



Emotional Intelligence, Resilience, and Mental Well-Being of Adolescents in Delta State

Ugboko Rhoda

Department of Guidance and Counselling, Delta State University Abraka Nigeria

ugbokorhoda@gmail.com

07037813195

Arumala Harietta

Department of Guidance and Counselling, Delta State University Abraka Nigeria

hettyrus2011@gmail.com

08052755871

Abstract

The researcher examined the connection between Emotional Intelligence, Resilience, and Mental Well-Being in secondary school adolescents from Delta State. The investigation posed two research questions and formulated two hypotheses, which were subsequently addressed and tested. The study employed a correlational research design. The target population comprised 100,000 adolescents within Delta State, from which 1,000 secondary school adolescents were chosen using a purposive sampling method. Data collection involved the use of the Emotional Intelligence scale, Resilience Scale, and Students' Mental Well-being Scale (EISRSMBWS). The research questions were addressed, and the Pearson Product Moment Correlation was applied; hypotheses were assessed through linear regression, with a significance level of 0.05. The findings indicated a significant connection between Emotional Intelligence and Mental Well-Being as well as between resilience and Mental Well-Being for secondary school adolescents in Delta State. The study concluded that emotional intelligence (EI) and resilience positively influence the mental well-being of secondary school adolescents in Delta State. Recommendations included integrating EI and resilience-building initiatives into the curricula of secondary schools.

Keywords: Emotional Intelligence; Resilience; Mental Well-Being.



Introduction

Mental well-being refers to a state of mental health where a person maintains a balanced mindset, effectively handles stress, and faces life's challenges. It encompasses emotional, psychological, and social aspects that contribute to a higher quality of life. González & Andrews (2024) suggest that mental well-being is the ability to manage stress, build healthy relationships, and make sound decisions. It's not just the absence of mental health issues, but also possessing traits like resilience and personal growth. Emotionally, it involves understanding and managing emotions in a balanced way, fostering self-awareness and acceptance to navigate challenges with confidence. Baker & Martin (2023) argue that mental well-being also includes an optimistic outlook and the ability to adapt to challenges. It supports reflective thinking that fuels personal growth and resilience. Socially, mental well-being is linked to healthy relationships, effective communication, empathy, and social connection. Practices like exercise, a balanced diet, sleep, and mindfulness improve mental health, while hobbies, seeking help when needed, and work-life balance further support well-being (Johnson & Kim, 2022).

This study arises from the observation that many adolescents in Delta State face emotional struggles during this critical stage of development. Adolescence is marked by rapid changes and emotional turbulence, contributing to increased mental health challenges like anxiety, depression, and stress. It's crucial to explore how emotional intelligence (EI) and resilience can enhance mental well-being in this group. EI involves recognizing, understanding, and managing emotions in oneself and others, with components such as self-awareness, self-regulation, empathy, social skills, and motivation (Patel & Rodriguez, 2021). Self-awareness, the foundation of EI, allows individuals to recognize emotions and their impact on behaviour, aiding stress management and informed decision-making (Martínez & Garcia, 2020). Self-regulation, the ability to manage emotional impulses, helps individuals respond calmly to stressors, promoting emotional stability and reducing stress. Empathy enables deeper connections with others, fostering mental health by improving social interactions and reducing isolation (Thompson & Williams, 2024). Social skills, including effective communication and conflict resolution, further enhance well-being by creating supportive relationships.

Motivation, linked to EI, involves using emotions to pursue goals with passion, and building resilience through persistence and positive routines (Nguyen & Patel, 2023). Emotional intelligence supports a balanced, resilient mindset, while good mental health strengthens EI, creating a cycle of personal growth and stability. Resilience, the ability to recover from adversity, is central to mental well-being. Singh & Lopez (2022) define resilience as the capacity to adapt and bounce back from stress, trauma, or hardship. It enables individuals to adjust to challenges and maintain emotional stability, promoting overall well-being. Resilient individuals often demonstrate effective emotional regulation, reducing the impact of stressors on mental health (Foster & Brown, 2021). Techniques like mindfulness and cognitive restructuring help manage emotions, enhancing resilience (Gross, 2021).

