



**Navigating the Labyrinth of Emotional Resilience, Social Competence And
Well-Being: Insights into the vital balancing act among Young Adults**

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ABSTRACT

It is imperative to comprehend the intricate interactions among emotional resilience, social competence, and well-being in the rapidly evolving and globally interconnected world of today. Young adults encounter numerous challenges while navigating the complexities of modern life. Social competence is essential for establishing and maintaining relationships, emotional resilience is critical for handling adversity and preserving mental health, and the incorporation of well-being practices promotes mental and emotional health. By examining the interrelationships among these three crucial facets of young people's lives, we aim to acquire knowledge that provides direction and encouragement for cultivating healthier and more harmonious ways of living. The current research is motivated by the need to provide a deeper understanding of the dynamics at play in the lives of young adults, ultimately contributing to their well-being and success in an ever-evolving society. Standardized scales

were used to measure emotional resilience, social competence, and well-being of 60 participants, aged between 18 and 25 years. The purpose was to navigate the labyrinth of emotional resilience, social competence, and well-being, gaining insights into the vital balancing act among young adults. The results revealed significant positive correlations between Self-Acceptance & Emotional Resilience, Purpose in Life & Social Competence, Environmental Mastery & Autonomy, Self-Acceptance & Environmental Mastery, and Self-Acceptance & Personal Growth. Unravelling these dynamics, the findings form a foundation for targeted interventions and mentorship programs. In understanding the delicate balance among these factors, there's potential to foster positive outcomes amid societal changes. Further research across diverse cultures can illuminate cultural nuances. Exploring technology-based interventions, integrating well-being into education, and studying workplace programs are avenues for future investigation. Peer-led initiatives, preventive mental health measures, and holistic health approaches should be explored to create comprehensive strategies for supporting young adults.

KEYWORDS: Emotional Resilience, Social Competence, Well-being (Autonomy, Environmental mastery, Personal growth, Positive relations, Purpose in life, Self-acceptance) Young Adults.

INTRODUCTION

“Balancing the demands of life and the expectations of others with our own needs and desires can seem like a juggling act. When things get too out of control, it's time to re-evaluate and find your balance.”

- David Cottrell

Young adulthood is the stage of “Intimacy vs. Isolation”. According to Erikson (1963), Young adults are defined as, “individuals in their twenties through forties, emphasizing their quest for establishing meaningful relationships and intimacy with others.” A concept of “emerging adulthood” was introduced to describe the period between late adolescence and full adulthood, typically spanning ages 18 to 29 or even beyond. Emphasize was given on the unique characteristics of this stage, including exploration, identity formation, and the delay of traditional adult roles (Arnett, 2000). According to DeMaria (2003), young adults are defined as, “individuals typically aged 18 to 25, focusing on their transition from adolescence to adulthood and the challenges they face in terms of identity, independence, and relationships”. A group of researchers studying emerging adulthood suggests an age range of 18 to 25 or 18 to 29, highlighting the distinctive features of this stage, including identity exploration, self-focus, and instability in various life domains (Arnett & Tanner, 2006).

EMOTIONAL RESILIENCE

According to Reivich and Shatte (2002), emotional resilience is defined as, “the capacity to bounce back from adversity, conflict, and failure, to keep going in the face of life's demands and challenges.” According to Grotberg (1995), resilience is defined as, “the human ability to adapt in the face of tragedy, trauma, adversity, hardship, and continue to function with hope and optimism.” According to Rutter (1987), resilience is defined as, “the capacity of the

individual to cope successfully with all the tasks essential for a productive, happy life, and to face up to the misfortunes that are bound to occur in every life.” According to Bonanno (2004), resilience is defined as, “not the ability to bounce back but the ability to adapt in the face of adversity, to be able to adjust to changing circumstances, to be able to function and maintain emotional stability even when facing difficult situations.”

Das (2011), emphasized the widespread exposure to stress and trauma, underscoring the diverse range of individual outcomes, which may span from severe post-traumatic psychopathology to successful adaptation with minimal negative impact. The central focus of the research pertains to emotional resilience, posited as a multidimensional characteristic that acts as a moderator in the context of stressful life-events, influencing mental health outcomes. The author further underscores the contextual nature of resilience, which varies based on factors such as age, gender, ethnic background, and specific life circumstances. The research contributes to the broader understanding of resilience, acknowledging the intricate and multifaceted nature of its development. While recognizing that the mechanisms underpinning resilience remain partially understood, the author contends that resilience is a complex outcome influenced by various factors, including genetic constitution, an individual's history of stress exposure, personal attributes like personality and coping style, and the availability of social support, among others. Notably, the author further points to recent research indicating that cognitive behavioral therapy can potentially enhance resilience levels in individuals. The insights presented by the author underscore the importance of achieving a better comprehension of resilience, with the ultimate goal of improving recovery from stressful experiences and identifying at-risk groups for preventive interventions that facilitate positive adaptation to stress.

