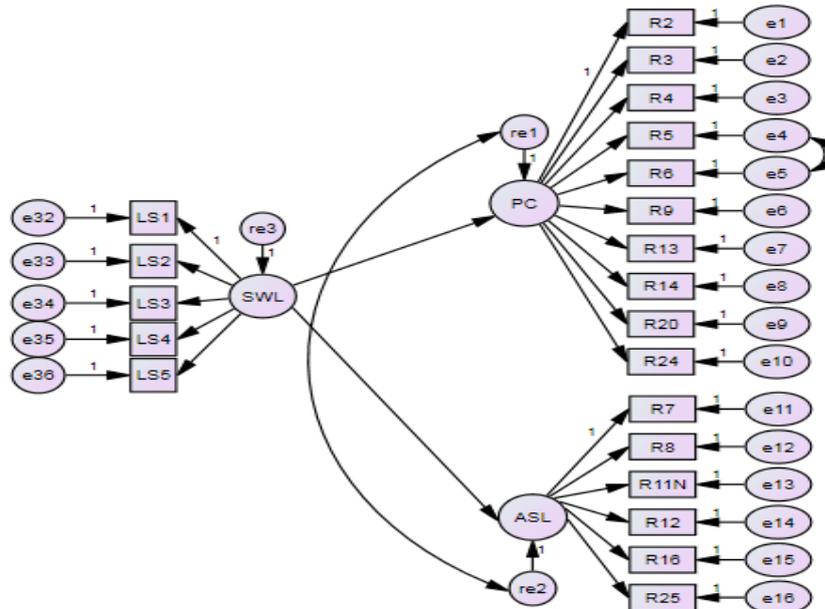
Figure 2. Proposed Path Model of SEM-1.

This paper not only emphasizes the sign of the relationship but also clarifies which variable predicted the others. From this perspective, "Life satisfaction significantly leads to resilience with positive path" hypothesized (Hypothesis 4). Research results (see Table 7 and Figure 2 clearly revealed that LS significantly leads to resilience (PC and ASL) with a positive path. Some studies only argued a positive relation between LS and resilience (Tagay et al., 2016). However, some of them alleged the positive relationships and hypothesize to which LS significantly leads resilience with a positive path as well (Shehzad et al., 2015; Naemi, 2018; Şahin-Baltacı and Karataş, 2015). Finally, according to Figure 2-3, LS significantly leads to resilience in the first model (SEM-1) while compared to SEM-1, statistical value is insignificant for LS-PC, and significant but high p-value for LS-ASL in the second model (SEM-2). That's why we accepted Hypothesis 5. In this way, we concluded that EI mediates the relationship between LS and resilience.
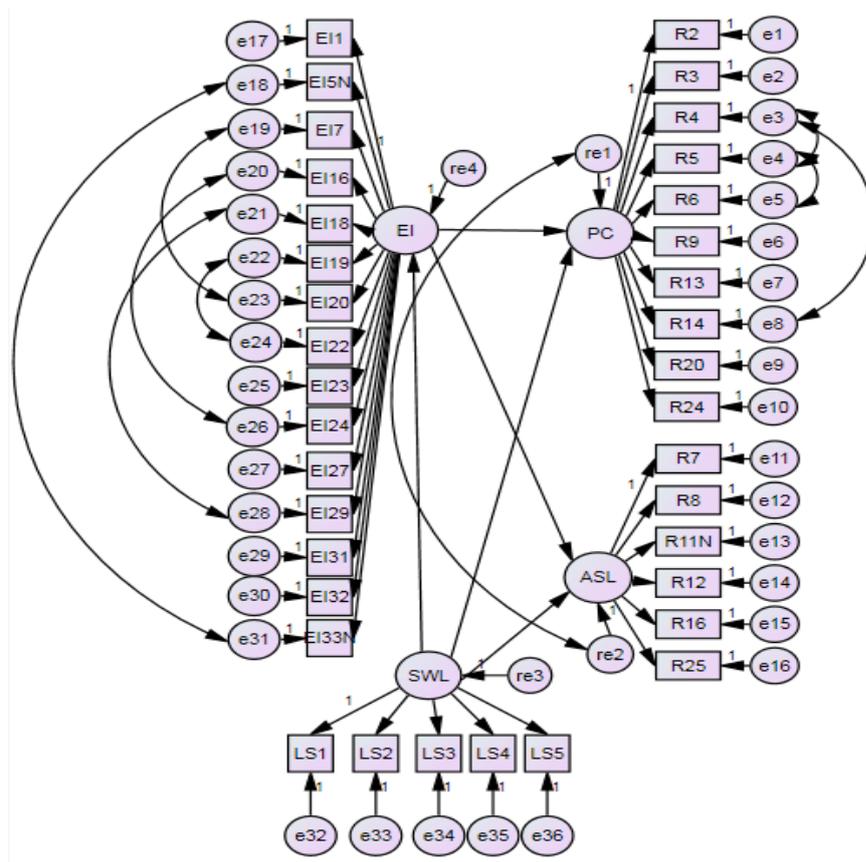

Figure 3. Proposed Path Model of SEM-2.

As shown in Figure 2-3, we used life satisfaction, emotional intelligence, and personal competence, acceptance of self and life (sub-dimensions of

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resilience) as latent variables in the structural equation modeling. Also, expressions related to latent variables accounted for the indicator variables of the model (see Table 1, 2 and 3 for the meanings of codes as an indicator).

