

## Emotional Intelligence and Resilience among Young Adults

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### ABSTRACT

Acknowledging the mental health needs of young people is necessary to provide for the development of their community. The present study was conducted to find out the relationship between emotional intelligence and resilience among adults. Emotional Intelligence is the ability to understand, use and manage your own emotion in a positive way to get free from stress, solve problems and to have an effective communication. Resilience is the ability to mentally and emotionally cope up in a crisis and return to normal. The researcher used convenient sampling method. The sample consisted of 100 adults 50- males and 50-female among the age groups of 18-24. The tools used were Emotional intelligence self-assessment tool and Connor-Davidson Resilience Scale. The results showed a significant positive correlation between Emotional Intelligence and Resilience. The results also showed that there was no significant difference between males and females emotional intelligence and resilience.

**Keywords:** *Emotional Intelligence, Resilience, Young Adults, Coping Ability*

**E**motional intelligence (also called emotional quotient or EQ) is the capacity to realise, use, and deal with your own feelings positively to assuage pressure, efficiently communicate, be empathetic to other people, overcome difficulties and manage conflict. Emotional intelligence encourages you construct more grounded connections, prevail at school and work, and accomplish your vocation and individual objectives. It can likewise assist you with interfacing with your emotions, transform expectation right into it, and settle on educated choices about what makes a difference most to you. (Salovey and Mayer, 1990).

Emotional intelligence is a kind of social insight that includes the capacity to screen one's own and others' feelings, to segregate among them, and to utilize the data to manage one's reasoning and activities (Salovey and Mayer, 1990). The extent of emotional intelligence incorporates the verbal and nonverbal examination and articulation of feeling, the guideline of feeling in oneself as well as other people, and the usage of enthusiastic substance in critical thinking. Daniel Goleman also provides a perspective on how emotional intelligence can be a critical factor affecting a person's resilience during crises.

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The systematic study of resilience in psychology emerged from the study of children at risk for problems and psychopathology (Masten, 1999; Masten & Garmezy). By the 1960s, psychiatrists and psychologists interested in the cause of abnormality, begun to observe and work on children over time who were considered to be at chance of risk for serious issues either because of their biological attribute (e.g., either parent with schizophrenia), prenatal hazards (e.g., premature birth), or because of their environments (e.g., poverty) or because he or she may have lost either parent. Some of these investigators were struck by seeing the children with evidently at high risk for problems and they were developing quite well. In the press about such phenomenon and the early publications on resilience were said to be as “stress-resilient”, “invulnerable” or “resilient”. Finally, resilient became the most salient term for reporting such individuals. Psychological resilience is characterized as the person's capacity to effectively adjust to life errands even with social disservice or profoundly unfavourable conditions. Adversity or stress can come in the shape of family or relationship problems, workplace or financial problems, health problems, etc.

In 2006, Rutter characterized resilience as, an intuitive idea that is worried about the mix of genuine danger encounters and a generally sure mental result in spite of those encounters (Rutter, 2006). Rather, resilience is defined as designed to reflect the capacity for recovery and maintained adaptive behavior that may follow initial retreat or in capacity upon initiating a stressful event. To be resilient, Garmezy states that one needs to show functional adequacy (the maintenance of competent functioning despite and interfering of emotionality) as a benchmark of resilient behavior under stress (Garmezy, 1991a).

The word resilience is used to state coping and overall adaptability and it can be divided into four categories. Psychological resilience is our ability to mentally withstand or adapt to challenges, uncertainty and adversity. People who have psychological resilience develop capabilities and coping strategies which enable them to be remain calm and focused in a difficult situation or in crisis and they move on with long term positive consequences. People who are emotionally resilient understand what they are feeling and why. They use both internal and external resources and usually knock into realistic optimism, even during the crisis. That is why they are able to manage stressors and emotions in a positive and healthier ways. Physical resilience refers to the body's ability to adapt to the challenges, sustain stamina and strength and recover quickly and efficiently. Its individual's ability to recover and function in illness or any other physical demands. Community Resilience is the ability of groups of people to react to and recuperate from adverse situations like natural disasters, financial crisis or any other challenge to their community.

