Exploring Hope and Resilience as Determinants of Emotional Intelligence Among Adolescents

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Abstract: This study investigates the relationships between emotional intelligence, hope, and resilience in adolescents, focusing on hope and resilience as predictors of emotional intelligence. Using a quantitative approach, 100 Indian adolescents were surveyed using the Trait Emotional Intelligence Questionnaire (TEIQue-ASF), Children's Hope Scale (CHS), and Brief Resilience Scale (BRS). Analysis revealed significant positive correlations between emotional intelligence and hope ($r = 0.71$, $p < 0.01$), emotional intelligence and resilience ($r = 0.55$, $p < 0.01$), and hope and resilience ($r = 0.43$, $p < 0.01$). Multiple regression analysis showed that hope and resilience together accounted for 58.27% of the variance in emotional intelligence ($R^2 = 0.5827$), with both hope ($\beta = 2.48$, $p < 0.01$) and resilience ($\beta = 1.69$, $p < 0.01$) emerging as significant positive predictors. These findings contribute to understanding how hope and resilience influence emotional intelligence in adolescents, suggesting that interventions promoting these traits can enhance emotional intelligence and psychological well-being. The study underscores the importance of fostering hope and resilience in adolescents to improve their academic, social, and emotional outcomes.

Keywords: Adolescents; Emotional Intelligence; Hope; Resilience.

I. INTRODUCTION

Adolescence is a transformative period of self-discovery and exploration, marked by profound psychological, biological, social, and cognitive changes. Rather than simply serving as a transitional phase to adulthood, adolescence is a defining stage in which decisions, successes, and setbacks contribute to shaping one's identity. Adolescents begin making independent choices, taking on new responsibilities, and addressing challenges such as peer pressure, academic demands, and social influences (Cutuli & Herbers, 2018; Derlan & Umana-Taylor, 2015; Knoll et al., 2015). This phase is critical for acquiring life skills essential for long-term well-being and success.

Emotional intelligence, hope, and resilience are key psychological factors that help adolescents navigate this complex period. Emotional intelligence, encompassing self-awareness, emotional regulation, and empathy, supports the development of positive relationships and reduces the likelihood of maladaptive behaviours, contributing to happiness and fulfilment (Kong et al., 2019). Hope equips adolescents to set and pursue goals despite challenges, promoting goal-oriented thinking and confidence in success (Seginer, 2008). Resilience, defined as the ability to recover from difficulties, enables adolescents to manage stress and reduce its adverse effects (Moksnes and Lazarewicz, 2019).

These constructs form a framework for understanding how adolescents thrive despite challenges.

➢ *Emotional Intelligence:*

Emotional intelligence refers to the ability to recognize, understand, and manage one's own emotions and those of others, contributing significantly to success beyond traditional IQ (Salovey & Mayer,1990). It involves skills such as self-awareness, self-regulation, motivation, empathy, and social skills (Goleman, 1995; Mayer et al., 2008). Two primary models of emotional intelligence are recognized: the ability model, which views emotional intelligence as a set of mental abilities assessed through performance tests (e.g., (Salovey & Mayer, Caruso Emotional Intelligence Test), and the trait model, which considers emotional intelligence as emotional self-perceptions measured by self-report questionnaires, such as the Trait Emotional Intelligence Questionnaire (TEIQue; Petrides, 2001, Petrides et al 2007).

Trait model of emotional intelligence includes facets such as adaptability, emotion regulation, social awareness, optimism, and stress management, grouped into well-being, emotionality, sociability, and self-control. It plays a vital role in educational and clinical settings; helping improve peer relationships, reduce behavioral issues, and foster resilience (Mavroveli et al., 2007). Low trait emotional intelligence is linked to psychological disorders, while high

trait emotional intelligence is associated with job satisfaction, reduced stress, and better social adaptability.

