

# Psychological Resilience in relation to Emotional well being and Spiritual Intelligence among College Students

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## ARTICLE DETAILS

### Article History

Published Online: 10 June 2019

### Keywords

Emotional well being, Psychological resilience and spiritual intelligence.

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## ABSTRACT

The current study was conducted with an aim to study degree of relationship of Psychological resilience with emotional well being and spiritual intelligence of college students. The study was conducted on a sample of 200 college students (100 male and 100 female) selected randomly from colleges situated in Union Territory of Chandigarh. The resilience scale by Wagnild & Young (1993), SISRI-24 by King (2008) and psychological well being scale by Sandu and Gupta (2001) were used as tools of data collection. The findings of the study revealed no significant gender difference in psychological resilience of college students. A significant positive correlation was found between resilience and emotional well being, resilience and spiritual intelligence. Jointly both the independent variables contributed significant variance towards the resilience and significantly predict the resilience among college students. Thus, it was concluded that emotional well being and spiritual intelligence play a decisive role in resilience among young adults. Based on the findings, it is suggested that curriculum for college students should include such activities which foster their emotional well being and spiritual intelligence.

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## 1. Introduction

It is during the college period that one gets prepared for future life. So, college life is one of the most important period of life. When students begin their life at college, they face up new events and challenges which were not experienced by them earlier; attaining success in such new conditions requires adaptability and strong conformity.

Resilience is one of these factors that help these emerging adults to face up to and adapt to harsh and stressful situations. It prevents psychological problems in youngsters and guards them against the psychological effects of offensive events. Resilience is a natural feature. It refers to effective coping and adaptation of hardship or adversity.

Maston, Monn and Supkoff (2011) conceptualize resilience as a active process of individuals to reflect on and negotiate life by using their personal characteristics and natural resources.

The cognitive theory of psychology has revealed many ways by which individuals can develop more resilient ways of processing information. This theory marks Emotional and spiritual intelligence as two such very important factors. Thus, resilience can be achieved through the promotion of emotional well being and spiritual intelligence. Spiritual intelligence, emotional well being and resiliency enables individuals to effectively manage the stressful situations and anxiety during adverse situations. It develops ability to solve the problems among the people.

For Zohar and Marshall (2000) spiritual intelligence is "an intelligence that can broaden and enrich our status and activities; an intelligence that determines an activity or a way of life to be more meaningful than other activities or ways of life".

In past literature, the terms spirituality and religion are often linked and have a positive impact on resilience (Glenn, 2014; Walker & Longmire-Avital, 2013). Spirituality and religious beliefs are vital to understand how individuals make sense of life actions and, furthermore, how individuals cope with challenging situations. Glenn (2014) noted that spiritual coping involves emotional reassurance, guidance, and problem-solving

The results of research by Keshavarzi and Yousefi (2012) revealed a positive correlation of spiritual intelligence with emotional intelligence which was significant, also spiritual intelligence was found to be a significant predictor of the total score of resilience.

Nemati Sogolitappeh et.al. (2018) in their study on undergraduate (BA) students reported a significant positive correlation between spiritual intelligence and emotional intelligence as well as between emotional intelligence and resilience. Further, spiritual intelligence and emotional intelligence were found to predict substantial variation in resiliency.

Vieselmeyer, Holguin, and Mezulis (2017) noted that how an individual will respond when faced with adversity is not easy to predict; however, there are enduring traits that individuals possess that are possible predictors of their level of resilience. For example, individuals who have high resilience levels often engage in adaptive cognitive and emotional processes as well as tend to be more hopeful, creative, and have greater self-efficacy when coping with trauma (Vieselmeyer et al., 2017).

Myers (2008) found that religious people feel greater happiness as well as life satisfaction and report less depression than nonreligious people. They also recover faster after loss and life crises. In spite of these reported associations between

spiritual issues and positive results, for some authors (Gartland, 2009) the evidence for association of religion and spiritual behavior to resilience is still uncertain

From the abovementioned review of literature it can be said that emotional well being and spiritual intelligence play a vital role in influencing resilience. The present study thus aims to investigate the resilience among college students in relation to their emotional well being and spiritual intelligence and study emotional well being and spiritual intelligence as predictors of resilience.

**2. Objectives**

1. To compare psychological resilience among male and female
2. To study the degree of correlation of psychological resilience with emotional well being
3. To study the degree of correlation of psychological resilience with spiritual intelligence
4. To study the variance contributed jointly by emotional well being and spiritual intelligence towards psychological resilience
5. To study emotional well being as predictor of psychological resilience among college students
6. To study spiritual intelligence as predictor of psychological resilience among college students

**3. Hypotheses**

1. There is no significant difference in mean scores of psychological resilience between male and female college students
2. There exist significant positive correlation between psychological resilience and emotional well being of college students
3. There exist significant positive correlation between resilience and spiritual intelligence of college students
4. Emotional well being and spiritual intelligence jointly contribute significant variance towards psychological resilience of college students
5. Emotional well being is a significant predictor of psychological resilience among college students
6. Spiritual intelligence significantly predicts psychological resilience among college students

**4. Method**

The current study was descriptive in nature with correlational method. The Psychological resilience was the dependent variable while emotional well being and spiritual intelligence were independent variables

**5. Sample**

The study was conducted on a sample of 200 college students pursuing graduation. 100 male and 100 female students were selected randomly from government and private colleges situated in Union Territory of Chandigarh.

