

Academic Alienation Among Adolescents in Relation to Emotional Intelligence and Resilience

Manjeet Kaur Khangura,¹ Shaveta Sharma*² and Mohua Khosla³

^{1,2*}Department of Education, School of Humanities and Physical Education, CT, University, Ludhiana, Punjab, India and ³Malwa Central College of Education for Women, Ludhiana, Punjab, India

ABSTRACT

Adolescence is a period characterized by diverse changes that may be physiological, social or emotional and inability to deal with these changes may lead to maladjustment and popping up of various psychological issues like 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 emotional intelligence and resilience among adolescents so that they can effectively deal with the psycho-social problem like academic alienation. Present study was undertaken to investigate academic alienation among adolescents in relation to emotional intelligence and resilience. A sample of 500 adolescents was selected randomly from ten districts of Punjab. Academic Alienation scale (2015) by Rita Animanga Emotional Intelligence Inventory (2018) EII-MM by Mangal and Mangal, The Resilience Scale (2009) by Wagnild and Young were used to collect the data. The findings of the present research divulge that emotional intelligence and resilience are important factors in reducing the level of academic alienation. The results reveal that there is a significant and negative relationship between academic alienation and emotional intelligence among adolescents. A significant and negative relationship was also found between academic alienation and resilience among adolescents. It is quite apparent from the regression model summary that emotional intelligence and resilience would contribute towards the prediction of academic alienation of adolescents both independently as well as conjointly. Emotional intelligence and resilience are the most significant and influential contributor in predicting academic alienation among adolescents.

KEY WORDS: ACADEMIC ALIENATION, EMOTIONAL INTELLIGENCE, RESILIENCE.

INTRODUCTION

Education aims at facilitating optimum development of students in all spheres. In this era of 21st century learning and understanding about self is as important as learning about the various school subjects. Here, schools and

parents are playing an important role in making self-assured and competent individuals. Though education is an inevitable factor for economic and social growth, it is very essential for building human capabilities and employment opportunities. However, today's education system is creating a challenging environment for the students with the existence of computer, mobile, new technological innovations, career stability and suitable placement. In order to achieve their aspirations students are getting stressed and academic anxiety has become a part of student's life. Fear of failing in examination, to face social gathering much more can lead adolescents to academic anxiety. Sometimes it results in exam phobia or academic alienation; as a consequence, alarming rates of suicides, depression, co-occurred with sleeplessness,

ARTICLE INFORMATION

*Corresponding Author: sshaveta18@gmail.com
Received 4th July 2020 Accepted after revision 10th Sep 2020
Print ISSN: 0974-6455 Online ISSN: 2321-4007 CODEN: BBRBCA

Thomson Reuters ISI Web of Science Clarivate Analytics USA and Crossref Indexed Journal



NAAS Journal Score 2020 (4.31) SJIF: 2020 (7.728)
A Society of Science and Nature Publication,
Bhopal India 2020. All rights reserved
Online Contents Available at: <http://www.bbrc.in/>
DOI: <http://dx.doi.org/10.21786/bbrc/13.3/73>

inability to make decisions, heart palpitation, low self-esteem, low academic performance and alienation among adolescents has become the major concern for schools, parents and higher authorities. There is a need to provide conducive environment and to develop coping strategies to help young minds for the development of emotional intelligence to overcome alienation (Bhullar and Mandeep, 2019).

Adolescence has been recognized as one of the crucial stages of revolutionary changes (psychological, mental, dramatic physical growth, emotional) creates turmoil in their minds. Ultimately this turmoil leads to stress, uneasiness and discomfort. Alienation in adolescents may intensify the stressful events and has been associated with academic alienation. Academic alienation is most pertinent challenges of modern education system and is related to the issues like loss of control on self-decision making, anxiety, rootlessness, isolation, meaninglessness, loss of belief and values, loss of interest in studies, fear of failure, low academic performance, sleeplessness, telling lies, refusal to go to school, lack of self-confidence, hiding the school performance card, drunkenness, smoking, drug addiction and interpersonal dishonesty. So, in today's highly competitive world, students face various academic issues too, sometimes they are unable to understand homework assignments, have inability to understand the subjects, lack of time management, expectations about high academic success etc. This changed scenario in the education system gave rise to stern competitive procedures for evaluating the students' aptitude, knowledge, ability and intelligence (Stoker and Perkin, 2014).

