



EFFECT OF MINDFULNESS AND RESILIENCE ON THE EMOTIONAL COMPETENCE OF YOUTH

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This paper assesses the effect of mindfulness and resilience on emotional competence of youth. For this purpose, 112 Youth (56 males and 56 females) took Five facet mindfulness scale (Baer, 2006) Brief Resilience scale (Smith, 2008) and Emotional competence scale (Sharma & Bhardwaj, 2008). Mindfulness is the basic human ability to be fully aware of their actions and their present which helps in reducing stress, gaining insight and attention. Resilience is the ability to bounce back from adverse situations where as according to Boyatzis et al (1999) emotional competence is how a person demonstrates the competencies that comprises of self-awareness, self-management, social awareness, and social skills at appropriate times. The results indicate a significant positive relationship between mindfulness, resilience and emotional competence. Further mindfulness and resilience positively predicts emotional competence of Youth. No significant gender difference was found with respect to the level of mindfulness, resilience and emotional competence

Key words: mindfulness, emotional competence, resilience

I. INTRODUCTION

The transition from childhood to adolescence is extremely crucial phase in everyone's life. Youth face real concerns, on a daily basis as this is the most awkward growth stage of their lives. During this time, they are exposed to some overwhelming external and internal struggles. They go through, and are expected to cope with hormonal changes, puberty, social and parental forces, work and school pressures, and so on. The common problems that Youth face are usually related to body image, self-esteem, stress, bullying, depression,

emotional and behavioral problems, drinking and smoking, defiant behaviors, peer pressure and competition. Many of them feel misunderstood. It is vital that their feelings and thoughts are validated and much attention is given to them as they go through many physical and mental development at this time.

The mechanisms underlying mindfulness include individuals' receptive attention to their psychological conditions; this is also an aspect of emotional competence. Mindfulness can improve the individual's emotional functions. The core features of attention can improve the emotional competence of individuals. The unspecified nature of the conscious person leads to a better understanding of one's own emotions and of others. An individual's emotional regulatory skills can be based on Mindfulness. Mindful individuals will be able to improve their emotional competence and become more flexible and ready to adapt to the conditions through the awareness and acceptance of their current experience. Previous studies have shown that non-judgmental and auto-regulatory aspects of the mindful can stimulate further improvement of emotional regulation and a greater awareness of the emotion of one or the other. Individuals with a high level of attention can demonstrate high levels of emotional competence and therefore better adaptation and coping skills. Therefore, mindfulness is linked to more adaptive behavior, which reduces emotional distress. The acceptability of attention can increase the emotional skills of individuals to adapt to unpleasant situations and overcome them. In particular, mindfulness improves efficient regulation of emotions that foster emotional intelligence, enabling individuals to handle bad experiences and to cultivate more positive emotions.

II. REVIEW OF LITERATURE

Mehta & Sharma, (2020)- The aim of the study was to understand the relationship among college students between emotional competence and social intelligence. The sample of 80 students (40 men and 40 women) completed emotional competence and social intelligence questionnaires. The results indicate that the social and emotional skills of undergraduate college students are closely related. There is also no substantial gender distinction between social intelligence and the emotional skills of students at universities.

However, minor differences in gender were identified. The researcher also stated that there is a significant linkage between some dimensions of Emotional Competence with certain areas of Social Intelligence among College Students.

Sethi (2020)- The study's aim is to learn more about emotional Competence in adolescents from low-income families. Exploration of emotional facets of personality, emotional causes, emotional management abilities, and coping strategies are used to accomplish this. Six teenagers from low-income families engaged in semi-structured interviews as part of a body map, a qualitative tool. Transcripts and body maps of participants were analyzed using Interpretative Phenomenological Analysis (IPA). Overall, the results suggest that adolescent emotional competence is affected by their geographic position.

Yang & Zhou (2019)- “The aim of this study was to see whether mindfulness could help adolescents cope with their phone addiction as well as their anxiety and depression”. A total of 1258 Chinese high school students completed the questionnaires on cell phone addiction, anxiety, depression, and mindfulness. The result of the studies revealed that cell phone addiction was positively correlated with anxiety and depression in adolescents. Furthermore, mindfulness moderated the relationships between cell phone addiction and anxiety and depression, with the latter becoming higher for Youth with lower levels of mindfulness.

