THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND RESILIENCE AND STUDENTS' ABILITY TO COPE WITH LIFE PRESSURES

Nazwa Aprillia[1]
Universitas Pamulang[1]
Aprillianazwa394@gmail.com

Abstrak:

This study investigates the interplay between emotional intelligence (EI) and resilience in enhancing students' capacity to cope with life stress. Drawing from a sample of 112 undergraduate students at a major Pamulang University, the research employs quantitative methods to Emotional intelligence and Resilience is conceptualized as the ability to perceive understand, and regulate emotions, while resilience refers to the adaptive capacity to recover from adversity. Utilizing validated scales such as the Schutte Emotional Intelligence Scale and the Connor- Davidson Resilience Scale, alongside the Coping Inventory, resilience significantly contribute to effective stress management, with resilience demonstrating a marginally stronger predictive power. Multiple regression analysis revealed that these factors account for approximately 38% of the variance in coping abilities. The implications highlight the need for targeted interventions in educational settings to bolster student mental health. Limitations include the cross-sectional design and reliance on self-reports, suggesting avenues for future longitudinal research.

Keywords: emotional intelligence, resilience,, student stress, mental health.)

Introduction:

College is a crucial transitional period in a person's life, requiring them to adapt to various changes, both academically, socially, and emotionally. Students often face various life pressures, such as high academic demands, competition within the campus environment, financial issues, and interpersonal relationship issues. In the face of life's pressures, an individual's ability to remain calm, think clearly, and find adaptive solutions depends heavily on their emotional intelligence and resilience. Emotional intelligence is the ability to recognize, understand, and effectively manage one's own emotions and those of others. Individuals with high emotional intelligence tend to be better able to manage stress, maintain healthy social relationships, and make wise decisions amidst pressure. Meanwhile, resilience, or psychological toughness, is the ability to bounce back from adversity and adapt positively to stressful situations. Students with high resilience persevere, learn from experiences, and view challenges as opportunities for growth. Emotional intelligence and resilience play a crucial role in shaping the ability to cope with life's pressures.

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Students with strong emotional intelligence and resilience are expected to be able to manage academic and non-academic pressures more effectively, thereby achieving psychological well-being and academic success. In the students face an array of stressors that can impede their success and overall well-being. These stressors encompass academic demands, such as rigorous coursework and examinations financial pressures from tuition fees and socialchallenges, including interpersonal conflicts and isolation; and personal issues like health concerns or family obligations. In today's college environment, students are often faced with various sources of stress that can interfere with their academic performance and overall health.

These sources of stress include academic workloads, such as demanding coursework and tests; economic pressures due to tuition and daily expenses; social constraints, such as marital relationships and feelings of security; and personal issues such as health problems or family responsibilities. Scientific studies show that persistent exposure to these types of stress can trigger adverse effects, such as anxiety, depression, burnout, and even increased rates of college dropout (for example, a 2020 report from the American College Health Association). For example, a 2019 study by the World Health Organization revealed that global students report higher rates of mental health issues than the general population, with stress being a major contributing factor.

Research indicates that chronic exposure to such stressors can lead to detrimental outcomes, including anxiety, depression, burnout, and even dropout rates (e.g., American College Health Association, 2020). For instance, a study by the World Health Organization (2019) highlights that university students worldwide report higher levels of mental health issues compared to the general population, with stress being a primary contributor. In the contemporary landscape of higher education, students face an array of stressors that can impede their academic success and overall well-being. These stressors encompass academic demands, such as rigorous coursework and examinations; financial pressures from tuition fees and living expenses; social challenges, including interpersonal conflicts and isolation; and personal issues like health concerns or family obligations.

Theoretical Framework:
Emotional Intelligence (X1)
The concept of emotional intelligence (EI) stems from the work of Salovey and Mayer in 1990, who described it as "the capacity to attend to one's own and others' sentiments and feelings, to distinguish them from one another, and to use this data to guide one's thinking and actions." This framework identifies four components:
(1) accurately recognizing emotions in oneself and others, (2) applying emotions to aid thinking processes, (3) understanding emotional meanings and changes, and (4) efficiently handling emotions in oneself and others.

