

Relationship Between Emotional Intelligence and Resilience

Urvashi Rajendrasingh Thakur, Suprita Rao*

Email: urvashi24bio@student.mes.ac.in, supritarao@mes.ac.in

Department of biotechnology, Pillai College of Arts, Commerce and Science (Empowered Autonomous), New Panvel,
Navi Mumbai, India

Abstract

Emotional intelligence and resilience are important psychological factors that may influence how individuals cope with stressful and challenging experiences. The present study aimed to examine the relationship between emotional intelligence and resilience among participants from the general population. A quantitative, cross-sectional, correlational research design was used. Data were collected through an online questionnaire from 101 participants using Google Forms. Emotional intelligence was assessed using the Brief Emotional Intelligence Scale (BEIS-10), while resilience was assessed using the Brief Resilience Scale (BRS). Descriptive statistics and correlation analysis were used to examine the relationship between the two variables. The results showed a weak positive relationship between overall emotional intelligence and resilience ($r = .19$, $p = .053$), which was not statistically significant at the 0.05 level. However, analysis of the individual dimensions of emotional intelligence showed significant positive relationships between regulation of own emotions and resilience ($r = .25$, $p = .011$) and regulation of others' emotions and resilience ($r = 0.21$, $p = .036$). Other dimensions, including appraisal of own emotions, appraisal of others' emotions, and utilisation of emotions, showed weak positive but non-significant relationships with resilience. These findings suggest that the relationship between emotional intelligence and resilience may be dimension-specific, with emotional regulation showing a potentially greater association with resilience.

Keywords: Emotional Intelligence, Resilience, Brief Resilience Scale, BEIS-10

1. INTRODUCTION

Individuals encounter various challenges and stressful experiences throughout their lives. These may include academic and occupational demands, family and interpersonal difficulties, financial concerns, health-related problems, and other unexpected life events. Although stressful experiences are common, individuals differ considerably in the way they perceive, manage, and recover from such situations. Some individuals are able to regulate their emotions, adapt to changing circumstances, and return to normal functioning after experiencing adversity, whereas others may find it more difficult to cope. Understanding the psychological factors that support effective adaptation to stress is therefore an important area of research.

One important psychological characteristic associated with adaptation to adversity is resilience. Resilience refers to an individual's ability to cope with and recover from stressful or challenging

experiences.^[1] It does not necessarily mean that a person does not experience stress, negative emotions, or difficulties. Rather, resilience involves the ability to adapt and regain effective functioning following stressful circumstances. Resilience is considered an important factor in psychological well-being because it may help individuals manage difficulties and continue functioning effectively despite adverse experiences.^[2]

Another psychological factor that may contribute to an individual's ability to cope with stressful situations is emotional intelligence (EI). Emotional intelligence broadly refers to the ability to recognize, understand, regulate, and appropriately use emotions in oneself and in interactions with others.^[3] ^[4] Individuals with higher emotional intelligence may be better able to identify their emotional responses, understand the causes of their emotions, regulate negative emotional reactions, and use emotional information constructively. These abilities may support effective

communication, interpersonal relationships, decision-making, coping, and psychological adjustment.

Emotional intelligence may be related to resilience because the management of emotions plays an important role in coping with adversity.^[5] When individuals experience stressful events, they may experience emotions such as fear, anger, sadness, frustration, or anxiety. The ability to recognize and understand these emotions may help individuals respond more appropriately to stressful situations. Similarly, effective emotional regulation may reduce the likelihood of becoming overwhelmed by negative emotions and may allow individuals to focus on problem-solving and adaptive coping strategies. Therefore, individuals with greater emotional intelligence may possess psychological resources that support their ability to adapt to stressful experiences and recover from adversity.

Previous research has generally suggested a positive association between emotional intelligence and resilience. Studies conducted in different populations have reported that individuals with higher emotional intelligence tend to demonstrate better coping abilities and greater resilience.^[6] Research has also suggested that particular aspects of emotional functioning, such as understanding and regulating emotions, may contribute to successful adaptation to stressful circumstances. However, a substantial proportion of previous research has focused on specific groups, particularly students, adolescents, or particular professional populations. Therefore, findings from these groups may not necessarily be generalizable to adults from diverse backgrounds and life circumstances.