This excessive anxiety, stress and fear regarding examination is the solo reason for academic alienation, which is rather common among adolescents. Academic Alienation due to examination stress and test anxiety is pervasive problems of the modern educational processes (Forsyth 1986). There are also research evidences which suggest that academic achievement influences social behaviors and students' academic and emotional adjustment. According to attribution theory, failing students are more likely to ascribe their under achievement to external factors such as teachers or learning conditions (Weiner 1985; Zhou et al., 2010). Particularly external attributions result in negative affect and behavioral reactions close to school alienation (e.g., helplessness, a motivation, low school attendance and participation). As a consequence, students experience high degree of stress and anxiety before and during exams, test anxiety can actually impair learning and affect test performance. To Ensure the eminence of adolescents' educational outcomes, long-standing history in secondary schools remains the top priority of the policy makers (Stoker and Perkin, 2014).

However, students with their experiences in everyday school life, who are, at the same time, going through, the time of intense changes associated with pubertal development, are likely to deal with a combination of different stressors that may instigate the development

of Academic alienation and hamper students' academic success (Mayer, 1997; Schunk and Meece, 2005). Along with these pressures that are brought to bear on them, students are almost inevitably confronted with the necessity to act productively in the learning environment from which they are alienated, fulfilling increasing demands of the education sector (Eccles et al. 2008; Yazzie-Mintz and McCormick 2012). Hence the question of coping up with test anxiety and academic stress by students using the famous strength called emotional intelligence needs to be answered (Yazzie-Mintz and McCormick 2012).

Academic stress needs to be managed by the strengths and powers the students have. Because Emotional intelligence is a type of social intelligence that involves one's ability to monitor one's own emotion as well as those of others, to discriminate among them and to use that information to guide one's thoughts and actions. Emotional intelligence includes the verbal and nonverbal appraisal and expression of emotion, effective regulation of emotion in the self and others, it promotes utilization of emotional content in problem solving. Emotional intelligence is essential for interpersonal and intrapersonal relationships at school, at home and at work (Brackett et al., 2011; Bar-On, 2014).

People with high emotional quotient are expected to progress more quickly through the designated abilities and to master more of them. It is the capacity to create positive outcomes which include joy, optimism, and success in school and life. A variety of researchers have engaged in research designed to examine and apply emotional intelligence constructs within academic and other learning settings (Brackett and Katella, 2007; Mayer et al., 2009; Bronzes and Militia, 2014). Secondly, American Psychological Association (2011) describes resilience as, one of the factors causing the reactions of individuals to be different. It is used in the sense of restoring to the previous situation, i.e. flexibility, and it is the process to be adaptive to every challenge of life (Bronzes and Militia, 2014).

Morinaj, Hadjar and Hascher (2020) have examined that longitudinal relationship between school alienation domains, namely alienation from learning, teachers, classmates, and academic achievement among secondary school students of grade 7 to grade 9 in Switzerland and Luxembourg. This data was collected from 403 students in the Swiss canton of Bern (t1: 44.3% male; Mage = 13.0 years [SD = .54]) and N = 387 secondary school students from Luxembourg (t1: 57.4% male; Mage = 12.7 years [SD = .64]), who completed three waves at grades 7–9. The significant gender differences in the Swiss sample were observed in regard to all SAL domains, with boys being more alienated from learning, teachers, and classmates than girls.

In the Luxembourgish sample, boys exhibited higher levels of alienation from learning at t3, alienation from teachers at t2 and t3, and alienation from classmates at t1. The results also revealed that girls outperformed boys

in terms of grades across all three waves in both the Swiss and Luxembourgish samples. These findings suggest that lower academic achievement was associated with higher alienation from learning, teachers, and classmates at the subsequent grades. It may be that students in the Swiss sample are confronted with increasing achievement pressure, influencing students' emotional and cognitive evaluations of the school reality. (Alienation from classmates-academic achievement relation would depend on the quality of interpersonal relationships with peers and teachers in the classroom.

Another study conducted by Zahra et al. (2018), the researchers explored two groups of 60 girls (30 Turkish and 30 Persian) and 60 boys (30 Turkish and 30 Persian). The study sample was taken through multi-stage cluster sampling from among first-year Tabriz University students in Tabriz, Iran. All the participants of the study were between 18 to 22 years were asked to respond on an academic alienation questionnaire. Two-way ANOVA was applied and findings revealed that girls and Turkish speakers had higher levels of academic alienation compared to boys and Persian speakers. Further the interactional effects indicated that Turkish Girls demonstrated the highest levels of academic alienation, with no significant effects in the powerlessness dimension.