In adolescents, high emotional intelligence promotes resilience, hope, and well-being, aiding academic performance, emotional regulation, and social interactions (Di Fabio & Kenny, 2016; Fayaz, 2020). It helps reduce harmful behaviors such as substance abuse and fosters optimism and impulse control, emphasizing the critical role of emotional intelligence in psychological health and growth during adolescence.

➢ *Hope:*
Hope is a vital psychological concept defined as a positive motivational state based on belief in one's ability to achieve goals and the strategies to do so (Snyder, 2000). Snyder's Hope Theory describes hope as two components: agency (motivation to reach goals) and pathways (planning ways to overcome obstacles) (Snyder et al., 1991; Snyder et al., 2002). This model integrates optimism, self-efficacy, and problem-solving (Ling et al., 2016). Adolescence is a crucial period for hope development, as young people navigate identity formation, autonomy, and external pressures (Snyder, 2002; Erikson, 1968). Higher hope in adolescence links to positive youth development, better academic success, fewer depressive symptoms, less risky behavior, and more community involvement. Hope acts as a protective factor against stress, violence, and suicidal ideation (Seginer, 2008; Valle et al., 2006).

Hopeful individuals maintain optimism, see challenges as opportunities, and strengthen resilience to pursue goals despite difficulties (Snyder, 2002). It is associated with increased life satisfaction, well-being, and academic achievement while reducing anxiety and depression (Adelabu, 2008; Valle et al., 2006). Strong social support enhances hope, emphasizing community's role in fostering a positive mindset (Esteves et al., 2013). Negative environments, like violence exposure, can hinder hope (Lorion & Saltzman, 1993). Providing adolescents with supportive relationships helps develop agency and goal-directed motivation (Snyder, 1995).

Long-term studies show early hope predicts life satisfaction and psychological adjustment, while reducing stress and maladjustment (Valle et al., 2006). Hope also improves performance in academics, sports, and health, and supports resilience in therapy (Ciarrochi et al., 2007; Snyder, 2000).

➢ *Resilience:*
Resilience is the ability to recover and adapt effectively when facing adversity, stress, trauma, or challenges. It is a dynamic process where individuals use internal and external resources to achieve positive outcomes despite threats (Reivich & Gillham, 2010). Resilience does not remove adversity but equips individuals to manage challenges successfully (Brooks & Goldstein, 2004). During adolescence, resilience is crucial as it helps young people stay motivated, goal-oriented, and socially competent despite obstacles (Wang et al., 1994). Reivich and Shatte

(2002) identify seven core resilience abilities: emotion regulation, impulse control, empathy, optimism, causal analysis, self-efficacy, and seeking support. Brooks and Goldstein (2004) describe resilience as control over life, stress resistance, realistic goals, and learning from success and failure.

Emotional intelligence and resilience are closely linked; emotional intelligence enhances resilience by improving adaptability, stress management, and social skills (Brooks & Goldstein, 2004). Adolescents with high emotional intelligence handle emotions and social challenges better, aiding stress coping. Research shows emotional intelligence and resilience mutually reinforce each other (Carr, 2004). Support from family and school fosters these qualities, improving academic performance and reducing burnout (Griffin & Allen, 2006).

Hope promotes resilience by fostering optimism and agency, helping individuals persist through difficulties (Granek et al., 2013). Lack of hope can lead to anxiety and health problems (Graham & Pinto, 2019). Bronfenbrenner's Ecological Systems Theory (1979) emphasizes how individual traits and external support—family, peers, school—combine to build resilience in adolescents.

While emotional intelligence, hope, and resilience are key factors for adolescent development, limited research has explored their interactions. This study examines the relationship between these factors and determines how hope and resilience predict emotional intelligence in adolescents. Understanding these influences can guide interventions to improve psychological health given rising mental health challenges.