Emotional resilience in young adults is a critical aspect of their mental and emotional well-being, helping them cope with life's challenges and bounce back from adversity. Emotional resilience is the ability to adapt and thrive in the face of adversity, stress, and life's difficulties. It involves developing effective coping strategies, maintaining a positive outlook, and bouncing back from setbacks (Masten, 2001). Strong social networks and support from friends and family can enhance emotional resilience (Masten & Narayan, 2012). The development of adaptive coping skills, such as problem-solving and emotional regulation, contributes to resilience (Compas et al., 2001). A healthy self-esteem and a belief in one's ability to overcome challenges are essential for resilience (Bandura, 1994). Mindfulness practices and the ability to understand and manage one's emotions can foster resilience (Brown & Ryan, 2003; Salovey & Mayer, 1990). Young adulthood is a critical period for the development of emotional resilience, as individuals are faced with numerous transitions and stressors, such as career choices, relationships, and financial responsibilities (Arnett, 2000). Promoting emotional resilience in young adults can be achieved through various interventions, including counseling, psycho-education, and skill-building programs (Werner & Smith, 2001).

SOCIAL COMPETENCE

According to Matson and Rotatori (1987), social competence can be defined as, “the ability to engage in appropriate social behaviors in order to achieve personal goals and to respond to the social needs of others in a way that is socially acceptable.” According to Eisenberg and Morris (2002), social competence is defined as, “a pattern of social, emotional, and cognitive behaviors and strategies leading to positive peer and adult relationships and effective functioning in the peer group and larger social world.” According to Gresham and Elliott

(1990), social competence is defined as, “the ability to achieve personal goals in social interactions while simultaneously maintaining positive relationships with others.”

According to Romppanen et al. (2021), a study was conducted to examine the significance of adolescent social competence for mental health in young adulthood. The author aligns the research with a developmental psychopathology perspective, particularly drawing from the work of Rutter and Sroufe (2000). The research underscores the pivotal role of social competence in healthy functioning and development. Social competence is described as the capacity of an individual to effectively interact with others and form close relationships, encompassing social, emotional, and cognitive elements (Burt et al., 2008). Moreover, Social competence consists of social, emotional, and cognitive elements, and it reflects the individual's developmental level (Masten & Curtis, 2000; Zigler & Phillips, 1961). The research highlights the dynamic nature of social competence, which evolves with age and is closely tied to developmental tasks. The specific indices of social competence vary with age and are linked to developmental tasks. From adolescence to young adulthood, these tasks include becoming independent from the childhood family and establishing a social network Erikson (1994). Notably, the author emphasizes that such tasks demand substantial psychological resources, thereby increasing the risk for mental health symptoms in young adulthood (Bijl et al., 2002; Kessler et al., 2005; Suvisaari et al., 2009).

Social competence is a crucial aspect of young adults' development, influencing their relationships, career prospects, and overall well-being. Social competence refers to an individual's ability to effectively navigate social interactions, maintain healthy relationships, and adapt to various social contexts (Matson et al., 1983). Young adulthood is a pivotal period for the development of social competence as individuals engage in a wide range of social activities, including dating, forming friendships, and establishing professional networks (Larson & Richards, 1991). High emotional intelligence, which includes

recognizing and managing one's emotions and understanding others' emotions, contributes to social competence (Salovey & Mayer, 1990). Effective communication, including active listening and assertiveness, is essential for successful social interactions (Hargie, 2011). The ability to empathize with others' perspectives and feelings fosters positive social relationships (Eisenberg & Strayer, 1990). Young adults who possess problem-solving and conflict resolution skills tend to be more socially competent (Kurdek, 1994). High social competence is associated with better mental health, job performance, and overall life satisfaction, making it a critical skill for young adults (Wentzel, 1991; Wang et al., 2011). Strategies to enhance social competence in young adults may involve social skills training, psych education, and opportunities for real-world social experiences (Matson et al., 1983).

PSYCHOLOGICAL WELL-BEING

According to World Health Organization, Well-being is defined as, “a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity.”

According to Ryff and Keyes (1995), well-being is defined as, “a state of positive psychological functioning that includes self-acceptance, purpose in life, environmental mastery, positive relationships, autonomy, and personal growth.” According to Carol Ryff (1989), well-being is defined as, “a multidimensional concept that includes autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, and self-acceptance.”

