



Resilience and Emotional Intelligence among Adolescents

Rajesh Kumar* Beenu Varma**

*Associate Prof. Dept of Psychology, Post Graduate Govt. College, Sector 46, Chandigarh

**Assistant Prof. Dept of Psychology, Post Graduate Govt. College, Sector 46, Chandigarh

Abstract

During adolescence there are many changes or fluctuations in the life. Physically and mentally adolescent's feels stressed and some have the cope up ability and some can't cope up with the adverse situations. Adolescence is also considered as an inevitably turbulent process which is often accompanied by negative mood, problem relationship with parents and high risk behavior like substance abuse. Resilience is very important factor when somebody is suffering from ups and downs. EI is the inborn ability of an individual to recognize, communicate, describe and understand emotions. In the present research resilience and emotional intelligence was studied by researcher among adolescents. The Sample size consists of 200 adolescents studying in 10th class in different schools of Chandigarh. Out of these 100 will be boys and 100 girls. The sample was collected through visiting schools personally with permission taken from higher authorities. The resiliency scales for children and adolescence (RSCA): The Resiliency scales for Children and Adolescents (Prince-Embury, 2007) was used and Schutte Emotional Intelligence Scale (1998) was used to assess the emotional intelligence. The results found that resilience is positively related with and emotional intelligence in adolescents and there exist significant gender differences among adolescents in resilience. Girls experience greater resilience and emotional intelligence as compare to boys.

Keywords: Emotional intelligence, resilience, awareness

Introduction

Adolescence is a very critical and important phase associated with physiological, psychological, cognitive and socio-emotional changes. At this stage of life, youth are required to act in accordance with social roles, engaging with peers and members of the opposite sex and to accomplish the requirements of schooling and making important decisions regarding their future career. These pressures in the form of stress make difficult for adolescents to cope with the demands of daily living, thus having negative physical and emotional effects (Chandra & Batada, 2006). Effects of stress in a student life could lead to poor well-being. Therefore, understandings how they experience, react to, think about and cope with stressful life events provide a foundation for enhancing happiness in their life.

Adolescence is also considered as an inevitably turbulent process which is often accompanied by negative mood, problem relationship with parents and high risk behavior like substance abuse. Of course there are enough biological, emotional and social interactions partly explaining the adolescent behavior. From a biological perspective, the mood states of the adolescent are thought to be the direct effects of changes in the levels of behavior activating hormones.

Emotional Intelligence, also known as EI is the inborn ability of an individual to recognize, communicate, describe and understand emotions. Some researchers suggest this form of intelligence can be developed and strengthened overtime, while another school of thought claims it is an inborn trait. Studies on emotional intelligence have been conducted since 1990. In an article by Mayer and Salovey (1990) define emotional intelligence as “an integral part of an individual’s social intelligence whereby one can monitor feelings, both of their own and others around them differentiate among them and also able to direct one’s thoughts and resultant actions.”

The term Emotional Intelligence must include the following five qualities as discussed by Goleman (1995):

(1) **Self-awareness** - This includes being able to identify one’s feelings, make intelligent decisions through a spectrum of emotions and to realize that one is responsible for their emotions. Once this quality is harnessed, it allows one to inspire, motivate, encourage, validate and soothe others around. One learns to be neither too emotional nor too rational. One is capable of dealing with the difference that exists between one’s feelings and actions.

(2) **Mood Management** – The art of handling one’s feelings with respect to situation at hand. It refers to basically weighing out the choice to react or not to react under a specific circumstance. Managing frustration, anger and self destructive behaviour, eliminating verbal pull-down, fights and group disruptions along with developing more positive feelings about self, school and family are some better options for managing mood fluctuations.

(3) **Self-Motivation** – This includes the accumulation of one's positive feelings and giving them a direction to achieve one's goals, keeping the negative feelings of self-doubt, inertia, and impulsiveness aside. One becomes more responsible, is able to focus more on task at hand and be more self-controlled. Improved scores on certain achievement tests also suggest the same.

(4) **Empathy** – It refers to basically imagine oneself in another person's shoes. This includes being able to understand how another person's feels and experiences a specific situation, by hypothetically assuming oneself in their position. This is possible through the understanding of the other person's verbal and non-verbal cues. Such an individual is more sensitive towards the feelings of others and is a good listener.