Generally, resilience alludes to positive transformation, or the capacity to keep up or recapture psychological well-being, in spite of encountering misfortune<sup>12</sup>. Definitions have advanced as logical information has expanded. Resilience is concentrated by scientists from different orders, including brain research, psychiatry, humanism, and all the more as of late, organic orders, including hereditary qualities, epigenetics, endocrinology, and neuroscience. Notwithstanding, no agreement on an operational definition exists. The focal inquiry is the means by which a few young ladies, young men, ladies, and men withstand misfortune without creating negative physical or psychological wellness results.

The outcomes uncovered in Ainize Sarrionandia's (2018) examination of resilience as a mediator of emotional intelligence and perceived stress are that emotional intelligence capacities as a negative indicator of saw pressure through the intervening variable strength for the American and Basque understudies. The discoveries recommend that college

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understudies with better enthusiastic knowledge and versatility present lower apparent pressure. Consequently, improving passionate insight and strength could keep understudies from enduring apparent pressure in advanced education. Suggestions and bearings for additional exploration are talked about; specifically, it is featured that intercession programs that improve both EI and flexibility could be useful in decreasing seen pressure.

R. Trigueros et al., (2019) directed an examination on influence of emotional intelligence, motivation and resilience on academic performance and the adoption of healthy lifestyle habits among adolescents. The outcomes showed that passionate insight is emphatically identified with positive feelings and contrarily identified with negative feelings. Positive feelings emphatically anticipate both self-inspiration towards actual schooling classes and versatility. Strength emphatically predicts self-inspiration. At last, self-inspiration goes about as an indicator of both scholastic execution and standard cooperation in active work.

Although there were many studies that focused on the relationship between emotional intelligence and resilience, not many studied it among adults nor are many conducted in the Indian population. The present research aims at identifying the relationship among these variables in an Indian young adult population. It may help understand the average emotional quotient of the population and its association to the mean resilience of the population.

### **REVIEW OF LITERATURE**

Adam W. McCrimmon et al., (2018) led a study on whether the relation between emotional intelligence and resilience in danger population. resilience factors and their connection to emotional intelligence (EI) as a possible strength for youngsters with consideration shortage/hyperactivity problem (ADHD) or advanced chemical imbalance range issue (HFASD) were researched. Kids with one or the other ADHD or HFASD were speculated to show diminished EI and differential relations among EI and flexibility when contrasted with commonly creating (TD) kids. Strategies: Fifty-four kids matured 8–12 years (18 with ADHD, 18 with HFASD, and 18 TD controls) finished the Resilience Scales for Children and Adolescents and BarOn Emotional Quotient Inventory. Contrasts between gatherings (investigation of change) and exceptional relations among the factors (connection) for each gathering were analyzed. Results: No gathering contrasts; be that as it may, exceptional relations between the factors were found inside each example. Determinations: EI might be a remarkable territory of interest for clinical populaces and a significant thought in the turn of events and usage of intercessions to underwrite upon characteristic qualities. Ramifications of these outcomes for intercession are examined.

R. Trigueros et al., (2019) directed an examination on Influence of Emotional Intelligence, Motivation and Resilience on Academic Performance and the Adoption of Healthy Lifestyle Habits among Adolescents. The example was of 615 optional school understudies between the ages of 14 and 19 partook ( $M = 16.02$ ;  $SD = 1.57$ ) in the investigation. A primary conditions model was created utilizing the fundamental factors and by applying a portion of the standards of Self-Determination Theory. The outcomes show that passionate insight is emphatically identified with positive feelings and contrarily identified with negative feelings. Positive feelings emphatically anticipate both self-inspiration towards actual schooling classes and versatility. Strength emphatically predicts self-inspiration. At last, self-inspiration goes about as an indicator of both scholastic execution and standard cooperation in active work. Ends: This investigation effectively shows the significance of zeroing in on feelings in PE classes since feeling builds the propensity to get passing marks

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and keep up dynamic way of life propensities. In this sense, zeroing in on the feelings of understudies in PE could demonstrate very helpful.

