

Review Article

The Effect of Emotional Intelligence on Positive Coping: The Mediating Role of Psychological Resilience

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Abstract - A questionnaire of 680 college students (20.26±) (EIS), SCSQ), adolescent mental resilience scale (Hu Yueqin, 2008), 2008) was used to study the mediating effect of emotional resilience on the positive response and provide a feasible plan to improve the college students. College students could predict the positive response ($\beta=0.53$, $t=16.05$, $P < 0.01$). After adding mental resilience variables, emotional intelligence could predict the positive response ($\beta=0.38$, $t=9.765$, $P < 0.01$), target focus, emotional control, positive cognition, interpersonal assistance (values: 0.143, 0.124, 0.087, 0.158, $p < 0.01$). In the mediation model, the targeted focus of psychological resilience, emotional control, positive cognition, and interpersonal assistance showed a positive statistical prediction of positive response (0.279, 0.075, 0.361, 0.119, $p < 0.01$, respectively). Conclusion: Psychological resilience plays a mediating role in the influence of emotional intelligence on positive response and helps to improve their mental health and face life stress calmly.

Keywords - College students, Emotional intelligence, Intermediary role, Psychological resilience, Stress response.

With the progress of society, college students are difficult suffering setbacks in the growth process of students, and the pressure ability is weak. College students from the protection of an exam-oriented education ivory tower, alone in a strange city for university education, university contrast high school has very different; in addition to receiving learning pressure, they also face work pressure, interpersonal pressure, social employment anxiety and so on, so mental health problems frequently occur in college students, light anxiety, insomnia, heavy depression, suicide, homicide, harm to society. Although many college students have more advantages than their non-student peers, there is little difference in the probability of mental health problems. Therefore, it is imperative for college students' mental health education. In order to enrich the theoretical knowledge base of mental health education, this study will explore the intermediary role of psychological resilience in this process based on the impact of college students' mental intelligence on a positive response.

Psychological resilience, or psychological resilience, is the teaching focus of mental health education but has also been the hot spot of positive psychology research in recent years. There are three main views of psychological resilience in the academic circle, namely, outcome definition, ability definition and process definition, among which the definition of ability is the most mainstream view. Foreign scholars have found that psychological toughness is the inherent quality of individuals, and it is difficult to change after the formation, and put forward four mechanisms of elastic development: the mitigation of the impact of crisis factors, negative chain reaction, promoting individual self-efficacy and self-respect, and the development of opportunities (Root, 1990). Today, research on psychological resilience has yielded further results. Zeng Shouhammer (2003) pointed out that when individuals encounter adversity or difficulties, protective factors can stimulate their psychological resilience and then make individuals dare to face difficulties. Gao Feng (2008) pointed out that psychological resilience plays an



intermediary role in college students' coping with academic stress and mental health. Malei Flat Beat (2009) pointed out that psychological resilience can help individuals adapt faster to the negative emotional effects caused by stress and eliminate the psychological distress caused by stressors. Zhang Hongpo (2015) drew the conclusion that psychological resilience mediated the prediction of college students. Liu Min (2019) study found that psychological resilience can play a buffer between stress events and individual response methods when stressful events occur. Psychological resilience is still an important branch of research in the psychology community, and it is of far-reaching significance to continue to carry out relevant research to fill the knowledge base in this direction.

Emotional intelligence, also known as emotional intelligence (EI), emotional intelligence and emotional intelligence, is proposed by Marile of Yale University and the University of New Hampshire. It refers to "the ability to self-perceived the emotions of oneself and others, and further identify and use known information to guide their own cognition and actions." The level of emotional intelligence is not determined by genetic material. Compared with IQ, IQ is not changed. The development of emotional intelligence is throughout life, as the self is better and better at controlling emotions and impulse, more good at encouraging yourself and empathy, the increase social activities, individuals in the emotional intelligence ability will gradually improve with the modern world "mature". Want to adapt to the modern workplace life, individuals inevitably deal with others, which requires the workers' emotional intelligence to pass; college students are in the transition zone of campus and society, pay attention to and improving emotional intelligence not only contributes to the formation of a good interpersonal relationship but also can lay a good foundation for the future career. In recent years, the relevant research on emotional intelligence has also been increasing with *The Times*. Zhang Jinfu (2004) pointed out that emotional intelligence is the ability of individuals to capture and process emotions in interpersonal interaction and to use the information to solve problems effectively; Austin, Saclovsky and others (2016) found a positive relationship between emotional intelligence and stress response; Wang Qiming (2014) and He Peiyu (2020) proposed a positive

relationship between emotional intelligence and stress adaptability strategy. In the past ten years, emotional intelligence has been the key research direction studied by scholars at home and abroad. This research can supplement the research on emotional intelligence based on previous research.

