



EMOTIONAL INTELLIGENCE AS A PREDICTOR OF PSYCHOLOGICAL RESILIENCE TO YOUNG PEOPLE

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Abstract

In the context of social, academic and professional challenges specific to the youth period, it becomes essential to develop psychological resources that facilitate effective adaptation to difficult situations. Emotional intelligence represents the individual's ability to perceive, understand, use and regulate their own and others' emotions, contributing to optimal functioning in various life contexts. Psychological resilience reflects the person's ability to cope with adversity, to adapt positively and to maintain emotional balance in stressful conditions. The purpose of this article is to analyze the relationship between emotional intelligence and psychological resilience in young people, highlighting the role of emotional skills in the development of adaptive mechanisms. The analysis of the specialized literature indicates the existence of a significant positive association between the level of emotional intelligence and resilience capacity, suggesting that young people with developed emotional skills demonstrate better stress management, more effective coping strategies and an increased level of psychological well-being. The results highlight the importance of promoting emotional intelligence within educational and psychological programs for youth, in order to strengthen resilience and positive adaptation.

Keywords: resilience, emotional intelligence, youth, behavior, environment

1. INTRODUCTION

Emotions are an integral part of our lives. Every day people experience emotions, feeling their influence in all spheres of their activity. Most often, emotions have an influence on decisions more than we would like.

In this way, it turns out that rational models are often far from being beyond reality. Without taking into account emotional people, rational predictions alone fail to be effective and applicable in practice. Therefore, it is important to pay attention to emotional phenomena and the eyes of those involved in the conversation. Representation periods or stages important for human development are characterized by multiple schemes and provoke the level of personal, social, academic and professional. Crossing the road for adults meant that they bear

responsibility and bear responsibility, face misunderstanding and cannot make decisions that bring fruit. In this context, the identification of the care factor promotes effective adaptation and change in the psychological state, and is also the main sphere of interest of the modern person. (Armstrong, T. 2019).

One of the concepts is to be mindful of the latest developments in this intellectual emotional state. According to the models of Cameron, E., Fox, J., Anderson, M., & Cameron, C. (2010). intellectual emotional measures are aimed at the ability to perceive, for example, the use and gestures of emotions in fashionable care, which facilitates creation and adequate adaptability. Developed abilities allow an individual to effectively provoke stress and stabilize functional interpersonal relationships. Parallel to this, psychological stability requires special attention to resources for positive adaptation to advertising. When you see that a person is able to cope with severe depression, he can recover his strength after two stressful experiences and continue the process of relieving tension from the person. (Bharwaney, G. 2020).

Recent studies proved that stability is the fixation of errors, that is, the process of dynamic influence of individual factors and context. Special serious literature exists in one sphere of relations between intellectual, emotional and stable psychologists. Individual care demonstrates the level of ridicule over intellectual emotions, and also uses emotion control strategies that can be effective, that can cause stress and demonstrate the ability to adapt to provocations. Thus, intellectual emotional potential, which should be considered as a protective factor and a personal resource, important for increasing psychological resilience. On the basis of these considerations, this article can help analyze intellectual emotional aspects in the development and consolidation of psychological stability in school, while proving the main theoretical perspectives and corresponding empirical results in the special literature. Also discussed are the implied practice in these relations within the framework of the project of intervention in psychology and education, health care, and positive and recreational activities. (Greitens, E. 2017).

Young people often face the pressure of distorted social relations, which prevent them from achieving even the most elementary successes in school, work and even in everyday life. Young people, for the most part, it is not so easy to achieve states of joy, satisfaction, recognition, and these states activate their positive interpersonal communication. In the personal structure of young people, most of it is focused on avoiding failures, but such qualities as self-organization, self-regulation and adaptation to stressful or complex situations are not represented enough. Emotional intelligence is particularly important in preparing young people for life's challenges, the intensity and duration of which always remain a mystery to those unintelligible, as well as in interactions with others. This is why the issue of emotional intelligence in young people is of interest to a significant number of scientists, including psychologists, sociologists, and other researchers. (Goleman, D. 2018). Without a high level of emotional intelligence and resilience to life's challenges, today's youth will be unable to overcome the difficulties of personal and professional development. How people experience negative events and evaluate the accompanying experience plays a very important role in identifying and developing post-traumatic disorders. When faced with stressors, the person chooses various protective mechanisms and ways of resisting the harmful factor.

The concept of vitality denotes a set of mechanisms and strategies that a person undertakes when experiencing a difficult period and experiencing an acute need for resources to maintain psycho-emotional balance. It's about successfully overcoming the most acute difficulties and devastating experiences, as well as avoiding the devastating effects of stress as much as possible. Although the term "resilience" initially referred only to the individual, over time it has expanded to include family, community, and even entire societies and cultures. It has been established that the process of developing and improving resilience occurs throughout life. (Pleşca, M., & Ceban, C. 2025).

