

# Relationship between Emotional Intelligence and Academic Resilience of Adolescent

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## ABSTRACT

Adolescence is the time which is crucial for the overall development of a person both mentally and physically. In this period, along with academic intelligence, emotional intelligence (EI) also plays an equal or strong role in student life. Adolescence period is also characterized by diverse changes that take place which may be physiological, social, or emotional and inability to deal with these changes may lead to maladjustment and popping up of various psychological issues such as academic alienation. Adolescents should be made capable of handling their emotions effectively so as to develop the capability to deal with psycho-social problems. Thus, it is the need of the hour to develop EI and resilience among adolescents so that they can effectively deal with the psycho-social problem such as academic alienation. The present study was conducted on the Relationship between EI and academic resilience of adolescents. Thus, a sample of 150 adolescents was selected randomly from Lucknow city, Uttar Pradesh, India to conduct the study. Academic resilience scale by Kr. Mallik and Simranjit Kaur (2015) was used to assess the academic resilience of the adolescents. EI scale by team leadership toolkit leading across London based on Denial Goleman book EI (1995) was used to assess the EI of adolescents. The result of the study showed that there is a strong relationship between EI and academic resilience of adolescents

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## INTRODUCTION

"Adolescence" is a dynamically evolving theoretical construct informed through physiologic, psychosocial, temporal, and cultural lenses. This critical developmental period is conventionally understood as the years between the onset of puberty and the establishment of social independence.<sup>[1]</sup> The most commonly used chronologic definition of adolescence includes the ages of 10–18 but may incorporate a span of 9–26 years depending on the source.<sup>[2]</sup> Inconsistencies in the inclusion criteria of "adolescence," and adolescent sub-stages, can create confusion in the construction of adolescent research and adolescent program planning. Although an appreciation for developmental variability is imperative when discussing adolescence, there is an equal necessity for conceptual clarity.

Adolescence is a challenging developmental period during which significant changes occur in the individual's psychological and social life.<sup>[3]</sup> Adolescence is frequently interpreted as a distinct risk factor some stressors being age-dependent e.g. pubertal changes, educational transitions. Other risk factors derived from the individual's personal characteristics, their life context, economic, family, and community resources. A significant number of Romanian adolescents face one or several risk factors as poverty, violence, and family dissonance, which justifies the study of this phenomenon.<sup>[4]</sup>

Academic performance is interpreted as an indicator of psychological resilience as well as a sign of a distinct form of resilience, the educational one, which is defined as the ability to effectively deal with setback, stress, or pressure in the academic setting.<sup>[5,6]</sup> Educational or academic resilience is regarded as an indicator of school adjustment and a strong predictor of class participation and study motivation.<sup>[7]</sup> Academically resilient adolescents demonstrate key non-cognitive skills: A positive self-evaluation of their academic status, a sense of control over their school performance and confidence in their own cognitive skills.<sup>[8]</sup> Resilience is a dynamic system's ability to withstand or

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recover from significant challenges that threaten its stability and development.<sup>[9]</sup> The study of adolescents' resilience involves identifying the situations that put them at risk as well as the resources that help them overcome the negative effects. Adolescents' ability to adapt to the school environment and to achieve academically is highly investigated during these years in Romania, when exams results are proof of a worrisome reality. In spite of many existing programs and educational projects intended to meet the needs of at-risk students, adolescents are still manifesting a significant lack of interest in schools, low grades and misconducts, experiencing financial or familial problems.

Adolescence is a period of heightened emotionality. If the adolescents cannot perceive, understand, regulate and function with their emotions it will leave indelible marks on their behavior and personality. During adolescence (age 12–18 years), the transition from childhood to adulthood is most important. Children are becoming more independent, and begin to look at the future in terms of career, relationships, families, housing, etc. The individual wants to belong to a society and fit in. This is a major stage in development where the child has to learn the roles he will

occupy as an adult. It is during this stage that the adolescent will re-examine his identity and try to find out exactly who he or she is. Emotional intelligence (EI) plays an important role in this phase. EI signifies the ability to understand and manage ones as well as the others' emotions. It refers to a combination of skills these include empathy, self-control, self-awareness, sensitivity to the feeling of others, persistence, and self-motivation among others.<sup>[10]</sup>

According to Daniel Goleman, "EI is a master aptitude, a capacity that profoundly affects all other abilities." Adolescents who were academically brilliant may sometimes be socially and interpersonally inept. The rapid development of the era is challenging the adolescents to face the wave of globalization. Thus, the ability to control the emotions has become important for not carried away by the flow of negative and evil elements.

### Objective

To study the relationship between emotional intelligence and academic resilience of adolescents.

## METHODOLOGY

### Locale of the study

This study was conducted in various locations such as Rajnikhand, Southcity, and Gomti Nagar, of Lucknow city, Uttar Pradesh, India.

### Procedure sampling

Simple random sampling was used to select sample for the present study. Sample comprised of 150 adolescents (87-girls and 63-boys, age groups, 10–19 years).

### Tools and techniques

Academic resilience scale – Academic resilience scale developed by Mihir Kr. And Simranjit Kaur (2015) was used to study the level of academic resilience of adolescents the scale consists of 52 items divided into five dimensions:

1. Academic confidence
2. Sense of well-being
3. Motivation and ability to get goals
4. Relationship with peers and adults
5. Emotional regulation and physical health.