The active response is one of the two parts of the stress response. "Response" first appeared in the theory of defence mechanism studied by Freud, pointing out that in order to reduce the burden of inner pressure, an individual adopted a personalized strategy to help themselves adapt to the environment and get rid of the pressure. There are generally two options for stressors, and one is negative avoidance and a positive response. Negative avoidance only temporarily removes yourself from the stressor, but the result is to bring more pressure on the future; a positive response is to face the stressor, calm down and, analyze the problem, find solutions to the problem. In contrast, it is obvious that active response is more conducive to individuals achieving good social adaptability. The epidemic and pressure from all walks of life have sharply increased, and college students are no exception. Therefore, the research and supplement on the pressure response and other problems have shown a strong social significance.

Studies have shown that emotional intelligence can predict individual psychological resilience, showing a positive relationship (Wenya, 2014) and a close relationship; psychological resilience plays a negative correlation for college students. Individuals with high psychological resilience are more stable and calm than those with low psychological resilience when facing stress. Based on the relationship among these objects, this study introduces psychological resilience as the intermediary variable to explore the influence of emotional intelligence on a positive response. On the one hand, it further complements the field of mental resilience, emotional intelligence and active response research; on the other hand, based on empirical research to provide practical suggestions and broaden the idea of improving the mental health of college students.

2. Method

2.1. Object

Using overall random sampling, 680 points (average age of 20.26 ± 1.32 years old), the sample group covers

"985 colleges", "211 universities", "double first-class universities", and "ordinary colleges", four levels from high to low, comprehensive, science and technology, art and other different categories. 39 invalid questionnaires were eliminated by lie detection and missing information data, and 641 questionnaires were finally recovered. The effective recovery rate of questionnaires was 94.2%, including 353 boys from universities in Guangdong, 287 girls, 422 freshmen by grade, 30 sophomores, 64 juniors and 124 seniors.

2.2. Research Tools

2.2.1. Table of Emotional Intelligence and Strength

In this study, we were chosen to use the emotional intelligence table compiled by American psychologist Shutel et al. in 1998 in accordance with Salo and Maaire, with a scale Cronbach's of 0.83.

The scale contains 33 items, using 5 points scoring method, 1 point and 2 points and so on. The score size indicates the student's emotional intelligence. The scale is divided into four dimensions: emotional feeling, managing self-emotion, managing other people's emotions, and emotional expression. The Cronbach's measured in the total scale is 0.86.

2.2.2. Mental Resilience Scale

Hu Yueqin and Gan Yiqun prepared the psychological resilience scale used in this study according to Chinese college students, mainly used for adolescent mental health, stress response, the target control factors, emotional control factors, positive cognitive factors, and set family support factors, interpersonal assistance factors, the scale Cronbach's is 0.877.

The scale contains 27 items, including the target focus, emotional management, positive cognition, family support,

interpersonal assistance, five dimensions, using 5 points scoring method, from completely inconsistent to fully remembering 1~5 points, including 12 reverse scoring questions, before the score, reverse score, indicates that the stronger the psychological toughness. According to the analysis results, the target focus, emotional management, positive cognition, family support, and Cronbach's were 0.619,0.659,0.659,0.767,0.747,0.818, and the Cronbach's of the total table was 0.86.

