



EMOTIONAL INTELLIGENCE IN RELATION TO RESILIENCE AMONG COLLEGE STUDENTS

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Abstract

The present study investigate the relationship between Emotional Intelligence and Resilience among college students. A total of 150 participants, comprising 75 male and 75 female students aged between 18 and 25 years, were selected from various colleges in the Cuddalore district of Tamil Nadu. The study employed a random sampling technique to ensure representativeness. Emotional intelligence was measured using the Emotional Intelligence Scale developed by Hyde, Pethe, and Dhar (2001), while Resilience was assessed using the Resilience Scale (RS) by Wagnild & Young, (1993). The study aims to explore the extent to which Emotional Intelligence correlates with Resilience and to examine potential gender differences in these constructs. The findings are expected to contribute to the growing body of literature on positive psychological traits in youth and may offer implications for educational and psychological interventions aimed at enhancing student well-being and adaptive functioning.

Keywords: *Emotional Intelligence, Resilience, Psychological Well-being and Positive Psychology*

INTRODUCTION

It is commonly acknowledged that Emotional Intelligence (EI), also known as Emotional Quotient (EQ), is an essential component of human functioning that affects social, professional, and personal success. Emotional intelligence (EI), which goes beyond the conventional definition of intelligence and focuses on emotional awareness and regulation, is defined by Salovey and Mayer (1990) as the capacity to track, distinguish, and utilize emotional information to direct thought and behavior. By presenting Emotional Intelligence (EI) as a collection of abilities that are more important than IQ in predicting life outcomes, such as interpersonal relationships, mental health, and workplace efficiency, Daniel Goleman (1995) helped popularize the idea. Self-awareness, Self-regulation, Motivation, Empathy, and Social

skills are some of the essential elements that make up the multifaceted concept of Emotional Intelligence (Goleman, 1995). The capacity to identify and comprehend one's own feelings is known as Self-awareness, and it is essential for both emotional control and genuine communication. Self-regulation entails controlling one's emotions, refraining from rash decisions, and adjusting to shifting conditions. In the framework of Emotional Intelligence, Motivation encompasses Optimism, Tenacity, and Internal drive. The ability to comprehend and experience another person's emotions is known as Empathy, and it promotes caring relationships. The capacity to effectively manage relationships, communicate, settle disputes, and motivate others are all considered social skills..

Numerous studies have connected emotional intelligence to a range of beneficial outcomes in different fields. Students with higher EI, for instance, typically demonstrate superior academic achievement, improved social interactions, and better stress management in school contexts (Brackett & Rivers, 2011). Effective leadership, collaboration, job satisfaction, and a decrease in conflict at work are all associated with Emotional Intelligence (EI) in organizational settings (Mayer, Salovey, & Caruso, 2004). Furthermore, according to Schutte et al. (2007), emotionally intelligent people typically exhibit improved mental health, reduced levels of anxiety and despair, and greater psychological resilience. Importantly, Emotional Intelligence may be improved and grown with practice and training, in contrast to IQ, which is comparatively constant. Emotional intelligence (EI) competencies have been demonstrated to be improved by interventions like mindfulness training, social-emotional learning (SEL) programs, and cognitive-behavioral strategies (Brackett et al., 2019). These results highlight how EI development can support performance and well-being throughout life.

Resilience is the capacity to adjust, bounce back, and become more resilient in the face of hardship, stress, or major obstacles. It's more than enduring hardships; it also involves growing from them and creating coping strategies that improve emotional health and personal resilience. According to Masten (2001), Resilience is "ordinary magic," which means that it is a universal human quality that may be fostered and enhanced over time. According to Luthar, Cicchetti, and Becker (2000), resilience is influenced by a number of elements, including social support, emotional control, problem-solving abilities, and an optimistic mindset. Resilience can be developed through experience, psychic change, and deliberate action or simply comes to a person. Resilience should be preserved in mental health, handling uncertainty, and achieving long-term success today in the world that is rapidly changing. The resilience of college students can be impacted by numerous factors, including the following: Social support: At stressful moments, close relationships with role models, family, and friends provide both tangible and intangible support (Pidgeon et al., 2014). Emotional Regulation: To a large extent, resilience is a function of the ability to effectively regulate emotions and manage stress (Keye & Pidgeon, 2013). Self-Efficacy is the belief in a person's potential to succeed; it generates resilience and a powerful drive to deal with challenges (Zimmerman, 2000). Coping Strategies: Tools such as problem-solving, stress reduction, and mindfulness help students better overcome adversity (Martin & Marsh, 2006).

OBJECTIVES

1. To examine gender differences in Emotional Intelligence and Resilience among college students.
2. To explore the relationship between Emotional Intelligence and Resilience among college students.

HYPOTHESES

1. There is no significant difference in Emotional Intelligence between male and female college students.
2. There is no significant difference in Resilience between male and female college students.
3. There is a significant correlation between Emotional Intelligence and Resilience among college students.

METHODOLOGY

In this study, the survey method was applied. Two of the study's variables were gathered using self-reported questionnaires in conjunction with the personal data sheet. The standardized questionnaire was given to the participants under careful observation.

SAMPLE

A sample of 150 college students (male 75 and female 75) participated in the study. The research participants were taken from the colleges of Cuddalore District of Tamil Nadu, using random sampling method. During the process of data collection, available students in the institutions were recruited based on their voluntary consent and participation as subjects in the current study.