In stress management situations, EI plays a crucial role because it helps one evaluate stressors more precisely and react using an appropriate emotional approach. For example, a strong EI person typically does not exaggerate minor setbacks, but instead chooses strategies that emphasize problem-solving. Scientific evidence comes from studies such as that conducted by Brackett and colleagues in 2011, which demonstrated a reduction in perceived threat. Emotional intelligence is an individual's ability to recognize, understand, and manage their own emotions and those of others in everyday life. According to Salovey and Mayer (1990), emotional intelligence encompasses the ability to monitor one's own and others' feelings, differentiate between them, and use this information to guide one's thoughts and actions. In the context of college students, emotional intelligence is crucial for managing academic stress, building healthy social relationships, and making informed decisions amidst life's pressures. Emotional intelligence comprises five main aspects:

- Self-awareness: the ability to recognize feelings and their impact on thoughts and behavior.
- Self-regulation: the ability to manage emotions to maintain stability and adaptability.
- Self-motivation: the internal drive to achieve goals and face challenges with optimism.
- Empathy: the ability to understand the feelings and perspectives of others.
- Social skills: the ability to build, maintain, and manage interpersonal relationships effectively

Students with high emotional intelligence are better able to cope with life's pressures because they are able to manage stress well, think rationally in difficult situations, and build positive social support. In contrast, students with low emotional intelligence tend to experience stress, social conflict, and difficulty adapting more easily. The Role of Emotional Intelligence in Coping with Life Stress Students with high emotional intelligence can interpret life stress more rationally, regulate their emotional reactions, and use adaptive coping strategies (Salovey & Mayer, 1997).

Resiliensi (X2)

Resilience is a person's ability to persist, adapt, and bounce back after facing life's stresses or difficulties. According to Reivich and Shatté (2002), resilience reflects an individual's ability to face and overcome stressful situations, while transforming these experiences into opportunities for growth and development. For students, resilience plays a crucial role in helping them adapt to the various academic demands, social pressures, and challenges that arise during their studies. Reivich and Shatté (2002) explain five key aspects of resilience:

- Emotional regulation – the ability to control emotions when facing difficult situations.
- Optimism – the belief that the future will improve and that efforts will yield positive results.

- Root cause analysis – critical thinking skills to identify the root cause of a problem.

- Empathy – the ability to understand and feel what others are experiencing.
- Self-efficacy – confidence in one's ability to overcome challenges.

Exploration – the courage to take positive risks and seek new opportunities for growth.Students with high resilience do not give up easily when faced with life pressures. They are able to view failure as a learning process, adapt to change, and seek social support to recover from difficulties. Resilience, as conceptualized by Masten (2001), refers to "ordinary magic" the capacity of individuals to thrive despite adversity through adaptive processes. Key components include protective factors such as self-efficacy, social support, and flexible coping styles. Unlike EI, which focuses on emotional processing, resilience emphasizes long-term adaptation and recovery. Rutter (1987) highlights that resilient individuals exhibit traits like optimism and resourcefulness, which buffer against chronic stress. Connor in student populations, resilience has been linked to better mental health outcomes. Davidson (2003) on the Connor-Davidson Resilience Scale shows that resilient students are more adept at maintaining motivation during academic hardships. Resilience interacts needed after initial emotional responses, creating a feedback loop where emotional awareness fosters resilient behaviors.

Ability to cope with the pressures of student life (Y)

The transactional model of stress developed by Lazarus and Folkman in 1984 serves as a comprehensive framework, explaining that coping is an evolving process involving initial evaluation (perceiving danger) and subsequent evaluation (assessing available resources). Emotional intelligence influences initial evaluation by improving emotional understanding, while resilience supports subsequent evaluation by activating adaptive resources. This study proposes a combined model in which resilience synergistically predicts successful coping. The proposed hypotheses include:

H1: Emotional intelligence is positively related to coping ability.

H2: Resilience is positively related to coping ability.

