



RESEARCH ARTICLE

CORRELATIONAL STUDY OF RESILIENCE, EMOTIONAL COMPETENCE AND SELF ESTEEM

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ABSTRACT

The purpose of study was to explore correlation if there exists any between resilience and self esteem, resilience and emotional competence and emotional competence and self esteem. 289 victims of Kashmir Flash Floods (2014) served as participants, who were selected through purposive sampling. 14-item resilience scale (RS-14) developed by Wagnild (2010) was used to assess the resilience of participants. Rosenberg's self esteem scale (1965) was used to assess the self esteem of participants and emotional competence assessment scale (ECAS) developed by Paiva and Kumar (1999) was used to assess the emotional competence of participants. Results revealed a positive correlation between resilience and emotional competence, resilience and self esteem and emotional competence and self esteem.

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INTRODUCTION

Psychologists have shifted their approach of looking at things from a pathologists' view-point to be the life coaches of people around the globe. Instead focusing on different pathologies alone, they are now exploring the positive force within people or the 'healing touch within'. They are busy in finding out the reasons that make us strong even when everything seems to blow in our face. Although the task is not easy but the change in emphasis from 'Pathogenic to Salutogenic' approaches, i.e. a focus on the cause of disease (the former) to a focus on the origins of health (the latter) seems to be promising in this regard (Eachus, 2014). This theoretical perspective complements needs on the empirical side to identify the population sub-groups who suffer the most devastating and longest-lasting impacts of disaster. These challenges are recognized as critical for both science and for policy (Linnerooth-Bayer, Mechker & Pflugg 2005; Telford and Cosgrave 2007, Buttenheim 2010, Horton 2011, Padgett and Warnecke 2011). The present study has been conducted with the same quest. Resilience, Self esteem and Emotional competence are the traits that can be learned and inculcated within the people. To understand their underlying mechanism, it's necessary to see if there exists some connection between them.

Resilience

The scientific study of resilience as conceived by Garmezy, his peers and students has transformed the science and practice of multiple disciplines, from the molecular level to the global ecosystem, infusing a strength based and recovery oriented approach into psychology, education, social work, and psychiatry. Current research on resilience ranges from studies of plasticity in brain development to effective planning for resilience in the context of disaster (Masten, Nuechterlein & Wright, 2011). Resilience theorists generally agree that presence of one or more protective factors can reduce affects of exposure to adversity. Garmezy (1993) asserted that the study of resilience has focused on answering two major questions: 1) what are the characteristics- risk factors- of children, families, and environments that predispose children to maladjustment following exposure to adversity? 2) What are the characteristics of protective factor that shield them from such major adjustment? Werner and Smith (1992) explained how resilience has come to describe a person having a good track record of positive adaptation in the face of stress or disruptive change. Werner and Smith (1989) found that a resilient child is one "who loves well, works well, plays well, and expects well". Masten (1994) explained that resilience must be viewed as a process. Masten (1994) asserted that resilience must be viewed as interplay between certain characteristics of an individual and the broader environment, a balance between stress and the ability to cope, and a dynamic and developmental process that is important at life transitions.

There has been an immense debate regarding the fact whether to treat resilience as an innate quality/product or dynamic process. Resilience is not easily defined and involves a range of complex processes in which a child's individual situation and context must be understood. The concept has been used interchangeably depending on the purpose of the research and the outcomes sought. Therefore there is no universal definition of resilience per se, but rather an understanding that it encompasses multiple factors and may differ depending on the context in which it is used (Hunter, 2012).

Emotional competence

McClelland (1973) argued that traditional academic aptitude, school grades, and advanced credentials simply did not predict how well people will perform on the job or whether they would succeed in life. Instead he proposed a set of specific competencies including empathy, self-discipline, and initiative distinguished the most successful from those who were merely good enough to keep their jobs. Goleman (1998) has asserted that a "competence" in this tradition, is a personal trait or set of habits that leads to more effective or superior job performance. In other words it an ability that adds clear economic value to the efforts of a person on the job.