Hascher and Hadjar (2018) found that students may be alienated from school in general, but beyond that, they are likely to be or become alienated from specific aspects or domains of schooling such as learning, teachers, and classmates. For this, the term alienation describes the process of increasing distancing from certain objects in the school environment and is associated with decreasing enjoyment of school. They further concluded that "a specific set of negative attitudes towards social and academic domains of schooling comprising cognitive and affective elements. While the cognitive dimension relates to student appraisals of the school environment, the affective dimension relates to their feelings and emotions.

These negative emotions and feeling develop and change over time in terms of a state and can solidify into a disposition. In a similar vein, previous research has also found that students with a low level of school-related emotional exhaustion are more resilient and able to 'bounce back' from negative experiences (Sorkkila et al., 2020). Whereas, Himmati and Pirnya (2017), conducted a study on 329 undergraduate and graduate students of the University of Isfahan. In these five dimensions of academic alienation like powerlessness, meaninglessness, anomie, cynicism and social isolation were measured. And their findings show that the average of academic alienation of the students taken is slightly above the average and the degree of feeling of powerlessness and cynicism is more than the other aspects.

The results also indicate that interaction with professors, academic motivation and attitude towards other has a direct impact and satisfaction of major attitude towards

future career and self-concept, emotional well-being has the direct impact on reducing student's academic alienation. Tome and collaborators (2016) conducted a study on 3869 Portuguese Adolescent students and found a trend of association between alienation, recession, adolescents well-being, feeling of stranger, powerless and hopelessness. They noted that the feeling of dissatisfaction with life seemed to have a lot of influence to feelings of powerlessness, while the association between normlessness and the poorest relationship with family was equally high.

To be satisfied with life and to have a good relationship with family were important assets for adolescent's mental health and emotional well-being. Further they also concluded that the adolescents with increased social isolation and normlessness have more involvement in risk behavior and association between the alienation, wellbeing and quality of life was negative. Thus, apparently lesser the alienation, social isolation and normlessness problems, higher will be the well-being. Apparently, emotional intelligence can prevent maladjustment and perceived stress through enhancing resilience in the academic context (Romano et al., 2019).

A study was conducted on 200 adolescents of Government senior secondary schools of Ludhiana district of Punjab, India. Data was collected with alienation scale constructed by investigator in 2014 and emotional intelligence scale by Mangal and Mangal were used for the investigation. The findings of the study indicate that there is a significant and negative relationship between alienation and emotional intelligence among urban adolescents (Kaur and Singh, 2015). The word resilient is used for individuals who are able to make progress unexpectedly and show success in challenging conditions (one who can recuperate quickly), and "resilience" is used as personality trait of these individuals (Terzi, 2008). Being flexible does not mean not having any difficulty or not encountering any negative situation, but is the ability to recover successfully by going back to the previous situation in risky conditions, despite serious threats to adaptation and development (Masten, 2001; APA, 2011). According to Garnezy (1993) the problem encountered is interpreted as a dynamic process which involves a positive adaptation process in a negative situation such as stress and distress. Resilience focuses on the strengths of individuals and their ability to overcome negative situations by using their own sources (Seligman and Csikzentmihaly, 2000).

Venta, Amanda and Cassandra, Rivas et al. (2019) found that school engagements made a significant, positive contribution to mental health and resilience for youth above and beyond the effects of parental and peer attachment. Sakiz and Aftab (2019) conducted a study on 810 students' studying in vocational and non-vocational high schools in Turkey. Quantitative data was collected through student's records and questionnaires are analyzed via descriptive, correlation and regression analysis and tests of difference (ANOVA). The results

of the study found that academic achievement and psychological resilience were significantly related and they changed based on socio demographic factors, namely income level and school type. More over psychological resilience has a significant mediating effect between academic achievement and socio demographic factors. Yuan, Zhang and Fu's (2017) explained the predictive role of thinking style for academic stress coping among secondary school students in grade 7 through 12 from mainland China. This study revealed a significant predictive power for academic stress-coping strategies beyond age and gender. The students who think more creatively are more sophisticated and cognitive in process information to have better problem-solving skills were more strategic in making plans to solve the problems.

