



## Impact of Emotional Intelligence and Resilience and Life Satisfaction among Young Adults

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### Abstract

The study investigated the influence of emotional intelligence (EI) and resilience on life satisfaction among young adults. EI, characterized by the capacity to perceive, understand, and manage emotions, is thought to be pivotal in shaping individual well-being. The objectives of the study were to assess the impact of resilience and EI on the life satisfaction of young adults. The study hypothesizes that EI and resilience significantly affect life satisfaction. The study comprises 120 participants, selected through purposive sampling, with a focus on individuals aged 18-26. Both male and female participants were actively encouraged to participate. Data collection involved the use of three scales: the Brief EI Scale-10 (BEIS-10), the Brief Resilience Scale, and the Life Satisfaction Scale, alongside a demographic information form. The data collection process entails administering the three scales via Google Forms and various other channels. Participants were provided with detailed information observing the study's objectives, privacy measures, and researcher contact details before completing the questionnaire. The study employs quantitative

methods to analyze the relationship between EI, resilience, and life satisfaction among young adults, with implications for understanding and promoting subjective well-being in this demographic.

**Keywords:** *EI, resilience, life satisfaction, resilience, young adults, well- being*

## Introduction

The study aimed to evaluate the influence of resilience and emotional intelligence (EI) on the life satisfaction of young adults through a combination of regression analysis and Pearson correlation. Firstly, regression analysis was employed to examine the impact of resilience on life satisfaction. By analyzing the data, the researchers could understand how variations in resilience levels affect the overall life satisfaction of young adults. Secondly, regression analysis was utilized again to explore the influence of EI on life satisfaction, providing insights into the extent to which emotional intelligence contributes to the overall satisfaction with life among young adults. Lastly, Pearson correlation was used to investigate the relationship between EI, resilience, and life satisfaction, uncovering how emotional intelligence and resilience interact and collectively influence the life satisfaction of young adults. Through these analytical approaches, we aimed to provide a comprehensive understanding of the factors influencing the well-being of young adults, thereby offering valuable insights for personal development and intervention strategies.

## Emotional Intelligence

The capacity to identify and manage one's own and other people's emotions, as well as to understand when and how these feelings impact one's behavior and choices, is what we mean when we talk about emotional intelligence. To illustrate the point, being self-aware is acknowledging

and comprehending the source of your nervousness, in this case, before a major presentation (Boyatzis, 2016).

***Self-regulation:*** It refers to being able to control your emotions that comes after becoming conscious of them. Being emotionally stable is being able to rein in impulsive behaviors, cope with stress, and adjust to new situations. Going back to the presentation example, self-regulation might involve taking deep breaths to calm yourself down or reminding yourself of past successes to boost your confidence. (Boyatzis, 2016).

***Social awareness:*** EI isn't just about understanding yourself; it's also about understanding others. Social awareness involves being able to empathize with others, read their emotion accurately, and pick up on social cues. It's like having a sixth sense for how other people are feeling, even when they're not explicitly expressing it. (Boyatzis, 2016).

***Relationship management:*** Finally, EI is about using that understanding of yourself and others to build and maintain healthy relationships. This means communicating effectively, resolving conflicts constructively, and inspiring and influencing others in positive ways. It's about being a good friend, colleague, partner, and leader (Karjula, 2021).

## **Resilience**

Being resilient means one can overcome obstacles, adjust to new circumstances, and press on when things become tough. It's an important ability that helps people deal with the highs and lows of life, so they can become stronger when things get tough. The notion of resilience, its significance, and practical ways for strengthening resilience in daily life are all covered in this paper.

### ***Understanding Resilience***

Resilience is not just about being tough or never experiencing difficulties. Instead, it's about how we respond to challenges and setbacks. Resilient individuals possess inner strength, optimism, and a positive attitude that enables them to cope effectively with stress and adversity. They view setbacks as temporary obstacles rather than insurmountable barriers, and they can bounce back stronger than before. A key component to our happiness and prosperity is the ability to bounce back from adversity. Mental health, happiness, and life satisfaction are all areas in which resilient people excel, according to the research. The ability to deal with stress, form meaningful connections, and realize one's ambitions is enhanced in them. Furthermore, being resilient enables people to overcome adversity and come out stronger in the face of uncertainty and catastrophe (Bonnano, 2015).