Zubair et.al (2018)- did a study whose purpose was to explore the role of “*mindfulness*” and “*resilience*” as a predictor of” *subjective well-being*” as well as comparative differences among Russian & Pakistani university students. The sample consisted of 496 university students (306- Russian & 190 Pakistani) having an age range of 20- 35 years. The results indicated that mindfulness is positively correlated with resilience and subjective well-being. The relationship b/w mindfulness, & subjective well-being is mediated by resilience. While resilience is positively correlated with subjective well-being in both the samples. Besides, the male sample showed a high level of resilience, & subjective well-being as compared to the female sample. Among Russian students, no significant gender difference was seen in mindfulness but the Pakistani male sample showed a high level of mindfulness as compared to the female Pakistani sample. Moreover, it was found that Russian students have a higher level of resilience & subjective well-being as compared to Pakistani students. No, significant cultural difference was seen in mindfulness.

Bajaj & Pand (2016)- conducted a study whose aim was to study” The moderating influence of resilience on the impact of mindfulness on life satisfaction. The sample consisted of 327 Indian undergraduate college students.

The study was analyzed using the “Mindfulness attention awareness scale”, “Connor–Davidson Resilience Scale”, “Satisfaction with Life Scale” & “Positive and Negative Affect Schedule “. According to the findings, resilience moderates the impact of mindfulness on life satisfaction to some degree.

Wang, et. al (2016)- “The role of emotional resilience as a mediator between mindfulness and emotional regulation was investigated in this study”. The Five-Facet Mindfulness Questionnaire, Profile of Mood States, and adolescents' Emotional Resilience Questionnaire were completed by a total of 421 college students. It was found out that Emotional resilience mediated the connection between mindfulness and both positive, negative emotions.

Kamath (2015)- “The aim of this study was to see how a mindfulness-based curriculum would help Youth develop resilience, emotional intelligence, and educational adjustment”. During the pre-and post-intervention environments, students who voluntarily engaged in an eight-session mindfulness-based program were compared on resilience, emotional intelligence, and educational adjustment. Youth'

emotional intelligence and academic transition were found to be enhanced by a mindfulness-based program. However, no effect was observed on the part.

Significance of the study

During the phase of adolescence, individuals develop the ability to know and to manage their emotions and their relationships with others. During this phase, individuals learn and acquire different new skills that help them become adults. Furthermore, they continue to develop emotional patterns, attitudes, conduct, and cognition. Some studies found that mindfulness is useful in reducing adversity and externalization and increasing resilience simultaneously. Therefore, it is very important that traits such as emotional competence, mindfulness, and resilience should be studied, particularly with regard to young individuals, because these traits give them emotional stability. There has not been any research where all these three variables are studied all together, therefore this research will help in bridging the gap between the understanding of the relationship between mindfulness, resilience and emotional competence among Youth.

III. METHODOLOGY

Aim: To assess the effect of mindfulness and resilience on emotional competence of Youth during COVID-19.

Objectives:

1. To study the relationship between mindfulness and emotional competence of Youth.
2. To study the relationship between mindfulness and resilience of Youth.
3. To study the relationship between resilience and emotional competence of Youth
4. To study the relationship between mindfulness, resilience, and emotional competence of Youth
5. To study mindfulness and resilience, as a predictor of emotional competence of Youth
- 6.. To study the difference in the level of mindfulness, resilience and emotional competence among male and female Youth.

Hypotheses

H-1: There will be a significant positive relationship between mindfulness and emotional competence of Youth.

H-2: There will be a significant positive relationship between mindfulness and resilience of Youth.

H-3: There will be a significant positive relationship between resilience and emotional competence of Youth.

H-4: There will be a significant positive relationship between mindfulness, resilience and emotional competence of Youth.

H-5: Mindfulness and resilience will positively predict emotional competence of Youth.

H-6: There will be a significant difference in the level of mindfulness, resilience and emotional competence among male and female Youth.

Sample and its selection

For the purpose of this study, the sample was randomly selected. The sample consisted of Pubescent aged between 17-22 years, from various schools and colleges. An attempt was made to study 112 individuals, 56 Males, and 56 Females. The pubescent understudy came from affluent families and were from different schools and universities, all natively from Delhi and NCR region.