Kim ,Yang Hou and Gonzalez(2016) found that adolescents with a strong sense of alienation from parents or low resilience (a) experienced more burden or less efficacy in translating and (b) were more susceptible to the detrimental effects of feeling a sense of burden and the beneficial effects of experiencing a sense of efficacy, as measured by depressive symptoms. The sample of the study comprised 557 adolescent language brokers (M age = 12.96) in Mexican-American families. Ifeagwazi, Chukwuorji and Zacchaesus (2015) described that interpersonal alienation, political alienation and socio-economic alienation were positively associated with psychological distress while resilience was negatively related to psychological distress.

Psychological distress was also predicted by alienation and resilience. Resilience neither moderated the relationship of interpersonal alienation and psychological distress nor political alienation and psychological distress but the relationship between socio-economic alienation and psychological distress was moderated by resilience. It was further concluded that initiation of resilience building program as a form of cognitive-behavioral and existential interventions may buffer the negative relationship of alienation to psychological distress. The moderator role of resilience on the relationship of the three facets of alienation and psychological wellbeing was also investigated.

A study was conducted to investigate the role of trait emotional intelligence in preventing students' school burnout directly and indirectly via anxiety and academic resilience. A sample of 1235 high school students (962 females and 273 males), ranging in age between 13 and 17 years was taken, (mean = 15.46; stand deviation = 1.22). Thus, Structural equation modelling revealed a strong indirect effect of emotional intelligence on school burnout, mediated via anxiety and resilience. Overall, students with high emotional intelligence were less likely to experience school anxiety and more likely to exhibit resilience which, in turn, reduced school burnout risk (Caterina et al., 2020). The study of the above quoted research studies relating to academic alienation in relation to emotional intelligence and resilience reveal that these variables have been studied more in western countries as compared to India. The review suggested

that the studies on academic alienation in relation to emotional intelligence and resilience await empirical investigations. When adolescents are able to count on personal resources, such as resilience, they are in a much better position to overcome acute or chronic adversities that can compromise their academic career (Cassidy, 2015; May, and Regueiro, 2018; Bouer, 2020).

Operational Definitions of the terms used - Academic Alienation- It can be defined as certain perception and feeling of disorientation and disinterest that some students have about themselves and about one or more aspects of their social life and academic performance which in turn leads students to high drop-out rates and academic anxiety. It includes six dimensions i.e. Lack of interest in study, irresponsible attitude of teacher, monopoly of teacher, unsupportive environment, mismanagement and unable to express (Rani, 2015).

Emotional Intelligence: "Emotional Intelligence is the unitary ability related to independent of standard Intelligence helpful in knowing, feeling and judging emotions in close co-operation with one's thinking process to behave in a proper way for the ultimate realize of the happiness and welfare of the self in tune with four areas or aspects of emotional intelligence namely, Intra-personal Awareness(knowing about one's own emotions) Inter-personal Awareness (Knowing about others emotions) Intra-personal Management (Managing one's own emotions) and Inter-personal Management (Managing others emotions)" (Mangal and Mangal, 2018)

Resilience: Resilience is "the process of, capacity for, or outcome of, successful adaption despite challenging or threatening circumstances, it's an ability to recover from adversity and as a positive personality characteristic that enhance individual adaption and moderates the negative effects of stress" (Wagnild and Young, 1993).

Adolescence: Adolescence is that span of years during which boys and girls move from childhood to adulthood, This stage of adolescence is described as a stage of turbulence a 'period of stress and storm' of emotional in stability and confused period of human life, in which adolescent's perception of school, their academic successes and failures affect their overall sense of self. Adolescence is a transitional stage from childhood to adulthood and is a time of major changes in all area of functioning. Children and adolescents can experience various life stresses ranging from catastrophic or traumatic life events persistent strain and daily hassles. Academic matters are the most important sources of chronic and sporadic stress for young people in both Western and Asian Countries and has significant association with problems such as depression, anxiety, alienation and suicidal ideation.

Academic stress involves mental distress regarding anticipated academic challenges or failure or even an awareness' of the possibility of academic failure during school years, academic stressors can be seen in various

aspects of child's environment like home, neighborhood, school or friendship. It has been seen that people who are high on the emotional intelligence dimension are more likely to experience less negative impact by anxiety driven events. They have very good understanding of physical, mental and social consequences of negative emotions on the wellbeing and overall development and their relationship of life (Bhatt and Farooq, 2017). Further, Resilience is the ability to bounce back after disappointments or setbacks. It is the process and outcome of successfully adapting to difficulties of challenging life experiences, especially highly stressful or traumatic events and involves not only resisting failure under extreme circumstances but also positively recovering from those experiences. Therefore, resiliency enables students to find out solutions to imperfections that promote learned optimism, high self-esteem (Bhatt and Farooq, 2017).