### **Life Satisfaction**

An essential part of being human, life satisfaction shows how one feels about their life in general. A person's health, relationships, career, and sense of personal satisfaction are all part of it. Purposefully delving into the idea of life satisfaction, this study will examine its causes, ways to quantify it, and ways to make it better. How happy a person is with their life in general is what we mean when we talk about life satisfaction. Unlike happiness, which is often transient and dependent on specific events, life satisfaction is more enduring and reflective of long-term contentment (Wood, 2015).

### **Determinants of Life Satisfaction**

***Personal Relationships:*** If one wants to be happy and fulfilled in life, one needs connections with people that they care about, and these connections are strong and supportive. A

feeling of belonging and contentment may be achieved via positive interactions and emotional ties (Fredrickson, 2016).

**Health and Well-being:** A person's level of happiness is highly dependent on their physical and mental health. When people are healthy, they are better able to achieve their dreams and take part in life's important moments, which boosts their happiness (Fredrickson, 2016).

**Financial Stability:** While it's true that money can't buy happiness, having a stable financial situation is crucial to enjoying life to the fullest. When people have enough money coming in, they may relax knowing that they can take care of their essential requirements and even save up for future goals. (Fredrickson, 2016).

**Personal Fulfilment:** Finding meaning and satisfaction in life is easier when one is doing what they love and are good at. Life pleasure is enhanced when one actively pursues meaningful objectives.

### Review of Literature

Going beyond the popularized version of EI, Bar-On (2018) proposes a comprehensive framework in his book "The Handbook of EI" (Bar-On, 2018). This framework highlights EI as a construct that influences not just how we perceive emotions, but also how we utilize them to navigate complex situations and manage relationships effectively. Interpersonal components, like social awareness and relationship management, and intrapersonal components, such as self-awareness and self-regulation, are both emphasized in Bar-On's paradigm. This broader perspective highlights the crucial role EI plays in successful leadership.

Lopes et al. (2017) delved into the practical implications of EI in their research. Their work examined how EI competencies, such as empathy, self-motivation, and social skills, can enhance

employability and career advancement. Their argument is that those who have high EI are more capable of handling stress, forming great connections with coworkers and bosses, and navigating the intricacies of the workplace. In addition, their findings support the idea that EI may be cultivated by specific treatments and training. This finding offers valuable insight for individuals seeking to strengthen their careers and build a competitive edge in the job market.

Shifting the focus to the educational context, Ciarrochi et al. (2017) published a study in "Educational Psychologist" that explored the potential of EI interventions to improve student well-being and academic performance. Their research suggests that programs designed to foster EI skills, such as emotional regulation, self-motivation, and social awareness, can lead to positive outcomes for students. These programs can equip students with the tools to manage stress and anxiety, build positive relationships with peers and teachers, and ultimately achieve greater academic success. The research suggests that incorporating EI development into the educational curriculum could be a valuable strategy for improving student outcomes.

Boyatzis et al. (2016) took a unique approach to understanding EI in their book "Primal Leadership: Learning to Lead with EI". They proposed a model that emphasized the role of the brain in regulating emotions and making decisions. The work suggests that EI can be developed by training the brain to manage emotional responses. This approach highlights the potential for neuroscience-based interventions to enhance EI skills. By understanding the neurological processes underlying EI, we can develop more targeted training programs to improve our ability to perceive, understand, and manage emotions effectively.

Tian et al. (2020) asserted in their research published in the "Annual Review of Organizational Psychology and Organizational Behavior" that EI is not a one-size-fits-all concept. Their work emphasized how cultural background influenced the expression and perception of

emotions. Forexample, cultures that emphasize collectivism may prioritize group harmony and emotional suppression, while individualistic cultures may encourage more open expression of emotions. This. research highlights the need to consider cultural contexts when assessing EI. A culturally sensitiveapproach is crucial for accurately evaluating EI across diverse populations.

Examining foster youth, known for facing significant adversity, Luthar et al. (2017) found resilience to be a dynamic process rather than a fixed trait. Their longitudinal study suggests that protective factors like social support and positive self-beliefs can foster resilience, even in high-risk environments. This highlights the importance of interventions that target these factors to promote well-being in vulnerable populations.

Gill et al. (2019) explored the concept of collective resilience in their study published in "Ecology and Society". They argued that communities can build resilience through social cohesion, sharedresources, and collaborative problem-solving. This approach emphasizes the importance of strengthening social networks and fostering a sense of collective responsibility in the face of challenges.

