EMOTIONAL INTELLIGENCE MODEL TO IMPROVE RESILIENCE IN UNIVERSITY STUDENTS

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Abstract
Emotional intelligence is essential when socializing and adapting to the environment, it allows us to understand how we can influence in an adaptive and intelligent way the emotions of people and of ourselves. In the Peruvian university environment, it is important that students have skills to manage their emotions and face adverse situations. Therefore, an emotional intelligence model is proposed to improve resilience in university students. The research is of an experimental, quantitative and quasi-experimental design, the technique used was the survey and as an instrument the questionnaire that was applied to 58 students about the variables emotional intelligence and resilience. The results show that 27.59% indicate that their level of interpersonal intelligence is regular, 39.66% indicate that their level of intrapersonal intelligence is regular and 32.76% indicate that their level of adaptability is bad. Therefore, adequate emotional intelligence and resilience in students will allow them to handle skills such as interpersonal and intrapersonal intelligence, adaptability, perseverance and self-confidence when facing situations of change in their environment.
Key word: Cañete, emotional intelligence, resilience, university

Introduction
Several studies support the importance of emotional intelligence as it develops leadership and generates a competitive advantage that provides employees with

motivation, commitment, greater efficiency and effectiveness in the development of their activities (Pereda et al., 2018). It is a necessary skill that allows you to face the multiple incidents that arise in day-to-day work performance.

Companies identify and value the development of skills such as emotional intelligence to improve the behaviors and attitudes of staff in order to obtain better organizational results (Wang & Xiao, 2009). A valuable asset in companies is having workers with high levels of emotional intelligence as they generate cooperation, manage job stress, resolve labor conflicts and learn from interpersonal mistakes.

Emotional intelligence and resilience are related due to the management of emotions, the control of stress, the achievement of subjective well-being, happiness and the development of socio-emotional competencies (Mikel, 2017). A resilient person builds a personality capable of facing difficulties with a good attitude and without lowering their performance (Belykh, 2019). Resilience is an inherent behavior of people which allows them to resist destabilizing situations, it can act as a defensive reaction to preserve personal integrity.

In the educational field, resilience is the essence of socio-emotional change, on the other hand, emotional intelligence offers methodologically complementing a structure based on cognitive processes that allows to enhance the qualities of students (Belykh, 2018). Having a high resilience allows you to get out of physical adversities unaffected, adapt to changing circumstances that may or may not be adverse. Recent studies show that students with high levels of resilience show high levels of professional effectiveness, being a relevant factor to avoid emotional fatigue, depersonalization and work inefficiency (Vizoso-Gómez & Arias-Gundín, 2018). Resilience in adolescents being very important, particularly in families living in poverty where family structure and functionality influences 20% in the development of resilience (García & Diez Canseco, 2019). In addition, the positive relationship between resilience and job satisfaction that helps overcome the intense work day, lack of resources, lack of time and work rest (Diaz & Barra, 2017).

In the Norwegian context, the social and emotional skills that the educational system must develop are highlighted, emphasizing that students acquire academic knowledge and social skills (Restad & Mølstad, 2020). In Latin America and the Caribbean, it is necessary to guarantee education and build resilient systems to collaborate with social restoration (UN, 2020). In Peru, the work participation of young men and women aged fifteen and over is 82.6% and 65.7% respectively, with a multidimensional poverty index of 0.043, which requires the ability to overcome and self-fulfillment for personal development in the educational field (UNDP, 2017). Emotions play a fundamental role in the development of people, influencing their self-regulation and cognitive abilities and in the use of strategies to achieve goals and solve problems. Therefore, this research proposes an emotional intelligence model to improve resilience in university students from Cañete. Which contributes to knowing the emotional intelligence that will provide skills such as intrapersonal intelligence, interpersonal intelligence, adaptability,

perseverance and self-confidence to improve resilience which will allow to solve problems and face adverse situations.