Furthermore, educational deficit approaches are ignoring and downplaying interactions of wider structural factors that lead students to experience academic alienation. Thus, in modern educational setting, feeling of powerlessness and aloofness lead students to high dropout rate and high academic anxiety. This aloofness involves a rejection, stress, anxiety, alienation from dominant authorities, rules, and learning environment. Which creates a conflict between students and staff and students diverge to such a degree that it impacts negatively on their minds and adolescents become academically alienated. Consequently, the outcomes of alienated behavior are so serious and harmful that it not obstructs the growth of the education system but damage the personality of the individual. Definitely due these consequences and scarcity of research in this area especially in India provides a convincing rationale to undertake further investigation into examining the relationship between academic alienation among adolescents in relation to emotional intelligence and resilience. Therefore, Investigator made an attempt to

Academic alienation among adolescents in relation to emotional intelligence and resilience.

Objectives of the study

1. To find out the relationship between academic alienation and emotional intelligence among adolescents
2. To investigate the significance of relationship between academic alienation and resilience among adolescents
3. To study the conjoint effect of emotional intelligence and resilience on academic alienation among adolescents
4. among adolescents

Hypotheses of the study

1. There exists a significant relationship between academic alienation and emotional intelligence among adolescents.
2. There exists a significant relationship between academic alienation and resilience among adolescents.
3. The conjoint effect of emotional intelligence and resilience on academic alienation among adolescents is higher than their individual effects.

MATERIAL AND METHODS

The Present study was a descriptive survey method conducted on 500 adolescents studying in government and self-financed schools in the state of Punjab. The sample was drawn from ten randomly selected districts of Punjab. Multistage randomization was followed at the district, school and adolescent level. Data collection instruments are Academic anxiety scale for children (AASC) (2018) by Singh and Gupta, Mangal Emotional Intelligence Inventory (2018) EII-MM by Mangal and Mangal, The Resilience Scale (2009) by Wagnild and Young and Academic Alienation scale (2015) by Rita Rani.

Table 1. Showing coefficient of correlation between academic alienation and emotional intelligence among adolescents

Variables	Category	N	Correlation	Inference
Academic alienation and emotional intelligence	Adolescents	500	-0.12**	Significant

RESULTS AND DISCUSSION

In order to verify aforesaid hypothesis, coefficient of correlation was calculated with product moment method between the scores of academic alienation and emotional intelligence of adolescents. The coefficient of correlation between academic alienation and emotional intelligence of adolescents as depicted in Table No 1 is -0.12 which is significant at 0.01 level of confidence indicating that there is negative and significant relationship between the variables, show that more academically alienated

adolescents are found to be less emotionally intelligent and less emotionally stable too. This implies that higher the level of emotional intelligence of adolescents, lower the academic alienation. Hence, the above stated hypothesis i.e. there exists a significant relationship between academic alienation and emotional intelligence among adolescents accepted. The finding is similar to the Shrivastava and Mukhopadhyay (2009); Kaur and Singh (2015); Mahmoudi, Brown and Saribagloo (2018) and Morinaj, Hadjar and Hascher (2020) who found that emotional intelligence is negatively correlated with

alienation, thus it indicates that individual with high emotional intelligence will be less alienated.

It can be seen from Table 2 that value of coefficient of correlation between the scores of adolescents on the variables of academic alienation and resilience is -0.23 which is significant at 0.01 level of significance. The value of correlation is significant and negative meaning thereby that, the adolescents who are more academically alienated are less resilient. Therefore, on the basis of above result, aforesaid hypothesis i.e. there is a significant between academic alienation and resilience among adolescents' is accepted. This finding is similar to the findings of Sakiz and Aftab (2019); Seligman and Csikzentmihaly, (2000) who found academic

alienation has negative correlation with resilience. Li (2017) also advocated that resilient students are less academic alienated and more able to better cope up with academic stress. The study also reaffirms the importance of emotional intelligence and resilience as an important and indispensable part of adolescent's life which assists students to be industrious, disciplined, persistent, well equipped with coping strategies beyond the age and gender, more creative, better problem-solving skills, more strategic in making plans for the understanding of their own emotions and the emotions of others. Briefly speaking Emotional intelligence can prevent maladjustment and perceived stress through enhancing resilience in the academic context (Romano et al., 2019).