Beatrice Frajo-Apor et al., (2016) led an examination on Emotional Intelligence and resilience in psychological well-being experts thinking about patients with genuine dysfunctional behaviour. Likewise, this cross-sectional examination surveyed both EI and versatility and their interrelationship in 61 people having a place with a confident effort group for patients experiencing SMI analysed 61 control subjects without medical care related working conditions. EI was surveyed by methods for the German adaptation of the Mayer-Salovey-Caruso-Emotional-Intelligence Test (MSCEIT), versatility was evaluated utilizing the German rendition of the Resilience Scale. The two gatherings demonstrated a normal degree of EI in all classes of the MSCEIT and showed significant levels of flexibility. They didn't contrast fundamentally from one another, either regarding EI nor flexibility. Connection examination uncovered a positive relationship among EI and versatility, though little in size. Our outcomes recommend that psychological well-being experts are not stronger and, in this way, not more 'secured' from stressors than everyone. Despite the fact that this discovering warrant wary translation, the positive relationship among's EI and flexibility proposes that EI might be an expected objective for instruction and preparing to fortify strength even in sound people and the other way around.

Caterina Fiorilli et al., (2020) directed an examination on Trait Emotional Intelligence and School Burnout: The Mediating Role of Resilience and Academic Anxiety in High School. The information was gotten from an example of 1235 secondary school understudies (962 females and 273 guys), running in age somewhere in the range of 13 and 17 years (mean = 15.46; stand deviation = 1.22). Primary condition demonstrating uncovered a solid roundabout impact of TEI on school burnout, interceded through uneasiness and versatility. Generally speaking, understudies with high TEI were more averse to encounter school tension and bound to show flexibility which, thus, decreased school burnout hazard. Discoveries are talked about concerning the more extensive job of TEI in instructive settings and feature the need and potential for logically determined mediations to upgrade enthusiastic change at school and throughout everyday life, all the more by and large.

Ye-Ha Jung et al., (2016) led an examination on The Effects of an Online Mind-Body Training Program on Stress, Coping Strategies, Emotional Intelligence, Resilience and Psychological State. The example was of Forty-two sound ladies partook in an online MBT program for roughly 8–10 minutes every day for about two months; a benchmark group of 45 solid ladies didn't partake in the program. Self-report mental polls were regulated before the start of the program and at 4 and two months following its beginning. Information from the MBT gathering and the benchmark group were thought about utilizing rehashed measures ANOVA and Student's t-tests. Critical time x gathering collaboration impacts were found concerning pressure, adapting procedures, outrage, passionate insight, negative effect and flexibility. These outcomes show valuable impacts of the online MBT program and critical enhancements in the mental abilities of members contrasted and the benchmark group. The impacts of online MBT program were comparable with those of the past disconnected MBT in mental viewpoints, proposing further examinations for neuroscientific proof related pressure and feeling of online MBT impacts.

Claire A. Wilson and Donald H. Saklofske, (2016) directed an examination on the connection between attribute passionate knowledge, versatility, and emotional well-being in more seasoned grown-ups: the medicating role of savouring. A sample of 149 grown-ups

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matured 65 and over ( $M = 73.72$ ) were selected from retirement homes and local gatherings. Members finished proportions of versatility, appreciating, characteristic EI, and emotional psychological wellness either on the web or in a paper design. Results were that Path examination uncovered that enjoying completely interceded the connection among strength and emotional wellness. Nonetheless, attribute EI didn't essentially foresee emotional well-being in this example.

### **METHODOLOGY**

The study of emotional intelligence and resilience among college students is a correlational study. It is a quantitative study that establishes the relationship between the variables in the study. The study checks the correlation between emotional intelligence and resilience. The study also aims at finding any significant difference between emotional intelligence and resilience among the sample based on their gender.