(5) **Managing Relationships** – This refers to an individual to be able to engage into, handle and analyze interpersonal interaction, resolve conflicts and reach negotiations. Here, an individual acts as a problem solver, taking a more assertive role in the process of communication. One tends to be more popular and outgoing, sought out by peers, concerned, harmonious in groups, and cooperative, helpful and with a democratic approach towards others.

Major Components of Emotional Intelligence:

Goleman (1995) suggests that emotional intelligence consists of five major components, which are:



Psychological Resilience is an individual's tendency to cope with stress and adversity. In other words, we can say that the capacity to weathering adversity. This coping may result in the individual "bouncing back" to a previous state of normal functioning, or simply not showing negative effects.

Resilience is a dynamic process whereby individuals exhibit positive behavioral adaptation when they significant adversity, trauma, tragedy, threats, or even significant sources of stress. It is different from strengths or developmental assets which are a characteristic of an entire population, regardless of the level of adversity they face. Under adversity, assets function differently (a good school, or parental monitoring, for example, have a great deal more influence in the life of a child from a poorly resourced background than one from a wealthy home with other options for support, recreation, and self-esteem). Home environment of a person influence the emotional intelligence and emotional intelligence provide the based for Resilience. In the present study

researcher want to study this relationship in Indian condition. So the researcher related the relevant tools for this study.

Since the individual's resilience is seen as an interaction between the nature and nurture, encouraged by supportive relationship. Therefore, the resilience research also takes into account various interactive factors in the environment. The initial studies of resilience were based on the risk model while the later ones focus upon the strength model.

Werner and Smith (1992) worked upon the strength model and coined the term 'stress resistant persons' which referred to people who could withstand and overcome adversity. The main focus of their work was the understanding of the protective factors rather than the risk factors. And hence they are credited to have brought about a major shift in understanding of resilience as a psychological construct. This was a shift to view resilience as a source of strength rather than a risk being emphasized detrimental to functioning. Nevertheless such theoretical as well as empirical propositions were not enough to simplify the complexities involved in understanding the process of development of resilience. A lens on resilience shifts the focus of attention -from efforts to appraise risk or vulnerability, towards concerted efforts to enhance strength or 6 Introduction capability. It also shifts the focus of analysis - from asking relatively limited questions regarding health outcomes, such as what are the linkages between risk exposures and functional deficits, to asking more complex questions regarding wellbeing, such as when, how, why and for whom do resources truly matter. (Brick and Leckman, 2013).

Factors Affecting Adolescent Resilience

- ✚ Difficult Temperament
- ✚ Low intelligence
- ✚ The family risk factors are following:
 - ✚ Parental psychopathology
 - ✚ Maltreatment Child maltreatment, or abuse,
 - ✚ Parental Separation
 - ✚ Adolescents whose parents had divorced
 - ✚ Low Socioeconomic Status

The internal resilience factors were categorized

1. Spiritual or Motivational Characteristics.
2. Cognitive Competencies.
3. Behavioral/ Social Competencies.
4. Emotional Stability and Emotional Management.
5. Physical Well-Being and Physical Competencies.

Review of Literature

Patel (2015) in this study examines and investigate the emotional intelligence and psychological well-being of adolescents with regards to gender and area of residence. Total sample comprised of 160 adolescents (40 male and 40 female, 40 urban and 40 rural). Results revealed that there exists a significant difference between male and 56 female adolescents with regards to emotional intelligence and psychological wellbeing. Male scored higher as compare to female adolescents. There exist a significant difference between urban and rural adolescents with regard to emotional intelligence and psychological well-being of adolescents. Significant interaction effect exists between gender and area of residence with regard to emotional intelligence and psychological well-being of adolescents.