2.2.3. Simple Coping Methods Scale

Using the simple response questionnaire edited by Xie Yanin, the scale has 20 items with the 4-point scoring method, with 1 to 4 points from completely unqualified to full compliance. The higher the score, the stronger the student's ability to respond actively. The scale contains two dimensions: positive coping and negative coping, where Cronbach's negative coping subscale is 0.714, Cronbach's 0.815, and total coping with Cronbach's 0.776,

2.3. Statistical Analysis

SPSS23.0 software was used to conduct descriptive statistical analysis and correlation analysis of the data and to confirm the correlation relationship among the factors before effect analysis by the Bootstrap method.

3. Results

3.1. Relevant Analysis of Emotional Intelligence, Psychological Resilience and Positive Response

The results showed a positive correlation between target concentration, emotional management, positive cognition, family support and interpersonal assistance (0.279~0.523, P -value <0.01), and a positive correlation (0.536, P <0.01), respectively, and positive correlation (0.209~0.464, P -value <0.01). Data results for the standard deviation, mean, and correlation coefficients in the analysis are shown in Table 1.

Table 1. Correlation coefficient of emotional and intellectual resilience and positive response in College Students r value, n=641

| variable | M | SD | Goal focus | emotional control | Positive cognition | Family support | Interpersonal assistance | coping with | emotional intelligence |
|--------------------------|---------|--------|------------|-------------------|--------------------|----------------|--------------------------|-------------|------------------------|
| Goal focus | 19.108 | 3.481 | 1 | | | | | | |
| Emotional control | 18.220 | 5.114 | 0.297** | 1 | | | | | |
| Positive cognition | 16.911 | 2.434 | 0.467** | 0.168** | 1 | | | | |
| Family support | 22.448 | 4.245 | 0.273** | 0.243** | 0.290** | 1 | | | |
| Interpersonal assistance | 19.962 | 5.142 | 0.276** | 0.378** | 0.190** | 0.374** | 1 | | |
| Coping with | 23.538 | 5.460 | 0.464** | 0.286** | 0.416** | 0.209** | 0.337** | 1 | |
| Emotional intelligence | 124.128 | 12.730 | 0.523** | 0.309** | 0.454** | 0.279** | 0.390** | 0.536** | 1 |

Note: * $p < 0.05$ ** $p < 0.01$

3.2. The Intermediary Role of Psychological Resilience Between Emotional Intelligence and Positive Response

Regression analysis was performed on both subjects using emotional intelligence as an independent variable and active response as a dependent variable; the data showed that emotional intelligence is positively predictive of positive response ($\beta=0.536$, $t=16.057$, $P<0.01$), family support was not predicted for positive response except for psychological resilience ($\beta= -0.032$, $t= -0.88$, $P=0.379$), Target focus factors in the remaining psychological resilience, Emotional management factors, Positive cognitive factors, All interpersonal assistance factors had a positive prediction effect on positive response (value 0.278 respectively, 0.100, 0.242, 0.189, The t-value were 7.15, 2.73, 6.397, 5.017, $p<0.01$).

Four dimensions of emotional intelligence as the independent variable, objective focus, emotional management, positive cognition, and interpersonal assistance in psychological resilience were used as intermediary variables, active response as the dependent

variable and mediation effect analysis was conducted. The results showed that emotional intelligence was statistically significant for target focus, emotional control, positive cognition, and interpersonal assistance (values were 0.143,0.124,0.087,0.158, $p < 0.01$), emotional control, positive cognition, family support, and positive response (0.279,0.075,0.361,0.119, $p < 0.01$), indicating that emotional intelligence adjusted and mediated the positive response through objective focus, emotional management, positive cognition, and interpersonal assistance.

Target focus, emotional management, positive cognition, interpersonal assistance four factors using the Bootstrap method (Bootstrap=5000), including target focus, emotional management, positive cognition, interpersonal assistance path 95% confidence interval do not include 0, statistically significant mediation effect, target focus, emotional control, positive cognition, interpersonal assistance between emotional intelligence and positive response, mediation effect of 17%, 4%, 13%, 8%, respectively. See Table 2.