#### *Aim*

The aim of the present research was to study the relationship between emotional intelligence and resilience among adults.

#### *Hypotheses*

**H<sub>01</sub>**. There is no significant relationship between emotional intelligence and resilience.

**H<sub>02</sub>**. There is no significant difference in emotional intelligence among males and females.

**H<sub>03</sub>**. There is no significant difference in resilience among males and females.

#### *Sample*

The target population for this research was adults falling in the age range of 18 to 25 years. The Sample size consists of 100 adults. Out of these 50 were males and 50 females. The sample was collected via online mode using google form. The method of sampling used in this research was convenient sampling.

#### *Measures*

**Emotional intelligence:** The emotional intelligence self-assessment scale which is used in this research is developed by Emily A. Sterrett, Ph.D. This scale consists of 20 items and they focus on four components that is self-awareness, self-management, social awareness and relationship management. It is a 5-point Likert scale from 1 (never) to 5 (always) score on these four components of Emotional Intelligence can range from a low of 5 to a high of 25.

**Connor-Davidson Resilience Scale:** It was developed by two researchers — Kathryn M. Conner and Jonathan R.T. Davidson. The Connor-Davidson Resilience Scale is a test that estimates resilience or how well one is prepared to ricochet back after upsetting occasions, misfortune, or injury. Versatility enables us to flourish even with misfortune. The individuals who are versatile are better ready to travel through the injuries of life. CD-RISC-10, a 10-item scale is comprised of ten of the original 25 items from the CD-RISC-10 scale. A respondent total score can range from 0-40. This 10-item scale was developed by Dr. Campbell-Sills and Stein, at the University of California, San Diego, based on factor analysis. It is a 4-point Likert scale.

### **RESULTS AND DISCUSSION**

The results are discussed according to the tests conducted. The first table show the Mean and Standard deviation of the variables. The second table shows the relationship between

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Emotional Intelligence and Resilience using Pearson correlation. The third table shows the t-test results of Emotional Intelligence and Resilience among both males and females.

**Table 1 Mean and standard deviation of Emotional Intelligence and Resilience.**

Variables	N	Mean	SD
Emotional Intelligence	100	72.24	9.006
Resilience	100	28.03	5.609

The table shows the mean and standard deviation of each of the variables. The mean and standard deviation of emotional intelligence is 72.24 and 9.006 respectively. The mean and standard deviation of resilience is 28.03 and 5.609 respectively, which indicates a moderate level of resilience in the sample.

**Table 2 Correlation between emotional intelligence and resilience**

Variables	Resilience
Emotional Intelligence	.753**

\*\* Correlation significant at the 0.01 level (2-tailed)

The correlation between the variables, emotional intelligence and resilience were calculated. Table 2 indicates the Pearson's correlation result and it shows that there is a significant positive correlation between emotional intelligence and resilience ( $p \leq 0.01$ ) ( $r = .753$ ). This means that more the emotional intelligence in the individual, higher is the resilience. According to a research conducted by Kadambari et.al it was found that there is a positive correlation between the two variables. A research conducted by Ainize Sarrionandia et.al supports the finding of this research, that emotional intelligence and resilience are related.

**Table 3 Independent Sample t-test of Emotional Intelligence and Resilience based on gender**

Variables	Gender	N	Mean	Sd	t	Sig.(2-tailed)
Emotional Intelligence	Male	50	73.10	9.379	.989	.325
	Female	50	71.31	8.585		
Resilience	Male	50	27.69	6.051	.625	.534
	Female	50	28.40	5.127		

Table 3 shows that there is no significant difference in emotional intelligence-based on gender. There was no significant gender difference found in the level of resilience.

## CONCLUSION

The objective of this research was to study the relationship between emotional intelligence and resilience and how it would affect males and females individually. 100 participants were chosen from Delhi and Gurgaon. The results of the study showed a significant positive correlation between Emotional intelligence and resilience. Whereas there was no difference seen between males and females in both Emotional intelligence and resilience.

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### **Conflict of Interest**

The author(s) declared no conflict of interest.

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