

## Emotional Intelligence and Resilience of Higher Secondary School Students

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### ABSTRACT

Emotional intelligence is the ability to perceive, interpret, demonstrate, control, evaluate, and use emotions to communicate with and relate to others effectively and constructively. This ability to express and control emotions is essential, but so is the ability to understand, interpret, and respond to the emotions of others. Some experts suggest that emotional intelligence is more important than IQ for success in life. The better emotional intelligence level of students can reduce the stress related problems in their academic matters to a good extent. When we are faced with a crisis or problem, it can be easy to get overwhelmed by things that feel far beyond our control. Instead of wishing there was some way to go back in time or change things, it can be helpful to try focusing on what we can directly impact. This is the core point of resilience. Parents, teachers and other elders encourage children to develop this by talking about their situation and helping them make a plan for how they can react. Fortunately, resilience is something that people can build in themselves. People with higher emotional intelligence tend to have more positive mood, higher self-esteem, and can more effectively recover from negative experiences. Higher EI is related to greater resilience in the face of distress. The present paper focuses to explore the relationship between emotional intelligence and resilience in higher secondary school students.

**Keywords:** *Emotional Intelligence, Resilience*

Emotional intelligence refers to the ability to perceive, understand, and manage one's own emotions and relationships. It involves being aware of emotions in oneself and others and using this awareness to guide thinking and behavior. Emotionally intelligent individuals can motivate themselves, read social cues, and build strong relationships. The term "Emotional Intelligence" was popularized by Daniel Goleman. For Daniel Goleman "Emotional Intelligence" means "abilities such as being able to motivate on self and persist in the face of frustration to control impulse and delay gratification, to regulate one's mood and keep distress from swapping the ability to think to empathize and to hope". Having a higher level of emotional intelligence allows one to empathize with others, communicate effectively, and be both self and socially aware. How people respond to themselves and others impacts all types of environments.

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Living in this world signifies interacting with many diverse kinds of individuals and constant change with life-changing surprises. Being emotionally intelligent is key to how one reacts to what life throws. It is furthermore a fundamental element of compassion and comprehending the deeper reasons behind other people's actions. It is not the most intelligent people who are the most prosperous or the most fulfilled in life. Many people are academically genius and yet are socially incompetent and unsuccessful in their careers or their intimate relationships. Intellectual ability or intelligence quotient (IQ) is not enough on its own to achieve success in life. Undoubtedly, IQ can help one get into university, but your Emotional Intelligence (EI) will help one manage stress and emotions when facing final exams. IQ and EI exist in tandem and are most influential when they build off one another. Emotional intelligence is also valuable for leaders who set the tone of their organization. If leaders lack emotional intelligence, it could have more far-reaching consequences, resulting in lower worker engagement and a higher turnover rate. While one might excel at one's job technically, if one cannot effectively communicate with one's team or collaborate with others, those specialized skills will get neglected. Emotional Intelligence is often measured as an emotional intelligence quotient (EQ) describes an ability, capacity or skills to perceive, assess and manage the emotions of one's self, of other and of groups.

Before going to discuss the wider concept of emotional intelligence it is necessary to understand the concept of emotion and the intelligence first. Our emotions play quite a significant role in guiding and directing our behavior. Many a times they are seen to dominate our behavior in such a way that we have no solution other than behaving as per their wish. On the other hand, if a person has no emotional current in him then he becomes crippled in terms of living his life in a normal way. Hence, emotions play a key role in providing a particular direction to our behavior and thus shaping our personality according to their development. Emotionally intelligent people, Goleman says, have the ability to marshal their emotional impulses (or, at least, more so than those who are not emotionally intelligent); they have a self awareness to know what they are feeling, and are able to think about and express those things; they have empathy for the feelings of others and insight into how others think; they can do things like delay gratification; they are group, and, most important, where they fit inside that group.

The term EQ encompasses the following five characteristics and abilities:

- **Self-awareness**—knowing your emotions, recognizing feeling as they occur, and discriminating between them.
- **Mood management**—handling feelings so they are relevant to the current situation and you react appropriately.
- **Self-motivation**—“gathering up” your feelings and directing yourself towards a goal, despite self-doubt, inertia and impulsiveness.
- **Empathy**—recognizing feelings in others and tuning into their verbal and nonverbal cues.
- **Managing relationship**—handling interpersonal interaction, conflict resolution and negotiations.

