

The Effect of Emotional Intelligence and Social Intelligence on Psychological Resilience in Generation Z

Z Kuşağında Duygusal Zekâ ve Sosyal Zekânın Psikolojik Dayanıklılığa Etkisi

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ÖZET

Anahtar Kelimeler:

Z Kuşağı,
Duygusal Zekâ,
Sosyal Zekâ,
Psikolojik Sağlamlık,

Her neslin kendine özgü özellikleri, değer yargıları, tutumları, güçlü ve zayıf yönleri, yaşamı algılama biçimleri ve farklı iletişim stilleri vardır. Z Kuşağı bireylerinin kişisel özellikleri, özellikle teknolojik gelişmelerin etkisiyle onları diğer nesillerden farklı kılmıştır. Yaklaşık 18 milyon Z Kuşağı bireyine ev sahipliği yapan ve genç nüfus oranı oldukça yüksek olan Türkiye gibi bir ülkede, Z Kuşağı'nın duygularını, düşüncelerini ve tutumlarını anlamak ve onlara hitap edebilmek kritik öneme sahiptir. Z Kuşağı hakkında pek çok bilinmeyen konu olsa da Türkiye'de duygusal zekâ, sosyal zekâ ve psikolojik dayanıklılık arasındaki ilişkiyi inceleyen bir çalışma bulunmamaktadır. Bu araştırma, Z Kuşağı'nda duygusal zekâ ve sosyal zekânın psikolojik dayanıklılık üzerindeki etkisini analiz etmeyi amaçlamıştır. Araştırma sonuçlarına göre, yüksek düzeyde duygusal ve sosyal zekâ, psikolojik dayanıklılığı olumlu ve anlamlı derecede etkilemektedir.

ABSTRACT

Keywords:

Gen Z,
Emotional Intelligence,
Social Intelligence,
Psychological
Resilience,

Each generation has its characteristics, value judgements and attitudes, strengths and weaknesses, ways of perceiving life, and different communication styles. The individual characteristics of Generation Z members have caused them to differ from other generations, mainly due to technological advances. In a country like Türkiye, where the number of Generation Z individuals is around 18 million and the young generation rate is so high, understanding the feelings, thoughts, and attitudes of Generation Z and being able to appeal to them is critical. Although there are many unknown issues about Generation Z, no study analyzes the relationship between emotional intelligence, social intelligence, and psychological resilience in Türkiye. This study aimed to analyze the effect of emotional intelligence and social intelligence on psychological resilience in Generation Z. According to the research results high levels of emotional and social intelligence affect psychological resilience positively and significantly.

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1. INTRODUCTION

Emotional intelligence is the ability to distinguish and regulate emotions (Salovey and Mayer, 1990). Social intelligence, in general, is the ability to understand others and is defined as the ability to understand the emotions, thoughts, opinions, and behaviors of people, including oneself, in interpersonal situations and to act by this perspective (Marlowe, 1986; Thorndike, 1920). Psychological resilience is the ability of a person to continue to strive tirelessly in stressful situations such as uncertainty or failure (Luthans, 2002:702).

Many different events go through people's lives. People can react differently to the events they experience. While an event may push some individuals to unhappiness, hopelessness, or burnout, it may be seen as renewal, strengthening, or a new opportunity for others. Common behavioral characteristics are seen in groups called generations (Kupperschmidt, 2000:66), formed by people who share similar birth years and environments and experienced the same political, socio-cultural, and economic changes at the same time in the period in which they were born. Five main generations are accepted in the relevant literature. These are the Silent Generation, the Baby Boom Generation, and Generation X, Y, and Z (Levickaite, 2010). Individuals from Generation Z are just starting to step into universities and workplaces. Knowing the general characteristics of this generation and determining their expectations is of great importance in guiding future business life and minimizing intergenerational conflicts.

The levels of emotional intelligence, social intelligence, and psychological resilience enable you to interpret an event positively, see it as renewal or strengthening, and cope with complex life events. Emotional intelligence causes positive outcomes, such as increasing life satisfaction or strengthening psychological resilience (Sánchez-Álvarez et al., 2016).

The role of emotional and social intelligence in accurately understanding other people's emotions, perceiving the reasons for their reactions, and expressing one's own emotional states in the face of these reactions, cannot be overstated. Individuals with high emotional and social intelligence are more likely to interpret an event accurately and positively than those with lower levels of this intelligence (Salovey et al., 1999). The literature supports this, suggesting that emotional and social intelligence can enhance psychological resilience by mitigating the psychosocial distress experienced by an individual (Aydın, 2010; Danacı Özözen and Pınarcık, 2017; Cleary et al., 2018; Soto-Rubio et al., 2020:3).