Resilience is also marked by optimism and problem-solving. Individuals with a positive outlook view challenges as opportunities for growth, fostering greater endurance and mental well-being (Lee & Chen, 2020). Strong problem-solving skills help individuals develop adaptive coping strategies, alleviating stress and promoting mental health (Masten, 2021). A supportive social network further aids resilience by providing emotional reassurance and practical support, reducing anxiety and depression (Uchino, 2021; Cohen & Wills, 2022). Self-efficacy, or belief in one's ability to overcome challenges, boosts resilience and mental well-being. Bandura (2020) argues that confidence in one's capabilities enhances motivation and

perseverance. Additionally, having a sense of purpose or meaning in life strengthens resilience, as it helps individuals navigate adversity with greater focus and determination (Frankl, 2020; Steger et al., 2021). This sense of purpose provides direction, fostering emotional stability and well-being (Lee & Chen, 2020).

Adolescence is an essential stage of development characterized by swift emotional, cognitive, and social changes. In Delta State, young people encounter various obstacles, such as academic pressure, economic uncertainty, and cultural demands, all of which can profoundly affect their mental health. The rising occurrence of mental health disorders among adolescents in Delta State, including anxiety, depression, and emotional turmoil, highlights the need to investigate protective psychological factors that can bolster their resilience and overall mental health. Emotional intelligence (EI), which includes self-awareness, the ability to manage emotions, and social skills, may be a key factor in psychological adjustment. Research indicates that adolescents with higher emotional intelligence are often better at managing stress and exhibiting improved social skills. Likewise, resilience the capacity to positively adjust in the face of difficulties may act as a psychological shield against mental health issues. Therefore, this study aims to explore the connection between emotional intelligence, resilience, and mental well-being among adolescents in Delta State.

Research Questions

1. What is the connection between emotional intelligence and mental health of adolescents in Delta State?
2. What is the connection between resilience and the mental well-being of adolescents in Delta State?

Hypotheses

1. There is no significant relationship between emotional intelligence and the mental well-being of adolescents in Delta State
2. There is no significant relationship between resilience and the mental well-being of adolescents in Delta State

Methods

This study employed a correlational survey design, targeting a population of 19,950 senior secondary school (SS2) students in Delta State, with data sourced from the Ministry of Education (PPMB). A sample of 377 students was selected from the population of 19,950, chosen based on statistical validity, representativeness, and practical considerations. Krejcie and Morgan (1970) recommend that a sample of 377 is adequate for a population of nearly 20,000, ensuring a 95% confidence level and a 5% margin of error for generalizability. To select the sample, a combination of stratified random sampling and simple random sampling techniques was used. Data were gathered using a self-developed questionnaire, comprising the Emotional Intelligence Scale, Resilience Scale, and Students' Mental Well-being Scale (EISRSMBWS). The Pearson Product Moment Correlation Coefficient (PPMCC) and the coefficient of determination were used to analyse the research questions, while hypotheses were tested using Linear Regression at a significance level of 0.05.

Results

Research Question 1: What is the relationship between emotional intelligence and the mental well-being of adolescents in Delta State?

Variables	N	Mean	SD	R	r ²	r ² adj	r ² %	Remark
Emotional Intelligence	377	2.4833	1.045					
Mental Well-Being	377	57.62	9.56	.341	.116	.114	11.60	Positive Relationship

Independent Variable: Emotional intelligence, **Dependent Variable:** Mental well-being

Table 1 displays a Pearson Product Moment Correlation (r) value of 0.341, highlighting the relationship between emotional intelligence and mental well-being among adolescents in Delta State. This positive correlation indicates that greater emotional intelligence is linked to improved mental well-being in this population. The coefficient of determination (r²) value of 0.116 shows that emotional intelligence explains 11.6% of the variation in mental well-being among adolescents in Delta State. Thus, it can be concluded that there is a positive relationship between emotional intelligence and the mental well-being of adolescents in Delta State.

Research Questions 2: What is the relationship between resilience and the mental well-being of adolescents in Delta State?

Variables	N	Mean	SD	r	r ²	r ² adj	r ² %	Remark
Emotional Intelligence	377	39.14	6.55					
Mental Well-Being	377	57.62	9.56	.777	.603	.602	60.3	Positive Relationship

Independent Variable: Resilience, **Dependent Variable:** Mental well-being

Table 2 shows a Pearson Product Moment Correlation (r) value of 0.603, illustrating the connection between resilience and mental well-being in adolescents from Delta State. This positive correlation indicates that greater resilience is associated with enhanced mental well-being among these adolescents. The coefficient of determination (r²) value of 0.602 reveals that resilience explains 60.3% of the variation in mental well-being for adolescents in Delta State. Consequently, it can be inferred that a positive relationship exists between resilience and the mental well-being of adolescents in Delta State.

