

THE EFFECT OF EMOTIONAL INTELLIGENCE AND WORK-LIFE BALANCE ON THE RESILIENCE OF WORKING STUDENTS

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Abstract. *This study aims to analyze the influence of Emotional Intelligence on Work-Life Balance and Resilience among working students. Students who simultaneously undertake academic and professional roles often face high psychological pressure, requiring strong emotional regulation skills to maintain both academic and professional performance. This research employs a quantitative approach with an explanatory research design to examine causal relationships among variables. Data were collected using a Likert-scale questionnaire distributed to 100 working student respondents. The data analysis technique applied was Partial Least Squares Structural Equation Modeling (PLS-SEM) using SmartPLS 3.0 software. The results of the outer model evaluation indicate that all constructs meet validity and reliability criteria, as evidenced by Average Variance Extracted (AVE) values above 0.5 and Composite Reliability values above 0.7. Hypothesis testing results reveal that Emotional Intelligence has a positive and significant effect on both Work-Life Balance and Resilience. However, Work-Life Balance does not have a significant effect on Resilience in this population. The R-square values indicate that Emotional Intelligence explains 57% of the variance in Work-Life Balance and 58.9% of the variance in Resilience. These findings provide both theoretical and practical contributions. Theoretically, this study confirms that Emotional Intelligence is a key determinant for working students in maintaining life balance and developing resilience. Practically, the findings highlight the importance of enhancing Emotional Intelligence as a strategic approach for educational institutions and organizations in supporting working students to cope with complex demands in the future.*

Keywords: *Emotional Intelligence; PLS-SEM; Resilience; Work-Life Balance; Working Students*

1. INTRODUCTION

The dynamics of higher education in the modern era show a growing number of students who not only act as learners but also as employees. The phenomenon of working students emerges as a response to economic demands, self-development needs, and the desire to gain early work experience.

However, this dual role presents significant challenges, particularly in managing academic pressure and work demands simultaneously. In this context, resilience becomes a crucial factor determining students' success in managing both roles.

Resilience is defined as an individual's capacity to survive, adapt, and recover from stressful or adverse situations (Smith et al., 2021). In the context of working students, resilience is influenced not only by external factors such as academic and work environments but also by internal factors such as emotional regulation and life balance. Therefore, Emotional Intelligence and Work-Life Balance are considered key variables influencing resilience.

2. LITERATURE REVIEW

Recent studies indicate that Emotional Intelligence plays a significant role in enhancing individuals' ability to cope with pressure and role conflict. Emotional Intelligence encompasses the ability to recognize, understand, and manage one's own emotions as well as those of others (Miao et al., 2021). Individuals with a high level of Emotional Intelligence tend to demonstrate

better self-control, effective stress management, and stronger intrinsic motivation, which ultimately contribute to increased resilience.

In addition, Work-Life Balance is an important factor in the context of working students. Work-Life Balance refers to an individual's ability to balance work demands and personal life (Allen et al., 2020). An imbalance between work and personal life can lead to stress, burnout, and decreased psychological well-being, which negatively affects resilience. Conversely, a well-maintained balance can enhance life satisfaction and improve the ability to cope with stress.

However, previous studies have shown inconsistencies regarding the effect of Work-Life Balance on Resilience. Some studies have found that Work-Life Balance has a significant impact on Resilience (Kalliath & Brough, 2022), while others report a weak or non-significant relationship, particularly among individuals facing high dual-role demands, such as working students. This inconsistency highlights a research gap that warrants further investigation.

2.1 Emotional Intelligence

The Emotional Intelligence theory employed in this study is based on the concept proposed by Goleman (2021), which categorizes Emotional Intelligence into five primary dimensions:

- Self-awareness
- Self-regulation
- Motivation
- Empathy
- Social skills

In this study, the indicators utilized include:

- Self-awareness
- Self-regulation
- Motivation
- Empathy

These indicators are consistent with the measurement results, which demonstrate that all indicators meet the required validity criteria, as evidenced by outer loading values exceeding the minimum threshold.

2.1 Work-Life Balance

The Work-Life Balance theory in this study refers to the role balance concept proposed by Greenhaus and Allen (2021), which includes:

- Time balance
- Involvement balance
- Satisfaction balance

The indicators used in this study encompass all three dimensions, which have been shown to exhibit strong measurement consistency based on satisfactory outer loading and Average Variance Extracted (AVE) values.