Description of the Tools used:

1. **Five Facet Mindfulness Questionnaire (FFMQ)** by Baer et al., (2006) is self-report measure instrument that evaluates the Five facets of mindfulness. The questionnaire has 38 items. This questionnaire measures five facets of mindfulness which are as follows-

- Observing
- Describing
- Acting with Awareness
- Non-Judgemental
- Non-Reactive

The **FFMQ** has high levels of construct validity (Montgomery, Hatton, Fisk, Ogden & Jansari, 2010) as well as **reliability**, with Cronbach alphas for the subscales in the range of 0.73-0.91 (Sung-Youl, 2015)

2. **Brief Resilience Scale(BRS)**- by Smith, et al., (2008) is an instrument that evaluates the level of resilience. The questionnaire has 6 items. It was developed to assess the perceived ability to bounce back or recover from stress. It assesses a unitary construct of **resilience**, including both positively and negatively worded items. The BRS is scored by reverse coding items 2, 4, and 6 and finding the mean of the six items. The following instructions are used to administer the scale: "Please indicate the extent to which you agree with each of the following statements by using the following scale: 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree."

3. **Emotional Competence scale**-by Bharadwaj &Sharma, (1995). This scale has 30 items to measure five emotional competencies where each competency was measured by six items selected for the purpose which are as follows-

- Adequate depth of feeling (ADF)
- Adequate expression control of emotions (AECE)
- Ability to function with emotions (AFE)
- Ability to cope with the problem of emotions (ACPE)
- Enhancement of positive emotions separately as well as a whole (EPE)

IV. RESULTS

Table 1.: - Shows the Mean and SD value for Mindfulness, Resilience among male and female Youth-

	Mean	SD
Mindfulness	122.71	16.26
Resilience	18.5	4.1
Emotional Competence	90.39	13.33

Graph representing the mean scores of mindfulness, resilience and emotional competence among adolescents.



Figure 1: This figure indicates the Mean scores of Mindfulness, Resilience and Emotional Competence among Youth.

Table 2: - Correlation value between Mindfulness, Resilience and Emotional Competence among Youth.

Variable	Mindfulness	Resilience	Emotional Competence
Mindfulness	1	.429**	.537**
Resilience	.429**	1	.578**
Emotional Competence	.537**	.537**	1

** Correlation is significant at the 0.01 level (2-tailed)

From the above table 3, it can be seen that the correlation values are found to be significant at 0.01 level, thus indicating that there is a significant relationship between Mindfulness, Resilience and Emotional Competence among Youth.

Table 3: - Correlation value between Dimensions of Mindfulness and resilience among Youth.

Variable	N	r
Dimension-1 (Observing)	112	-1.07
Dimension 2(Describing)	112	0.296**
Dimension-3 (Acting with awareness)	112	0.407**
Dimension-4(Non-judging of experience)	112	0.304**
Dimension-5 (Non-reactivity)	112	0.314**

** Correlation is significant at the 0.01 level (2-tailed) ,

*Correlation is insignificant at both the levels(2-tailed)

The above table 3, displays the Correlation value between all the Dimensions of Mindfulness with Resilience. It must be noted that the correlation value of Resilience with 4 dimensions (Dimension-2,3,4 and 5) is found to be significant at 0.01 level. While, it is found to be insignificant with Dimension-1 Observing.

Table 4: - Correlation value between Dimensions of Emotional Competence and resilience among Youth.

Variable	N	r
Dimension A	112	0.537**
Dimension B	112	0.488**
Dimension C	112	0.502**
Dimension D	112	0.600**
Dimension E	112	0.131

** Correlation is significant at the 0.01 level (2-tailed)

*Correlation is insignificant at both the levels(2-tailed)

The above table 5, displays the Correlation value between all the Dimensions of Emotional Competence with Resilience . It must be noted that the correlation value of Resilience with 4 dimensions (Dimension-A,B,C and D) is found to be significant at 0.01 level. While, it is found to be insignificant with Dimension-E

Table 5: - Correlation value between Dimensions of Mindfulness and Dimensions of Emotional Competence among Youth.