In addition, studies examining emotional intelligence and resilience have used different measurement approaches and psychological instruments. Differences in the conceptualization and measurement of emotional intelligence and resilience may influence the results obtained across studies. Many previous studies have also used cross-sectional and correlational designs, which can demonstrate an association between variables but cannot establish a causal relationship. Further research using standardized measures can therefore contribute to a clearer understanding of the association between emotional intelligence and resilience.

The present study focuses on examining the relationship between emotional intelligence and resilience among the study participants. Emotional intelligence was assessed using the Brief Emotional Intelligence Scale (BEIS-10), while resilience was assessed using the Brief Resilience Scale (BRS). Data were collected through an online Google Form. The study aims to determine whether individuals with higher levels of emotional intelligence also tend to report higher levels of resilience. Understanding this relationship may provide further insight into the psychological resources associated with coping and adaptation to stressful life experiences.

The study hypothesizes that there will be a positive and significant relationship between emotional intelligence and resilience, such that higher emotional intelligence will be associated with higher levels of resilience.

Null Hypothesis (H₀): There is no significant relationship between emotional intelligence and resilience among the participants.

Alternative Hypothesis (H₁): There is a significant positive relationship between emotional intelligence and resilience among the participants.

Objectives

To measure the level of emotional intelligence among adults in the selected population.

- To measure the level of psychological resilience among adults in the selected populations.
- To determine whether emotional intelligence is significantly related to psychological resilience.
- To examine whether specific emotional intelligence dimensions self-emotion appraisal, others emotional appraisal, regulation of emotion, and use of emotion are associated with resilience.

II. METHODOLOGY

2.1 Research Design

The present study employed a quantitative, cross-sectional, correlational research design to examine the relationship between emotional intelligence and resilience. A correlational design was selected because the study aimed to determine whether variations in emotional intelligence were associated

with variations in resilience without manipulating either variable.

2.2 Study Population

The study was conducted among participants from the general population. Participants were recruited through an online survey using Google Forms. The study included individuals who met the predetermined eligibility criteria and voluntarily agreed to participate in the study.

A total of 101 participants participated in the study.

2.3 Data Collection Procedure

Data were collected using an online questionnaire created through Google Forms. The questionnaire included an informed-consent section, demographic questions, and standardized scales for assessing emotional intelligence and resilience.

Participants were informed about the purpose of the study and that participation was voluntary. They were asked to provide informed consent before proceeding with the questionnaire. Participants were also informed that their responses would be used for research purposes and treated confidentially. The completed responses were recorded electronically and subsequently organized for statistical analysis.

2.4 Research Instruments

a) 2.4.1 Brief Emotional Intelligence Scale (BEIS-10)

Emotional intelligence was assessed using the Brief Emotional Intelligence Scale (BEIS-10). The BEIS-10 is a brief self-report measure designed to assess emotional intelligence. It consists of 10 items measuring different aspects of emotional functioning. The scale assesses dimensions related to the appraisal, regulation, and use of emotions. Participants respond to each item using the response options specified by the original scale. Appropriate reverse scoring was applied to negatively worded items according to the scoring instructions for the instrument. Individual item scores were then combined to obtain an overall emotional-

intelligence score, with higher scores indicating higher levels of emotional intelligence.^[7]

b) 2.4.2 Brief Resilience Scale (BRS)

Resilience was assessed using the Brief Resilience Scale (BRS). The BRS is a short self-report measure developed to assess an individual's ability to recover or bounce back from stress and adversity. It consists of 6 items, with positively and negatively worded statements.