"A learned capability based on emotional intelligence which results into outstanding performance at work. Our emotional intelligence determines our potential for learning the practical skills based on five elements: Self-awareness, Motivation, Self-regulation, Empathy; and adeptness in relationships. Our emotional competence shows how much of that potential we have translated into on-the-job capability". (Goleman, 1998)

Emotional Competence is the multi-faceted ability to strategically be aware of one's emotions and other's emotions and to act on this awareness, so that one can negotiate interpersonal exchanges and regulate emotional experience (Saarni, 1990). Constituent elements of emotional competence include abilities to:

- (i) Express and experience a broad variety of well-modulated, not incapacitating, emotions.
- (ii) Regulate the experience and expression of emotion-when "too much" or "too little" emotional experience, or the expression of emotions, interferes with one's intra or inter-personal goals.
- (iii) Understand the emotions of one-self and others.

Thus, recommended assessment measures at all age periods, except infancy, include expression and experience, regulation, and understanding of emotions (Denham, 1998).

Self-esteem

The concept of self-esteem has intrigued psychologists and philosophers alike. Rand (1943), in her philosophy of Objectivism attached greater importance to the concept of self-esteem. On the other hand, one of the famous Psychoanalyst Ellis considered the concept of self-esteem as essentially self-defeating and ultimately destructive (Ellis, 2005). No matter how opposing the two above contentions seem to be, the concept of self-esteem never ceases to fetch the attention of researchers.

"There is no value-judgment more important to man- no factor more decisive in his psychological development and motivation-than the estimate he passes on himself." (Branden, 1969).

The one thing you need most in life is something only one person can give you. Only you can give yourself the most precious gift in the world, a real and genuine sense of your own value, "Self-Esteem" (Branden, 1969). In sociology and psychology, self-esteem reflects a person's overall subjective emotional evaluation of his or her own worth. Self-esteem encompasses beliefs (for example, "I am competent", "I am worthy") and emotions such as triumph, despair, pride and shame. Smith and Mackie (2007) defined self-esteem by saying that "The self-concept is what we think about the self; self-esteem, is the positive or negative evaluations of the self, as in how we feel about it." Self-esteem has sprung out from an individual's evaluation of his own self-concept (self related information. Franken (1994) suggests that self-esteem is related to self-concept in that, "People who have good self-esteem have a clearly differentiated self-concept. When people know themselves they can maximize outcomes because they know what they can and cannot do. Self-esteem more often is used to refer to the affective or emotional aspect of self and generally alludes to how one feels about or how values him or herself. This is sometimes used as a synonym for self-worth, although some authors suggest self-worth is a more central concept (Crocker & Wolfe, 2001). James (1890) developed the following formula for the development of self-esteem:

Self-Esteem = Success/ Pretensions

The formula explains that an individual's self-esteem is an inter-play of his behavior as well as the pretensions he as well as others hold of him. Therefore it is not only getting good grades that might cheer up an individual rather what really matters is the fact how far he consider getting good grades are really important for him or to impress his significant others.

RESULTS AND DISCUSSION

Table 4.7 depicts a statistically significant positive correlation between resilience and self esteem ($r = .61, p < 0.01$), resilience and emotional competence ($r = .30, p < 0.01$) and self esteem and emotional competence ($r = .30, p < 0.01$) among the victims of Kashmir Flash Floods (Sep, 2014). Saarni (1999) further concluded that we demonstrate emotional competence when we emerge from an emotion eliciting encounter with a sense of having accomplished what we set out to do.

Table 1. Correlation between resilience and emotional competence, resilience and self esteem and emotional competence and self esteem

	Resilience	Emotional Competence	Self Esteem
Resilience	1		
Emotional Competence	.301*	1	
Self Esteem	.612*	.612*	1

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

As one develops the skills of emotional competence, one feels better, which serves to reinforce or validate one's self esteem and confirms one's competence. She further asserted that psychologically resilience in conjunction with emotional competence yields greater gains or growth following the recovery from adversity or trauma. Murphy and Moriarty (1976) followed a number of children from birth to early adulthood. They found that seemingly vulnerable infants began to develop abilities in the Preschool years to increase their capacity for maintaining integrity in the face of pressures or threats to their adaptive functioning. Those children who were effective tended to progress through their childhood and adolescence with resilience. They were the "good copers", and in many respects what they demonstrated was emotional competence.

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