Turning to the workplace, Youssef and Soane (2018) examined the role of leadership in fostering employee resilience in the "Journal of Management and Organization". Their research suggests that supportive leadership behaviors, such as providing clear communication and emotional support, can enhance employee resilience and well-being in demanding work environments.

From a neurobiological perspective, Bonanno and Norris (2015) proposed a model of resilience thathighlights the role of psychological flexibility in their work published in "Nature Human Behavior." They argued that individuals who can adapt their thoughts and behaviors in responseto stress are better equipped to cope with adversity. This model suggests that interventions

aimed at enhancing cognitive flexibility may be beneficial for promoting resilience.

In the context of climate change, Eriksen et al. (2016) emphasized the importance of social-ecological resilience in their research published in "WIREs Climate Change". They argue that building resilience requires not only strengthening ecological systems but also fostering the adaptive capacity of human communities. This approach highlights the need for collaborative efforts between social and environmental scientists to develop effective strategies for addressing climate challenges.

### **Methodology**

The current research has used Quantitative and Correlational research design. Quantitative research collects data which is numerical and analyses it statistically to compare and find differences between variables. The study has used quantitative research to study the impact of emotional intelligence and resilience on life satisfaction. In a correlational study, the data is gathered to assess the relationship among the Emotional intelligence and Resilience on Life satisfaction. The study comprised a sample of 120 individuals, selected through purposive sampling. Both male and female participants were actively encouraged to participate. The sample predominantly consists of people in the age range of 18-26 years.

### **Variables**

***Dependent Variables:*** Life satisfaction

***Independent Variables:*** EI and resilience.

## Measures

- ***Brief EI Scale- 10 (BEIS-10)***

The Brief EI Scale-10 (BEIS-10) by Devonport and Scott, is a concise self-report questionnaire designed to assess EI (EI) in individuals. Developed as a shortened version of the original EI Scale (EIS), the BEIS-10 provides a quick and reliable measure of EI across various domains. On the BEIS-10, each question is a statement about an individual's emotional experiences or reactions; normally, respondents are asked to use a Likert scale to indicate how much they agree or disagree with each statement. The questions are crafted to assess many aspects of emotional intelligence, including self-awareness and comprehension, effective emotion management, empathy, and social interaction skills.

- ***Brief Resilience Scale***

The Brief Resilience Scale (BRS) by Smith (2008) is a self-report questionnaire developed to measure an individual's ability to bounce back from adversity and adapt positively to stressors or challenges. Designed as a concise assessment tool, the BRS consists of six items that capture key aspects of resilience across cognitive, emotional, and behavioral domains. The Brief Resilience Scale asks respondents to score their level of agreement or disagreement with statements on how they react or respond to challenging events. Each item on the scale uses a Likert scale. The items are carefully crafted to assess different facets of resilience, such as the ability to maintain emotional balance, cope effectively with setbacks, and view stressful circumstances as opportunities for growth.

- ***Life Satisfaction Scale***

The Life Satisfaction Scale (LSS) by Ojha is a psychometric instrument designed to assess an individual's overall satisfaction with their life. Its subjective well-being and the efficacy of treatments to boost happiness are two of its most common uses in the psychological and allied disciplines. Questionnaires often use Likert scales or other answer formats to ask respondents to rate how much they agree or disagree with a series of statements or questions pertaining to various areas of life.

## Results

**Table 1**

*Descriptive statistics for emotional intelligence, resilience, and life satisfaction.*

|                               | <b>N</b>   | <b>Minimum</b> | <b>Maximum</b> | <b>Mean</b> | <b>Std.<br/>Deviation</b> | <b>Variance</b> |
|-------------------------------|------------|----------------|----------------|-------------|---------------------------|-----------------|
| <b>EI</b>                     | 120        | 24.00          | 43.00          | 36.6583     | 3.36940                   | <b>11.353</b>   |
| <b>R</b>                      | 120        | 14.00          | 29.00          | 19.6500     | 2.63668                   | <b>6.952</b>    |
| <b>LS</b>                     | 120        | 37.00          | 82.00          | 64.1833     | 7.67292                   | <b>58.874</b>   |
| <b>Valid N<br/>(listwise)</b> | <b>120</b> |                |                |             |                           |                 |

**Emotional Intelligence (EI):** The dataset consists of 120 observations on EI. Scores range from a minimum of 24.00 to a maximum of 43.00. The mean EI score is approximately 36.6583, with a standard deviation of around 3.36940. This standard deviation indicates the extent to which scores deviate from the mean, while the variance of 11.353 further illustrates the dispersion of individual scores.