Responses were scored according to the original scoring procedure of the BRS. The negatively worded items were reverse scored, and the item scores were then used to calculate the participant's mean resilience score. Higher scores indicate greater resilience.^[8]

2.5 Variables of the Study

The primary variables examined in the study were:

- Emotional Intelligence: assessed using the BEIS-10.
- Resilience: assessed using the Brief Resilience Scale (BRS).

The study examined whether emotional intelligence was significantly associated with resilience.

2.6 Statistical Analysis

The collected data were organized and analysed using Statistiy, SR plot, Jupyter notebook. Descriptive statistics were used to summarize the demographic characteristics and scores of the participants. Measures such as mean, standard deviation, frequency, and percentage were calculated where appropriate.

To examine the relationship between emotional intelligence and resilience, an appropriate correlation analysis was performed. The choice between Pearson's or Spearman's correlation was based on the distribution and measurement characteristics of the data. The correlation coefficient was used to determine the direction and strength of the relationship between emotional intelligence and resilience.

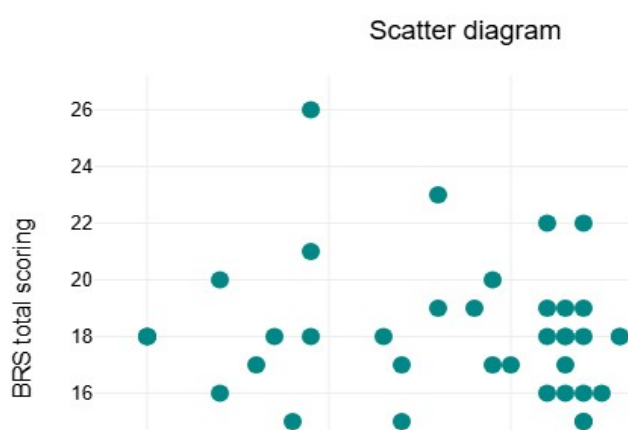
2.7 Ethical Considerations

Participation in the study was voluntary. Participants were provided with information regarding the purpose of the study before completing the questionnaire and were required to provide informed consent. Participants had the right to discontinue participation if they did not wish to continue. The collected information was used solely for research purposes, and participant confidentiality was maintained during data handling and analysis.

III. RESULT

1] BEIS 10 v/s BRS

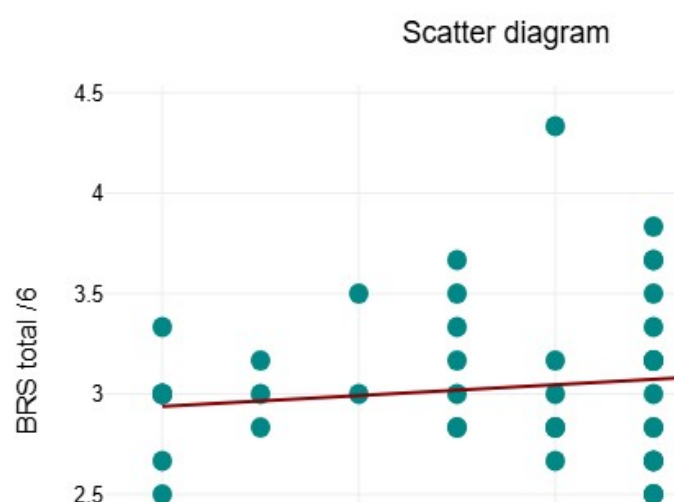
	BEIS 10 total score	BRS total scoring		
Mean	35.51	18.48		
Std. Deviation	9.63	2.73		
Null hypothesis		Alternative hypothesis		
There is no association between BEIS 10 total score and BRS total scoring		There is a association between BEIS 10 total score and BRS total scoring		
BEIS 10 total score and BRS total /6		r	p	95% CI
		0.19	.053	[0, 0.37]



Pearson's correlation analysis revealed a weak positive relationship between emotional intelligence and resilience ($r = 0.19$, $p = 0.053$). However, the relationship was not statistically significant at the 0.05 level. Therefore, the null hypothesis was not rejected, indicating insufficient evidence to conclude that emotional intelligence and resilience were significantly associated in the present sample.