De Caroli and Sagone (2014) these investigators analyze the relationship between generalized self-efficacy and psychological well-being in highly vs. lowly efficient Italian adolescents from 14 to 18 year-old. They used the Generalized self efficacy scale and the short version of psychological well-being scales. Results showed positive relationships between Generalized self-efficacy scale and Psychological well-being, especially with mastery, personal growth and self acceptance were obtained by 16 yrs. Adolescents, while the lowest scores were reached by 14yrs. and 18yrs. Ones. Boys expressed greater Generalized self-efficacy and Psychological well-being than girls, specifically, mastery and self-acceptance. Additionally, highly efficient adolescents expressed higher scores in psychological well-being, especially in mastery, personal growth, and self-acceptance than lowly efficient ones. Conclusion: educational trainings, centered on the effects of self efficacy on psychological well-being, could be useful to empower personal resources during the adolescence.

Visani, Albieri, Offidani, Ottolini, Tomba and Ruini (2011) these examiners explore gender differences in the levels of psychological well-being and distress during adolescence. Sample of the study comprised 572 adolescents (313 females and 259 males). Results revealed that gender differences in psychological well-being levels were not found; even if on t-test females tend to report lower scores in self acceptance than males. Girls reported higher levels of distress than boys. These results suggest that adolescence is a period of the life with peculiar characteristics in boys and girls and that further investigations are needed.

Tannous and Matar (2010) these investigators examines the relationship between depression and emotional intelligence among children. A Jordanian translation of the children's depression inventory (CDI) which is a self report measure of depression was used. The sample of the study consists of 619 students of sixth grade from both public and private schools in Amman city. The study revealed two major findings; first there were statistically significant difference between males and females in the stress management and total emotional intelligence, however result showed that depressed females showed lower level of emotional intelligence than males. Second, there were no significant differences between males and females in either intrapersonal, interpersonal and adaptability scales.

In view of Feldman, Barrett and Gross (2001) certain individuals are more adept at using emotion knowledge to cope in times of stress, they have a greater tendency to draw on positive emotions in times of stress, intuitively using positive emotions to their advantage. These groups of individuals who are psychologically resilient were labeled emotionally intelligent by Tugade and Fredrickson (2002).

The emotional perception, emotional regulation and emotional expression which are the important facets of emotional intelligence play a very significant role in predicting resilience. There are reports in literature that the resilient people respond to negative events with negative affect and biological stress responses; however they also experience the positive emotions like gratitude and love during the times of stress. This experience of positive emotion is thought to contribute to resilient outcomes in emotionally intelligent individuals. (Fredrickson and Branigan, 2005).

The resilient people maintain good health while enduring challenges and adversities. The emotional intelligence and its dimensions are considered as the key factors that enable the resilient individuals to adapt. The emotional flexibility, also referred to as adaptability is considered to be one of those dimensions of emotional intelligence that aid in developing resilience. Emotional flexibility is the capacity to produce context-dependent emotional responses to these positive and negative life events. (Westphal, Seivert and Bonanno, 2010).

Kashdan and Rottenberg (2010) in a study has explored the relationship between the resilience and facets of emotional intelligence including emotional control and well being. The researcher had dichotomized the subjects on the basis of median scores on resilience as low resilient and high resilient group. It was found that adolescents with low resilience scored significantly higher on loss of emotional control than those having high resilience.

Need of the Study

Emotional intelligence is also one of the major psychological factors which contribute to resilience. The role of gender in the framework of mistreatment should be further examined, especially as a factor that contributes to the development of resilience throughout life and, thus, as an antecedent of social sustainability of individuals and communities. Moreover, gender is not an absolute variable, but is highly dependent on its cultural attribution. In masculine societies, gender is a resource of power, status, and prestige for men, while it may be a barrier and a source of relative deprivation for women. Taken together, gender, EI, and resilience are all resources that individuals seek to restore, maintain, and increase continuously, the latter two being coping resources strongly affected by gender, and a social resource dependent on context. It has been found that resilient students are able to translate difficult environments into a source of motivation by maintaining high expectations and aspirations, being goal-oriented, having good problem-solving skills, and being socially competent. Girls cope with daily stressors by seeking social support and utilizing social resources while boys use physical recreation such as sports to cope with adversity. Female students were consistently found to have

higher scores than boys for individual characteristics in communication, empathy, help-seeking and goals and aspirations. The present study aimed at studying the relationship between emotional intelligence and resilience and studying the gender differences in resilience. The study would help in understanding how Emotional Intelligence is related to resilience, how adolescents perform on resilience and whether male or female adolescents differ on resilience.