This research describes the relevance of improving the well-being of university students through emotional intelligence and the ability to overcome adverse situations through resilience. An experimental and quantitative study was carried out, using a questionnaire with 25 questions to 58 university students. Obtaining as a result the proposal of a set of skills that positively influence against adversity and the management of emotions.

Key Factors of Emotional Intelligence and Resilience

Emotional intelligence allows a person to be authentic, adapt and belong to a group (Palomino & Almenara, 2019). It is conceived as key characteristics that allow success in daily life problems such as self-motivation, persistence in the face of disappointments, impulse control, mood regulation, reduction of disorders, among others (Goleman, 2003). The Goleman model of Emotional Intelligence (EI) was perfected over time until its final version, which is made up of four dimensions made up of various competencies: a) Self-knowledge, a dimension made up of emotional self-knowledge that includes the abilities to recognize oneself. feelings that diminish professional performance, perceive intuition and speak openly about emotions. b) Self-regulation, is related to the management of the internal world of people for their own benefit and that of others, made up of the following competencies: emotional self-control, orientation towards results, adaptability and optimism. c) Social awareness, these skills are necessary to establish and maintain interpersonal relationships made up of empathy and organizational awareness. d) Regulation of interpersonal relationships, refers to persuasion, influence over others and competences: leadership, conflict management, teamwork and collaboration. Emotional intelligence is also a characteristic of social intelligence made up of capacities that are responsible for interpreting and knowing emotions. These capacities monitor emotions and feelings, discriminate, and use information to guide our thinking and actions (Fragoso, 2015).

Interpersonal intelligence, mentions the ability to generate representations and manipulate them (Castelló & Cano, 2011), understands or represents the internal states of other people such as intention, styles, preferences and motivations. It is based on the theory of mind where people have internal states and are capable of giving meaning to language and objects in the environment. That is, our brain genetically attributes that all people have a mind and it is identical to ours, attributing the same to animals and even inanimate objects, giving it intentions, forms of reasoning and mental states.

Interpersonal relationships can evaluate what people feel as the love and support they want from their loved ones, express positive feelings about oneself and others, build stronger and healthier relationships that serve as a protective factor and promoter of well-being (Ruvalcaba et al., 2017). **Intrapersonal intelligence,** allows to distinguish one's own feelings in order to understand them, which helps to develop skills such as verbal intelligence to strengthen communication (Behjat, 2012). It consists of the ability to understand oneself by appreciating feelings, motivations and fears (Heredero &

Ceballos, 2017). In addition, it implies creating a model of ourselves that allows us to work effectively to regulate our lives.

Adaptability, allows responding to the expected or current changes caused by the environment (Fraga, 2014). It is the emotional and intellectual capacity to face changes in a dynamic way, it aims to achieve emotional well-being and personal satisfaction, it modifies the way of acting and adjusts to the conditions of the environment. Its purpose is to achieve homeostasis through assimilation in which the person incorporates new experiences from the environment (Ruiz, 2017). **Resilience,** is a new term of increasingly common use generally used in the area of psychology and now used by sociology even in political and educational sciences (Oriol-Bosch, 2012). When people face risky or adverse situations, they perceive resilience as a response to face that circumstance, which can be a result, process or quality of the person (López, 2015). It is considered an inherent capacity of the human being to resist and strengthen in the face of adversity.

Perseverance, implies being able to overcome difficulties or obstacles to meet objectives, allowing to live with problems and overcome them, perseverance is a key factor to achieve success (Romagnoli, 2018). It is the constant effort to achieve objectives and proposed goals; They are skills that allow finding solutions and overcoming difficulties (Cortijo, 2015). Perseverance gives us strength which helps us not to get carried away by the comfortable and easy things. **Self-confidence,** is the confidence we have to express ourselves, learn and persist, which is very important today (Rizzi et al., 2020). Trust refers to the ability to depend on others in a group setting and to cooperate in difficult situations. It is used to indicate the perception that human beings have in their ability to face certain situations (González et al., 2015).