2) Correlation between appraisal of own emotion and BRS Total scoring/6

	R	p	95% CI
Appraisal of own emotion and BRS total /6	0.14	.178	[-0.06, 0.32]

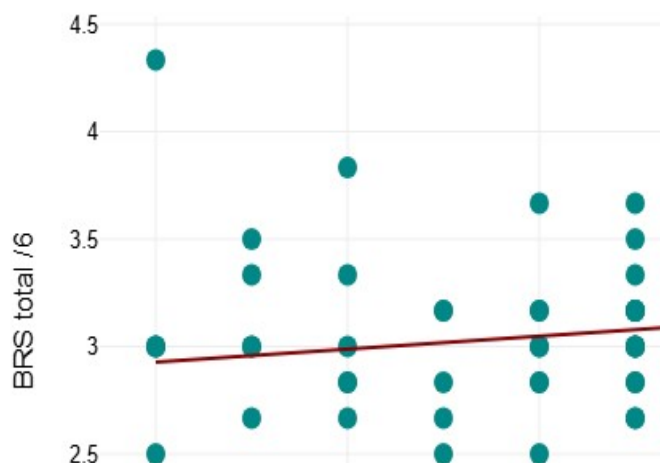


A weak positive correlation was observed between appraisal of own emotions and resilience ($r = 0.14$, $p = 0.178$, 95% CI [-0.06, .32]). However, the relationship was not statistically significant at the 0.05 level. Therefore, the null hypothesis was not rejected, indicating insufficient evidence of a significant association between appraisal of own emotions and resilience in the present sample.

3] Appraisal of others emotion and BRS total scoring/6

	R	p	95% CI
appraisal of others emotion and BRS total /6	0.15	.144	[-0.05, 0.33]

Scatter diagram

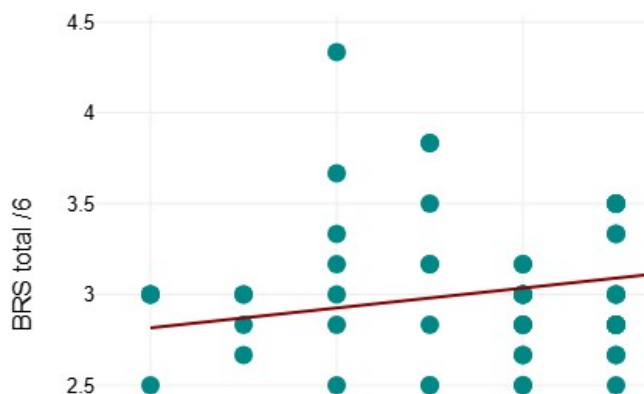


A weak positive correlation was observed between appraisal of others' emotions and resilience ($r = 0.15$, $p = 0.144$, 95% CI $[-.05, .33]$). However, this relationship was not statistically significant at the 0.05 significance level. Therefore, the null hypothesis was not rejected, indicating insufficient evidence of a significant relationship between appraisal of others' emotions and resilience.

4) Correlation between Regulation of own emotion and BRS Total/6

	r	p	95% CI
Regulation of own emotion and BRS total /6	0.25	.011	[0.06, 0.43]

Scatter diagram



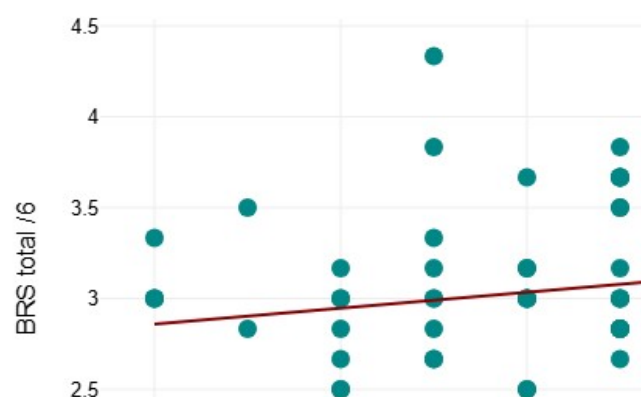
A weak positive and statistically significant correlation was observed between regulation of own emotions and resilience ($r = 0.25$, $p = .011$, 95% CI $[.06, .43]$). This indicates that higher regulation of one's own emotions was associated with higher

resilience among the participants. Therefore, the null hypothesis was rejected, providing evidence of a significant relationship between regulation of own emotions and resilience.