In support of these views, "*Intentional Change Theory*" suggests that change is an iterative process that includes five stages: (1) discovering the ideal self, (2) discovering the authentic self, (3) developing a learning agenda, (4) new behaviors, thoughts, and experimenting with emotions and (5) applying these new behaviors to integrate them into one's identity (Boyatzis et al., 2013). Intentional Change Theory reveals that desired behaviors in people can be achieved by increasing positive experiences due to increasing emotional and social intelligence, thus increasing psychological resilience (Liu and Boyatzis, 2021). These studies have not examined the relationship between emotional and social intelligence and psychological resilience specifically for Generation Z. So, do emotional intelligence and social intelligence increase psychological resilience in Generation Z? In this context, the aims of this study are as follows;

- To explore the effect of emotional intelligence on psychological resilience of Gen Z.
- To explore the effect of social intelligence on psychological resilience of Gen Z.

2. THEORETICAL BACKGROUND

2.1. Gen Z

A generation is a group of people who share similar birth years and environments and who experienced the same political, socio-cultural, and economic changes at the same time in the period in which they were born (Kupperschmidt, 2000:66). Changes in a particular environment also shape the behavior of people living in that environment. The most significant environmental changes are wars, economic crises, and natural disasters.

Since each society may have experienced environmental changes with different dynamics, different generations can be defined in different countries. For example, environmental changes can be felt faster in countries where technological developments occur faster or in more developed countries (Zemke et al., 2013:78). For this reason, generation definitions are determined according to different dates in the relevant literature. Silent

generations, Baby Boomers, Generations X, Y, and Z, are generally accepted generations (Levickaite, 2010). In this study, the following generation distinction, which is frequently used in the relevant literature was used;

- **Generation X:** People born between 1968-1979
- **Generation Y:** People born between 1980 and 1999.
- **Generation Z:** People born after 2000.

People born after 2000, born into the digital world, and grew up with technology are called Generation Z (Levickaite, 2010:173). There is a general belief that they are fond of technology and love individuality and loneliness (Strauss and Howe, 1991:335). They have a structure that is sensitive to social events, attaches importance to ethical values, and does not like authority (Büyükhelvacıgil, 2021:52).

Generation Z has different characteristics from other generations due to the intense influence of digitalization. They communicate in an informal, individualistic, and open style, and social networks are a vital part of their lives. They are the "*Do it yourself*" generation that likes to do everything individually (Singh and Dangmei, 2016:3). The most important characteristics and competencies of Generation Z are shaped by the technological and digital world in which they were born and raised (Beyaz, 2020:56). With the 50% increase in iPhone sales between 2011 and 2012, the increase in clinical depression, unhappiness, sadness, and anxiety levels is one of the most important indicators of how effective the digital world is (Twenge, 2017).

The fact that members of Generation Z are fond of using technological tools and are very skilled in this regard has enabled the development of psycho-motor skills, which means that the sensory organs, brain, and muscles work together in harmony. Thanks to these features, members of Generation Z can think and do many different things at the same time (Ünlü and Çiçek, 2019:449). Using digital and technological tools frequently and effectively positively affects their analytical intelligence, multidimensional thinking abilities, individual perceptions, and ability to access the information they are looking for quickly and efficiently while also increasing their entrepreneurial abilities (Özen et al., 2020:4345).

The common characteristics of young people from this generation are their multi-screen skills and drive to multitask. For Generation Z, whose behaviors of performing multiple actions simultaneously, such as studying while eating and snacking while shopping, are evident, a day is felt as more than 24 hours (Köktener and Algül, 2020:422).

2.2. Psychological Resilience

Psychological resilience is a person's inner strength to overcome the problems he experiences (Seligman, 2002). It does not refer to a person's ability to solve his problems but rather his capacity to return to his everyday life after the problems he experiences (Garmezy, 1991). Psychological resilience is defined by different researchers in the relevant literature. It defines resistance to risky situations (Rutter, 1999:119), personal qualities a person has to overcome difficulties (Connor and Davidson, 2003:76), and a concept that indicates the time it takes for a person to return to a negative-positive mood after experiencing a stressful event and to what extent they return to a negative mood (Tusaie and Dyer, 2004:3). In a sense, a person can fight against problems and to recover and recover after each defeat (Luthans et al., 2006:388).

Different definitions of psychological resilience have common aspects. Psychological resilience is not an innate feature; it can be developed throughout life; that is, it has a dynamic structure. Psychological resilience includes a person's ability to cope with difficulties and adapt to new conditions.