Method

The method used in the present investigation is of an experimental, quantitative and quasi-experimental design. The sample was made up of 58 students, the technique used was the survey and as an instrument the questionnaire about the independent variable emotional intelligence with its interpersonal, intrapersonal and adaptability dimensions with a total of 15 questions and the dependent variable resilience with the dimensions perseverance and self-confidence with 10 questions. The resilience scale was used as a data collection instrument that was validated by the judgment of experts with a reliable questionnaire and Cronbach's alpha coefficient of 0.966.

Results

The questionnaire was applied to a total of 58 students from Cañete universities, according to the results the following is presented:

Table 1 shows the results about the interpersonal dimension of the independent variable emotional intelligence, 27.59% indicate that their level of interpersonal intelligence is regular, 22.41% consider it bad, 17.24% good, 17.24% very good and 15.52 % poor.

Table 1: Interpersonal intelligence level of university students from Cañete

Levels	Frequency	Percentage
Deficient	9	15.52%
Bad	13	22.41%
Regular	16	27.59%
Good	10	17.24%
Very good	10	17.24%
Total	58	**100%**

Source. Own Elaboration

Table 2 shows the results about the intrapersonal dimension of the independent variable emotional intelligence, 39.66% indicate that their level of intrapersonal intelligence is regular, 22.41% consider it bad, 17.24% good, 12.07% very good and 8.62 % poor.

Table 2: Intrapersonal intelligence level of university students from Cañete

Levels	Frequency	Percentage
Deficient	5	8.62%
Bad	13	22.41%
Regular	23	39.66%
Good	10	17.24%
Very good	7	12.07%
Total	58	**100%**

Source. Own Elaboration

Table 3, shows the results about the adaptability dimension of the same variable, 32.76% indicate that their level of adaptability is bad, 25.86% consider it regular, 20.69% very good, 15.52% good and 5.17% poor.

Table 3: Adaptability level of university students in Cañete

Levels	Frequency	Percentage
Deficient	3	5.17%
Bad	19	32.76%
Regular	15	25.86%
Good	9	15.52%
Very good	12	20.69%
Total	58	**100%**

Source. Own Elaboration

Table 4 shows the results about the perseverance dimension of the resilience dependent variable, 31.03% indicate that their level of perseverance is bad, 29.31% consider it fair, 17.24% good, 15.52% poor and 6.90% very good.

Table 4: Level of perseverance of the university students of Cañete

Levels	Frequency	Percentage
Deficient	9	15.52%
Bad	18	31.03%
Regular	17	29.31%

Good	10	17.24%
Very good	4	6.90%
Total	58	**100%**

Source. Own Elaboration

Table 5 shows the results about the self-confidence dimension of the resilience dependent variable, 34.48% indicate that their level of self-confidence is bad, 20.69% consider it good, 18.97% regular, 17.24% poor and 8.62% very good.

Table 5: Level of intelligence and self-confidence of the university students of Cañete

Levels	Frequency	Percentage
Deficient	10	17.24%
Bad	20	34.48%
Regular	11	18.97%
Good	12	20.69%
Very good	5	8.62%
Total	58	**100%**

Source. Own Elaboration

Proposal

Based on the results of the survey, in figure 1, the following suggested model of emotional intelligence proposes a better social and educational performance. in addition, it proposes the development of the ability to handle adverse situations in university students.