Table 2. Showing coefficient of correlation between academic alienation and resilience among adolescents

Variables	Category	N	Correlation	Inference
Academic alienation and resilience	Adolescents	500	-0.23**	Significant

Table 3. Showing conjoint effect of emotional intelligence and resilience on academic alienation among adolescents (N= 500).

Variable	R	R2	% Variance	F	Inference	Step-up Regression Equation
YX ₁	0.120	0.014	1.4	7.26	Sig at 0.01 level	Y=153.05-0.27X ₁
YX ₂	0.233	0.054	5.4	28.54	Sig at 0.01 level	Y=184.65-0.33X ₂
YX ₁ X ₂	0.267	0.071	7.1	19.08	Sig at 0.01 level	Y=217.06-0.30X ₁ -0.34X ₂

Regression for predictive efficiency: To test this hypothesis, the step-up regression technique was employed. The square of multiple correlation (R²), called the coefficient of correlation The conjoint effect of emotional intelligence and resilience on academic alienation among adolescents is higher than their individual effects.

Y - Academic alienation, X₁ - Emotional intelligence, X₂ - Resilience

The effect of emotional intelligence on Academic alienation among adolescents was found significant at .01 level (F (1, 498) =7.26). The computed value of R² of emotional intelligence and Academic alienation among adolescents (YX₁) is 0.014 which indicates that the contribution of emotional intelligence on Academic alienation among adolescents is 1.4%. The Academic alienation among adolescents can be predicted with the equation

Academic alienation=153.05-0.27x Emotional intelligence

i.e. for every unit of increase in emotional intelligence, Academic alienation among adolescents decrease. 27 The effect of resilience on Academic alienation among adolescents was found significant at .01 level (F (1,498) =28.54). The computed value of R² of resilience and Academic alienation among adolescents (YX₁) is 0.054 which indicates that the contribution of resilience on Academic alienation among adolescents is 5.4%. The Academic alienation among adolescents can be predicted with the equation

Academic alienation= 184.65-0.33 x Resilience

i.e. for every unit of increase in resilience, Academic alienation among adolescents decrease .33

The conjoint effect of both emotional intelligence and resilience on Academic alienation among adolescents was found significant at 0.01 level of significance (F (2,517) =19.08). The computed value of R² of Academic alienation with emotional intelligence and resilience (Y₁X₁X₂) is 0.071 which indicates the contribution of emotional intelligence and resilience on Academic

alienation among adolescents is 7.1%. As %age variance(=7.1) of variables of emotional intelligence and resilience conjointly on Academic alienation among adolescents shows increase in its value from emotional intelligence (%age variance=1.4) and resilience (%age variance=5.4), it indicates that the conjoint effect of emotional intelligence and resilience on academic alienation among adolescents is higher than that of emotional intelligence and resilience separately. The achievement in social studies among male adolescents can be predicted with the equation.

Academic alienation=217.06-0.30 x emotional intelligence -0.34 x resilience. Hence, hypothesis 3 stating, "The conjoint effect of emotional intelligence and resilience on academic alienation among adolescents is higher than their individual effects" stands accepted.

CONCLUSION

The findings of the present research divulge that emotional intelligence and resilience are important factors in reducing the level of academic alienation. The results reveal that there is a significant and negative relationship between academic alienation and emotional intelligence among adolescents. A significant and negative relationship was also found between academic alienation and resilience among adolescents. More academically alienated adolescents are found to be less emotionally intelligent, less emotionally stable and less resilient too. It is quite apparent from the regression model summary that emotional intelligence and resilience would contribute towards the prediction of academic alienation of adolescents both independently as well as conjointly. Present study also explored that there is a negative relationship between academic alienation, emotional intelligence and resilience. The result suggests that more resilient and emotionally intelligent adolescents have lower perception of stress and academic alienation. Resilient students have an extraordinary coping ability. They keep trying and 'bouncing back' despite adverse, challenging or threatening circumstances.

These emotionally intelligent and resilient adolescents tend to have 'the heightened likelihood of success in school and other life accomplishments. The protective factors that have an effect on the resistance of the person against risk factors are composed of internal and external factors. Internal control focus and self-control, empathy, active problem-solving skills, positive personality traits, realistic plans by taking appropriate steps to realize them, effective management of emotions, sense of humor, optimistic viewpoint, intelligence, self-confidence and self-possessing value are individual protective factor. Thus, emotional intelligence and resilience are considered as inherent strengths which equip the adolescents to deal with Academic Alienation by enhancing their ability to cope with the academic stress and anxiety. Thus, there is a need to study the relationship between academic alienation, emotional intelligence and resilience. Hence, it is obvious from the results stated earlier that the emotional intelligence and resilience are the most

significant and influential contributor in predicting academic alienation among adolescents.