Humans are creatures with developed adaptation systems that are close to robustness. Psychological resilience often depends on the functioning of our basic adaptation systems. If a person has support from his family and friends, support from those around him in his life, and autonomy, his psychological resilience is also positively affected (Moon and Praag, 2019). Psychological resilience is like magic that positively supports a person's ability to cope with daily relationships and problems.

2.3. Emotional Intelligence

Since emotional intelligence was theoretically developed in 1990, indicators have shown that the ability to perceive, understand, and regulate our emotions is an essential predictor of adaptive interpersonal and

psychological functioning (Salovey and Mayer, 1990). Emotional intelligence consists of four moderately related abilities: the ability to perceive, assimilate, understand, and regulate emotions (Mayer et al., 1999). Goleman (2004) examined emotional intelligence by dividing it into five components. These components are self-awareness, self-regulation, motivation, empathy, and social skills;

- **Self-Awareness:** The ability to recognize and understand one's emotions, strengths, weaknesses, values, and motivations. People with high self-awareness can make better decisions and manage their emotions effectively.
- **Self-Regulation:** The strength is the ability to control one's emotions and impulses, remaining flexible and adaptable in the face of change or challenges.
- **Motivation:** The fuel to achieve beyond external factors such as money or status. People driven by their organization exhibit a strong work ethic that inspires others to perform at their best.
- **Empathy:** It is the ability to understand and share the feelings of others, enabling leaders to connect with their team members and respond to their needs.
- **Social Skills:** Managing relationships, building networks, and influencing the other three domains. People with strong social skills can communicate their vision, resolve conflicts, and persuade others to support their ideas and initiatives.

Emotional intelligence is typically viewed as either a cognitive intelligence-like “ability” that involves the cognitive processing of emotional information or as an enduring trait that involves a constellation of emotional self-perceptions at lower levels of personality hierarchies in the literature. Although there are some conceptual differences, both approaches have resulted in empirical evidence in predicting real-life outcomes and are the most widely accepted by the scientific community (Mayer et al., 2016; Petrides et al., 2016). Emotional intelligence has received much attention in research literature, including discussing the difference between ability-based and trait-based emotional intelligence. On the one hand, ability-based emotional intelligence is conceptualized as the capacity to perceive and absorb emotions, understand the consequences of these emotions, and manage them. On the other hand, trait-based emotional intelligence is considered a whole of emotional self-perceptions located at the lower levels of personality Petrides et al., 2007; Mayer and Salovey, 1997; Petrides and Furnham, 2000).

People with high emotional intelligence have different coping strategies than people with low emotional intelligence when faced with stressful events (Salovey et al., 1999; Extremera et al., 2020). Emotional intelligence has significant and positive relationships with mental and physical health (Martins et al., 2010; Sánchez-Álvarez et al., 2016). A theoretical rationale for why emotional intelligence may be related to coping strategies is presented by Salovey et al. It suggests how people identify, understand, and regulate emotions, which helps determine coping behaviors and the resulting adaptive outcomes. However, people who cannot accurately perceive and evaluate their emotional states may be unable to recognize the cause of stressful situations, and as a result, the coping process may fail (Salovey et al., 1999; Zeidner et al., 2006).

Goleman (1998) also states that emotional intelligence, not cognitive intelligence, predicts success in the workplace and who will emerge as a leader. Emotional intelligence is a large part of a person's success in life, while cognitive intelligence contributes only a small part to a person's successful career. Emotional intelligence has the potential to be a powerful predictor of performance. Emotional intelligence is claimed to impact various business behaviors, including employee engagement, teamwork, talent development, innovation, service quality, and customer loyalty. Those classified as emotionally intelligent perform more effectively in the workplace and progress more successfully in their careers (Bangun and Iswari, 2015).

2.4. Social Intelligence

Social intelligence is a concept on which there is no consensus on its definition, and there are different opinions from different fields about its sub-dimensions. Social intelligence has emerged as a wide area of interest since the second half of the 20th century, and the number of studies has increased in the last thirty years (Birknerova, 2011). One of the challenges of defining social intelligence relates to distinguishing social intelligence from similar constructions such as academic, emotional, or practical intelligence. When defining social intelligence, we emphasize how individuals understand and interpret their behavior and other people's behavior and how they can effectively regulate their behavior based on this interpretation. Improving an individual's socially intelligent

behavior reflects the development of self-reflection, reflection of social processes, reflection of subjective feeling and interpretation of behavior, and social competence training (Birknerova, 2011).