2.2 Resilience

Resilience in this study is based on the Connor-Davidson framework (Connor & Davidson, 2021), which includes several dimensions:

- Personal competence
- Tolerance of stress
- Adaptability
- Control
- Spiritual influence

These indicators reflect an individual's ability to cope with pressure, adapt to challenges, and maintain self-control in difficult situations. The results of this study indicate that all Resilience indicators demonstrate high levels of validity and reliability.

3. RESEARCH METHODS

This study employs a quantitative approach using an explanatory research design. The quantitative approach was selected because the objective of this study is to examine the causal relationships among theoretically formulated variables, namely Emotional Intelligence, Work-Life Balance, and Resilience.

Explanatory research is used to explain the influence among variables through hypothesis testing based on empirical data. Therefore, this study not only describes the phenomenon but also examines the causal relationships among the constructs under investigation.

3.1 Population and Sample

The population of this study consists of students who are currently employed (working students). The sampling technique used is non-probability sampling, specifically purposive sampling, with the following respondent criteria:

1. Active university students
2. Currently employed in full-time, part-time, or freelance positions

The total number of respondents in this study is 100, which is considered sufficient to meet the minimum sample size requirements for Partial Least Squares Structural Equation Modeling (PLS-SEM), where sample size can be adjusted according to model complexity (Hair et al., 2021).

3.2 Data Collection Technique

Research data were collected using a questionnaire developed based on the indicators of each variable. The research instrument employed a 5-point Likert scale with the following measurement criteria:

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Neutral
- 4 = Agree
- 5 = Strongly Agree

The questionnaire was distributed online to facilitate respondent access and improve data collection efficiency.

3.3 Data Analysis Technique

The data analysis technique used in this study is Partial Least Squares Structural Equation Modeling (PLS-SEM) with the assistance of SmartPLS 3.0 software. The PLS-SEM method was chosen because it is capable of analyzing complex models with relatively small sample sizes and does not require normally distributed data (Hair et al., 2021). The analysis was conducted in two main stages:

1. Measurement Model Evaluation (Outer Model)

This stage aims to assess the validity and reliability of the constructs, including:

- **Convergent Validity:** evaluated through outer loading values (> 0.70) and Average Variance Extracted ($AVE > 0.50$)
- **Discriminant Validity:** assessed using cross-loading values and Heterotrait-Monotrait Ratio ($HTMT < 0.90$)
- **Reliability:** measured using Cronbach's Alpha and Composite Reliability (> 0.70)

2. Structural Model Evaluation (Inner Model)

This stage aims to test the relationships among variables, including:

- **Multicollinearity Test:** assessed using Variance Inflation Factor ($VIF < 5$)
- **Coefficient of Determination (R^2):** used to evaluate the explanatory power of independent variables on dependent variables

- **Effect Size (f^2)**: used to measure the magnitude of each variable's effect
- **Predictive Relevance (Q^2)**: used to assess the model's predictive capability
- **Hypothesis Testing**: conducted using the bootstrapping method with criteria of t-statistic > 1.96 and p-value < 0.05

3.4 Research Model

Conceptually, the research model is formulated as follows:

1. Emotional Intelligence (X1) → Work-Life Balance (X2)
2. Emotional Intelligence (X1) → Resilience (Y)
3. Work-Life Balance (X2) → Resilience (Y)

4. RESULTS AND DISCUSSION

4.1 Research Results and Analysis

The respondent data in this study were obtained through the distribution of questionnaires involving a total of 100 respondents. Respondent characteristics were classified based on gender, age, employment status, and length of employment. A detailed breakdown of the data is presented in Table 4.1.1

Tabel 4.1.1. Respondent Characteristics			
Characteristic	Category	Frequency	Percentage
Gender	Male	44	44%
	Female	56	56%
Total		100	100%
Age	< 18 years (Under 18 years)	1	1%
	18-25 years	70	70%
	26-35 years	28	28%
	36-45 years	1	1%
Total		100	100%
Employment Status	Freelance	6	6%
	Full-time	90	90%
	Part-time	4	4%
Total		100	100%
Length of Employment	< 1 year	14	14%
	> 1 year	86	86%
Total		100	100%

Source: Data processed by the researcher, 2026

4.2 Measurement Model Analysis (Outer Model)

a. Convergent Validity Test Results

Convergent validity aims to evaluate the extent to which the research indicators are capable of representing the constructs being measured. Within the Partial Least Squares Structural Equation Modeling (PLS-SEM) framework, convergent validity is assessed by examining the outer loading values and the Average Variance Extracted (AVE). The outer loading calculation results from the convergent validity test are presented in Table 4.2.1, Table 4.2.2, and Figure 4.2.1.