### EI scale

EI scale by team leadership tool kit leading across London based on Denial Golemen book EI (1995) was used assess the EI of the adolescents the scale consists of 50 items divided into five dimension.

1. Self awareness
2. Managing emotions

3. Motivating oneself
4. Empathy
5. Social skills.

## RESULTS AND DISCUSSION

Table 1 reveals the five areas of emotional competencies of the adolescents and it was found that majority (67.3%) of the respondents need attention and (32.6%) fall under strength areas in case of self-awareness. A similar trend was found in each area of emotional competencies. Majority (68.0%) of the adolescent needs attention in managing their emotions while (32.0%) falls under strength category which means they could manage their emotion efficiently. Regarding motivating oneself, it was also found that majority (70.6%) of the adolescence need attention in this area while 29.3% could motivate oneself whenever required. Similarly, only 30.6% adolescence reported that they could empathize themselves while (69.3%) need attention in this area in case of social skills too, majority (70.0%) fall under needs attention category while (30%) were in strength.

The result of the study is corroborated with a study conducted by Diaz *et al.* (2018) who examined Perceived EI and Life Satisfaction among Adolescent Students: The Mediating Role of Resilience. Results revealed a direct influence of the sub-scale of emotional repair on life satisfaction.<sup>[11]</sup>

Data depicting the level of academic resilience of adolescents as per gender is presented in Table 2. Data clearly shows that major proportion (30.0%) of adolescents have extremely low academic resilience, followed by low academic resilience (27.3%) and below average academic resilience (26.6%). However, data also reveals that 10.0% adolescents have average/moderate academic resilience, while 4.6% adolescents have above average academic resilience and 1.33% adolescent were found having high academic resilience.

Among girls, an equal proportion (31.0%) of them have low and extremely low academic resilience, followed by below average (22.9%) while 8.0% girls have average academic resilience. It was also found that 4.5% girls have above average academic resilience, and 2.29% girls have high academic resilience.

Similarly, major proportion (31.7%) of boys falls under the below-average level of academic resilience, followed by extremely low level (28.5%) academic resilience, and low academic resilience, (26.6%). However, 12.6% boys fall under average level of academic resilience and 4.7% having above average level of academic resilience. The result of the study is corroborated with a study conducted by Rastogi and Sharmila (2020) who examined the level of academic resilience among adolescents in Lucknow city, which found that girls have higher academic resilience than boys.<sup>[12]</sup>

Ho 1: There exists no relationship between level of emotional intelligence and level of academic resilience of adolescents.

It can be noted from Table 3 that statistically also there is a strong correlation between EI and academic resilience of adolescents. Thus, null hypothesis was rejected. Another study By

**Table 1:** Percent distribution of adolescent as per the areas of emotional competencies

Areas of emotional competencies	Strength	Needs attention	Development priority	Total
Self awareness	49 (32.6)	101 (67.3)	0 (0.0)	150
Managing emotions	48 (32.0)	102 (68.0)	0 (0.0)	150
Motivating oneself	44 (29.3)	106 (70.6)	0 (0.0)	150
Empathy	46 (30.6)	104 (69.3)	0 (0.0)	150
Social skill	45 (30.0)	105 (70.0)	0 (0.0)	150

**Table 2:** Gender wise distribution of adolescent as per the level of academic resilience

Level of academic resilience	Boys (n=63)	Girls (n=87)	Total (n=150)
Extremely high	0 (0.0)	0 (0.0)	0 (0.0)
High	0 (0.0)	2 (2.29)	2 (1.33)
Above average	3 (4.76)	4 (4.5)	7 (4.6)
Average/moderate	8 (12.6)	7 (8.04)	15 (10.0)
Below average	20 (31.7)	20 (22.9)	40 (26.6)
Low	14 (22.2)	27 (31.0)	41 (27.3)
Extremely low	18 (28.5)	27 (31.0)	45 (30.0)

**Table 3:** Correlation between level of emotional intelligence and level of academic resilience of adolescents

Categories	r	Sig.	Conclusion
Emotional intelligence Academic resilience	0.374**	0.000	S

S: Significant ( $P < 0.01$ )

Bano and Pervaiz (2020) who examined the relationship between resilience, EI and their influence on psychological wellbeing of medical students showed significant predictive relationship between resilience and psychological well-being ( $R = 0.315$ ;  $R^2 = 0.09$ ;  $P < 0.001$ ), and resilience and EI with psychological well-being of medical students ( $R = 0.224$ ;  $R^2 = 0.05$ ;  $P < 0.001$ ).<sup>[13]</sup>

## CONCLUSION

The present study on the relationship between EI and academic resilience of adolescents revealed that there are strong relationships between EI and academic resilience of adolescents. In gender-wise distribution of adolescents as per the level of academic resilience, the result showed that girls have higher academic resilience than boys, in case, of Level of EI, boys have higher EI than girls. If we focused on age-wise distribution of level of EI and academic resilience of adolescents, Results further revealed that 16–18 year age group adolescents have higher EI and academic resilience than 10–14 year age group.

## AUTHOR'S CONTRIBUTIONS

Both persons who meet authorship criteria are listed as authors, and all authors certify that they have participated sufficiently in the work to take public responsibility for the content, including

participation in the concept, design, analysis, writing, or revision of the manuscript. Furthermore, each author certifies that this material or similar material has not been and will not be submitted to or published in any other publication.

Pooja: The author contributed to prepare manuscript and drafted the article.

K. Sharmila: To review manuscript, editing the manuscript for important content, and approved its submitted version.

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