Silvera et al. (2001) examined social intelligence in three dimensions: social awareness, social ability, and social knowledge process. Albrecht (2006) defined social intelligence as situational focus, presence/orientation, originality, clarity, and empathy. He also noted that social intelligence is the ability to get along and invite others to cooperate. Social intelligence means communicating with people from different backgrounds, ages, cultures, and social backgrounds in a way that will make them feel comfortable (Buzan, 2002).

Petrides (2011) defined social intelligence as a set of social self-perceptions located at the lower levels of personality hierarchies. Marlowe (1986) identified five domains of social intelligence: prosocial attitude, social skills, empathy skills, emotionality, and social anxiety. Research shows that employees with high levels of social intelligence are more successful in social interactions and relationships. Therefore, organizations should pay more attention to employees' social intelligence because this will lead to job satisfaction and other positive outcomes such as performance, commitment, and retention (Goleman, 2006; Mohamed et al., 2020).

Kihlstrom and Cantor (2000) suggested that social intelligence is young people's ability to communicate with others. Young people with high social intelligence can establish effective new communications with others, have good empathy, and establish harmonious relationships. They can quickly understand the moods, goals, and intentions of others.

3. RESEARCH METHODOLOGY

3.1. Research Design

Although there are limited studies on Generation Z, it is argued that they are people with high self-esteem and social (Özkan and Solmaz, 2015:477), who cannot breathe without technology (Cillers, 2017), have low emotional intelligence, narcissism and high subjective well-being (Tari, 2011; Özkan and Solmaz, 2015:477), good communication skills, analytical thinking (Montana and Petit, 2008:39).

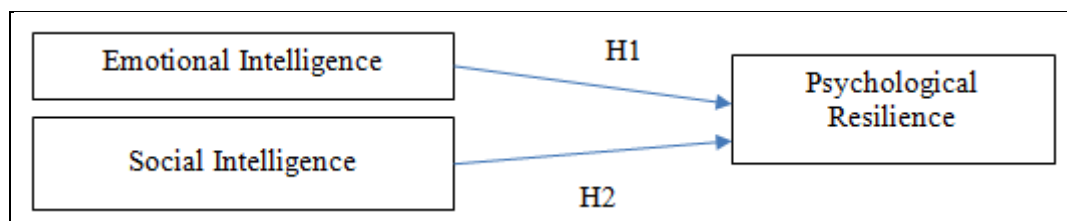
There are many unknown issues about Generation Z and no study analyzes the relationship between emotional intelligence, social intelligence, and psychological resilience in Türkiye, which has a Generation Z population of 18 million. So, do emotional intelligence and social intelligence increase psychological resilience in Generation Z? In this context, the hypotheses of this study are as follows;

H1: Emotional intelligence has a significant effect on psychological resilience of Gen Z

H2: Social intelligence has a significant effect on psychological resilience of Gen Z

This study aimed to analyze The Effect of Emotional Intelligence and Social Intelligence on Psychological Resilience in Generation Z. Our research was structured with an exploratory research method on these concepts, and a descriptive model, one of the quantitative research methods, was used. In the study, the effect of emotional and social intelligence on psychological resilience was analyzed using the survey model, one of the quantitative research methods. For this purpose, the following hypotheses were created, and the research model in Figure 1 was used.

Figure 1. Research Model



3.2. Research Participations

The research participants comprised 429 Generation Z students studying at foundation universities in Türkiye. A survey form was sent online to 450 students using the convenience sampling method, and 21 survey forms were eliminated due to incomplete answers and needing to fill in complete demographic information. Convenience sampling is a non-random sampling method in which the sample to be selected from the population is

determined by the researcher's judgment. In convenience sampling, data is collected from the population in the easiest, fastest and most economical way. The analysis continued with 429 valid survey forms. The survey was administered between May 2023 and June 2023.

The research population is Generation Z people born after 2000 and studying at foundation universities. In terms of validity and reliability, the number of samples (sample volume) within the scope of the research must be sufficient. Considering the large number of individuals from Generation Z who are students at foundation universities, it was impossible to estimate a population that fully covers and expresses the central mass through ratios, and several participants exceeding the number of questions in the scales were reached. Since the research was not based on a mathematical model but on the answers given by the participants to the survey questions, reliability studies were carried out using a non-probability statistical model to prevent common method deviation, which is a methodological limitation (Tutar and Erdem, 2020).