Variables	Dimension-A	Dimension-B	Dimension-C	Dimension-D	Dimension-E
Dimension-1 (Observing)	-0.112	-0.149	0.27	.015	0.163
Dimension - 2(Describing)	0.386**	0.174	0.498**	0.446**	.191*
Dimension-3 (Acting with awareness)	0.410**	0.312**	0.466**	0.453**	0.176
Dimension- 4(Non-judging of experience)	0.354**	0.205**	0.313**	0.275**	0.041
Dimension-5 (Non- reactivity)	0.01	0.190*	0.226*	0.346**	0.147

** Correlation is significant at the 0.01 level (2-tailed)

*Correlation is significant at 0.05 level (2-tailed)

Table 6: Regression analysis for Mindfulness, Resilience and Emotional Competence among Youth

Model	R	R square	Adjusted R square	Standard error of the estimate
1	.660	.436	.426	10.1074

Table 6 shows regression analysis between mindfulness, resilience and emotional competence. It must be noted that R square value came out to be .436 which means 43.6 % variance in emotional competence can be predicted form the variables mindfulness and resilience among Youth.

Table 7: - Shows the t- value for mindfulness, resilience and emotional competence among male and female Youth.

Variables	t- value
Mindfulness	0.18
Resilience	0.31
Emotional Competence	0.31

For mindfulness the t value (0.18) was found to be insignificant at both the level, thus indicating that there is no significant gender difference on the level of Mindfulness among both the groups.

For resilience t value (0.31) was found to be insignificant at both the level, thus indicating that there is no significant gender difference on the level of Resilience among both the group.

V. DISCUSSION

The aim of the present research was to assess the Effect of Mindfulness and Resilience on Emotional Competence among Youth. For the purpose of the study, 112 (56 males and 56 females) Youth were taken. The Mindfulness scale, Resilience and Emotional Competence Scale was administered on them. Once the data was collected and scored, analysis was done using statistical techniques like Mean, S.D., t test, & Correlation. SPSS was used to infer data.

Findings of the study revealed that there is a significant relationship between Mindfulness, Resilience and Emotional Competence and they are moderately correlated with each other; no gender differences were found on the levels of Mindfulness, Resilience and Emotional Competence among Youth.

“Mindfulness means maintaining a moment-by-moment awareness of our thoughts, feelings, bodily sensations, and surrounding environment, through a mild, nurturing lens”. It can be seen in **Table-7** that the obtained t-value (0.18) was found to be insignificant at both the levels indicating that there is no significant gender difference on the levels of Mindfulness among both the groups (Male and Female). The literature review is

found to support the current finding, Tanzeem & Panwar (2019) suggest that there are no gender differences on the level of mindfulness among males and females.

“Resilience are often defined because the ability to positively adapt to worry, crisis, and adversity while remaining healthy “. It can be seen in **Table-7** that the obtained t-value (0.31) was found to be insignificant at both the levels indicating that there is no significant gender difference on the levels of Mindfulness among both the groups (Male and Female). To support the current finding, Katyal (2014) suggested that there are no gender differences on the level of resilience among males and females.

“Emotional Competence are often described as the ability to spot, understand, express and release the positive and negative emotions that one experiences throughout the day effectively, meaning that, it is an individual’s ability to release his or her identified emotions constructively.” It can be seen in **Table-7** that the obtained t value (0.58) was found to be insignificant at both the levels indicating that there is no significant gender difference on the levels of Emotional Competence among both the groups (Male and Female). The literature review is found to support the current finding, Sona Thakur and her Colleagues (2013) suggest that there are no gender differences on the levels of Emotional Intelligence among males and females.

The relationship between Mindfulness, Resilience and Emotional Competence among Youth was studied. It can be inferred from **Table-2** that there is a significant Correlation between the levels of Mindfulness, Resilience and Emotional Competence among Youth. This means that the Youth who are high on Mindfulness and resilience are likely to be Emotionally Competent as well. This finding can be supported by a literature review by Ristic and Payne (2020) found that there is a significant relationship between mindfulness, resilience and emotional intelligence among employees.

The relationship between overall level of resilience with the dimensions of mindfulness was measured. It can be inferred from **Table-3** that the Correlation value between all the Dimensions of Mindfulness with Resilience. It must be noted that the correlation value of Resilience with 4 dimensions (Dimension-2,3,4 and 5) is found to be significant at 0.01 level. While, it is found to be insignificant with Dimension-1 Observing. This implies that the dimension -1 observing of mindfulness do not have any impact on the level of resilience on the individuals but the other dimensions are having a significant impact on the level of resilience of the individuals. This finding is supported by a research which is done by Michelle & Pidegon (2013) and they found out that mindfulness and academic self-efficacy have a positive significant impact on the resilience Youth.