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Tabel 4.2.1. Outer Loading

Variable	Indicator	Item	Outer Loading	Validates
Emotional Intelligence (X1)	Self-Awareness	X1-1	0,717	Valid
		X1-2	0,731	Valid
	Self-Regulation	X1-3	0,692	Valid
		X1-4	0,653	Valid
	Motivation	X1-5	0,729	Valid
		X1-6	0,755	Valid
	Empathy	X1-7	0,777	Valid
		X1-8	0,698	Valid
Work-Life Balance (X2)	Time Balance	X2-1	0,772	Valid
		X2-2	0,822	Valid
	Involvement Balance	X2-3	0,901	Valid
		X2-4	0,859	Valid
	Satisfaction Balance	X2-5	0,845	Valid
		X2-6	0,844	Valid
Resilience (Y)	Personal Competence	Y-1	0,813	Valid
		Y-2	0,803	Valid
	Tolerance of Stress	Y-3	0,734	Valid
		Y-4	0,807	Valid
	Adaptability	Y-5	0,871	Valid
		Y-6	0,723	Valid
	Control	Y-7	0,846	Valid
		Y-8	0,825	Valid
	Spiritual	Y-9	0,821	Valid
		Y-10	0,782	Valid

Source: SmartPLS 3.0 Output, primary data processed, 2026

Based on the table above, the majority of indicators have met the required outer loading threshold of above 0.7. For the Emotional Intelligence variable (X1), the loading values were recorded in the range of 0.653 to 0.777. Although several indicators fall slightly below 0.7, these values remain acceptable as they exceed the minimum threshold of 0.6. Referring to the PLS-SEM literature, outer loading values in the range of 0.6 to 0.7 are still considered valid provided they do not diminish the overall construct validity.

Furthermore, the Work-Life Balance (X2) and Resilience (Y) variables demonstrated strong measurement consistency. All indicators for the Work-Life Balance variable (X2) yielded high loading values, ranging from 0.772 to 0.901, while the indicators for the Resilience variable (Y) fell within the range of 0.723 to 0.871. These results indicate that the indicators optimally reflect the constructs being measured.

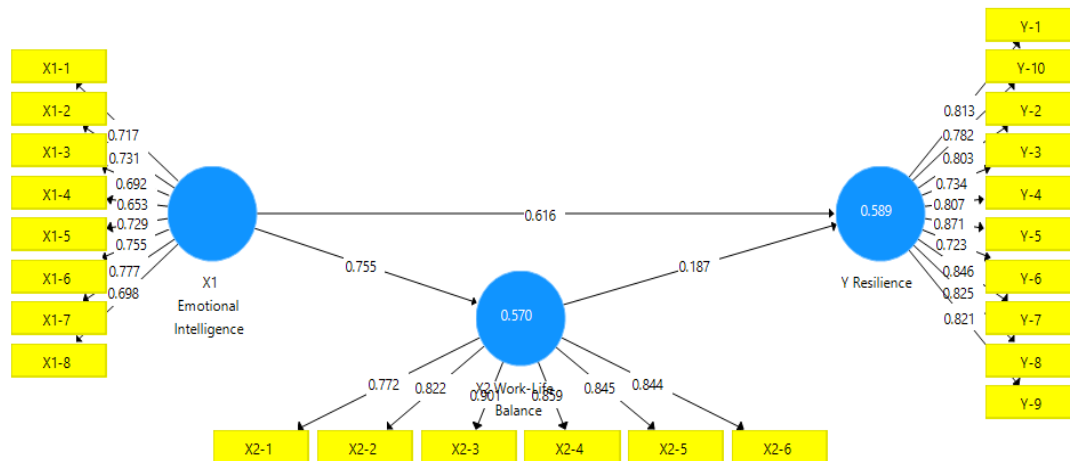


Figure 4.2.1. Outer Loading

Source: SmartPLS 3.0 Output, primary data processed, 20266

Tabel 4.2.2. Average Variance Extracted (AVE)