For the participants to answer the survey correctly, a 12-week face-to-face training was given on emotional intelligence, social intelligence, and psychological resilience within the scope of the course before the survey application. Suppose participants from Generation Z need to fully understand the concepts of emotional intelligence, social intelligence, and psychological resilience included in the research. In that case, the research results may not reflect the truth or may be biased. Since we did not know whether they had received any training on this subject, they were given detailed training on the concepts before applying the research survey. Through workshops and training, one can develop emotional skills that will help improve mental health and interpersonal relationships, supported by previous literature (Sánchez-Álvarez et al., 2020). In experimental research, the researcher changes and manipulates the situation, called intervention or stimulation. Point intervention is a change made to the independent variables, for example, training the participant group or giving a different instruction. In our research, it was not aimed at making interventions or stimulating the participants. In order to inform people who we need to know whether they have received training on the main concepts in the research, they were given training beforehand. Therefore, there was no intervention or stimulation. In this way, they were supported in correctly interpreting and analyzing the survey concepts. Of the 429 Generation Z participants who participated in the research, 43.6 % are women, and 56.4 % are men.

3.3. Variables and Instruments

The data collection tool was a four-part survey form in the research. The first part of the survey includes a demographic information form consisting of the gender information of the participants. The second part of the survey form includes the Emotional Intelligence Scale, developed by Chan (2006) and adapted into Turkish by Konakay (2010). The scale has 12 items on a five-point Likert type (*1: Strongly disagree, 5: Strongly agree*) and three dimensions (*positive emotional evaluation, positive emotional management, empathic sensitivity*). In this study, the Cronbach Alpha coefficient of the scale was 0.89; Cronbach Alpha coefficients of the sub-dimensions were determined as 0.84 / 0.76 and 0.60.

The third part of the survey form includes the Tromso Social Intelligence Scale, developed by Silvera, Martinussen, and Dahl (2001), adapted to Turkish, and tested for validity and reliability by Doğan and Çetin (2009). The scale has 21 items in a five-point Likert type (*1: Not at all appropriate, 5: Completely appropriate*) and three dimensions (*social knowledge process, social skills, social awareness*). A high score obtained by reverse coding 11 items on the scale (*m2, m4, m5, m8, m11, m12, m13, m15, m16, m20, m21*) indicates high social intelligence skills. In this study, the Cronbach Alpha coefficient of the scale was 0.90; Cronbach Alpha coefficients of the sub-dimensions were determined as 0.84 / 0.84 and 0.77.

The fourth section of the survey form includes the Brief Psychological Resilience Scale, developed by Smith et al. (2008) and adapted to Turkish by Doğan (2015) for validity and reliability studies. The scale includes six items in a single dimension with a five-point Likert type (*1: Not at all appropriate, 5: Completely appropriate*). A high score obtained by reverse coding three items (*m2, m4, m6*) in the scale indicates a high level of psychological resilience. In this study, the Cronbach Alpha coefficient of the scale was determined to be 0.87.

3.4. Measurement Model Assessment

The data were analyzed using the SPSS (*Statistical Package Program for Social Science*) 21.0 program. Skewness and kurtosis coefficients were used to test the normality of the total and sub-dimension scores of the scales. The fact that the skewness and kurtosis coefficients used in the standard distribution feature of the scores

obtained from a continuous variable remain within ± 1 can be interpreted as the scores not showing a significant deviation from the normal distribution. Parametric tests can be performed on scores that do not show a normal distribution by ensuring a normal distribution by square root, logarithmic, or inverse transformation (Büyüköztürk, 2011). Since the normal distribution of the scores is ensured with appropriate transformations, the Pearson correlation test is used to analyze the relationship between emotional intelligence, social intelligence, and psychological resilience. Multiple regression analysis was used to determine the effect of emotional and social intelligence on psychological resilience. The independent two-sample t-test was used to compare the total and subscale scores of the scales by gender. The analysis's confidence interval was determined as 95% ($p < 0.05$).

4. RESULTS

429 Generation Z participants participated in the research; 43.6 % were women, and 56.4 % were men. Table 1 shows the distribution of participants by gender.

Table 1. Distribution of Participants by Gender

Demographic Variable	Groups	n	%
Gender	Female	187	43,6
	Male	242	56,4

Table 2 includes descriptive statistics of the total and sub-dimension scores of the scales.