Academic Alienation is not simply a phenomenon rather it is a kind of disorder which has far reaching negative impact at personal and social level and sad part of the story is that it is becoming a prominent feature among our younger generation. The study which worked on the emotional intelligence and resilience among adolescents on their academic alienation will in turn be benefitted to planners, educational authorities, teachers and parents to understand academic alienation in right perspective and help them in providing suitable environment at home and schools for enhancing their emotional intelligence and resilience. As the results of the study indicate that emotionally intelligent and resilient student has less academic alienation, it will help teachers, parents and society at large understand the need for co-operation and collaboration within the classroom to develop positive relationships and encourage students to listen and understand to others. Parents and teachers should work on making the students accept and fight with adversities and should believe in themselves instead of succumbing to those failures

ACKNOWLEDGEMENTS

The author(s) thank the Principals and teachers of various schools who extended their full cooperation by allowing them in getting relevant information from their respective schools.

Conflict of Interests: It is to certify that authors of the present paper have no affiliations with any organization or entity with any financial interest or non-financial interest in the subject matter or materials discussed in this manuscript.

REFERENCES

- American Psychological Association (2011). The road to resilience. Retrieved on May 18 from <https://www.apa.org/helpcenter/road-resilience>
- Avci, R., and Çelikkaleli, O., (2016). Peer victimization, trait anger, and alienation as predictors of violence tendency in adolescents. *Journal of Educational Sciences Research* 6, Pages 151-167.
- Bar-On, R., (2014). Emotional intelligence: An integral part of positive psychology. *African Journal of Psychology* Vol 40, Pages 54-62.
- Beri, N., and Kumar, D., (2018). Predictors of Academic Resilience among Students: A Meta-analysis.
- Bhatt, S., and Farooq, T., (2017). The Relationship of Emotional Intelligence with Anxiety among Students *International journal of scientific research and development*, Vol 1 (No 6), Page 1215. DOI:10.31142/ijtsrd5778
- Bhullar, M., and Kaur, M., (2019). Alienation in relation to Emotional Intelligence of Adolescents *Research*