H3: Resilience exerts a more dominant predictive influence on coping than emotional intelligence (EI). Supporting this, meta-analytic reviews by Martins and colleagues (2010) on emotional intelligence and Davydov and his team (2010) on resilience confirm the contribution of both in mitigating the impact of stress. In educational settings, this framework suggests that intervention programs that focus on both elements can provide mutual benefits, such as courses combined with resilience-building exercises.

Being a student is often considered an exciting time full of opportunities for growth. However, despite all this, student life is also filled with various pressures. Academic demands, social expectations, and personal responsibilities can cause stress and mental exhaustion. One major source of stress is the academic load. The sheer number of assignments, exams, and high expectations from lecturers and parents often leave students feeling overwhelmed. To overcome this, good time management is essential. Creating a realistic study schedule, setting priorities, and breaking large assignments into smaller chunks can help students avoid stress as deadlines approach. In addition to academic pressure, students often experience social pressures. The desire to fit in with new friends or participate in various campus activities sometimes makes it difficult for them to balance their time between studying and socializing. In this regard, it is important for students to build healthy relationships and learn to say "no" when necessary. Having a few close, supportive friends is far more valuable than having many friends without a real close relationship.

Method:

This study adopts a quantitative, correlational design to explore the relationships between, resilience, and coping abilities. A cross-sectional approach was chosen to capture a snapshot of these constructs among students, allowing for statistical analysis of associations without implying causality. The design aligns with similar studies in psychology (Cohen et al., 2007) and is suitable for hypothesis testing in a naturalistic setting.
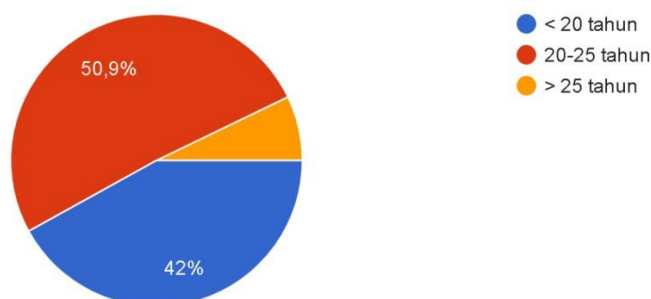
Results:

The sample consisted of 112 undergraduate students from a state university in Pamulang, selected through stratified random sampling to ensure representation across faculties (e.g., economics and business). Inclusion criteria included being enrolled in an undergraduate program. The demographics of the sample were: mean age approximately 20 years (42%), age 20 to 25 years (50.9%), and age over 25 years (7.95%), consisting of 73.2% female and 26.8% male, with backgrounds outside Jabodetabek (42.9%) and within Jabodetabek (57.1%) for regression analysis at α =
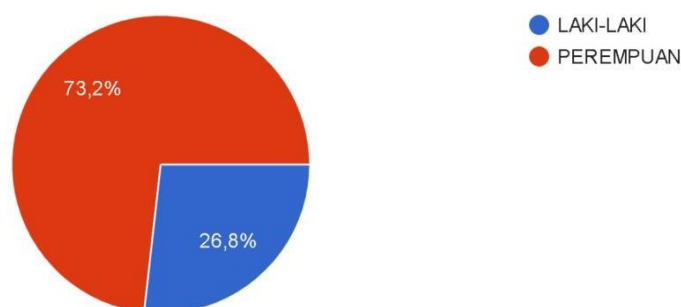
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then the results of the age and gender samples can be found mean age approximately 20 years (42%), age 20 to 25 years (50.9%), and age over 25 years (7.95%), consisting of 73.2% female and 26.8% male. Apart from that, we also reviewed several tests related to the samples that we had found, including: T test, F test, coefficient of determination test, and finally, simple and multiple linear regression tests. Some of the tests include

Table 1. T-Test (Partial)

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	.094	.534		.175	.861					
	Emotional Intelligence	.049	.055	.100	.895	.373	.773	.085	.046	.209	4.785
	Resiliensi	.278	.041	.757	6.787	.000	.845	.545	.346	.209	4.785

a. Dependent Variable: Ability to deal with the pressures of life as a student

Based on the table above, there is a T value for the relationship between intelligence and emotional (X1) namely: The calculated t value = 0.895, Sig. Value (p) = 0.373 Because Sig. > 0.05, the variable does not have a significant effect on the ability to face the pressures of life for students, meaning that the relationship between intelligence and emotional has no effect.