II. LITERATURE REVIEW

➢ *Emotional Intelligence and Hope:*
Recent research highlights the positive relationship between emotional intelligence and hope. Satici et al. (2024) found emotional intelligence positively relates to flourishing in adults, mediated by belongingness, hope, and harmony in life. Belen (2021) demonstrated a significant positive correlation between hope's agency and pathways components and emotional intelligence aspects among UK students, with agency predicting well-being. Fayaz (2020) showed significant correlations between emotional clarity, emotional repair, and hope in adolescents. Di Fabio and Kenny (2018) emphasized that higher emotional intelligence supports greater levels of hope in emerging adults, fostering optimism. Mousa et al. (2017) reported that nursing students with higher emotional intelligence also exhibited greater hope and better stress management.

➢ *Emotional Intelligence and Resilience:*
Studies consistently show a strong positive link between emotional intelligence and resilience, particularly among adolescents and young adults. Kartol et al. (2024) found emotional intelligence positively correlated with life satisfaction and psychological resilience in Turkish university students. Collado-Soler et al. (2023) through a

systematic review confirmed the crucial role of emotional intelligence and resilience as psychological mechanisms helping adolescents manage significant changes. Sarangi and Rath (2022) reported higher emotional intelligence significantly predicted resilience, with gender differences favouring females. Fiorilli et al. (2020) observed emotional intelligence and resilience negatively predicted school burnout in Italian high school students. Zhao et al. (2020) found emotional intelligence positively impacts resilience via social support and pro social behaviour. Zheng et al. (2021) longitudinally showed reciprocal influence between emotional intelligence and resilience in sixth graders. Mestre et al. (2017) identified emotional regulation, positive reappraisal, and sociability as key predictors of resilience in Spanish adolescents.

➤ *Hope and Resilience:*

The interaction between hope and resilience is well-supported by recent studies. Cheraghian et al. (2023) revealed parental support enhances adolescent resilience directly and indirectly by promoting hope and adaptive coping. Çiçek (2021) found social support and connectedness mediate the hope-resilience relationship, with hope predicting social connectedness and support that strengthen resilience. Hobbs (2021) highlighted hope, optimism, and self-efficacy as crucial for educators' resilience during COVID-19. Sadeghi et al. (2020) reported higher hope levels associate with greater resilience among high school students. Egger (2018), though older, offers qualitative insights into hope and resilience in vulnerable adolescents, supporting current quantitative findings.

III. RESEARCH METHODOLOGY

➤ *Research Design:*

This study used a quantitative research design to examine the relationships between hope, resilience, and emotional intelligence among adolescents in India. A sample of 100 adolescents aged 10 to 19 years selected using convenience and snowball sampling techniques through an online survey administered via Google Forms. Participants provided demographic information and completed standardized measures, including the Trait Emotional Intelligence Questionnaire–Adolescent Short Form (TEIQue-ASF), the Children's Hope Scale, and the Brief Resilience Scale.

➤ *Hypotheses:*

- Emotional intelligence will be significantly related to hope among adolescents.
- There will be a significant association between emotional intelligence and resilience among adolescents.
- Hope will have a significant relationship with resilience among adolescents.
- Hope and resilience will significantly and positively predict emotional intelligence among adolescents.

➤ *Ethical Considerations:*

The study complied with ethical standards by securing informed consent from all participants, emphasizing their voluntary participation. To ensure confidentiality, personal identifiers were removed, and all data were securely stored and used exclusively for research purposes. These steps were taken to protect participants' identities and prevent unauthorized access to their information.

➤ *Data Analysis*

Data were analyzed using Pearson's correlation and regression analyses to explore the relationships and predictive power of the variables.

