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UNDERSTANDING THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND RESILIENCE AMONG HIGH SCHOOL STUDENTS

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Abstract: This study has been conducted to understand the relationship between Resilience and Emotional Intelligence among High School Students. A Quantitative approach has been adopted in this research by taking data from 194 participants who were High School Students (adolescents) from 13 to 19 years using two instruments. For Resilience, The Resilience Scale by Wagnild and Young was used and to measure Emotional Intelligence, The Shutte Self- Report Emotional Intelligence Test.

Index Terms - Emotional Intelligence. Resilience. High School Students, Quantitative Approach.

I.INTRODUCTION

For this study secondary data has been collected. A Quantitative approach has been adopted in this research by taking data from 194 participants who were High School Students (adolescents) from 13 to 19 years using two instruments. For Resilience, The Resilience Scale by Wagnild and Young was used and to measure Emotional Intelligence, The Shutte Self- Report Emotional Intelligence Test.

Abbreviations and Acronyms (Heading 2)

RS - Resilience Scale

EQ - Emotional Intelligence

3.1 Population and Sample

The study was conducted on 194 students from Grades IX to XII and age range was 13-19 year old students. Ratio of Male and Female was 94:95 and 5 students are considered Anonymous as they did not mention neither age nor grade but their responses will be considered as all items have been completed in both the instruments. However, clear instructions were given that of they do not wish to reveal their identity in terms of Name and Personal Information, they must fill their Age, Grade and Gender.

Selection of Sampling was Total Population Sampling as the size of the population had all the characteristics relevant and of interest to the study. The following were the criteria was selection the sample:

- Students who fall under the age of 13 to 19 years I.e. adolescents.
- Students who were currently studying in Grades IX, X, XI and XII I.e. High School. • Equal number of Male and Female Students or close to almost equal ratio.
- Those who were interested in participating.

As per the aforementioned criteria, all the students who agreed to participate in the research were included in the study.

3.2 Data and Sources of Data

For this study secondary data has been collected. To measure the Variables Emotional Intelligence and Resilience, the following two instruments have been employed. Thus, the study is Quantitative in nature.

Both of the instruments are Self-Report measures and easy to understand.

For EQ- The Shutte Self-Report Emotional Intelligence Test (SSEIT)

For RS- Wagnild and Young's Resilience Scale

3.3 Theoretical framework

The research is Quantitative in nature. It was hypothesised that there is a positive relationship between Emotional Intelligence and Resilience among High School Students. Statistical Package for Social Sciences (SPSS) was used to analyse the data derived from 194 High School Students using Pearsons Correlation. Results derived from other researches have found that there is a significant relationship between Emotional Intelligence and Resilience, the same is expected from the data derived from this re- search. Independent Variables are Resilience and Emotional Intelligence and Dependent Variable is High School Students

I. RESEARCH METHODOLOGY

The methodology section outline the plan and method that how the study is conducted. This includes Universe of the study, sample of the study, Data and Sources of Data, study's variables and analytical framework. The details are as follows;

3.1 Population and Sample

KSE-100 index is an index of 100 companies selected from 580 companies on the basis of sector leading and market capitalization. It represents almost 80% weight of the total market capitalization of KSE. It reflects different sector company's performance and productivity. It is the performance indicator or benchmark of all listed companies of KSE. So it can be regarded as universe of the study. Non-financial firms listed at KSE-100 Index (74 companies according to the page of KSE visited on 20.5.2015) are treated as universe of the study and the study have selected sample from these companies.

The study comprised of non-financial companies listed at KSE-100 Index and 30 actively traded companies are selected on the bases of market capitalization. And 2015 is taken as base year for KSE-100 index.

3.2 Data and Sources of Data

For this study secondary data has been collected. Collection of data was done using two instruments using The Schutte Self-Report Emotional Intelligence Test (SSEIT) for Emotional Intelligence and Wagnild and Young's Resilience Scale for Resilience. Other researches and citation have been taken from authors who have done similar researches (references mentioned).

3.3 Theoretical framework

The study is correlational in design. Permission was sought from the school and was granted. Permission was also taken from the teachers of the respective classes and lastly, as stated earlier, students were asked to participate in the research willingly. Out of all the High School students only two students declined to participate. Consent forms were distributed which the students were asked to fill with the date and their signature (See Appendix). Subjects were given the opportunity to remain anonymous by Name and Contact Information. However, they were asked to fill out Age, Gender and Grade for the interest of the research data. All parties namely the Students were assured confidentiality of their responses.

Two questions were administered, namely:

- 1) The Schutte Self-Report Emotional Intelligence Test to measure Emotional Intelligence
- 2) The Resilience Scale by Wagnild and Young.
- 3) Both questionnaires were self report and all the groups completed their questionnaires in 20 to 25 minutes.