Building one's Emotional Intelligence has a lifelong impact. Many parents and educators, alarmed by increasing levels of conflict in young school children especially students of adolescent age—from low self-esteem to early drug and alcohol use to depression, are rushing to teach students the skills necessary for Emotional Intelligence. And in corporations, the inclusion of Emotional Intelligence in training programs has helped

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employees cooperate better and motivate more, thereby increasing productivity and profits. Researchers have concluded that people who manage their own feelings well and deal effectively with others are more likely to live content lives. Plus, happy people are more apt to retain information and do so more effectively than unsatisfied people.

Resilience is the ability to cope with and recover from setbacks. People who remain calm in the face of disaster have resilience. A resilient person is someone who has strong coping skills and is able to marshal their available resources, ask for help when needed, and find ways to manage the situation they are facing. Young people with psychological resilience are able to use their skills and strengths to respond to life's challenges, which failures etc. Instead of falling into despair and hiding from issues by using unhealthy coping strategies, resilient people face life's difficulties with a bold nature. They use healthy coping skills to handle such difficulties in ways that foster strength and growth, often emerging stronger than they were before.

### *Signs of Resilience*

Some of the signs of resilience include:

- **A survivor mentality:** When people are resilient, they view themselves as survivors. They know that even when things are difficult, they can keep going until they make it through.
- **Effective emotional regulation:** Resilience is marked by an ability to manage emotions in the face of stress.<sup>2</sup> This doesn't mean that resilient people don't experience strong emotions such as anger, sadness, or fear. It means that they recognize those feelings are temporary and can be managed until they pass.
- **Feeling in control:** Resilient people tend to have a strong internal locus of control and feel that their actions can play a part in determining the outcome of events.
- **Problem-solving skills:** When problems arise, resilient people look at the situation rationally and try to come up with solutions that will make a difference.
- **Self-compassion:** Another sign of resilience is showing self-acceptance and self-compassion. Resilient people treat themselves with kindness, especially when things are hard.
- **Social support:** Having a solid network of supportive people is another sign of resilience. Resilient people recognize the importance of support and knowing when they need to ask for help.

### *Types of Resilience*

Resilience represents an ability to handle life's setbacks and is an overall representation of adaptability. However, there are also different types of resilience, each of which can influence a person's ability to cope with various forms of stress.

- **Physical Resilience:** Physical resilience refers to how the body deals with change and recovers from physical demands, illnesses, and injuries. It affects how people age as well as how they respond and recover from physical stress and medical issues.
- **Mental Resilience:** Mental resilience refers to a person's ability to adapt to change and uncertainty. People who possess this type of resilience are flexible and calm during times of crisis. They use mental strength to solve problems, move forward, and remain hopeful even when they are facing setbacks.
- **Emotional Resilience:** Emotional resilience involves being able to regulate emotions during times of stress. Resilient people are aware of their emotional

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reactions and tend to be in touch with their inner life. Because of this, they are also able to calm their mind and manage their emotions when they are dealing with negative experiences.

- **Social Resilience:** Social resilience, which may also be called community resilience, involves the ability of groups to recover from difficult situations. It involves people connecting with others and working together to solve problems that affect people both individually and collectively.

Some people are naturally resilient, with personality traits that help them remain unflappable in the face of challenge. However, these behaviors are not just inborn traits found in a select few. Resilience is the result of a complex series of internal and external characteristics, including genetics, physical fitness, mental health, and environment. Social support is another critical variable that contributes to resilience.

*Resilient people also tend to have characteristics like:*

- Good communicators
- Internal locus of control
- High emotional intelligence
- Holding positive views of themselves and their abilities
- Make realistic plans and stick to them
- Viewing themselves as fighters rather than victims of circumstance

Resilience is what gives people the psychological strength to cope with stress and hardship. It is the mental reservoir of strength that people are able to call on in times of need to carry them through without falling apart. Psychologists believe that resilient individuals are better able to handle adversity and rebuild their lives after a struggle.

Dealing with change or loss is an inevitable part of life. At some point, everyone experiences varying degrees of setbacks. Some of these challenges might be relatively minor (not getting into a class or being turned down for a promotion at work), while others are disastrous on a much larger scale. Those who lack resilience may become overwhelmed by such experiences. They may fall on problems and use unhelpful coping mechanisms to deal with them.