Table 2. Descriptive Statistics of Scale Scores

Variable	N	Min.	Max.	\bar{X}	SD	Skewness	Kurtosis
Positive Emotional Appraisal	429	1,67	5,00	4,47	0,51	-0,41	-0,30
Positive Emotional management	429	2,00	5,00	4,48	0,56	-0,42	-0,86
Empathic Sensitivity	429	2,00	5,00	4,50	0,47	-0,34	-0,59
EMOTIONAL INTELLIGENCE	429	1,92	5,00	4,48	0,45	-0,40	-0,03
Social Knowledge Process	429	1,63	5,00	4,10	0,56	-0,35	0,35
Social Skill	429	1,50	5,00	4,24	0,62	-0,84	0,90
Social Awareness	429	2,17	5,00	4,07	0,59	-0,50	0,02
SOCIAL INTELLIGENCE	429	2,00	5,00	4,13	0,49	-0,43	0,42
PSYCHOLOGICAL RESILIENCE	429	1,33	5,00	4,10	0,70	-0,69	0,52

According to Table 2, the emotional intelligence score was determined as 4.48 ± 0.45 . When the lowest (1) and highest (5) scores that could be obtained from the scale were considered, it was determined that the participants' emotional intelligence skill level was "*very high*". Positive emotional evaluation (4.47 ± 0.51), positive emotional management (4.48 ± 0.56), and empathic sensitivity (4.50 ± 0.47) subscale scores were similarly found to be very high.

According to Table 2, the social intelligence score was determined as 4.13 ± 0.49 . When the lowest (1) and highest (5) scores that could be obtained from the scale were considered, it was determined that the participants' social intelligence skill level was "*high level*". Social knowledge process (4.10 ± 0.56), social skills (4.24 ± 0.62), and social awareness (4.07 ± 0.59) subscale scores were found to be similarly high.

According to Table 2, the psychological resilience score was determined as 4.10 ± 0.70 . When the lowest (1) and highest (5) scores that could be obtained from the scale were considered, it was determined that the participants' psychological resilience level was at a "*high level*". Table 3 shows the Pearson correlation analysis results between emotional intelligence, social intelligence and psychological resilience.

Table 3. Relationship Between Variable Scores

Variable	2	3	4	5	6	7	8	9
1- Positive Emotional Appraisal	0,61**	0,66**	0,93**	0,56**	0,53**	0,33**	0,57**	0,48**
2- Positive Emotional management	1	0,64**	0,82**	0,65**	0,44**	0,33**	0,58**	0,32**
3- Empathic Sensitivity		1	0,83**	0,59**	0,43**	0,32**	0,54**	0,38**
4- EMOTIONAL INTELLIGENCE			1	0,67**	0,55**	0,37**	0,64**	0,48**
5- Social Information Process				1	0,57**	0,52**	0,85**	0,51**
6- Social Skills					1	0,51**	0,82**	0,48**
7- Social Awareness						1	0,82**	0,50**
8- SOCIAL INTELLIGENCE							1	0,60**
9- PSYCHOLOGICAL RESILIENCE								1

*p<0,05 **p<0,01

According to Table 3, positive emotional evaluation ($r=0.56$; $p<0.05$), positive emotional management ($r=0.65$; $p<0.05$), empathic sensitivity ($r=0.59$; $p<0.05$). It was determined that there was a positive and significant relationship between emotional intelligence ($r=0.67$; $p<0.05$) and social knowledge process. According to Table 3, positive emotional evaluation ($r=0.53$; $p<0.05$), positive emotional management ($r=0.44$; $p<0.05$), empathic sensitivity ($r=0.43$; $p<0.05$) emotional intelligence ($r=0.55$; $p<0.05$) and social skills were found to have a positive and significant relationship. According to Table 3, positive emotional evaluation ($r=0.33$; $p<0.05$), positive emotional management ($r=0.33$; $p<0.05$), empathic sensitivity ($r=0.32$; $p<0.05$) emotional intelligence ($r=0.37$; $p<0.05$) and social awareness were found to have a positive and significant relationship.

According to Table 3, positive emotional evaluation ($r=0.57$; $p<0.05$), positive emotional management ($r=0.58$; $p<0.05$), empathic sensitivity ($r=0.54$; $p<0.05$). It was determined that there was a positive and significant relationship between emotional intelligence ($r=0.64$; $p<0.05$) and social intelligence. According to Table 3, positive emotional evaluation ($r=0.48$; $p<0.05$), positive emotional management ($r=0.32$; $p<0.05$), empathic sensitivity ($r=0.38$; $p<0.05$). It was determined that there was a positive and significant relationship between emotional intelligence ($r=0.48$; $p<0.05$) and psychological resilience. According to Table 3, social knowledge process ($r=0.51$; $p<0.05$), social skill ($r=0.48$; $p<0.05$), and social awareness ($r=0.50$; $p<0.05$). It was determined that there was a positive and significant relationship between psychological resilience and social intelligence ($r=0.60$; $p<0.05$). Table 4 shows the results of multiple regression analyses regarding the effect of emotional and social intelligence on psychological resilience.