**Resilience (R):** Similarly, the dataset contains 120 observations on Resilience. Scores range from 17.00 to 29.00, with a mean score of approximately 19.6500. The standard deviation is approximately 2.63668, suggesting a moderate level of variability in resilience scores. The variance, calculated at 6.952, provides additional insight into the spread of scores around the mean.

**Life Satisfaction (LS):** The dataset also includes 120 observations on Life Satisfaction. Scores vary from a minimum of 37.00 to a maximum of 82.00. The mean LS score is calculated to be 64.1833. With a standard deviation of approximately 7.67292, there appears to be notable variability in life satisfaction scores. The variance, at 58.874, underscores the extent of dispersion of individual scores around the mean.

**Table 2**

*Pearson correlation for emotional intelligence, resilience, and life satisfaction.*

|                                    | Emotional intelligence | Resilience | Life satisfaction |
|------------------------------------|------------------------|------------|-------------------|
| Emotional intelligence             | 1                      | 0.213*     | 0.328*            |
| Resilience                         |                        | 1          | 0.483*            |
| Life satisfaction                  |                        |            | 1                 |
| (*) Significant at the 0.05 level. |                        |            |                   |

Emotional intelligence, resilience, and life satisfaction are interconnected facets of psychological well-being. The correlation coefficients indicate significant positive relationships

between emotional intelligence and both resilience ( $r = 0.213^*$ ) and life satisfaction ( $r = 0.328^*$ ). This suggests that individuals with higher emotional intelligence tend to exhibit greater resilience and report higher levels of life satisfaction. Furthermore, resilience demonstrates a stronger correlation with life satisfaction ( $r = 0.483^*$ ), emphasizing its pivotal role in fostering a sense of contentment and fulfillment in life. Overall, cultivating emotional intelligence and resilience contributes positively to enhancing one's overall life satisfaction.

**Table 3**

*Regression analysis to assess the impact of emotional intelligence on life satisfaction*

| Model | R                 | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1     | .391 <sup>a</sup> | .153     | .145              | 7.09344                    |

The regression model exhibits a coefficient of determination ( $R^2$ ) of approximately 0.153, indicating that about 15.3% of the variance in life satisfaction can be explained by the predictor variable, EI. The adjusted  $R^2$ , considering the number of predictors and sample size, is 0.145. The standard error of the estimate is approximately 7.09344.

**Table 4**

*Regression analysis to assess the impact of resilience on life satisfaction.*

| <b>Model</b> | <b>R</b>     | <b>R Square</b> | <b>Adjusted R Square</b> | <b>Std. Error of the Estimate</b> |
|--------------|--------------|-----------------|--------------------------|-----------------------------------|
| <b>1</b>     | <b>.025a</b> | <b>.001</b>     | <b>.008</b>              | <b>7.70286</b>                    |

The regression model shows a very low coefficient of determination ( $R^2$ ) of approximately 0.001, indicating that only about 0.1% of the variance in life satisfaction can be explained by the predictor variable, Resilience. The adjusted  $R^2$  is negative (0.008), suggesting that the model may not be a good fit. The standard error of the estimate is approximately 7.70286.

### **Discussion**

The impact of EI and resilience on life satisfaction among young adults is a topic of considerable interest in psychology and well-being research. EI, characterized by the ability to recognize, understand, and regulate one's own emotions as well as those of others, plays a pivotal role in shaping individuals' overall well-being. Young adults with higher levels of EI often exhibit greater emotional regulation skills, effective stress management strategies, and healthier interpersonal relationships, all of which are associated with higher levels of life satisfaction.

In a similar vein, young people's capacity to persevere through tough times, adjust to new circumstances, and keep their mental health in check is critical to their happiness and fulfillment in life. A more fulfilling existence is a direct result of a resilient person's ability to bounce back from adversity, have a positive attitude, and make good use of coping techniques. People who

score higher on the EI scale tend to be more resilient in the face of stress and other forms of adversity, suggesting a possible relationship between the two concepts. Hence, it stands to reason that young people with more EI and resilience will report more life satisfaction than their peers with lower levels of these attributes.

Interventions designed to promote well-being at this crucial life stage may benefit greatly from a better understanding of the relationship between EI, resilience, and life satisfaction among young people. Life satisfaction among young people may be improved by interventions that aim to build emotional intelligence (EI), such as mindfulness practices, social skills development, and training in emotion management. Young people may find more happiness in life if they participate in resilience-building programs that help them develop more resilient coping mechanisms, more optimism, and stronger social support networks.