Resilience does not eliminate stress or erase life's difficulties. People who possess this quality don't see life in an easy manner. They understand that setbacks happen and that sometimes life is hard and painful. They still experience the negative emotions that come after a tragedy, but their mental outlook allows them to work through these feelings and recover.

### *Need for the study*

The concept of emotional intelligence in the Indian context is embedded in its highly valued social concerns. The level of emotional intelligence is not fixed genetically nor does it develop in the early childhood. But the components are shaped during the childhood though emotional instances occur throughout our life. It is school year which build up external abilities in a person, so that childhood act as a crucial window of opportunity for shaping life through emotional competencies. The better emotional intelligence level of students can reduce the stress related problems in their academic matters to a good extent. When we are faced with a crisis or problem, it can be easy to get overwhelmed by things that feel far

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beyond our control. Instead of wishing there was some way to go back in time or change things, it can be helpful to try focusing on what we can directly impact. This is the core point of resilience. Parents, teachers and other elders encourage children to develop this by talking about their situation and helping them make a plan for how they can react. Fortunately, resilience is something that people can build in themselves. People with higher emotional intelligence tend to have more positive mood, higher self-esteem, and can more effectively recover from negative experiences. Higher EI is related to greater resilience in the face of distress.

### *Objectives of the study*

- To find out the level of Emotional intelligence of higher secondary school students.
- To find out the level of resilience in higher secondary school students.
- To find out whether there is any significant difference between the mean scores of Emotional intelligence of higher secondary school students with regard to:
  1. Gender (Male/ Female)
  2. Locality of students (Rural/Urban)
  3. Type of family (Nuclear/Joint)
- To find out whether there is any significant difference between the mean scores of resilience of higher secondary school students with regard to:
  1. Gender (Male/ Female)
  2. Locality of students (Rural/Urban)
  3. Type of family (Nuclear/Joint)
- To find out the whether there is any significant correlation between Emotional intelligence and resilience of higher secondary school students.

### *Hypotheses of the study*

- The level of Emotional intelligence of higher secondary school students is average in nature.
- The level of resilience in higher secondary school students is average in nature.
- There is no significant difference between the mean scores of Emotional intelligence of higher secondary school students with regard to:
  1. Gender (Male/ Female)
  2. Locality of students (Rural/Urban)
  3. Type of family (Nuclear/Joint)
- There is no significant difference between the mean scores of resilience of higher secondary school students with regard to:
  1. Gender (Male/ Female)
  2. Locality of students (Rural/Urban)
  3. Type of family (Nuclear/Joint)
- There is no significant correlation between emotional intelligence and resilience in higher secondary school students.

## **METHODOLOGY**

A brief description of the methodology adopted for the study are given below.

### *Method adopted for the study*

The present study is attempted to investigate the relationship between emotional intelligence and resilience in higher secondary school students. The investigator used normative survey method to collect data.

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### *Tools used for the study*

- Mangal Emotional Intelligence Inventory (MEII) for collecting the scores of Emotional intelligence in higher secondary school students.
- Resiliency scale (RS) prepared and standardized by the investigator for collecting the scores of academic stress in higher secondary school students.

### *Sample used for the study*

The present study is mainly concerned with 300 Std XII students studying in Govt., Aided and Private schools in Thiruvananthapuram district.

### *Procedure adopted for the study*

Firstly, the Investigator provides **Mangal Emotional Intelligence Inventory (MEII)**. Here the investigator gave instruction about fill the MEII to the students. The inventory consists of 100 statements. All these statements are meant for knowing about the level of emotional intelligence. After reading a particular question and considering what is appropriate for you, you have simply respond to it as '**Yes**' or '**No**'. The investigator reminded the students that try to provide free and frank responses without any fear, your response will remain quite secret and confidential and may be used for the research purpose. Be careful that no statement should be left unanswered, otherwise you will not be having a complete assessment of your emotional intelligence.

The second one is **Resilience scale (RS)**. This is prepared and standardised by the investigator. The **RS** consists of 25 statements describing the situations in school life and other situations faced in their personal life. A five point scale is used with Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree points. The level of resilience for each statement can be indicated by marking a tick mark in corresponding points in the statement.

Statistical techniques used

Mean, Standard deviation, t-test and correlation analysis were used for analysing the data.