Table 7. Fit index for the SEM-1 and SEM-2

SEM-1 Statistical Values								
CMIN/DF	GFI	AGFI	NFI	RFI	IFI	TLI	CFI	RMSEA
1.24	0.93	0.91	0.85	0.83	0.96	0.96	0.96	0.03
SEM-2 Statistical Values								
CMIN/DF	GFI	AGFI	NFI	RFI	IFI	TLI	CFI	RMSEA
1.36	0.87	0.85	0.74	0.72	0.91	0.90	0.91	0.03

Research results suggest that the proposed path model of SEM fit the data reasonably well (see Table 7). CMIN/DF which mean chi-square to degrees of freedom ratios was 1.561 in the model. According to Carmines and McIver (1981), it is indicative of an acceptable fit if the ratio is in the range of 2 to 1 or 3 to 1. Moreover, another goodness index (GFI, AGFI, CFI, IFI, and TLI) was in the range of, .80 to 1, and RMSEA value was less than .05. Consequently, all of these statistical values proved that the SEM model (see Figure 2-3) is compatible with the data reasonably well (Jöreskog and Sörbom, 1984; Bentler and Bonett, 1980; Browne and Cudeck, 1993).

The Sobel test (Sobel, 1982) was statistically significant (Significance values of personal competence and Acceptance of Self and Life respectively; .001 and .001 < .05). These results confirmed Hypothesis 5. According to this, emotional intelligence mediates the relationship between life satisfaction and resilience.

5. Conclusion

This paper examines the relationship between life satisfaction, resilience and emotional intelligence; and if emotional intelligence mediates the relationship between life satisfaction and resilience or not. There are several studies on life satisfaction, emotional intelligence, and resilience. Notwithstanding, papers in the literature about the mediating role of emotional intelligence on the relationship between life satisfaction and resilience aren't available yet, except this work. That makes this study different from other papers.

Life satisfaction which is a cognitive component of SWB may change the intrinsic and external world of the individuals. For instance, to satisfy with life is likely to make a person more resilient against adversities. Some researchers have argued that life satisfaction predicted resilience (Shehzad

et al., 2015; Naemi, 2018; Şahin-Baltacı and Karataş, 2015; Khani et al., 2016; Kaçay et al., 2017; Kapila and Kumar, 2015). For example, Shehzad et al. (2015) claimed that if life satisfaction increases, the individual is more likely to be resilient. According to Naemi's work, fundamental psychological need satisfaction meaningfully predicted the resilience of teachers (Naemi, 2018). In another paper, it was found that perceived social support and life satisfaction significantly predicted resilience (Şahin-Baltacı and Karataş, 2015). To take into consideration of these studies, we expected that this study would provide the same result. Thus Hypothesis 1-4 was designed.

Extremera and Ray (2016), according to their research result, argued that the ability of emotional intelligence was significantly and positively correlate with life satisfaction. Similarly, Kong and Zhao (2013) supported the same result in their paper. That's why we hypothesized that "There is a positive relationship between emotional intelligence and life satisfaction" (Hypothesis 2).

According to Armstrong et al. (2011), if one reported a high level of emotional intelligence, their life event-distress relationship was likely weaker. In this context, we expressed that emotional intelligence and resilience are positively associated. Therefore, we asserted Hypothesis 3.

After the validity and reliability of research scales including sub-scales as well were provided, a series of analyzes was employed. As a result of the research analysis, as expected Hypothesis 1-4 (Şahin-Baltacı and Karataş, 2015; Shehzad et al., 2015; Naemi, 2018; Khani et al., 2016; Kaçay et al., 2017; Kapila and Kumar, 2015), Hypothesis 2 (Özdemir and Dilekmen, 2016; Extremera and Ray, 2016; Rey et al., 2011; Kong et al., 2012; Sun et al., 2014; Urquijo et al., 2016; Businaro and Pons, 2015; Wang and Kong, 2014; Ruiz-Aranda et al., 2014; Kong and Zhao, 2013; Palmer et al., 2002) and Hypothesis 3 (Danacı and Pınarcık, 2017; Armstrong et al., 2011; Schneider et al., 2013; Di Fabio and Saklofske, 2018; Özer and Deniz, 2014) were supported (see Table 6-7 and Figure 2-3). Besides this, according to Sobel test (Sobel, 1982), it was revealed that emotional intelligence mediates the relationship between life satisfaction and resilience. According to this, we confirmed Hypothesis 5.

As an individual, to be aware of yourself and others may be the first step to understanding life itself. Self-esteem and respect for others can facilitate his/her own life. To love oneself and others and to be loved by others should be the most natural right of being a person. For instance, when an individual comes to life in the womb, he/she is powered and loved by his/her mother. Such treats (e.g. parental, family and peer support) throughout life support individual against environmental uncertainty and any difficulties. However, above all, the desire for a virtuous life makes life more meaningful, and eliminates the aimlessness in life and blesses life

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satisfaction. Nevertheless, life lessons and experiences one has lived can force his/her patience, and as a result of all these chain reactions, that person's resiliency may be eventually exhausted. At this point, the capability of emotional intelligence can bring this tragedy an optimal solution. After all, emotional abilities are not unchangeable because emotions can be tamed lifelong. Thus, emotional intelligence studies and practices can enhance the emotional intelligence of an individual (Goleman, 1995).

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