The relationship between overall level of resilience with the dimensions of Emotional Competence was measured. It can be inferred from **Table-4** the Correlation value between all the Dimensions of Emotional Competence with Resilience. It must be noted that the correlation value of Resilience with 4 dimensions (Dimension-A, B, C and D) is found to be significant at 0.01 level. While, it is found to be insignificant with Dimension-E. This implies that Dimension-E (Enhancement of positive emotions separately as well as a whole) do not have any impact on the level of resilience but the other dimensions A, B, C and have a significant

impact on the level of resilience of the individuals. This finding is supported by a research done by Magnano and Craparo, et.al., suggests that there is a significant relationship b/w emotional intelligence and resilience.

The relationship between the Dimensions of mindfulness with the dimensions of emotional competence was measured. It can be inferred from **Table-5** the Correlation value between all the Dimensions of Mindfulness with Dimensions Emotional Competence. It must be noted that the correlation value of Dimension-1 (Observing) with all 5 dimensions (Dimension-A, B, C D& E) is found to be insignificant. Dimension - 2(Describing) of mindfulness is found to be significant with 4 dimensions of Emotional Competence (A, C, D& E) while it was found insignificant with Dimension B of emotional competence. Dimension-3 (Acting with awareness) of mindfulness is found to be significant with 4 dimensions of Emotional Competence (A, B, C&D) while it was found insignificant with Dimension-E of Emotional Competence. Dimension 4 (Non-judging of experience) is found to be significant with 4 dimensions of Emotional Competence (A, B, C & D) while it was found insignificant with Dimension E of emotional competence.

Dimension 5 (Non- reactivity) is found to be significant with 3 dimensions of Emotional Competence (B, C & D) while it was found insignificant with Dimension A and E of emotional competence.

As per the results of regression analysis which can be seen in **Table-6** shows that both resilience and mindfulness came out to be predictors of emotional competence and the R square value came out to be .436 which means 43.6 % variance in emotional competence can be predicted form the variables mindfulness and resilience among Youth.

From the above discussion, it can be inferred that males and females who score high on mindfulness and resilience also score high on emotional competence as a significant moderate relationship was established between these 3 variables.

Hypothesis testing

H1: “There will be a significant relationship b/w mindfulness and emotional competence” is partially accepted as only some dimensions of mindfulness were found to be significantly correlated with the dimensions of Emotional Competence.

H2: “There will be a significant relationship between mindfulness and resilience” is accepted because 4 dimensions out of 5 dimensions of mindfulness were found to be significantly correlated with resilience.

H3: “There will be a significant relationship b/w resilience and emotional competence” is accepted because 4 dimensions out of 5 dimensions of emotional competence were found to significantly correlated with resilience.

H:4 “There will be a significant relationship between mindfulness, resilience and emotional competence.” The hypothesis is accepted as the correlational value was found to be significant.

H:5 “Mindfulness and resilience will positively predict emotional competence among Youth.” The hypothesis is accepted as the findings suggested that 43.6 % variance in emotional competence can be predicted from the variables mindfulness and resilience among Youth.

H:6 “There will be a significant difference in mindfulness, resilience and emotional competence among males and females. “The hypothesis is rejected as no significant gender difference was found among the groups on the level of mindfulness, resilience and emotional competence.

VI. SUMMARY AND CONCLUSION

The aim of the current research was to assess the “Effect of Mindfulness and Resilience on Emotional Competence among Youth.”. For the purpose of the study, 112 (56 males and 56 females) Youth were taken. The Mindfulness scale, Resilience, and Emotional Competence Scale was administered on them. Once the data was collected and scored, analysis was done using statistical techniques like Mean, S.D., t-test, & Correlation. SPSS was used to infer data. The relationship between Mindfulness, Resilience and Emotional Competence among Youth was studied. It can be inferred from **Table-3** that there is a significant Correlation between the levels of Mindfulness, Resilience and Emotional Competence among Youth. Youth who are high on Mindfulness and resilience are likely to be Emotionally Competent as well. However, the findings of regression analysis demonstrated that 43.6 % variance in emotional competence can be predicted from the variables mindfulness and resilience among Youth.

Key Findings:

- There exists no significant gender difference on the level of Mindfulness of male and female Youth
- There exists no significant gender difference on the level of Resilience of male and female Youth
- There exists no significant gender difference on the level of Emotional Competence of male and female Youth.
- There is a significant relation between the Mindfulness, Resilience and Emotional Competence of Youth
- .43.6 % variance in emotional competence can be predicted from the variables mindfulness and resilience among Youth.

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