Table 4. Multiple Regression Analysis Results

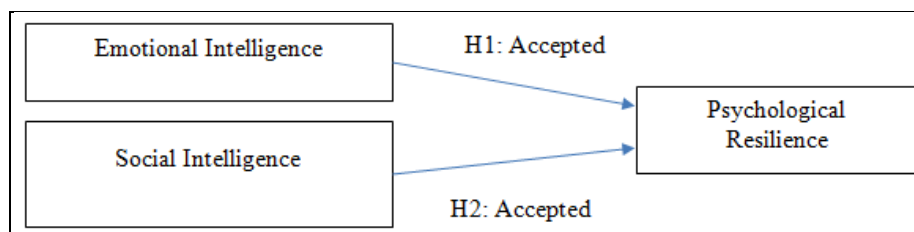
Independent variable	Dependent variable	B	SHB	β	t	p	Tolerance	VIF
Stable	Psychological Resilience	1,261	0,334		3,779*	0,000		
Emotional Intelligence		0,394	0,128	0,155*	3,083*	0,002	0,585	1,710
Social Intelligence		0,723	0,072	0,500*	9,981*	0,000	0,585	1,710
$R^2=0,374$ $\Delta R^2=0,371$ $F_{(2; 426)}=127,210$ $p=0,000$								

*p<0,05

According to Table 4, the second model, in which emotional intelligence and social intelligence scale scores are used, and their effects on psychological resilience are examined, is appropriate ($F(2; 426)=127.21$; $p<0.05$), and there is auto-correlation and multiple correlations between the independent variables. It was determined that there was no connection problem (Tolerance>0.20; VIF<10). Emotional and social intelligence explain approximately 37% ($\Delta R^2=0.371$) of the variance in resilience. When the regression coefficients and t values regarding the significance of the coefficients were examined, it was seen that emotional intelligence ($\beta=0.15$; $t=3.08$; $p<0.05$) and social intelligence ($\beta=0.50$; $t=9.98$; $p<0.05$) was found to positively and significantly affect psychological resilience. According to the regression coefficients, the effect of social intelligence on

psychological resilience is higher than emotional intelligence. High levels of emotional and social intelligence affect psychological resilience positively and significantly.

Table 5. Distribution of Participants by Gender



H1 Accepted: Emotional intelligence has a significant effect on psychological resilience of Gen Z

H2 Accepted: Social intelligence has a significant effect on psychological resilience of Gen Z

5. CONCLUSION

Intentional Change Theory suggests that change is an iterative process that includes five stages: (1) discovering the ideal self, (2) discovering the authentic self, (3) developing a learning agenda, (4) new behaviors, thoughts, and experimenting with emotions and (5) applying these new behaviors to integrate them into one's identity (Boyatzis et al., 2013). Supporting the research result, "*Intentional Change Theory*" reveals that the desired behaviors in people can be achieved by increasing the positive experiences experienced as a result of increasing emotional and social intelligence. Thus, psychological resilience will increase (Liu and Boyatzis, 2021). From this perspective, it can be said that education has a significant impact on the development of the emotional and social intelligence of Generation Z. These results support that the training provided by educators in the past has had a positive effect on the development of the emotional and social intelligence of individuals belonging to Generation Z. Importance should be given to education regarding emotional intelligence and self-regulation to ensure psychological well-being, social well-being, and therefore global life satisfaction (Huebner et al., 2005; Moeller et al., 2020; Valente and Lourenço, 2020; Lathifah and Usman, 2019; Romano et al., 2020).

Higher education students may encounter many different stress variables that increase their stress levels (Morales-Rodríguez and Pérez-Mármol, 2019). As the capacity to understand and regulate emotional intelligence increases, happiness also increases (Guerra-Bustamante et al., 2019). Stressing the urgency of addressing emotional skills in higher education, teaching staff can develop these skills through workshops, which can help improve mental health and interpersonal relationships, as supported by previous literature. Current programs aim to reduce aggressive behavior and substance use; Future programs should also target school efficiency. To deepen these interactions between emotional skills and relevant factors in AP, it would be interesting for future meta-analytic studies to focus on uncovering and measuring each of these connections, especially those relevant at the secondary level, because this is a complete period. It is very sensitive to changes, very sensitive to risks, and involves the immediate pursuit of well-being.

Based on these results, it can be stated that high emotional intelligence, social intelligence, and psychological resilience will contribute to Generation Z students in both their private and business lives, and it will be beneficial to provide training that will increase the emotional, social intelligence and psychological resilience of Generation Z students. In a country like Türkiye, where the number of Generation Z individuals is around 18 million and the young generation rate is so high, understanding the feelings, thoughts, and attitudes of Generation Z and being able to appeal to them is critical. Although there are many unknown issues about Generation Z, no study analyzes the relationship between emotional intelligence, social intelligence, and psychological resilience in Türkiye.