Variable	Average Variance Extracted (AVE)
Emotional Intelligence (X1)	0,518
Work-Life Balance (X2)	0,708
Resilience (Y)	0,646

Source: SmartPLS 3.0 Output, primary data processed, 2026

The convergent validity testing was further reinforced by the AVE values, with results of 0.518 for Emotional Intelligence (X1), 0.708 for Work-Life Balance (X2), and 0.646 for Resilience (Y). All of these values exceed the threshold of 0.5, indicating that each construct is capable of explaining more than 50% of the variance in its indicators. Therefore, it can be concluded that all constructs in this study have adequately satisfied the criteria for convergent validity.

b. Discriminant Validity Test Results

Discriminant validity aims to examine whether each latent construct in the research model possesses unique characteristics and does not overlap with other constructs. Within the PLS-SEM framework, the assessment is conducted through two primary methods, namely the Cross Loading criterion and the Heterotrait-Monotrait (HTMT) ratio with a threshold value of less than 0.90. The calculation results of both methods in the discriminant validity test are presented in Table 4.2.3 and Table 4.2.4.

Table 4.2.3. Cross Loading

Item	Emotional Intelligence (X1)	Work-Life Balance (X2)	Resilience (Y)
X1-1	0,717	0,580	0,548

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X1-2	0,731	0,525	0,480
X1-3	0,692	0,526	0,510
X1-4	0,653	0,485	0,410
X1-5	0,729	0,554	0,524
X1-6	0,755	0,533	0,601
X1-7	0,777	0,528	0,638
X1-8	0,698	0,604	0,608
X2-1	0,631	0,772	0,595
X2-2	0,628	0,822	0,590
X2-3	0,700	0,901	0,558
X2-4	0,653	0,859	0,528
X2-5	0,564	0,845	0,442
X2-6	0,616	0,844	0,557
Y-1	0,587	0,623	0,813
Y-2	0,570	0,503	0,803
Y-3	0,584	0,425	0,734
Y-4	0,627	0,500	0,807
Y-5	0,750	0,647	0,871
Y-6	0,489	0,445	0,723
Y-7	0,648	0,566	0,846
Y-8	0,687	0,536	0,825
Y-9	0,544	0,449	0,821
Y-10	0,533	0,499	0,782

Source: SmartPLS 3.0 Output, primary data processed, 2026

Based on the table above, the cross-loading results indicate that each indicator has its highest loading value on the construct it is intended to measure, compared to its loading values on other constructs. This provides empirical evidence that there is no overlap or measurement ambiguity between variables, confirming that each construct uniquely represents its own dimension.

Table 4.2.4 Heterotrait-Monotrait Ratio (HTMT)

Variable	Emotional Intelligence (X1)	Work-Life Balance (X2)	Resilience (Y)
Emotional Intelligence (X1)			
Work-Life Balance (X2)	0,841		
Resilience (Y)	0,824	0,693	

Source: SmartPLS 3.0 Output, primary data processed, 2026

Based on the table above, the HTMT values show 0.841 between Emotional Intelligence (X1) and Work-Life Balance (X2), 0.824 between Emotional Intelligence (X1) and Resilience (Y), and 0.693 between Work-Life Balance (X2) and Resilience (Y). All values fall below the threshold of 0.90. With both criteria being satisfied, it can be concluded that discriminant validity in this study has been well established.

c. Reliability Test Results

The reliability test in this study employs the Composite Reliability value as the primary indicator. A construct is considered reliable when its Composite Reliability value exceeds 0.70, in accordance with the criteria proposed by Sarwono and Narimawati (2015) as well as Ghozali and Latan (2015).

Table 4.2.5. Composite Reliability and Validity

Variable	Cronbach's Alpha	rho_A	Composite Reliability
Emotional Intelligence (X1)	0,867	0,870	0,896
Work-Life Balance (X2)	0,917	0,919	0,935
Resilience (Y)	0,939	0,944	0,948

Source: SmartPLS 3.0 Output, primary data processed, 2026

Based on the table above, the Cronbach's Alpha values for the Emotional Intelligence (X1), Work-Life Balance (X2), and Resilience (Y) constructs are 0.867, 0.917, and 0.939, respectively. Meanwhile, the Composite Reliability values for each construct are 0.896, 0.935, and 0.948, respectively. All of these values exceed the minimum threshold of 0.70. Therefore, all variables in this study are declared reliable and suitable for further analysis.