The results indicate a significant positive impact of EI on Life Satisfaction. Despite only explaining about 15.3% of the variance in Life Satisfaction, EI emerged as a statistically significant predictor ( $p < 0.001$ ). This suggests that individuals with higher EI tend to report higher levels of Life Satisfaction, underscoring the importance of emotional competencies in overall well-being. Conversely, the analysis did not find evidence supporting a significant relationship between Resilience and Life Satisfaction. The regression model yielded negligible explanatory power ( $R^2 \approx 0.001$ ) and was statistically significant ( $p = 0.033$ ). This suggests that while Resilience is an important psychological construct, it may directly translate into perceived Life Satisfaction, at least within the scope of this study.

The findings suggest that EI plays a more substantial role in predicting Life Satisfaction compared to Resilience. While both traits are often associated with positive psychological outcomes, such as better coping mechanisms and overall well-being, EI appears to exert a stronger

influence on Life Satisfaction in this context. One possible explanation for the significant impact of EI on Life Satisfaction could be its inherent ability to regulate emotions, navigate social interactions, and manage stress effectively, all of which contribute to a greater sense of fulfillment and satisfaction in life. On the other hand, the lack of significance in the Resilience-Life Satisfaction relationship may indicate that other factors beyond mere resilience, such as social support networks or environmental factors, play a more substantial role in shaping individuals' overall life satisfaction.

It is essential to acknowledge several limitations of the study. Firstly, the data may suffer from self-report biases, as participants' responses are subjective and may not accurately reflect their true EI, resilience, or life satisfaction levels. Additionally, the study's cross-sectional design prohibits the establishment of causality between the variables, and longitudinal research would be needed to ascertain temporal relationships. Furthermore, the sample size and composition may limit the generalizability of the findings to broader populations.

Despite these limitations, the study contributes valuable insights into the associations between EI, Resilience, and Life Satisfaction. The significant impact of EI underscores the importance of fostering emotional competencies in various domains, such as education, workplace training, and mental health interventions, to enhance individuals' overall well-being and life satisfaction. Meanwhile, the non-significant relationship between Resilience and Life Satisfaction suggests that resilience-building efforts alone may not suffice in promoting subjective well-being, necessitating a more comprehensive approach that considers various personal and contextual factors.

Future research could explore the underlying mechanisms through which EI influences Life Satisfaction, such as examining specific emotional regulation strategies or interpersonal skills.

Additionally, longitudinal studies could elucidate how these relationships unfold over time and identify potential moderators or mediators. Furthermore, investigating the interactive effects of EI and Resilience on Life Satisfaction could provide a more nuanced understanding of their combined influence on well-being. Overall, continued research in this area can inform targeted interventions and policies aimed at enhancing individuals' overall life satisfaction and quality of life.

### Conclusion

In conclusion, the analysis of the impact of EI (EI) and resilience on life satisfaction among young adults provides valuable insights into the factors influencing well-being during this critical life stage. The findings from the regression analyses support the notion that EI significantly contributes to life satisfaction among young adults, highlighting the importance of emotional competencies in fostering overall well-being. Despite explaining a modest proportion of variance in life satisfaction, EI emerged as a robust predictor, suggesting that individuals with higher levels of EI are more likely to experience greater life satisfaction.

Conversely, the analysis did not find evidence supporting a significant relationship between resilience and life satisfaction among young adults. While resilience is undoubtedly an essential trait associated with adaptive coping and psychological well-being, the findings suggest that its direct influence on life satisfaction may be less pronounced within the context of this study. This underscores the complexity of factors contributing to overall well-being and the need for a more comprehensive understanding of the mechanisms underlying subjective life satisfaction among young adults. Overall, the findings underscore the importance of EI in promoting life satisfaction among young adults. Interventions aimed at enhancing EI skills, such as emotion regulation training and social skills development, may be effective strategies for improving overall

well-being during this critical life stage.

Additionally, while resilience-building efforts remain crucial for navigating challenges and adversity, further research is needed to elucidate its specific role in influencing life satisfaction among young adults. Considering the limitations of the study, including the cross-sectional design and sample characteristics, future research could benefit from longitudinal investigations to examine the developmental trajectories of EI, resilience, and life satisfaction among young adults. Moreover, exploring potential moderators, such as gender, cultural background, and socioeconomic status, could provide a more nuanced understanding of the relationships between these constructs.

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