## **ANALYSIS AND DISCUSSION**

- **Result of Hypothesis 1 and Hypothesis 2**

*Table 1 Percentage of the classified sample into three groups (Low, average and High) of emotional intelligence and resilience in higher secondary school students*

Variables	Low	Average	High
Emotional Intelligence	26.7	40.0	33.33
Resilience	11.67	62.33	26

It is inferred from Table-1 that the level of emotional intelligence and resilience of higher secondary students is average in nature.

- **Result of hypothesis 3 and hypothesis 4.**

*Table 2 Showing the significant difference between the mean scores of emotional intelligence and resilience of higher secondary level boys and girls.*

Variables	Gender				t Value	Significant at 0.01 level
	Boys (160)		Girls (140)			
	Mean	SD	Mean	SD		
Emotional Intelligence	64.9	10.66	61.5	9.84	2.88	S
Resilience	62.3	14.97	61.5	15.01	0.46	NS

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From Table 2, it is clear that boys scored significantly higher than girls with regard to emotional intelligence and the resilience is not influenced by gender.

**Table 3 Showing the significant difference between the mean scores of emotional intelligence and resilience of urban and rural higher secondary students.**

Variables	Locality				t Value	Significant at 0.01 level
	Urban(120)		Rural(180)			
	Mean	SD	Mean	SD		
Emotional Intelligence	66.1	12.85	64.9	10.38	0.89	NS
Resilience	63.1	12.72	59.2	10.12	2.82	S

Table 3 reveals that the urban students do not differ much from rural ones in the case of emotional intelligence while urban students scored significantly higher than rural students with regard to their resilience.

**Table 4 Showing the significant difference between the mean scores of emotional intelligence and resilience of higher secondary students belong to nuclear and joint families**

Variables	Families				t Value	Significant at 0.01 level
	Nuclear (240)		Joint (60)			
	Mean	SD	Mean	SD		
Emotional Intelligence	62.51	12.13	66.9	10.24	2.86	S
Resilience	62.9	10.50	59.5	8.32	2.67	s

From the table 4, it is seen that emotional intelligence of students from joint family is significantly higher than those from nuclear family and with regard to resilience the students from nuclear family scored significantly higher than those from joint family.

### • Result of hypothesis 5

**Table 5 Correlation between emotional intelligence and resilience of higher secondary school students.**

Comparison of Variables	Sample size	Co- efficient of correlation. (r)	Level of significance
Emotional Intelligence v s Resilience	300	0.72	0.01

Table 5 reveals clearly that there is a significant positive correlation between emotional intelligence and resilience of higher secondary school students.

### **Findings of the study**

On the basis of above discussion on the obtained results, the major findings may be drawn as below.

- The level of emotional intelligence (EI) of higher secondary students is average in nature.
- The level of resilience of higher secondary students is average in nature.

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- The emotional intelligence of boys is significantly higher than that of girls.
- The resilience of higher secondary students is not influenced by gender.
- The urban students do not differ much from rural ones in the case of emotional intelligence.
- Urban students scored significantly higher than rural students with regard to their resilience.
- The emotional intelligence of students from joint family is significantly higher than those from nuclear family.
- With regard to resilience the students from nuclear family scored significantly higher than those from joint family.
- There is a significant positive correlation between emotional intelligence and resilience of higher secondary students.

### CONCLUSION

The study revealed that there is a significant positive correlation between the level of emotional intelligence and resilience in higher secondary students. It is essential that they must have good emotional intelligence so that they can have a balanced life. It is clear from the findings that students with high emotional intelligence should have high resilience power. So it is necessary to make the students emotionally balanced, that will help them to cope with and overcome from stressful situations in their life. Constructive steps should be taken to enhance the emotional intelligence level of the students. Researches proved that the emotional intelligence is the most important psychological variable which determines a student's future and academic progress. Adolescents with high emotional intelligence will also have good relationship with teachers and parents which also help them to perform well in their examinations. Resilience is what gives people the psychological strength to cope with stress and hardship. It is the mental reservoir of strength that people are able to call on in times of need to carry them through without falling apart. Psychologists believe that resilient individuals have higher level of emotional intelligence and, are better able to handle adversity and rebuild their lives after a struggle. The study revealed the positive relationship between emotional intelligence and resilience level of higher secondary school students.

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### ***Conflict of Interest***

The author(s) declared no conflict of interest.

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