Table 2. Bootstrap test of psychological resilience in emotional intelligence and positive response n = 461

| Model path | The effect value | SE | 95%CI |
|---|------------------|-------|---------------|
| Emotional Intelligence => Target focus => Positive response | 0.041 | 0.002 | 0.027 ~ 0.193 |
| Emotional intelligence => emotional control => positive response | 0.010 | 0.001 | 0.001 ~ 0.051 |
| Emotional intelligence => positive cognition => positive coping | 0.033 | 0.001 | 0.033 ~ 0.115 |
| Emotional intelligence => interpersonal assistance => Positive response | 0.021 | 0.001 | 0.018 ~ 0.078 |

4. Discussion

It can be seen from the research results that college student's emotional intelligence and positive response, specifically showing those with high emotional intelligence, can more actively challenge the difficulties in life, actively pay attention to their own state, adjust their negative emotions, respond to stressors, and have a good mental health condition. Emotional intelligence as a kind of intelligence role is more important than IQ because high emotional intelligence often can clearly grasp their emotions, keenly feel and give effective feedback to others, whether in love or affection, even understand unwritten rules in social organizations everywhere, and low emotional intelligence, feelings easily from self-control, to release the inner conflict, influence should focus on their own development of rational power. Bar-on (2000) further noted that emotional intelligence is the knowledge and ability of the society that affects a range of emotions effectively addressing environmental requirements; Qiang Chunling and Hu Wanli (2018) also said that emotional intelligence could greatly positively predict the social adaptability of college students; Wang Yefei and Liu Jiahe

(2021) also noted that emotional intelligence could positively predict the adaptability of the stress response, which also confirms the results of this paper. In general, people with high emotional intelligence are better at actively facing difficulties, challenging difficulties and overcoming difficulties. High emotional intelligence of college students in the face of workplace pressure, interpersonal pressure, and learning pressure contrasts emotional intelligence lower, can better manage emotions, using rich emotion to complete creative work, highlight their high emotional value, higher career, interpersonal, and academic achievement, and difficult to appear mental health problems and a long time of burnout.

From the relevant analysis, psychological resilience (target focus, emotional control, positive cognition, family support, interpersonal assistance) five indicators and positive response present positive relationship, shows a strong purpose, strong emotional management ability, positive orientation, good family support, good interpersonal relationship individuals, its strong psychological resilience, positive coping ability. High psychological resilience of individual setbacks and difficulties, compared with low psychological toughness, more inclined to adopt a positive and cheerful attitude to face, and self-achievement motivation, solve problems in the process of setbacks is not easy to give up, strong willpower, easier to win parents, peers, gets support, so actively coping with internal behaviour will be further strengthened by external factors. In Liu Min (2019) found that individuals with high psychological resilience generally prefer to use positive coping strategies to solve problems, which is basically consistent with the interpretation of psychological resilience and positive response.

According to the mediation analysis, in the influence of emotional intelligence on positive coping, mental resilience plays an intermediary role in it, mainly covering four aspects of psychological resilience, including positive cognition, emotional control, target focus and interpersonal assistance. When individuals are faced with pressure, their inner contradictions cannot be unified. They will actively adjust their emotional state and positively view stressors. Through independence or seeking help from others, they will focus on solving difficulties, getting growth, finally

eliminating the pressure, and returning to stable hearts. Liu Baihua (2019) concluded that psychological resilience played multiple intermediary roles in the impact of emotional intelligence on the positive response and negative response, which also confirmed the results of this study to some extent; based on this study, the psychological toughness refinement, get the four dimensions of psychological toughness in the emotional intelligence on the degree of the mediation, improve the level of individual positive response from target focus, emotional management, positive cognition and interpersonal assistance, and focus on the self positive internal focus, individual positive response level is mainly affected by internal factors.

5. Conclusion

Objectively speaking, although the study cites objective data for analysis, it will be able to sublimate the research further if it can add the interview fullness.

This study mainly explores the influence of college student's emotional intelligence on positive responses, and psychological resilience briefly analyzes the influence of emotional intelligence mechanism on positive responses, improves the students to provide four practical entry points conducive to carrying out college students' mental health education, improve the mental health level of college students. In mental health education, on the one hand, universities should focus on cultivating college students' ability to cooperate, emotional management and actively view problems, urge students to actively attend relevant themed lectures and organize students to hold themed group counselling activities; on the other hand, universities should pay attention to school infrastructure construction, reduce unnecessary interference, and create a focused learning environment for students.

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