Based on the table above, there is a T-value for Resilience (X2), namely: Calculated t- value = 6.787, Sig. Value (p) = 0.000. Because Sig. < 0.05, the variable has a significant effect on the ability to face the pressures of life for students. This means that resilience has a significant effect on the ability to face the pressures of life for students.

Table 2. Multiple Linear Regression Test of X1 and X2 Agaist Y

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	.094	.534		.175	.861					
	Emotional Intelligence	.049	.055	.100	.895	.373	.773	.085	.046	.209	4.785
	Resiliensi	.278	.041	.757	6.787	.000	.845	.545	.346	.209	4.785

a. Dependent Variable Ability to deal with the pressures of life as a student

Based on the results of the multiple linear regression test between the variables Emotional Intelligence (X1) and Resilience (X2) on the ability to face the pressures of life as a student (Y), the following regression equation was obtained:

$Y = 0{,}094 + 0{,}49X_1 + 0{,}278X_2$

From these results it can be explained that: The constant value of 0.094 indicates that if the Emotional Intelligence and Resilience variables are zero, then the value for the ability to cope with life's stresses is 0.094. The regression coefficient for Emotional Intelligence (0.049) has a t-value of 0.895 with a sig. 0.373 (> 0.05), indicating no significant effect on the ability to cope with life's stresses. The regression coefficient for Resilience (0.278) has a t-value of 6.787 with a sig. 0.000 (< 0.05), indicating a positive and significant effect on the ability to cope with life's stresses. The VIF value (4.785) indicates no significant multicollinearity between the two independent variables. Therefore, it can be concluded that: Resilience has a significant effect on students' ability to cope with life's stresses, while emotional intelligence does not

Table 3. Coefficient of Determination (R²)

Model Summaryb

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.847a	.717	.712	1.907	2.107

a. Predictors: (Constant), Ability to deal with the pressures of life as a student

b. Dependent Variable: Ability to deal with the pressures of student life

Based on the table above, the R square value is 0,717. Where the contribusion of variable X1 and X2 is 71.7% and the remaining 28,3% influenced by other factors or variables not discussed in this study.

This means that emotional intelligence and resilience have a significant influence on students' ability to cope with life's pressures. The remaining 28.3% is influenced by other factors such as social support, environmental conditions, and other personal factors. In other words, these results indicate that the higher a student's emotional intelligence and resilience, the better their ability to cope with the pressures of daily life.

Table 4. F Test (Simultaneous)

ANOVAa

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1003.930	2	501.965	137.993	.000b
	Residual	396.499	109	3.638		
	Total	1400.429	111			

a. Dependent Variable: Ability to face the pressures of life as a student

b. Predictors: (Constant), Resiliensi, Emotional intelligence

Based on the table F above, The calculations F value was 137.993 with a significance level of 0.000. Because the significance level is less than 0.05, it can be concluded that emotional intelligence (X1) and resilience (X2) simultaneously (together) significantly influence students' ability to cope with life's pressures.

In other words, these two independent variables play a strong and significant role in influencing students' ability to cope with daily life pressures. The higher the level of emotional intelligence and resilience a student possesses, the better their ability to adapt and cope with pressures in both academic and personal life

Table 5. Simple Regression test of Emotional intelligent (X₁) Against Ability to Cope With The Pressures Of Student Life (Y)

Coefficientsᵃ

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	.924	.618		1.496	.138					
	Emotional Intelligence	.381	.030	.773	12.771	.000	.773	.773	.773	1.000	1.000

a. Dependent Variable: ability to cope with the pressures of student life

Based on the table above, the constant value is 0,924 and the regression coefficient for the Emotional intelligent (X₁) is 0,381. So the regression equation is:

$Y = 0{,}924 + 0{,}381$ Emotional intelligent (X_1)

The significance value (sig.) 0f 0,138. A significance value (Sig) of 0.000 < 0.05, and a regression coefficient of 0.381, indicate that the higher a student's emotional intelligence, the better their ability to cope with the pressures of student life. A beta value of 0.773 also indicates a strong relationship between the two variables.