IV. RESULTS AND DISCUSSION

➤ *Demographic Overview*

Table 1 Demographic Characteristics of the Participants (n = 100)

Demographic Variables	n
Gender	
Male	31
Female	69
Age	
11	3
12	3
13	6
14	11
15	8
16	19
17	17
18	12
19	21
Mean Age (years)	16.29
SD (years)	2.18
Educational Qualification	

Primary School	1
Secondary School	30
Higher Secondary School	43
Undergraduate	26
Type of Family	
Nuclear	77
Joint	23

Table 1 delineates the demographic profile of the sample. The gender distribution indicates a predominance of females (69%) relative to males (31%). Age-wise, participants ranged from 11 to 19 years, with a mean age of 16.29 years (SD = 2.18), reflecting a typical adolescent cohort. Educational attainment varied, with the largest subgroup enrolled in higher secondary education (43%), followed by undergraduates (26%), secondary school students (30%), and a negligible representation from primary school (1%). Regarding familial structure, most participants belonged to nuclear families (77%), while a minority resided in joint family setups (23%). These demographic variables provide a comprehensive contextual background for interpreting the subsequent psychological measures.

Table 2 *Descriptive Statistics for TEIQue-ASF, CHS, BRS Measures*

Measure	N	M	SD
TEIQue – ASF	100	131.35	21.15
CHS	100	21.98	4.98
BRS	100	18.67	3.68

Table 2 shows the descriptive statistics for key psychological constructs. The mean score for emotional intelligence, as measured by the Trait Emotional Intelligence Questionnaire (TEIQue–ASF), was M = 131.35 (SD = 21.15), indicating a moderate to high level of emotional intelligence within the cohort. The average Hope score, assessed via the Children's Hope Scale (CHS), was M = 21.98 (SD = 4.98), suggesting that the adolescents generally exhibited a hopeful outlook and goal-directed motivation. Additionally, the mean resilience score, obtained through the Brief Resilience Scale (BRS), was M = 18.67 (SD = 3.68), reflecting a moderate capacity among participants to recover from stress and adapt effectively to adversity.

The observed standard deviations indicate variability in the responses for each construct, with emotional intelligence demonstrating the greatest dispersion (SD = 21.15). This suggests a wide range of emotional intelligence levels among participants. In contrast, the comparatively lower standard deviations for hope (SD = 4.98) and resilience (SD = 3.68) imply greater homogeneity in these traits across the sample, indicating less variability in adolescents' hopefulness and resilience within this population.

Table 3 Pearson's Product Moment Correlation between Emotional Intelligence and Hope

	r
Emotional Intelligence and Hope	0.71*

- *Correlation is significant at 0.01 level (2-tailed):*

Table 3 presents the correlation between emotional intelligence and hope. The correlation between emotional intelligence and hope was found to be strongly positive ($r= 0.71$) and significant (< 0.01 level; 2-tailed); indicating that as adolescents' emotional intelligence rises, their level of hope arises. Therefore, the hypothesis (H_1), stating a significant positive relationship between emotional intelligence and hope, supported.

This finding is consistent with theoretical frameworks suggesting that hope fosters the development of emotional competencies, including empathy and self-regulation. Adolescents with a hopeful mind set are more likely to exhibit enhanced emotional awareness and adaptability, which are essential for building meaningful interpersonal relationships and achieving emotional well-being. Ciarrochi et al. (2007) in their respective studies found a positive correlation between emotional intelligence and hope, showing that adolescents with higher hope levels exhibit improved emotional regulation and adaptability.

Table 4 Pearson's Product Moment Correlation between Emotional intelligence and Resilience

	r
Emotional Intelligence and Resilience	0.55*

- *Correlation is significant at 0.01 level (2-tailed)*

Table 4 presents the correlation between emotional intelligence and resilience. The correlation value depicts a strong association between emotional intelligence and resilience ($r= 0.55$) which is significant at < 0.01 level (2-tailed). Thus, the hypothesis (H_2), stating that there will be a

significant association between emotional intelligence and resilience in adolescents validated.

This suggests that adolescents exhibit higher levels of resilience also tend to demonstrate greater emotional intelligence. Resilience – the capacity to recover form adversity, adapt to challenges, and maintain a positive outlook – appears to significantly contribute to the development of emotional competencies.