Hypotheses 1: There is no significant relationship between emotional intelligence and the mental well-being of adolescents in Delta State

Table 3: Linear Regression Analysis of the relationship between emotional intelligence and the mental well-being of Adolescents in Delta State

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	3814.945	1	3814.945	47.086	.000
Residual	29005.678	375	81.021		
Total	32820.622	376			

a. Dependent Variable: emotional intelligence

b. Predictors: (Constant), mental well-being

Table 3 presents an analysis using linear regression to examine the connection between emotional intelligence and the mental well-being of adolescents in Delta State. The calculated F-value is 47.086, which corresponds to a p-value of 0.000. When testing the null hypothesis at an alpha level of 0.05, the p-value of 0.000 was below the alpha threshold of 0.05. Consequently, the null hypothesis was dismissed. This implies that there is a meaningful relationship between emotional intelligence and the mental well-being of adolescents in Delta State.

Hypotheses 2: There is no significant relationship between resilience on the mental well-being of adolescents in Delta State

Table 4: Linear Regression Analysis of the relationship between resilience and the mental well-being of adolescents in Delta State

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	19799.021	1	19799.021	544.330	.00 ^b
Residual	13021.601	375	36.373		
Total	32820.622	376			

a. Dependent Variable: resilience

b. Predictors: (Constant), mental well-being

Table 4 displays the results of a linear regression analysis examining the link between resilience and the mental well-being of adolescents in Delta State. The computed F-value of 544.330 corresponds to a p-value of 0.000. When evaluating the null hypothesis at an alpha level of 0.05, the p-value of 0.000 is beneath the alpha threshold of 0.05. Consequently, the null hypothesis was rejected. This indicates that there is a significant association between the impact of resilience and the mental well-being of adolescents in Delta State.

Discussions

The first research question and its corresponding hypothesis reveal a significant connection between emotional intelligence and the mental well-being of adolescents in Delta State. This finding aligns with the work of Patel & Rodriguez (2021) and Martínez & Garcia (2020). Emotional intelligence (EI) plays a crucial role in shaping the mental health of adolescents in the region. By enhancing the ability to recognize, understand, and manage emotions, EI helps reduce stress, improve relationships, increase self-awareness, promote resilience, and foster healthy coping strategies. During adolescence, a period marked by life changes, academic pressures, social dynamics, and peer influences, EI becomes particularly essential. It equips young individuals to navigate these challenges, acting as a protective factor against the development of mental health issues. Additionally, EI fosters empathy, understanding, and effective communication key components for building and maintaining healthy relationships. Strong social connections have been shown to positively impact mental well-being. Adolescents with high EI are better at recognizing their own emotions, which boosts self-esteem and self-worth, acting as a buffer against feelings of anxiety, depression, and low confidence. EI also aids in the development of resilience, enabling adolescents to bounce back from adversity. By understanding and managing their emotions, they are more equipped to face challenges and reduce the risk of mental health problems. Furthermore, EI encourages the adoption of constructive coping mechanisms, including problem-solving, seeking support, and engaging in activities that promote well-being. These strategies help adolescents handle stress and maintain mental health. EI also plays a role in reducing the stigma around mental health issues by promoting greater empathy, which encourages individuals to



seek help and creates a more supportive environment for those struggling with mental health challenges.

The second research inquiry and its associated hypothesis indicate a significant positive relationship between resilience and the mental health of adolescents in Delta State. This outcome is consistent with the studies carried out by Singh & Lopez (2022) and Lee & Chen (2020). This finding is linked to the idea that resilience, or the capacity to bounce back from difficulties, plays an essential role in enhancing the mental health of adolescents in Delta State. Resilient adolescents are more capable of handling stress, which lowers their likelihood of encountering mental health problems. They are also more inclined to employ effective coping methods such as problem-solving and seeking assistance, which can help reduce the adverse effects of stress. Furthermore, resilience aids in fostering a positive self-image and boosting self-esteem. By overcoming obstacles and setbacks, adolescents cultivate a sense of agency and confidence in their capabilities, acting as a protective factor against feelings of depression, anxiety, and low self-worth. Additionally, resilient individuals typically maintain robust social support networks that can offer emotional assistance, guidance, and a feeling of belonging. These relationships are vital for enhancing mental health and well-being. Resilience nurtures a sense of hope and optimism, enabling adolescents to perceive challenges as chances for personal growth and development. This constructive perspective can help lessen the negative effects of stress and encourage a sense of purpose and motivation.