Methodology

Sample:

The target population for this research will be adolescent's adults falling in the age range of 15 to 18 years. The Sample size consists of 200 adolescents studying in 10th class in different schools of Chandigarh. Out of these 100 will be boys and 100 girls. The sample was collected through visiting schools personally with permission taken from higher authorities

Tools:

Resiliency Scales for Children and Adolescence (RSCA): The Resiliency scales for Children and Adolescents (Prince- Embury, 2007). The test is high on reliability and validity.

Schutte Emotional Intelligence Scale- 1998: The Assessing Emotions Scale is a 33-item self report inventory focusing on typical emotional intelligence. Respondents rate themselves on the items using a five-point scale. The scale uses four sub-scales: perception of emotions, managing emotions in the self, social skills or managing others' emotions, and utilizing emotions. Schutte et al. (1998) found the internal consistency of the Assessing Emotions Scale, as measured by Cronbach's alpha, to be .90. However, the mean alpha across samples from various studies has been found to be is .87. They reported a two-week test-retest reliability of .78 for total scale scores.

Objectives:

Following are the objectives of the study

1. To study the resilience and emotional intelligence among adolescents.
2. To compare the resilience and emotional intelligence among adolescents.
3. To study the relationship between resilience and emotional intelligence among adolescents.

Hypotheses:

On the basis of the review of literature following hypotheses were formulated:

1. There is no relationship between emotional intelligence and resilience among adolescents.
2. It is assumed that boys show better emotional intelligence in comparison to the girls.
3. It is assumed that girls experience better resilience than boys.

Procedure:

For the data collection, the participants were approached and it was ensured that the data collection took place in a setting where there will be less noise and minimum chances of disturbance and more comfort. Brief information about the nature of the study was given to each participant. The consent of the participants was taken before the data collection. As the participants are adolescents, parents or teachers were also being informed about the study. The participants were ensured that their responses will be kept confidential and used for academic purpose only. Instructions will be given to the participants along with the questionnaires.

Results and Discussion

Results deal with the values and scores of the adolescents of resilience and emotional intelligence. For the analysis of the data descriptive statistics, correlation, t test was calculated using SPSS.

Table 1 shows the relationship between emotional intelligence and resilience among adolescents.

Table 2 depicts the t-test for comparing resilience in males and females. Table 3 shows the t-test for comparing emotional intelligence in males and females. Figure 1 and 2 shows gender wise mean scores of resilience and emotional intelligence among adolescents.

For the descriptive statistics and for the analysis of the data mean and SD was calculated. For the association of the variables spearman's coefficient of correlation was found and calculated. For the gender differences in resilience and emotional intelligence t test was calculated.

Table 1

Table 1 showing relationship between emotional intelligence and resilience among adolescents

Variables	Emotional Intelligence
Resilience	0.62

Table 1 shows the relationship between resilience and emotional intelligence among adolescents was found to be 0.41 (n= 109). These results indicate a strong relationship between resilience and emotional intelligence among adolescents. Results suggest that resilience is positively related with and emotional intelligence in adolescents. Values shows that higher the resilience, higher the emotional intelligence and vice versa. Previous studies done by Kashdan and Rottenberg (2010) in a study has explored the relationship between the resilience and facets of emotional intelligence including emotional control and well being. The researcher had dichotomized the subjects on the basis of median scores on resilience as low resilient and high resilient group. It was found that adolescents with low resilience scored significantly higher on loss of emotional control than those having high resilience.

Table 2

Table shows the t-test for comparing resilience in males and females

N	Gender	Resilience	Resilience	t ratio	P value
		Mean	SD		
100	Male	119.59	15.23	2.59*	0.04
100	Female	139.36	18.66		

For the comparison of resilience between male and female adolescents (Table 2), the t test was found to be statistically significant, $t = 2.59$, $p < 0.05$. The calculated results or values show that there exist significant gender differences among adolescents in resilience. The mean values show that girls experience greater resilience as compare to boys.