PROCEDURE

The institutional authorities (Principals in the Colleges) were approached before the process of data collection and approval was obtained from them to collect data from enrolled students. Further, students were approached and the objectives of the study were briefed to them. They were also briefed about their rights as study subjects. Furthermore, a consent form was provided to all the participants and they were requested to sign on the same before taking part in the study. Participation in the study was voluntary. The participants took 20–25 min to respond to the questionnaires and no compensation was provided to them for their participation in this study.

INSTRUMENTS

Since in Tamil Nadu the medium of instruction in colleges is English, therefore all the measures of this study were distributed among the participants in English to collect the data. The description of each of the measures is provided as follows:

The Gender information of the participants was recorded. For instance, the respondents were asked: “What is your gender” (male or female) with the help of a background information questionnaire.

EMOTIONAL INTELLIGENCE SCALE (EIS), (Anukool Hyde, SanjyotPethe, and UpinderDhar, 2001)

The inventory was developed and standardized by AnukoolHude, Assistant Professor, ShriVaishnav Institute of Management Scheme 71, Gumasta Nagar, Indore and SanjyotPethe, Lecturer, Nirma Institute of Management Sarkhej, Gandhinagar Highway, Charodi Post Oganaj, Ahmedabad and UpinderDhar, Director, Prestige Institute of Management and Research 2, Education and Health Sector, Scheme 54, Indore. The questionnaire has 34 items with 5 alternatives from Strongly Agree to Strongly Disagree. The each item or statement should be scored 5 for Strongly Agree, 4 for Agree, 3 for Neutral, 2 for Disagree and 1 for Strongly Agree. The minimum score is 0 and the maximum is 170, scores below 51 is considered as Low Emotional Intelligence, scores between 52-84 is considered Normal Emotional Intelligence and Scores between 85 and above is considered as High Emotional Intelligence.

RESILIENCE SCALE (RS), (Wagnildand Young, 1993)

The inventory was developed and standardized by Wagnild, G. M. and Young, H.M. in the year, 1993. This questionnaire consists of 25 items with 7 point rating (1Disagree-7 Agree), and the score ranges from 25 to 175. On the basis of normal distribution the authors considered values of 147 and above as indicating high resilience, values from 121-146 as the mid range and values lower than 121 indicating low resilience.

RESULT AND DISCUSSION

Table 1

Showing the Group Statistics and Independent Samples t-Test for Emotional Intelligence among College Students by Gender

Gender	N	Mean	SD	t-value
Male	75	74.21	9.73	1.11 (NS)
Female	75	76.02	10.22	

NS-Not Significant

The above table shows Mean, SD and t-value for the respondent's level of Emotional Intelligence. Based on the gender, it is inferred from the obtained result that the Male obtained a mean value of (74.21) and female group obtained a mean value of (76.02). The calculated t-

value (1.11) also proved that there is no significant difference in Emotional Intelligence between Male and Female. Hence, the null hypothesis is accepted.

Table 2

Showing the Group Statistics and Independent Samples t-Test for Resilience Among College Students by Gender

Gender	N	Mean	SD	t-value
Male	75	69.99	8.58	0.68 (NS)
Female	75	69.06	8.19	

NS-Not Significant

The above table shows Mean, SD and t-value for the respondents' level of Resilience. Based on the gender, it is inferred from the obtained result that the Male obtained a mean value of (69.99) and female group obtained a mean value of (69.06). The calculated t-value (0.68) also proved that there is no significant difference in Resilience between Male and Female. Hence, the null hypothesis is accepted.

Table 3

Showing the Pearson Correlation between Emotional Intelligence and Resilience among College Students

Variables	Resilience
Emotional Intelligence	0.20*

**Correlation at 0.05 levels (Sig 2-tailed)*

The present study aimed to explore the relationship between Emotional Intelligence and Resilience among college students. The findings revealed a statistically weak positive correlation between Emotional Intelligence and Resilience ($r = 0.20$, $p < 0.05$). This suggests that students with higher levels of Emotional Intelligence tend to have slightly higher levels of Resilience. Hence alternative hypothesis is accepted.

SUMMARY AND CONCLUSIONS

This study aimed to explore the relationship between Emotional Intelligence and Resilience among college students, along with examining gender-based differences in these constructs. A sample of 150 students, equally divided by gender and aged between 18 and 25, was selected from colleges in the Cuddalore district of Tamil Nadu using random sampling. The Emotional Intelligence Scale by Hyde, Pethe, and Dhar (2001) and the Resilience Scale by Wagnild and Young (1993) were used for data collection. Statistical analyses revealed that there were no significant gender differences in Emotional Intelligence or Resilience, indicating that these Psychological traits are not substantially influenced by gender in this population.

Furthermore, the study found a significant weak positive correlation between Emotional Intelligence and Resilience, suggesting that students with higher Emotional Intelligence tend to exhibit slightly higher levels of Resilience. This finding emphasizes the crucial role of emotional regulation, self-awareness, and interpersonal skills in developing resilience among individuals. Although the relationship is modest, the results support the idea that enhancing emotional intelligence can strengthen an individual's ability to cope with challenges and adapt positively to stress. These insights highlight the need for educational institutions to implement programs that cultivate emotional competencies, as a strategy to foster resilience and promote both psychological well-being and academic success among students.

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