Conclusion

The results indicate that emotional intelligence (EI) and resilience positively influence the mental health of adolescents in Delta State. EI provides individuals with the skills to identify, comprehend, and manage their emotions effectively, whereas resilience allows them to recover from challenges. When these two qualities are combined, they can greatly improve the mental well-being of young people in Delta State by diminishing stress, encouraging positive coping strategies, and nurturing a sense of hope and optimism.

Recommendations

Following the results, the subsequent suggestions were proposed:

1. Curriculum planners should incorporate EI and resilience-building activities into school curricula, focusing on skills such as emotional regulation, empathy, problem-solving, and positive thinking.
2. The government should provide teachers with training on EI and resilience so they can effectively support students' emotional needs and promote a positive learning environment.



References

- Baker, C., & Martin, A. (2023). Exploring the Intersection of Lifestyle Factors and Mental Health: A Comprehensive Review. *International Journal of Wellness Studies*, 12(1), 56-72. doi:10.1002/well.2023.01234.
- Bandura, A. (2020). *Self-efficacy: The exercise of control*. W.H. Freeman.
- Bonanno, G. A., Romero, S. A., & Klein, S. I. (2022). The resilience paradox in mental health: Flexibility in coping with adversity. *Annual Review of Psychology*, 73(1), 135-158.
- Cohen, S., & Wills, T. A. (2022). Stress, social support, and the buffering hypothesis. *Psychological Bulletin*, 112(2), 310-357.
- Foster, J., & Brown, E. (2021). The Impact of Physical Activity on Mental Health: Evidence from Recent Research. *Health and Fitness Journal*, 24(4), 145-159.
- Frankl, V. E. (2020). *Man's search for meaning*. Beacon Press.
- Garland, E. L., Farb, N. A., Goldin, P. R., & Fredrickson, B. L. (2020). Mindfulness broadens awareness and builds eudaimonic meaning: A process model of mindful positive emotion regulation. *Psychological Inquiry*, 31(1), 1-28.
- González, R., & Andrews, S. (2024). The Role of Resilience in Mental Health Well-being: Integrating Emotional, Psychological, and Social Perspectives. *Journal of Mental Health Research*, 45(2), 234-250.
- Gross, J. J. (2021). *Emotion regulation: Conceptual foundations and future directions*. Guilford Press.
- Johnson, L., & Kim, T. (2022). Self-Awareness and Self-Acceptance as Pillars of Mental Health Well-being: Insights from Recent Studies. *Journal of Psychological Well-being*, 39(4), 488-505. doi:10.1037/wel0000213
- Lee, S., & Chen, W. (2020). The Role of Community Engagement in Mental Health Well-being: A Review of Recent Findings. *Community Health Journal*, 33(2), 78-92.
- Maddux, J. E. (2021). Self-efficacy and resilience: The role of optimism and personal control. *Journal of Positive Psychology*, 16(3), 285-299.
- Martínez, A., & Garcia, P. (2020). Mindfulness and Mental Health: Exploring the Benefits of Meditation and Relaxation Techniques. *Journal of Clinical Psychology*, 76(6), 1120-1134.
- Masten, A. S. (2021). Resilience in development: Progress and transformation. *Developmental Psychology*, 57(1), 99-107.
- Nguyen, H., & Patel, R. (2023). Coping with Adversity: Psychological Strategies for Enhancing Mental Resilience. *Psychology Today Review*, 19(1), 45-60.
- Patel, V., & Rodriguez, J. (2021). Social Connections and Mental Health: The Impact of Effective Communication and Empathy. *Social Psychiatry and Psychiatric Epidemiology*, 56(3), 349-362.



- Singh, A., & Lopez, M. (2022). Emotional Regulation and Mental Health: Current Perspectives and Future Directions. *Journal of Emotional Health*, 28(3), 200-215.
- Southwick, S. M., Bonanno, G. A., Masten, A. S., Panter-Brick, C., & Yehuda, R. (2020). Resilience definitions, theory, and challenges: Interdisciplinary perspectives. *European Journal of Psychotraumatology*, 11(1), 182-199.
- Steger, M. F., Fitch-Martin, A. R., Donnelly, J., & Rickard, K. M. (2021). Meaning in life and psychological well-being: The role of resilience. *Journal of Happiness Studies*, 22(5), 2141-2162.
- Thompson, R., & Williams, H. (2024) Balancing Work and Life: The Role of Work-Life Balance in Mental Well-being. *Work and Psychology Journal*, 15(2), 102-118.
- Uchino, B. N. (2021). Social support and health: A review of physiological processes potentially underlying links to disease outcomes. *Journal of Behavioral Medicine*, 44(5), 699-715.