According to Lawton (1983), research was conducted which showed that two dimensions of psychological well-being, negative affect and positive affect, are among the important domains. The author suggests that negative affect was more strongly related to inner aspects of the person while positive affect was more strongly related to external, interactive aspects

of the person's world. Bradburn's two-factor theory is thus supported. These two aspects of well-being are discussed in relation to life events, personal causation, neuroticism, and introversion-extra-version.

Young adult's well-being is influenced by various factors, including autonomy, environmental mastery, personal growth, positive relations, purpose of life, and self-acceptance. These components are often associated with psychological well-being and life satisfaction, and they have been extensively studied in the field of psychology. Autonomy refers to the ability to make choices and decisions independently. Young adults who have a sense of autonomy in their lives tend to experience higher well-being. The Self-Determination Theory (1985) emphasizes the importance of autonomy in motivation and well-being (Deci & Ryan, 1985). According to Ruff (1989), Environmental mastery relates to an individual's ability to effectively manage and adapt to their environment. It is a component of Ruff's Psychological Well-Being Model (1989), which suggests that a sense of control and competence in one's surroundings is essential for well-being. He also suggested that Personal growth is the continuous development and realization of one's potential. It is another dimension of Ryff's Psychological Well-Being Model and is associated with a sense of purpose and self-fulfilment. Maintaining positive and supportive relationships with others is a significant contributor to well-being. Social integration and support have been linked to higher life satisfaction (Diener & Seligman, 2002). According to Baumeister and Vohs (2002), Having a clear sense of purpose in life is linked to higher well-being. These researchers have explored the concept of life purpose and its positive impact on mental health. Self-acceptance involves embracing oneself, including one's strengths and weaknesses, without judgment. It is an important component of positive self-esteem and well-being (Ryff & Keyes, 1995).

PURPOSE

The purpose is to study emotional resilience, social competence and well-being among young adults.

HYPOTHESIS

- There is a significant positive relationship between emotional resilience and the development of social competence among young adults.
- There is a significant positive relationship between emotional resilience and the overall well-being (Autonomy, Environmental mastery, Personal growth, Positive relations, Purpose in life and Self-acceptance) of young adults.
- There is a significant positive relationship between social competence and the well-being (Autonomy, Environmental mastery, Personal growth, Positive relations, Purpose in life and Self-acceptance) of young adults.

METHOD

SAMPLE

A total of 60 participants from urban areas across New Delhi, including individuals of diverse genders, participated in the study. The age of the subjects ranged from 18 to 25 years.

MEASURES

- **Brief Resilience Scale (BRS)**, as developed by Smith et al. (2008), consists of 6 questions, each rated on a five point scale from “strongly disagree” to “strongly

agree.” It is used as an instrument for assessing the ability to bounce back. The scale was used to measure emotional resilience.

- **The Interpersonal Competence Questionnaire (brief form – ICQ-15)**, as developed by Coroiu et al. (2015), consists of 15 questions; each rated on a four point scale from “I’m always poor at this” to “I’m always good at this.” It is a Brief form of the Interpersonal Competence Questionnaire (ICQ-15).
- **Psychological Well Being (18 items)**, as developed by Ryff and Keyes (1995), consists of 18 questions; each rated on a seven point scale from “strongly agree” to “strongly disagree.” It is used as an instrument for assessing psychological well-being. The Psychological Well-being Scale measures psychological well-being through six subscales, each with its own set of items; Autonomy (confidence in personal opinions and self-reliance); Environmental Mastery (ability to manage life's responsibilities and control one's environment); Personal Growth (perceived personal development and openness to new experiences); Positive Relations (satisfaction in relationships and a sense of connection with others); Purpose in Life (feeling of direction, purpose, and meaning in life); Self-Acceptance (positive self-attitude and self-respect).

PROCEDURE

The participants were informed about the purpose of the research, and the questionnaires were filled out through Google Forms. Each participant was thanked for their cooperation. Standardized psychological tests were administered to the participants.