5) Correlation between Regulation of others emotion and BRS Total/6

	R	p	95% CI
regulation of others emotion and BRS total /6	0.21	.036	[0.01, 0.39]

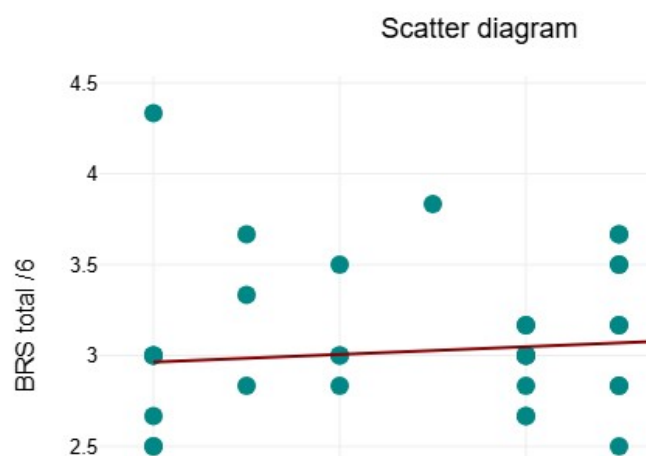
Scatter diagram



A weak positive and statistically significant correlation was observed between regulation of others' emotions and resilience ($r = .21$, $p = .036$, 95% CI $[.01, .39]$). This indicates that higher regulation of others' emotions was associated with higher resilience among the participants. Therefore, the null hypothesis was rejected, providing evidence of a significant relationship between regulation of others' emotions and resilience.

6) Correlation between utilization of emotion and BRS

	r	P	95% CI
utilisation of emotion and BRS total /6	0.11	.268	[-0.09, 0.3]



A very weak positive correlation was observed between utilisation of emotions and resilience ($r = .11$, $p = .268$, 95% CI $[-.09, .30]$). However, this relationship was not statistically significant at the 0.05 significance level. Therefore, the null hypothesis was not rejected, indicating insufficient evidence of a significant relationship between utilisation of emotions and resilience among the participants.

7] Overall Result of BEIS 10 Subscales and BRS

BEIS 10 subscale	r	P	Result
Appraisal of own emotions	0.14	0.178	Not significant
Appraisal of others emotion	0.15	0.144	Not significant
Regulation of own emotions	0.25	.011	significant
Regulation of others emotion	0.21	.036	significant
Utilisation of emotion	0.11	0.268	Not significant

Overall, the results showed weak positive relationships between all five dimensions of emotional intelligence and resilience. However, only regulation of own emotions ($r = .25$, $p = .011$) and regulation of others' emotions ($r = .21$, $p = .036$)

showed statistically significant positive relationships with resilience. Appraisal of own emotions, appraisal of others' emotions, and utilisation of emotions were not significantly associated with resilience ($p > .05$). These findings suggest that emotional regulation may have a greater role in resilience than the other dimensions of emotional intelligence in the present sample.

8] Descriptive analysis

	BEIS 10 Total score	BRS total/6
Mean	35.51	3.08
Median	38	3
Mode	40	3
Sum	3622.51	311
Std.Deviation	9.63	0.46
Minimum	10	2
Maximum	50	4.33

IV. DISCUSSION

The present study examined the relationship between emotional intelligence (EI) and resilience using the Brief Emotional Intelligence Scale (BEIS-10) and the Brief Resilience Scale (BRS). The overall correlation between BEIS-10 total score and BRS mean score was positive but weak ($r = .19$, $p = .053$, 95% CI $[0, .37]$). Although the direction of the correlation suggests that individuals with higher emotional intelligence tended to have slightly higher resilience, the relationship was not statistically significant at the 0.05 level. Therefore, the null hypothesis was not rejected for the overall relationship. This indicates that overall emotional intelligence was not significantly associated with resilience in the present sample.