4.3 Structural Model Analysis (Inner Model)

a. Multicollinearity Test Results

According to Joseph F. Hair Jr. (2017), a low VIF value (below 5) reflects that each independent variable makes a distinct contribution and does not overlap with one another in explaining the dependent variable. Furthermore, the analysis focuses on the VIF value output results presented in Table 4.3.1.

Table 4.3.1. Variance Inflation Factor (VIF)

Variable	Emotional Intelligence (X1)	Work-Life Balance (X2)	Resilience (Y)
Emotional Intelligence (X1)	1,000		2,325
Work-Life Balance (X2)		2,325	
Resilience (Y)			

Source: SmartPLS 3.0 Output, primary data processed, 2026

Based on the table above, the VIF values indicate that all constructs have VIF values below 5. This condition suggests that there is no collinearity issue among the independent variables, meaning that each construct contributes distinctly within the model. Consequently, the model is capable of producing stable and reliable coefficient estimates.

b. Coefficient of Determination Test Results

The R Square coefficient of determination test indicates the ability of the exogenous variables to explain the endogenous variable within the model. The R Square value output results are presented in Table 4.3.2.

Table 4.3.2. R Square

Variable	R Square	R Adjusted
Work-Life Balance (X2)	0,570	0,565
Resilience (Y)	0,589	0,580

Source: SmartPLS 3.0 Output, primary data processed, 2026

Based on the table above, the R Square value for Work-Life Balance is 0.570, indicating that 57% of the variation in Work-Life Balance can be explained by Emotional Intelligence (X1), while the remaining 43% is influenced by other factors outside the model. The R Square value for Resilience (Y) is 0.589, meaning that Emotional Intelligence (X1) and Work-Life Balance together are capable of explaining 58.9% of the variation in Resilience (Y), while the remaining 41.1% is attributed to other variables not included in the model. This indicates that the model possesses a reasonably strong capability in explaining the relationships among the variables under study.

c. Effect Size Test Results

The f Square value indicates how strongly a variable contributes to explaining changes in another variable. According to Juliandi, A. (2018), an f Square value of 0.02 is categorized as a small effect, 0.15 as a moderate effect, and 0.35 as a large effect. The f Square value output results are presented in Table 4.3.3.

Table 4.3.3. f Square

Variable	Emotional Intelligence (X1)	Work-Life Balance (X2)	Resilience (Y)
Emotional Intelligence (X1)		1,325	0,396
Work-Life Balance (X2)			0,037
Resilience (Y)			

Source: SmartPLS 3.0 Output, primary data processed, 2026

Based on the table above, the f Square values indicate the magnitude of each variable's contribution within the model. The effect of Emotional Intelligence (X1) on Work-Life Balance (X2), with a value of 1.325, falls into the large effect category. The effect of Emotional Intelligence (X1) on Resilience (Y), with a value of 0.396, also falls within the large effect category. In contrast, the effect of Work-Life Balance (X2) on Resilience (Y), with a value of 0.037, is categorized as small. These findings suggest that Emotional Intelligence (X1) is the most dominant variable in explaining the relationships among the variables in the research model.

d. Predictive Relevance Test Result

Q Square is used to assess the predictive capability of the model in explaining observed data. A Q Square value greater than 0 indicates that the model possesses predictive relevance, thereby demonstrating its ability to predict endogenous variables effectively. The Q Square value output results are presented in Table 4.3.4.

Table 4.3.4. Q Square

Variable	SSO	SSE	Q ² (=1-SSE/SSO)
Emotional Intelligence (X1)	800,000	800,000	
Work-Life Balance (X2)	600,000	365,417	0,391
Resilience (Y)	1000,000	639,773	0,360

Source: SmartPLS 3.0 Output, primary data processed, 2026

Based on the table above, the Q Square value for Work-Life Balance (X2) is 0.391 and for Resilience (Y) is 0.360. Both values are above zero, indicating that the model possesses good predictive relevance. These results confirm that the model is not only capable of explaining the data used in this study, but also has the ability to predict the same phenomenon in a broader population.