Figure 1

Gender wise mean scores of resilience among adolescents

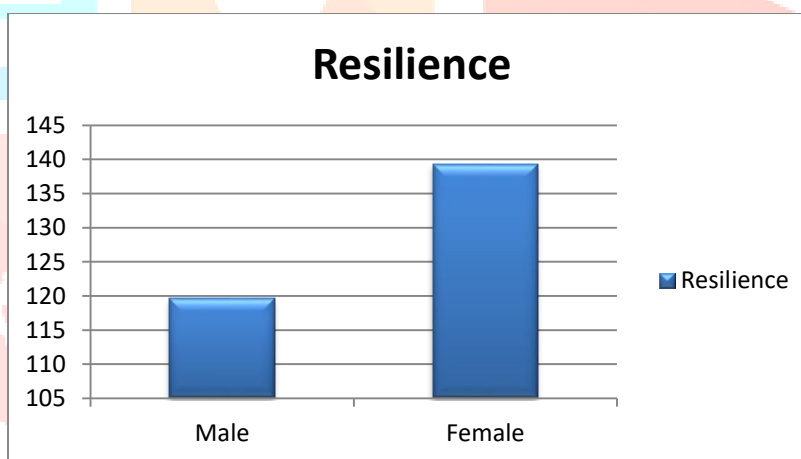


Table 3

Table 3 shows the t-test for comparing emotional intelligence in males and females

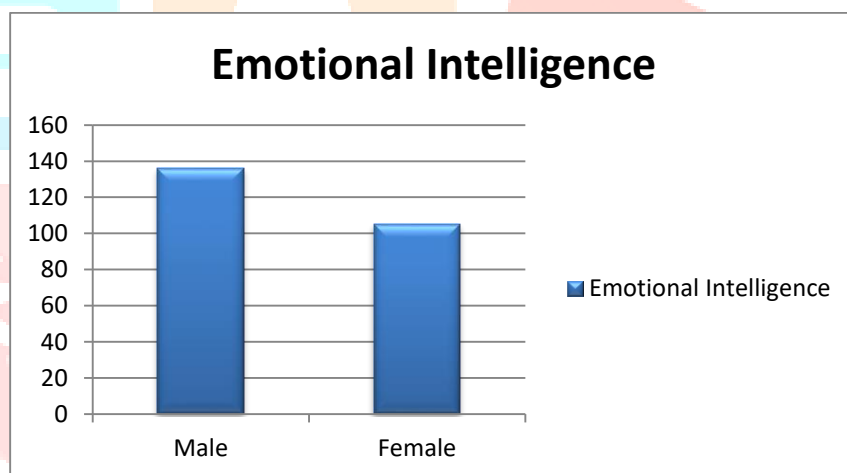
N	Gender	Emotional	Emotional	t ratio	P value
		Intelligence	Intelligence		
		Mean	SD		
100	Male	136.28	2.33	4.26	0.000
100	Female	105.24	4.66		

For the comparison of emotional intelligence between male and female adolescents, the t test was found to be statistically significant, $t = 4.259$, $p < 0.01$. The calculated results or values show that there exist significant gender differences among adolescents in emotional intelligence. The mean values show that girls experience greater emotional intelligence as compare to boys.

Previous study done by Patel (2015) investigates the emotional intelligence and psychological well-being of adolescents with regards to gender and area of residence. Total sample comprised of 160 adolescents (40 male & 40 female, 40 urban & 40 rural). Results revealed that there exists a significant difference between male and female adolescents with regards to emotional intelligence and psychological wellbeing. Male scored higher as compare to female adolescents. There exist a significant difference between urban and rural adolescents with regard to emotional intelligence and psychological well-being of adolescents. Significant interaction effect exists between gender and area of residence with regard to emotional intelligence and psychological well-being of adolescents.

Figure 2

Gender wise mean scores of emotional intelligence among adolescents



Conclusion and Implications

- ❖ Resilience is positively related with and emotional intelligence in adolescents.
- ❖ The calculated results show that there exist significant gender differences among adolescents in resilience.
- ❖ The mean values show that girls experience greater resilience as compare to boys.
- ❖ The calculated results depict that there exist significant gender differences among adolescents in emotional intelligence.
- ❖ The mean values show that girls experience greater emotional intelligence as compare to boys.

Study will be helpful for parents, adolescents and teachers. It is essential to design some socio emotional interventions among adolescents. These interventions will be beneficial for adolescents to increase or modify the resilience and emotional intelligence.

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