ANALYSIS OF DATA

RESULT

Table 1

N, Mean & Standard Deviation

	EMOTIONAL RESILIENCE	SOCIAL COMPETENCE	AUTONOMY	ENVIRONMENTAL MASTERY	PERSONAL GROWTH	POSITIVE RELATIONS	PURPOSE IN LIFE	SELF- ACCEPTANCE
N	60	60	60	60	60	60	60	60
Mean	3.02	35.3	14.6	14.2	16.2	13.3	13.3	14.8
Standard deviation	0.505	7.10	3.22	2.74	3.25	3.23	3.35	3.16

Table 2

Correlation of all emotional resilience, social competence and well-being among young adults

	EMOTIONAL RESILIENCE	SOCIAL COMPETENCE	AUTONOMY	ENVIRONMENTAL MASTERY	PERSONAL GROWTH	POSITIVE RELATIONS	PURPOSE IN LIFE	SELF- ACCEPTANCE
EMOTIONAL RESILIENCE	—							
SOCIAL COMPETENCE	0.022	—						
AUTONOMY	0.022	0.010	—					
ENVIRONMENTAL MASTERY	0.229	0.098	0.481 ***	—				
PERSONAL GROWTH	0.130	0.103	0.192	0.227	—			
POSITIVE RELATIONS	-0.228	0.042	-0.018	0.019	-0.003	—		
PURPOSE IN LIFE	0.036	0.298 *	-0.011	0.072	0.186	0.114	—	
SELF- ACCEPTANCE	0.347 **	0.106	0.229	0.461 ***	0.313 *	0.092	-0.009	—

Note. * p < .05, ** p < .01, *** p < .001

DISCUSSION OF RESULT

The results found out that there is a significant positive correlation between self-acceptance & emotional resilience ($r = 0.347$, $p < .01$). The results found out that there is a significant positive correlation between purpose in life & social competence ($r = 0.298$, $p < .05$). Further, the results found out that there is a significant positive correlation between environmental mastery & autonomy ($r = 0.481$, $p < .001$). The results found out that there is a significant positive correlation between self-acceptance & environmental mastery ($r = 0.461$, $p < .001$). Additionally, the results found out that there is a significant positive correlation between self-acceptance & personal growth ($r = 0.313$, $p < .05$).

Research suggests that self-acceptance contributes significantly to emotional resilience. According to the studies by Neff (2003) the research highlighted the role of self-compassion and positive emotions in fostering resilience (Tugade & Fredrickson, 2004). Neff's work on self-compassion emphasizes the importance of treating oneself with kindness in the face of adversity.

According to the studies by Wood et al. (2008), individuals with higher levels of self-acceptance are more likely to engage in adaptive coping strategies, facilitating resilience and personal growth. Furthermore, Rogers (1951) and Maslow (1954), proposed that self-acceptance is foundational for reaching one's full potential and achieving self-actualization.

According to Ryff (1989), a multidimensional model was developed of well-being called psychological well-being, which includes 6 dimensions: positive relations with others, environmental mastery, self-acceptance, autonomy, personal growth, and purpose in life. These six dimensions were used to define Ryff's conceptualization of psychological well-

being both theoretically and operationally, and they identify what promotes effective mastery of life and emotional and physical health (Ryff, 1989, Ryff, 1995).

CONCLUSION

In conclusion, this study delved into the vital interplay among emotional resilience, social competence, and well-being during a rapidly evolving era. Young adults faced multifaceted challenges, necessitating social competence for relationships, emotional resilience for mental health, and well-being practices for overall emotional balance. The research, driven by a commitment to understanding the intricacies shaping young lives, aimed to enhance their well-being and success in a dynamic past society. Using standardized scales, emotional resilience, social competence, and well-being were measured across a diverse group of 60 participant's aged 18 to 25 years. The findings revealed significant positive correlations, emphasizing the interconnectedness of Self-Acceptance & Emotional Resilience, Purpose in Life & Social Competence, Environmental Mastery & Autonomy, Self-Acceptance & Environmental Mastery, and Self-Acceptance & Personal Growth. These insights offer a nuanced understanding of the challenges young adults faced, paving the way for strategies to foster a healthier, more harmonious life.

This research sheds light on the intricate connections among emotional resilience, social competence, and well-being in the past. By untangling these dynamics, the study sets the stage for targeted interventions, personalized mentorship programs, and proactive measures. Informed by a nuanced understanding, these initiatives have the potential to yield positive outcomes and foster resilience among young adults within the evolving societal landscape of the past. The research evaluated counselling interventions, explored technology integration, investigated community outreach, and assessed the impact of advocacy campaigns, contributing valuable insights for informed action in promoting mental well-being.

Additionally, expanding research across diverse cultural contexts would offer insights into the cultural nuances shaping emotional resilience, well-being, and social competence. Exploring innovative technology-based interventions, integrating emotional well-being into educational curricula, and examining the impact of workplace well-being programs are avenues for further investigation. Peer-led initiatives, preventive mental health measures, and holistic health approaches should be explored to create comprehensive strategies for supporting young adults. Understanding the intersectionality of factors in mental health will further contribute to the development of targeted interventions that address unique challenges faced by individuals. This multifaceted approach aims to enhance our understanding and contribute to the on-going efforts in promoting the holistic well-being of young adults across varied contexts.

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