Table 6. Simple Regression test of Resiliensi (X₂) Against Ability to Cope With The Pressures Of Student Life (Y)

Coefficientsᵃ

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	.196	.521		.376	.708					
	Resiliensi	.311	.019	.845	16.604	.000	.845	.845	.845	1.000	1.000

a. Dependent Variable: ability to cope with the pressures of student life

Based on the table above, the constant value is 0,196 and the regression coefficient for the Resiliensi (X₂) is 0,311. So the regression equation is:

$Y = 0{,}196 + 0{,}311$ Resiliensi (X_2)

The significance value (sig.) 0f 0,138. A significance value (Sig) of 0.000 < 0.05, and a regression coefficient of 0.311, indicate that the higher a Reailiensi student's

Discussion:

The discussion above, Emotional intelligence, mental resilience, and the ability to handle everyday stress are psychological elements that support each other in helping someone overcome life's obstacles. Emotional intelligence involves the ability to understand and regulate feelings. Resilience is the capacity to bounce back from adversity, encompassing ways to manage stress. This discussion will examine how emotional intelligence influences mental resilience and coping skills, and vice versa, in stressful life situations.

- Emotional Intelligence: This encompasses four main aspects, according to the general view: self-understanding, self-control, sensitivity to others, and relationships. With this intelligence, a person can recognize emotions and respond wisely.

- Resilience: This is the ability to adapt and recover from problems, such as failure or trauma. Mentally strong people see challenges as learning opportunities, supported by factors such as peer support and a positive outlook.

- Student Stress Management: This is the mental processes and actions used to cope with stress, such as solving problems or seeking help, and how to manage them effectively. This ability determines a person's effectiveness in dealing with situations such as job loss or family conflict.

Emotional intelligence and resilience reinforce each other in dealing with life's stresses. Emotional intelligence is the foundation for building mental resilience, as people with high emotional intelligence are better at identifying negative emotions and managing them effectively. This prevents emotions from taking over the stress response. For example, someone might use self-awareness to recognize that work pressure is making them angry, then apply techniques like relaxation or open discussion to resolve the issue. On the other hand, resilience can improve emotional intelligence through experience. As people repeatedly face and overcome challenges, they learn to better regulate their emotions, sharpening their self-control. Research shows that mentally strong people typically have higher emotional intelligence because they develop flexible ways of thinking, for example, by building empathy to gain social support, which then strengthens long-term mental resilience. Evidence from studies confirms this link. Longitudinal research has found that emotional intelligence is closely related to mental resilience in college students facing challenging exams. Emotional intelligence predicts better coping in traumatic situations, such as disasters or pandemics, because it helps regulate emotions, which prevents burnout.

Conclusion:

The conclusion of this study is Emotional intelligence and resilience reinforce each other in dealing with life's stresses. Emotional intelligence is the foundation for building mental resilience, as people with high emotional intelligence are better at identifying negative emotions and managing them effectively.

This prevents emotions from taking over the stress response. For example, someone might use self- awareness to recognize that work pressure is making them angry, then apply techniques like relaxation or open discussion to resolve the issue. College is a crucial transitional period in a person's life, requiring them to adapt to various changes, both academically, socially, and emotionally. Students often face various life pressures, such as high academic demands, competition within the campus environment, financial issues, and interpersonal relationship issues. In the face of life's pressures, an individual's ability to remain calm, think clearly, and find adaptive solutions depends heavily on their emotional intelligence and resilience. Emotional intelligence is the ability to recognize, understand, and effectively manage one's own emotions and those of others. Individuals with high emotional intelligence tend to be better able to manage stress, maintain healthy social relationships, and make wise decisions amidst pressure

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