The study has some limitations. The research consists of the scales applied and the answers the participants gave to the questions in the scales. The fact that the scales used are based on self-assessment is also a limitation in that they reflect the personal perceptions of the participants. Within the scope of the research, data were collected and evaluated only within a period, and it has the characteristics of a cross-sectional research. More generalizable results can be achieved by using a longitudinal research design. The study consists of 429 Generation Z students, so conducting research with Generation Z students studying at a state university, living in different cultures, and non-students or working people will support reaching more generalizable results.

In addition, since personality traits, traumas, and risks in people's lives are not taken into consideration in studies conducted on psychological resilience, further research will examine the personality traits of the participants, whether they have had a trauma or not, and the risks in their lives (*economic difficulties, substance addiction, psychological problems, exposure to violence, stress, burnout, etc.*).

Educational research has revealed that teachers with high emotional intelligence can better cope with the emotional demands of contemporary classrooms (Day and Gu, 2009; Elias and Arnold, 2006; Powell and Kusuma-Powell, 2010). In this way, they have lower levels of teacher stress and higher levels of job satisfaction (Brackett et al., 2010; Chan, 2006; Jennings and Greenberg, 2009). In particular, teachers with high emotional intelligence can better create classroom environments that help students maintain and protect their motivation (Elias and Arnold, 2006; Graziano et al., 2007; Nizielski et al., 2012). In addition, educators with high emotional intelligence reduce the rates of conflict, bullying, aggression, and antisocial behavior in their students, as well as maladaptive behaviors such as dropping out of school, and alleviate emotional disorders such as anxiety and depression (Jennings and Greenberg, 2009; Meyer and Turner, 2007; Thompson, 1991). In this way, psychological resilience can also be affected positively. In this context, it would benefit instructors to receive training to improve their emotional and social intelligence.

According to the research results, the participants' emotional intelligence score was very high. Although there are limited studies on Generation Z, there are also studies arguing that they have low emotional intelligence (Tari, 2011; Özkan and Solmaz, 2015:477) or above medium level (Ordun, 2021). The social intelligence score was high level. Akduman and Hatipoğlu (2021) found findings that support the research results in their research with 245 Generation Z members. The psychological resilience score was high level.

The H1 hypothesis of the study, "*Emotional intelligence has a significant effect on psychological resilience of Gen Z*" was accepted. The result supports relevant literature research (Campbell and Ntobedzi, 2007; Magnano et al., 2016). The H2 hypothesis, "*Social intelligence has a significant effect on psychological resilience of Gen Z*" was accepted. High levels of emotional and social intelligence affect psychological resilience positively and significantly. The research result is compatible with other research results in the relevant literature (Aydın, 2010; Danacı Özözen and Pınarcık, 2017; Cleary et al., 2018; Soto-Rubio et al., 2020:3).

YAZAR BEYANI / AUTHORS' DECLARATION:

Bu makale Araştırma ve Yayın Etiğine uygundur. Beyan edilecek herhangi bir çıkar çatışması yoktur. Araştırmanın ortaya konulmasında herhangi bir mali destek alınmamıştır. Makale yazım ve intihal/benzerlik açısından kontrol edilmiştir. Makale, "*en az iki dış hakem*" ve "*çift taraflı körleme*" yöntemi ile değerlendirilmiştir. Makalede kullanılan ölçek için yazar(lar) tarafından ölçeğin orjinal sahibinden izin alındığı beyan edilmiştir. Yazar(lar), dergiye imzalı "*Telif Devir Formu*" belgesi göndermişlerdir. Mevcut çalışma için yazarlar tarafından etik izni alınmaya ihtiyaç olunmadığı beyan edilmiştir. Bu konuda yazarlar tarafından dergiye "*Etik İznine Gerek Olmadığına Dair Beyan Formu*" gönderilmiştir. / **This paper complies with Research and Publication Ethics, has no conflict of interest to declare, and has received no financial support. The article has been checked for spelling and plagiarism/similarity. The article was evaluated by "at least two external referees" and "double blinding" method. For the scale used in the article, it is declared by the authors that permission was obtained from the original owner of the scale. The author(s) sent a signed "Copyright Transfer Form" to the journal. There is no need to obtain ethical permission for the current study as per the legislation. The "Declaration Form Regarding No Ethics Permission Required" was sent to the journal by the authors on this subject.**

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