**6. Tools**

1. The Spiritual Intelligence Self-Report Inventory SISRI-24 (2008) by D. King
2. The Resilience Scale by Wagnild & Young(1993)
3. Psychological well being Scale by Sandu and Gupta (2001)

**7. Statistical techniques**

The obtained data were analysed by employing independent sample t test, Pearson’s product moment coefficient of correlation and regression analysis

**8. Results and Discussion**

**Table 1 t-value between male and female college students with regard to psychological resilience**

Group	Mean	S.D	t-value	Level of Significance
Male	121.00	24.52	0.85	Not Significant
Female	118.75	21.37		

The results of Independent t test employed to mean scores of psychological resilience between male and female students vide Table 1 show that obtained t value of 0.85 is not significant. This indicates insignificant gender differences in psychological resilience of college students. Thus null hypothesis namely, “There is no significant difference in mean scores of psychological resilience between male and female college students” is accepted. The reason for these results could be that in modern city like Chandigarh majority of the people are educated and open minded. So, there exist gender equality in every sphere of life. They are given same environment irrespective of their gender. As a result both the boys and learn to cope every situation equally .The findings of the present study are supported by studies conducted by McLafferty, Mallet, and McCauley (2012), Kumar and Dixit (2014) and Cassidy (2015) which found no gender difference in regards to resilience. However, the study conducted by Newsome et al (2016) found females to exhibit greater as compared to males. Anasuri, and Anthony (2018) also reported a significant relationship between gender and resilience in the states of Alabama and Tennessee also females were found to be more resilient in both the states , While Ansarullah and Anita (2017) reported male university students of Kashmir to be significantly resilient as compared to their female counterparts.

**Table 2 Coefficients of correlation between variables under study**

Variables		Resilience	Emotional Well Being	Spiritual Intelligence
Resilience	Coefficient of Correlation	-	.212**	.286**
	p-value		.00	.00
Emotional Well Being	Coefficient of Correlation	-	-	.14*
	p-value			015

Table 2 reveals a positive and significant correlation of psychological resilience with emotional well being ( $r=.212$ ,  $p<.01$ ) as well as with spiritual intelligence ( $r=.286$ ,  $p<.01$ ) of college students. This indicates significant positive correlation of psychological resilience with emotional well being as well as spiritual intelligence. Thus the hypothesis 2 stating, "There exist significant positive correlation between psychological resilience and emotional well being of college students" and hypothesis 3 namely, "There exist significant positive correlation between resilience and spiritual intelligence of college students" stand accepted. This implies that the students who are emotionally strong tend to be resilient. The reason for the current findings may be that positive emotions in times of adversity help the individuals to adapt. Also, people with high emotional well being have a high level of elasticity in every walk of life and are happy and efficient which can result in resilience. A series of empirical studies by Ong, Bergeman, Bisconti & Wallace (2006) have also established a significant positive correlation between positive emotions and resilience. Nematy Sogolitappeh et.al.

(2018) have also reported high positive correlation between emotional intelligence and resilience.

Further, significant positive correlation of psychological resilience with spiritual intelligence shows that students who are more spiritual are more resilient. To explain these findings it can be said that the spirituality makes one to understand the life events more deeply and thus helps to cope with the challenging or adverse situation in an efficient way by adopting various methods to manage others. This results in enhancing their resilience. Glenn (2014) depicted that spiritual coping engrosses emotional reassurance, guidance, and problem-solving.

The correlation analysis was followed by multiple correlations to study the variance jointly contributed by emotional well being and spiritual intelligence. The results are shown in Table 3

**Table 3 Results of Multiple correlation of psychological resilience with Emotional well being and Spiritual Intelligence**

Model	R	R Square	Df	F	Sig.
1	.335 <sup>a</sup>	.112	2/297	18.72	.00

An observation of Table 3 indicates that emotional well being and spiritual intelligence together contribute 11% of variance to psychological resilience which is significant ( $R^2=.112$ ,  $F=18.72$ ,  $p<.01$ ). The findings clearly indicate that emotional well being and spiritual intelligence contribute substantially to resilience. This leads to acceptance of hypothesis 4, "Emotional well being and spiritual intelligence

jointly contribute significant variance towards psychological resilience of college students". Nematy Sogolitappeh et.al. (2018) support the findings of the current study.

Further, regression analysis was carried out to find out the predictor variables of psychological resilience among college students. Table 4 shows the obtained results.

**Table 4 Regression Analysis for predictor variables**

Predictors	Beta	t-value	Significance
Emotional well being	.58	3.18	.002
Spiritual Intelligence	.48	4.73	.00

The significant t value of Emotional well being (Beta=.58,  $t=3.18$ ,  $p<.01$ ) indicate emotional well being is a predictor of resilience. Thus hypothesis 5 stating, "Emotional well being is a significant predictor of psychological resilience among college students" is retained. The finding of the study is in analogy with the results of studies by Jokar, B (2005) and Abbas and Farhad (2015). It might be due to the reason that people who are emotionally well possess a positive outlook and a clear vision of the future. They overcome the stressful situation in a positive manner.

confirm spiritual intelligence predicting the total score of psychological resilience positively and significantly.

The findings of the present study imply that both emotional well being as well as spiritual intelligence play an influential role in influencing psychological resilience among college students.

**9. Conclusion and Implications**

On the basis of the findings of the current research and discussion made above, it is suggested to the college authorities that organization of training workshops on spiritual intelligence and emotional well being should be a compulsory component of the curriculum at higher education level. The teaching learning process at college level should be based on collaborative approach involving a variety of student centered methods. Such opportunities should be provided to the students that help them to develop their social skills and ability to understand feelings and emotions of others as well. It will enhance their emotional well being. The teachers should contribute to develop spiritual intelligence among the young adults by discussing spiritual issues and providing them a platform to discuss about these issues. Workshops for training

in emotions and spiritual intelligence should be organized regularly. It will help to enhance their emotional well being as well as spiritual intelligence which in turn will make them

resilient and achieve higher in their life. The results of the study are practical for counselors, university authorities as well as young adults studying in colleges.

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