Table 5 Pearson's Product Moment Correlation between Hope and Resilience

	r
Hope and Resilience	0.43*

- *Correlation is significant at 0.01 level (2-tailed)*

Table 5 displays the correlation between hope and resilience. The correlation coefficient *(r)* for hope and resilience was calculated to be 0.43, which is statistically significant at the < 0.01 level (2-tailed). This result indicates a moderate effect, suggesting that higher resilience is associated with higher hope. Consequently, the hypothesis (H_3), which posits a significant relationship between hope and resilience, is accepted.

However, the relatively weaker correlation compared to emotional intelligence may imply that while plays a role in fostering resilience, other factors also contribute significantly to an individual's resilience. The ability to cultivate hope – characterized by goal-setting and an optimistic look – can be instrumental in building resilience, enabling adolescents to effectively cope with life's adversities.

Table 6 Results of Multiple Regression Analysis Predicting Emotional Intelligence

	β	Sig.
Intercept	45.01	P < 0.01
Hope	2.48	P < 0.01
Resilience	1.69	P < 0.01
R (r)	0.76	
R²	0.5827	

- *Predictors:* (Constant), Hope, Resilience
- *Dependent variable:* Emotional Intelligence

Multiple regression analysis was conducted to examine the predictive effect of hope and resilience on emotional intelligence. Table 6 summarizes the regression results. The 'R^2' value of 0.5827, respectively, indicates that 58.27% of the variance in emotional intelligence can be explained by the combination of both hope and resilience. The multiple correlation coefficient (r = 0.76) shows a strong positive relationship between the predictors (hope and resilience) and the outcome variable (emotional intelligence). Hence the hypothesis (H_4) that 'Hope and resilience will significantly and positively predict emotional intelligence among adolescents' is accepted.

Further analysis of the individual predictors revealed that hope was a significant positive predictor ($β = 2.48$; $p < 0.01$) with a 95% confidence interval [1.87, 3.10]. Similarly, resilience was also a significant positive predictor ($β = 1.69$; $p < 0.01$) with a 95% confidence interval [0.86, 2.53]. The model's intercept was 45.01 at $p < 0.01$ with a 95% confidence interval [29.29, 60.74].

The results underscore the importance of hope and resilience as key psychological constructs contributing to emotional intelligence in adolescents. These findings are consistent with previous research highlighting the role of psychological factors in predicting emotional outcomes (Bajaj & Pande, 2016; Lee & Hwang, 2016; Maulding et al., 2012; Saricam et al., 2015).

➢ *Future Directions*

Future studies should employ larger, randomly selected samples and incorporate diverse data collection methods such as behavioral assessments and qualitative interviews. Expanding the age range to include younger children and emerging adults, as well as utilizing multilingual tools, would enhance cross-cultural understanding and developmental insights.

➢ *Recommendations*

Interventions aimed at strengthening hope and resilience can be effective in enhancing emotional intelligence among adolescents. Educational and mental health programs should integrate strategies to foster these qualities to promote emotional regulation, social skills, and overall well-being.

➢ *Implications of the Findings*

The findings underscore the importance of developing programs that focus on building hope and resilience to improve emotional intelligence, which can positively influence academic performance, interpersonal relationships, and coping abilities in adolescents. These insights are valuable for educators, counselors, and mental health practitioners working to support adolescent development.

V. CONCLUSION

The study revealed significant and robust positive correlations among emotional intelligence, hope, and resilience in adolescents, with hope and resilience identified as key predictors of emotional intelligence. These findings

underscore the interconnected nature of these variables and their collective influence on adolescent well-being. The results suggest that fostering hope and resilience could play a crucial role in enhancing emotional intelligence among adolescents, which may, in turn, contribute to improved mental health and overall life satisfaction. Furthermore, understanding these relationships can inform targeted interventions and support programs aimed at promoting holistic development during this critical developmental stage. Overall, the study highlights the importance of nurturing these psychological resources to facilitate healthier emotional and psychological outcomes in adolescents.

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