4.4 Hypothesis Testing

The testing process was conducted following the evaluation of the inner model, with a focus on the relationships among latent constructs in accordance with the formulated hypotheses. The analysis was performed using the bootstrapping method in SmartPLS software to obtain path coefficient values and statistical significance.

Hypothesis testing in this study is examined through the Path Coefficient table to determine the effect of Emotional Intelligence (X1) on Work-Life Balance (X2), the effect of Emotional Intelligence (X1) on Resilience (Y), and the effect of Work-Life Balance (X2) on Resilience (Y). The Path Coefficient criterion is set at 5% with $t = 1.96$. If the t-statistic value is greater than 1.96, the hypothesis is considered significant, meaning that H_0 is rejected and H_a is accepted.

Table 4.4.1. Path Coefficient					
Variable	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Emotional Intelligence (X1)-> Work-Life Balance (X2)	0,755	0,762	0,055	13,685	0,000
Emotional Intelligence (X1)-> Resilience (Y)	0,616	0,612	0,173	3,553	0,000
Work-Life Balance (X2) -> Resilience (Y)	0,187	0,191	0,175	1,071	0,285

Source: SmartPLS 3.0 Output, primary data processed, 2026

Hypothesis 1

The effect of Emotional Intelligence (X1) on Work-Life Balance (X2) yields a coefficient value of 0.755. This positive value indicates a unidirectional relationship. The t-statistic value of 13.685 is greater than 1.96, and the p-value of 0.000 is less than 0.05. These results indicate that Emotional Intelligence (X1) has a positive and significant effect on Work-Life Balance (X2). Accordingly, Hypothesis 1 is accepted.

Hypothesis 2

The effect of Emotional Intelligence (X1) on Resilience (Y) yields a coefficient value of 0.616. This positive value indicates a unidirectional relationship. The t-statistic value of 3.553 is greater than 1.96, and the p-value of 0.000 is less than 0.05. These results indicate that Emotional Intelligence (X1) has a positive and significant effect on Resilience (Y). Accordingly, Hypothesis 2 is accepted.

Hypothesis 3

The effect of Work-Life Balance (X2) on Resilience (Y) yields a coefficient value of 0.187. This positive value indicates a unidirectional relationship. However, the t-statistic value of 1.071 is less than 1.96, and the p-value of 0.285 is greater than 0.05. These results indicate that Work-Life Balance (X2) does not have a significant effect on Resilience (Y). Accordingly, Hypothesis 3 is rejected.

4.5 Discussion and Implications of Findings

a. The Effect of Emotional Intelligence on Work-Life Balance

The research findings indicate that Emotional Intelligence has a positive and significant effect on Work-Life Balance. This suggests that the higher an individual's ability to recognize and manage emotions, the better their capacity to balance the demands of work and personal life.

Theoretically, this finding aligns with the concept of Emotional Intelligence, which posits that individuals with a high level of EI possess greater self-regulation, self-awareness, and social relationship management skills. These capabilities enable individuals to prioritize effectively, manage role conflicts, and avoid excessive pressure arising from dual demands.

In the context of working students, these abilities are particularly crucial as they face limitations in time and energy. Individuals with high EI tend to allocate time more effectively between academic activities and work, thereby creating role balance.

This finding is consistent with the research of Miao et al. (2021), which states that Emotional Intelligence positively contributes to work-life balance through better stress and emotion management.

b. The Effect of Emotional Intelligence on Resilience

The research findings indicate that Emotional Intelligence has a positive and significant effect on Resilience, affirming that the ability to manage emotions is a key factor in enhancing an individual's capacity to withstand pressure.

Theoretically, Resilience is closely associated with an individual's coping ability in dealing with stress. Individuals with high Emotional Intelligence are able to interpret pressure as a challenge rather than a threat, making them more adaptive in facing adversity. Furthermore, empathy and motivation also help individuals maintain their drive and build supportive social relationships.

In the context of working students, pressure stemming from academic and work demands can trigger high levels of stress. However, individuals with strong EI are able to manage such pressure constructively, enabling them to persevere and adapt effectively.