Figure 1. Emotional Intelligence model.
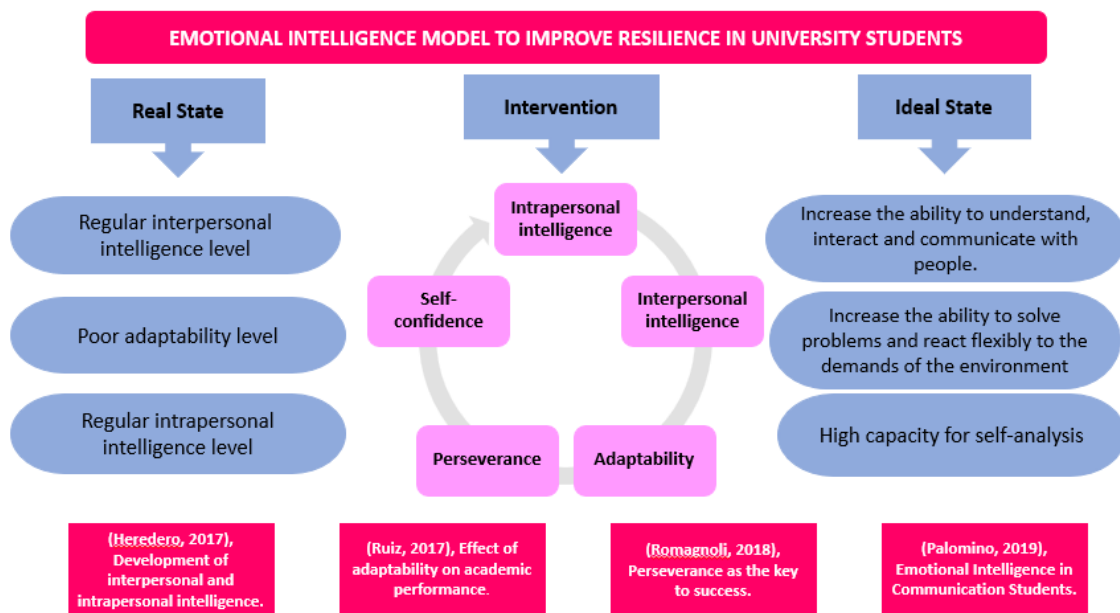
Source: own elaboration

Discussion

In table 1, 27.59% indicate that their level of interpersonal intelligence is regular, which expresses that the ability of university students from Cañete to understand people, interact and communicate with them requires increasing. Which agrees with (Castelló & Cano, 2011) and (Ruvalcaba et al., 2017) who point out that interpersonal intelligence refers to understanding or representing the internal states of other people such as intention, styles, preferences and motivations.

In table 2, 39.66% indicate that their intrapersonal intelligence level is regular, showing that students must improve their capacity for self-analysis, which will allow them to get to know each other. This agrees with (Behjat, 2012) and (Heredero & Ceballos, 2017) who consider that intrapersonal intelligence allows one to distinguish one's own feelings in order to understand them, helping to develop skills such as verbal intelligence and strengthening communication skills.

In Table 3, 32.76% indicate that their level of adaptability is bad, showing that their ability to solve problems and react flexibly to the changing and changing demands of the environment must be improved. What agrees with (Fraga, 2014) and (Ruiz, 2017) who point out that adaptability is the emotional and intellectual capacity to face the demands of the environment in a dynamic way, it aims to achieve emotional well-being and personal satisfaction, it modifies the way of acting and adjusts to the surrounding conditions.

In table 4, 31.03% indicate that their level of perseverance is bad, showing that students must be constant so that they can achieve their objectives and find solutions to overcome difficulties. Which agrees with (Romagnoli, 2018) and (Cortijo, 2015) who consider that perseverance implies being able to overcome difficulties or obstacles to meet objectives, allowing to live with problems and overcome them, perseverance is a key factor to achieve success.

In table 5, 34.48% indicate that their level of self-confidence is bad, evidencing that students' self-confidence must be improved. Which agrees with (Rizzi et al., 2020) and (González et al., 2015) who consider that self-confidence is the confidence we have to express ourselves, in the capacity for learning and persistence, which is very important today.

The proposal of this research allows us to assert that emotional intelligence and resilience present a remarkable and positive relationship in university students. Which helps to build empowerment resources in the face of adversity in a changing world.

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