The finding differs from previous research reporting stronger positive associations between emotional intelligence and resilience. For example, He et al. (2026) conducted a multilevel meta-analysis involving 34 studies and 8,515 participants and reported a strong positive relationship between

emotional intelligence and resilience ($r = .523$, 95% CI [.473, .568], $p < .001$).^[9] The authors also reported that the strength of the relationship varied according to the population and the instruments used to measure emotional intelligence and resilience. This may partly explain the weaker association observed in the present study.

An important difference between the present study and several previous studies is the study population and measurement approach. Previous research has frequently focused on specific populations such as university students, healthcare students, or healthcare professionals. For example, Sinha et al. (2026) investigated higher-education students, whereas He et al. (2026) focused specifically on healthcare practitioners and students.^[9] ^[10] In contrast, the present study examined a general population and used the BEIS-10 and BRS to assess emotional intelligence and resilience. Therefore, the present study provides a different perspective by examining whether the relationship observed in specific student or professional populations is also evident in a broader population.

Another important feature of the present study is that it examined all five dimensions of the BEIS-10 separately, rather than focusing only on total emotional intelligence. The results showed that Regulation of Own Emotions was significantly and positively correlated with resilience ($r = .25$, $p = .011$, 95% CI [.06, .43]). Similarly, Regulation of Others' Emotions showed a significant positive correlation with resilience ($r = .21$, $p = .036$, 95% CI [.01, .39]). These findings suggest that emotional regulation may have a particularly important association with resilience.

This observation is consistent with Sinha et al. (2026)^[9] who reported that regulation of emotion was the strongest predictor of mental resilience among higher-education students. Their study also found significant effects for self-emotion appraisal and use of emotion, whereas appraisal of others' emotions was not significant. Although their study used different measures and PLS-SEM analysis, the importance of emotional regulation in their findings is similar to the present study.

In contrast, Appraisal of Own Emotions ($r = .14$, $p = .178$) and Appraisal of Others' Emotions ($r = .15$, $p = .144$) were positively but not significantly related to resilience. Utilisation of Emotions ($r = .11$, $p = .268$) also showed a weak and non-

significant relationship. Thus, the present findings suggest that the relationship between emotional intelligence and resilience may be dimension-specific rather than uniform across all components of emotional intelligence. In particular, the ability to regulate emotions appears to be more closely associated with resilience than simply recognising or utilising emotions.

The findings are also relevant to the work of Valverde-Janer et al. (2023), who examined factors associated with emotional intelligence and resilience among university students. Their findings support the importance of emotional and resilience-related competencies, although differences in population and measurement instruments make direct comparison with the present study difficult.^[11]

The difference between the present study and previous studies may also be due to methodological factors. The present research used a cross-sectional, correlational design, while Sinha et al. (2026) used PLS-SEM and He et al. (2026)^[10] combined findings from multiple studies through meta-analysis. Differences in sample characteristics, sample size, measurement instruments, and statistical methods can influence the strength of observed relationships. Therefore, the relatively weak overall correlation in the present study should not necessarily be interpreted as evidence that emotional intelligence and resilience are unrelated.

A particularly important finding of the present study is that overall EI was not statistically significant, but two specific emotional-regulation dimensions were significantly associated with resilience. This provides a more detailed understanding of the EI–resilience relationship. It suggests that resilience may be more closely related to the practical ability to manage emotional responses than to emotional intelligence as a single overall construct. However, because the study is correlational, these findings should be interpreted as associations and not as evidence that emotional regulation causes greater resilience.