Resilience to one stressor does not necessarily translate to another, especially to a combination of challenging events or situations. A direct correlation between resilience and emotional intelligence has also been confirmed: if a stressor is successfully neutralized, psychological resilience increases, while if it is not, it decreases. Pleşca, M., & Ceban, C. (2025).

2. OBJECTIVE AND HYPOTHESES

2.1. OBJECTIVE

This study is aim to explore emotional intelligence as a determining factor and an important personal resource in the development and strengthening of psychological resilience in young people, analyzing theoretical foundations and relevant empirical findings from the specialized literature. The article aims to identify the relationship between emotional competencies and the ability to positively adapt to stressful and adverse situations, as well as to identify the mechanisms through which the perception, understanding, and regulation of emotions contribute to the maintenance of psychological balance, the use of effective strategies, and the resolution of problems characteristic of young people. The study also aims to identify the importance of emotional intelligence in promoting mental health, psychological well-being, and positive development in young people, providing theoretical and practical recommendations for the development of educational and psychological interventions aimed at enhancing resilience.

2.2. HYPOTHESES

The following research hypotheses were formulated:

H1: There are statistically significant differences in emotional intelligence and psychological resilience among young people, depending on gender.

H2: There is a significant positive relationship between emotional intelligence and psychological resilience in young people: high levels of emotional intelligence are associated with high levels of psychological resilience, and low levels of emotional intelligence are associated with low levels of psychological resilience.

3. METHOD

This research is based on a quantitative correlation-comparative design. The purpose of the research is to study the relationship between emotional intelligence and psychological stability in young people, and also to identify differences in the manifestation of these variables depending on gender. The study involved a total of 136 young people aged 18 to 35 years. The participants were selected by the convenient sampling method and participated in the study voluntarily. All respondents were informed about the purpose of the research, the anonymous nature of the participation and the confidentiality of the data provided. The composition of the sample allowed a comparative analysis of the level of emotional intelligence and psychological stability depending on gender to verify the formulated hypotheses.

To assess the psychological variables like emotional intelligence, was used the Emotional Intelligence Questionnaire (EIQ) developed by Daniel Goleman. It assesses emotional competencies such as emotional awareness, emotional self-control, self-motivation, empathy, and social skills. This instrument allows for an assessment of overall emotional intelligence and the identification of emotional resources that facilitate adaptation and effective functioning in various life contexts. To assess psychological variables like resilience, was used the Resilience Test (RTT) developed by Dr. Al Siebert. This instrument measures a person's ability to cope with difficult situations, adapt to change, and overcome stressful experiences. The test provides information on the level of psychological resilience and the personal resources used to manage everyday challenges.

Data collection was conducted in person, directly with the subjects; they were given paper questionnaires. Participants completed the questionnaires individually after providing informed consent. The average time to complete the questionnaires was approximately 15–20 minutes. The study adhered to ethical principles specific to psychological research, ensuring voluntary participation, anonymity, and confidentiality of the data collected. The information collected was used exclusively for scientific purposes.

4. RESULTS

To test the research hypotheses, descriptive and inferential statistical analyses were performed using the SPSS Statistics program. Initially, descriptive statistics (means, standard deviations, frequencies, and percentages) were calculated to characterize the sample and describe the distribution of emotional intelligence and psychological resilience levels. Differences between girls and boys were analyzed using the Student's t-test for independent samples, and the distribution of emotional intelligence levels by gender was examined using the χ^2 (Chi-square) test of independence. The relationship between emotional intelligence and psychological resilience was analyzed using the Pearson correlation coefficient (r). The statistical significance level was set at $p < 0.05$.

In addition to the statistical significance tests, effect size indicators were also calculated to assess the practical importance of the results. Thus, for comparisons between means, Cohen's d index was used, for associations between categorical variables, Cramer's V

was calculated, and for correlational analysis, the coefficient of determination (r^2) was determined.

Table 1. Distribution of emotional intelligence levels by gender.

Level of emotional intelligence	Girls (n=72)	%	Boys (n=64)	%
Above average	19	26,39	2	3,12
Average	28	38,89	24	37,50
Below average	25	34,72	38	59,38
Total	72	100	64	100

Note. $\chi^2(2, N = 136) = 14.96, p < .001$, Cramer's $V = .33$, indicating a moderate association

between gender and emotional intelligence level.

The association between gender and emotional intelligence level was examined using the Chi-square test of independence.

The analysis revealed the existence of a statistically significant association between gender and emotional intelligence level, $\chi^2(2, N = 136) = 14.96, p < 0.001$, and Cramer's V value = 0.33 indicates a moderate effect size, according to the criteria proposed by Cohen.

Girls recorded a significantly higher proportion of an above-average level of emotional intelligence (26.39%) compared to boys (3.12%), while boys were represented in a considerably higher proportion in the below-average level category (59.38% compared to 34.72%).

These results suggest that gender explains a significant part of the variability in emotional intelligence level. Although the relationship is not strong, the effect size demonstrates that the observed differences are not only statistically significant, but also practically relevant, confirming the tendency of girls to demonstrate more developed emotional competence than boys.