This finding is in line with the research of Smith et al. (2021), which states that Emotional Intelligence is one of the primary factors shaping Resilience, as it is associated with emotional regulation and the ability to adapt to stress.

c. The Effect of Work-Life Balance on Resilience

The research findings indicate that Work-Life Balance does not have a significant effect on Resilience. This is a noteworthy finding, as Work-Life Balance is theoretically often regarded as an important factor in enhancing individual well-being and resilience.

This non-significance can be explained through the characteristics of the respondents who face high role demands and limited resources in terms of time and energy. Under such conditions, achieving an optimal balance between work and personal life is difficult, and therefore does not directly influence Resilience.

Furthermore, this finding suggests that Resilience is more strongly influenced by internal factors than external ones. That is, even when individuals do not have an ideal work-life balance, they may still exhibit high Resilience if supported by internal capabilities such as Emotional Intelligence.

This result also reinforces the inconsistencies found in prior research. Several studies (Kalliath & Brough, 2022) have found that Work-Life Balance affects psychological well-being, but not always directly in relation to Resilience, particularly among high-pressure groups.

d. Theoretical Implications

This study contributes to the development of theory in the fields of human resource management and psychology, particularly with regard to Resilience. The finding that Emotional

Intelligence exerts a dominant influence underscores the importance of internal factors in shaping individual resilience.

Moreover, the findings enrich the existing literature by demonstrating that Work-Life Balance does not always serve as a direct predictor of Resilience, especially in the context of working students. This indicates that the relationship between Work-Life Balance and Resilience is contextual and is shaped by individual characteristics and environmental conditions.

e. Practical Implications

In practical terms, the findings of this study carry several implications:

1. For Working Students: It is important to develop Emotional Intelligence as a core competency for coping with pressure and enhancing Resilience.
2. For Educational Institutions: Universities can develop training programs or workshops related to emotion and stress management specifically designed for working students.
3. For Organizations/Companies: Employers can provide workplace flexibility support to assist working students, although internal factors remain the primary key to improving Resilience.

CONCLUSION AND RECOMMENDATIONS

Conclusion

Based on the results of the analysis and discussion regarding the effects of Emotional Intelligence and Work-Life Balance on Resilience among working students, the following conclusions can be drawn:

1. Emotional Intelligence has a positive and significant effect on Work-Life Balance. This indicates that an individual's ability to manage emotions plays an important role in creating a balance between work demands and personal life.
2. Emotional Intelligence has a positive and significant effect on Resilience. This finding affirms that emotional management ability is a primary factor in enhancing an individual's capacity to withstand pressure.
3. Work-Life Balance does not have a significant effect on Resilience. This suggests that a balance between work and personal life does not necessarily directly enhance individual resilience, particularly in the context of working students who face limitations in time and energy.

Overall, Emotional Intelligence is the most dominant variable in influencing Resilience compared to Work-Life Balance. This indicates that internal factors play a greater role than external factors in shaping the resilience of working students.

Recommendations

Based on the research findings obtained, the following recommendations are proposed:

1. Practical Recommendations
 - a. For Working Students: Students with dual roles are advised to develop their Emotional Intelligence capabilities, including emotion management, self-regulation, and motivation enhancement, in order to improve their ability to cope with pressure and maintain personal resilience.
 - b. For Higher Education Institutions: Educational institutions are encouraged to provide soft skills development programs, such as Emotional Intelligence training, stress management, and time management, specifically designed for working students.
 - c. For Companies/Organizations: Employers are encouraged to implement more flexible work policies, such as adaptive working hour arrangements, to assist working students in managing their dual roles more effectively.

2. *Theoretical Recommendations*

This study demonstrates that Work-Life Balance does not have a significant effect on Resilience. Therefore, future researchers are recommended to:

- Incorporate additional variables such as job stress, social support, or coping strategy as mediating or moderating variables.
- Examine other internal factors that may potentially influence Resilience.
- Employ a longitudinal approach to observe changes in Resilience over a given period of time.

3. Methodological Recommendations

For future research, it is recommended to:

- Increase the sample size to enhance the generalizability of the research findings.
- Employ probability sampling techniques to improve data representativeness.
- Combine quantitative and qualitative methods (mixed methods) to gain a more comprehensive understanding of the working student phenomenon.

It is therefore hoped that this study can contribute both theoretically and practically to the understanding of factors influencing Resilience, particularly among working students navigating complex and demanding dual roles.

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