V. CONCLUSION

The present study examined the relationship between emotional intelligence and resilience among 101 participants. The finding showed that overall emotional intelligence had a weak positive but statistically non-significant relationship with

resilience. However, regulation of own emotions and regulation of others emotions showed significant positive associations with resilience, whereas appraisal of own emotions, appraisal of one's own emotions, and utilisation of emotions did not show statistically significant associations.

These findings suggest that the relationship between emotional intelligence and resilience may be dimension specific with emotional regulation showing a closer association with resilience in the present sample. However, because the study used a cross sectional correlation design, the finding indicate association and do not establish casual relationships. overall the study contribute a better understanding of the relationship between emotional intelligence and resilience and highlights the value of examining individual dimension of emotional intelligence. Further research using large and more diverse samples and longitdinal design may help clarify these relationships.

REFERENCES

- 1] Smith, B. W., Dalen, J., Wiggins, K., Tooley, E., Christopher, P., & Bernard, J. (2008). The brief resilience scale: assessing the ability to bounce back. *International journal of behavioral medicine*, 15(3), 194–200. DOI: [10.1080/10705500802222972](https://doi.org/10.1080/10705500802222972)
- 2] Vidhita Sinha, Shubham Pare, Hiren Harsora, Shailak Jani. Emotional Intelligence As a Predictor of Mental Resilience Among Higher Education Students: A PLS-SEM Approach. *ES* 2026, 22 (6(S)June), 269-279. <https://doi.org/10.69889/6afqjy70>.
- 3] P. Fernández-Berrocal and P. Checa, "Editorial: Emotional Intelligence and Cognitive Abilities," *Frontiers in Psychology*, 2016, doi: 10.3389/fpsyg.2016.00955.
- 4]He Xiao H, Double KS, Pinkus RT, et al. (2026). The relationship between emotional intelligence and emotion regulation: A meta-analysis. *Personality and Individual Differences*. <https://doi.org/10.1177/08902070261469936>
- 5] Sahanowas, Sk. & Santoshi, H. (2022). A Systematic Review on the Association between Emotional Intelligence and Resilience. *International Journal of Indian Psychology*, 10(4), 917-940. DIP:18.01.089.20221004, DOI:10.25215/1004.089
- 6] Valverde-Janer, M., Ortega-Caballero, M., Ortega-Caballero, I., Ortega-Caballero, A., & Segura-Robles, A. (2023). Study of Factors Associated with the Development of Emotional Intelligence and Resilience in University Students. *Education Sciences*, 13(3), 255. <https://doi.org/10.3390/educsci13030255>
- 7] Davies, K. A., Lane, A. M., Devonport, T. J., & Scott, J. A. (2010). Validity and reliability of a Brief Emotional Intelligence Scale (BEIS-10). *Journal of Individual Differences*, 31(4), 198–208. <https://doi.org/10.1027/1614-0001/a000028> <https://novopsych.com/assessments/formulation/brief-emotional-intelligence-scale/>
- 8] Smith, B.W., Dalen, J., Wiggins, K. *et al.* The brief resilience scale: Assessing the ability to bounce back. *Int. J. Behav. Med.* 15, 194–200 (2008). <https://doi.org/10.1080/10705500802222972> <https://novopsych.com/wp-content/uploads/2025/08/brief-resilience-scale-scoring.pdf>
- 9] He, Q., Ye, Y., Liang, J., & Zheng, B. (2026). The relationship between emotional intelligence and resilience in healthcare practitioners and students: A multilevel meta-analysis. *BMC Medical Education*, 26, 404. <https://doi.org/10.1186/s12909-026-08619-8>
- 10] Sinha, V., Pare, S., Harsora, H., & Jani, S. (2026). *Emotional intelligence as a predictor of mental resilience among higher education students: A PLS-SEM approach*. *Economic Sciences*, 22(6S), 269–279. <https://doi.org/10.69889/6afqjy70>
- 11] Valverde-Janer, M., et al. (2023). *Study of factors associated with the development of emotional intelligence and resilience in university students*. *Education Sciences*, 13(3), 255. <https://doi.org/10.3390/educsci13030255>