To compare girls and boys in terms of emotional intelligence dimensions, the Student's t-test for independent samples was applied, and to estimate the practical importance of the differences, the Cohen's d index was calculated.

Table 2. Gender differences in emotional intelligence dimensions

Scale	Boys M	SD	Girls M	SD	t	p	Cohen's d
Self-motivation	10.03	5.11	13.22	2.89	-3.348	.001	0.76
Empathy	10.90	4.93	13.49	3.26	-2.673	.009	0.61
Recognizing others' emotions	5.97	5.31	9.88	3.96	-3.581	.001	0.84
General eotional intelligence	49.48	16.91	61.76	14.48	-3.312	.001	0.78

Note. Independent-samples t tests. Cohen's d values: 0.20 = small, 0.50 = medium,

0.80 = large effect.

The results show that girls scored significantly higher than boys on self-motivation, empathy, recognizing the emotions of others, and general emotional intelligence.

The largest difference between groups was identified for the ability to recognize the emotions of others ($d = 0.84$), which represents a large effect. Differences on self-motivation and general emotional intelligence recorded moderate-large effects ($d \approx 0.78$), and empathy showed a moderate effect ($d = 0.61$).

These results demonstrate that statistically significant differences are accompanied by practically relevant differences, suggesting that gender explains an important part of the variation in emotional skills.

Table 3. Distribution of participants according to the level of psychological resilience

Level of psychological resilience	Frequency (N)	Percentage (%)
Low	6	4,3
Medium	115	84.5
High	15	11.2
Total	136	100.0

The descriptive analysis highlighted the predominance of the average level of psychological resilience within the investigated sample. Thus, 84.5% of the participants presented an average level of psychological resilience, 11.2% a high level, and only 4.3% were classified as low.

This distribution suggests that most young people have sufficient psychological resources to cope with everyday difficulties and stressful situations. The low share of participants with low resilience reflects the existence of relatively well-developed adaptive mechanisms within the investigated group.

Correlational analysis

The Pearson correlation coefficient was used to examine the relationships between emotional intelligence, psychological resilience, gender, and maladaptive coping strategies.

The analysis revealed a statistically significant positive correlation between emotional intelligence and psychological resilience ($r = 0.201$; $p < 0.05$). According to Cohen's (1988) criteria, this value represents a small effect size. The coefficient of determination ($r^2 = 0.040$) indicates that emotional intelligence explains approximately 4.0% of the variance in psychological resilience.

Although statistically significant, this relationship is relatively modest, suggesting that emotional intelligence is only one of the factors contributing to the development of psychological resilience.

Also, a weak positive correlation was identified between gender and psychological resilience ($r = 0.229$; $p < 0.05$), corresponding to an explained variation of approximately 5.2% ($r^2 = 0.052$), which indicates the existence of modest differences between girls and boys regarding the level of resilience.

Regarding coping strategies, psychological resilience was negatively correlated with the use of maladaptive behaviors, such as alcohol and drug use ($r = -0.262$; $p < 0.05$). This relationship represents a small to moderate effect, the coefficient of determination ($r^2 =$

0.069) showing that approximately 6.9% of the variation in the use of these behaviors is explained by the level of psychological resilience. Overall, all identified relationships are statistically significant, but the effect sizes indicate relatively modest influences, suggesting that psychological resilience is determined by a complex set of psychological and social factors.

5. CONCLUSIONS

The research results partially confirm the hypothesis regarding the existence of a relationship between emotional intelligence and psychological resilience in young people. Although the identified correlation is statistically significant ($r = 0.201$; $p < 0.05$), its intensity is low, the coefficient of determination ($r^2 = 0.040$) indicating that emotional intelligence explains approximately 4% of the variation in psychological resilience.

The differences between girls and boys in terms of emotional intelligence presented moderate and large effect sizes (Cohen's d between 0.61 and 0.84), demonstrating that female participants demonstrate significantly more developed emotional competencies, especially in the areas of empathy, self-motivation and recognition of others' emotions. At the same time, the association between gender and the level of emotional intelligence, expressed by Cramer's $V = 0.33$, indicates a moderate effect, with practical relevance. Psychological resilience was negatively associated with the use of maladaptive coping strategies ($r = -0.262$), but this relationship also presented a low to moderate intensity ($r^2 = 6.9\%$), confirming that people with a higher level of resilience resort less frequently to dysfunctional stress management behaviors. Overall, the results suggest that emotional intelligence is an important protective factor, but not a determinant, of psychological resilience.

The relatively low effect size values indicate that resilience is a multidimensional construct, influenced by numerous other factors, such as social support, coping strategies, personality characteristics, family climate, socioeconomic context and life experiences. Consequently, future research should use multivariate statistical models (multiple regression, mediation and moderation models or structural equation modeling) to identify the relative contribution of these predictors and the mechanisms through which emotional intelligence influences the development of psychological resilience, empathy, self-motivation and recognition of others' emotions. At the same time, the association between gender and the level of emotional intelligence, expressed by Cramer's $V = 0.33$, indicates a moderate effect, with practical relevance.

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