The research is Quantitative in nature. It was hypothesised that there is a positive relationship between Emotional Intelligence and Resilience among High School Students. Statistical Package for Social Sciences (SPSS) was used to analyse the data derived from 194 High School Students using Pearsons Correlation. Results derived from other researches have found that there is a significant relationship between Emotional Intelligence and Resilience, the same is expected from the data derived from this research.

Three things are expected to come to light from this research

- 1) Hypothesis will be positive i.e. there will be a positive relationship between Resilience and Emotional Intelligence.
- 2) The difference between students of same age bracket i.e. 15 year olds but in different classes will be derived.
- 3) The study will help in future to conduct a comparison study in cultural differences among adolescents while assessing Emotional Intelligence and Resilience.

3.4 Statistical tools and econometric models

This section elaborates the proper statistical which are being used to forward the study from data towards inferences. The detail of methodology is given as follows.

3.4.1 Descriptive Statistics

Pearson Moment Correlation Method was used to find the correlation between Resilience and Emotional Intelligence among High School Students.

IV. RESULTS AND DISCUSSION

Table 4.1 Correlation between Emotional Intelligence and Resilience among High School Students.

Resilience Scale	Pearson Correlation	1	.621**
	Sig. (2 Tailed)		<.001
	N	194	194
EI Scale	Pearson Correlation	.621**	1
	Sig. (2 Tailed)	<.001	
	N	194	194

Table 4.1 displayed The significant correlation coefficient of .621 at the 0.01 level (two-tailed) between the Resilience scale and the EI (Emotional Intelligence) scale suggests that there is a strong positive relationship between resilience and emotional intelligence. In practical terms, individuals who score higher on measures of resilience tend to also score higher on measures of emotional intelligence, and vice versa.

Two other things were derived from this research.

- 1) The difference between Emotional Intelligence and Resilience of students of same age bracket i.e. 15 year but in different grades i.e Classes IX and X. (Male and Female differentiation excluded)
- 2) The Mean and Standard Deviation of 189 students i.e 95 Females and 94 Males on the SSEIT.

Table 4.2 Difference between EI and RS of students of same age but different grade.

T-test (p scores)	
Difference in EI	0.813597211
Difference in RS	0.4236589051

**correlation is significant at the 0.05 level(2-tailed)

It is hypothesised that there is a difference in levels of Emotional Intelligence and Resilience among 15 year olds in different grades.

Table 2 showcases p-scores of two tailed student's t-tests of 15 year old students on the Emotional Intelligence and Resilience. The t-test was conducted at a significance level of alpha = 0.05. The p-score for resilience score between Emotional Intelligence is 0.081. Since, this is more than the significance p-value of 0.05, we conclude that there is a significant difference between levels of Emotional Intelligence of 15 year olds in different grades- IX and X.

Similarly, the t-test ratio of Resilience among 15 year olds in different grades is (p-score) as 0.42. Since this is also greater than the significance p-value of 0.05, we can say that there is a significant difference between the resilience levels of students.

2) The Mean and Standard Deviations of 189 students i.e 95 Females and 94 Males on the SSEIT. A difference in sub-scales namely-

- a) Perception of Emotions
- b) Managing one's own Emotions
- c) Managing Others Emotions
- d) Utilisation of Emotions

Sub Scales	Male		Female	
	Mean	SD	Mean	SD
a) Perception of Emotions	4.42	4.42	34.64	34.64
b) Managing one's owns emotions	32.15	32.15	31.27	31.27
c) Managing others emotions	28.54	28.54	29.62	29.62
d) Utilisation of emotions	22.95	22.95	22.75	22.75

Table 4.3 Mean and Standard Deviation on The SSEIT

Table 4.3 shows the Mean and Standard Deviation of of 189 students, between Male and Female students.

This finding implies that there may be shared aspects between Resilience and Emotional Intelligence. It also suggests that individuals who are Emotionally Intelligent are better equipped to cope with challenges and setbacks, thereby demonstrating higher levels of Resilience. Similarly, individuals with higher Resilience may possess greater Emotional Awareness, Regulation, and Interpersonal Skills, contributing to their higher scores on measures of Emotional Intelligence.

Resilience and Emotional Intelligence, as literature reflects, have a positive relationship. While it is unknown that which variable has an influence on the other, a strong relationship has been drawn between the two variables. Emotional Intelligence is an important trait and must be practiced through interventions with adolescents as it is linked with success in life. Emotionally intelligent people are able to regulate their emotions better than people who have low EQ. They are also able to understand others emotions by empathising and have better interpersonal relationship than others. Emotionally Intelligent people are also happier, more productive and healthier. Adolescence is a relatively stressful transition for Students as they experience new things as an individual right after their childhood which sparks a longing for discovering their Role and Identity and also they are transitioning into Young Adulthood. Emotional Regulation Development plays a significant role at this as it can act as protective factor for teenagers in their personal and interpersonal relationships like Student-Peer relationships, Student- Parent relationships, Romantic relationships, Friendships and more importantly- Mental Health.

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