- review journal of multidisciplinary, Vol 04 (Issue-04). DOI: 10.13189/ujer.2019.07021
- Brackett, M., and Katella, N., (2007). Emotional intelligence in the classroom, skill-based training for teachers and students *Journal of Emotional Intelligence*, Vol 8(No 2), Pages1-28.
- Brackett, M., Rivers, S., and Salvoes, P., (2011). Emotional intelligence: Implications for personal social academic and workplace success *Social and Personality Psychology*, Vol 10, Pages 88-103.
- Bronzes, A., and Militia, P., (2014). Association between emotional intelligence, socioemotional adjustment and academic achievement in childhood: The influence of age. *Canadian Journal of School Psychology*, Vol 29 (No 2), Pages 83-99.
- Cassidy, S. (2015) Resilience Building in Students: The Role of Academic Self-Efficacy. *Front. Psychol.* Vol 6, Pages 1781.
- Caterina, Eleonora, and Buonomo, (2020). Trait Emotional Intelligence and School Burnout: The Mediating Role of Resilience and Academic Anxiety in High School *Int. J. Environ. Res. Public Health* Vol 17, Pages 3058, doi:10.3390/ijerph17093058 www.mdpi.com/journal/ijerph
- Eccles, J., Brown, B., and Templeton, J., (2008). A developmental framework for selecting indicators of well-being during the adolescent and young adult years. In B V Brown *Key indicators of child and youth well-being: Completing the picture*, Pages197-236.
- Eminagaoglu, N., (2006). *GüçKocullardaYagayan Sokak ÇocuklarındaDayanıklılık (Saglamlik) (Doctoral dissertation, University of Ege, zmir, Turkey)*. Retrieved from <http://acikerisim.ege.edu.tr:8081/jspui/bitstream/11454/2106/1/neslihaneminagaoglu>
- Esen, and Aktay (2010). Risk altındakiortaö retim Vol 10 No 9 Master's thesis, University of Gazi, Ankara, Turkey Retrieved from <https://tez.yok.gov.tr/UlusalTezMerkezi/tezSorguSonucYeni>
- Forsyth, D., (1986). An attributional analysis of students' reactions to success and failure. In R. S. Feldman *the social psychology of education: Current research and theory*, Pages 17-38.
- Garnezy, N., (1993). Children in poverty: Resilience despite risk. *Psychiatry: Interpersonal and Biological Processes*, Vol 56(No1), Pages 127-136. <https://doi.org/10.1080/00332747.1993.11024627>
- Geok, K., and Yoon, F., (2020). The Effect of Emotional Intelligence, Self-Efficacy, Subjective Well-Being and Resilience on Student Teachers' Perceived Practicum Stress: A Malaysian Case Study *European Journal of Educational Research*, Vol 9(No 1), Pages 277 - 291.
- Gina, T., Margarida, M., and Ines, C. (2016). Alienation and Well-Being in Adolescents. *Social Isolation Is a Risk Technical Research article*, Vol 5 (No 1) www.ijrm.humanjournala.com
- Gordana, S., Dimitar, D., and Slagana, A. (2020). Emotional Intelligence Test Anxiety and Academic Stress among University Students *Education in Modern Society BCES Conference* Retrieved from <https://www.oecd.org/pisa2020>
- Hemmti, R., and Pirniya, Z., (2017). Analysis of academic alienation among the students and its related factors. *Social studies and research in Iran spring*, Vol 6 (No 1), pages 91 to 117.
- Ifeagwazi, M., Chukwuorji, J., and Zacchaeus, A., (2015). Alienation and psychological wellbeing: moderation by resilience *Social Indicators Research*, Vol 120 (No 2), Pages 525-544. DOI: 10.1007/s11205- 014-0602-1
- Julia, M., Andreas, H., and Hascher, T., (2020). School alienation and academic achievement in Switzerland and Luxembourg: a longitudinal perspective *Social Psychology of Education* volume 23, pages 279-314.
- Kararırmak (2006). Psikolojiksaglamlik risk faktörlerivekoruyucufaktörler. *TürkPsikolojikDanısmave RehberlikDergisi* Vol 26, Pages 129-142. Retrieved from <https://dergipark.org.tr/download/article-file/200210>
- Kaur, J., and Singh, G., (2015). Alienation among urban adolescents in relation to emotional intelligence. *International journal of allied Practice, research and review ii (I)*, Pages 32-36.
- Kemal, Ö., Esra, K., and Ahmet, K. (2019). A Review on University Students Resilience and Levels of Social Exclusion and Forgiveness *Gazi University, Ankara* doi:10.5539/ies.v12n10p50 URL: <https://doi.org/10.5539/ies.v12n10p50>
- Kim, Y., Yang, H., and Gonzalez, Y., (2016). Language Brokering and Depressive Symptoms in Mexican-American Adolescents: Parent-Child Alienation and Resilience as Moderators
- Li, H., Andrew, J., and Wei-Jun, J., (2017). Academic risk and resilience for children and young people in Asia, *Educational Psychology*, Vol 37 (No 8), Pages 921-929. DOI: 10.1080/01443410
- Li, H., (2017). The secret of Chinese students' academic success: Academic Resilience among students from highly competitive academic environment *Educational psychology* Vol 37 (No 8) Pages1001-1014. doi:10.1080/01443410.2017.1322179
- Mahmoudi, H., Saribagloo, M. (2018). The Effects of sex and race on academic alienation among Iranian students *Journal Vol-44* Pages 594-607.
- Malak, (2011). *Üniversiteöğrencilerininin ken dinitoparlamagücüileduygusalzeka düzeyleriarasın dakiilinkinin celenmesi* Master's thesis, University

- of Selçuk, Konya, Turkey Retrieved from <https://tez.yok.gov.tr/UlusalTezMerkezi/tezSorguSonucYeni.jsp>
- Mangal, S., and Mangal, S., (2018). The Emotional Intelligence Inventory. Agra National Psychology Corporation
- Manmoudi, H., Saribagloo, M., and Dadashzadeh, S., (2018). The role of school culture and basic psychological needs on Iranian Adolescents' academic alienation: A multiple-level examination e-mail: journals@sagepub.com web site: <http://sagepub.com>
- May, Bauer, and Fincham (2015) School burnout: Diminished academic and cognitive performance. *Learn. Individual Difference*, Vol 42, Pages 126–131.
- May, R.W., Bauer, K.N., Seibert, G.S., Jaurequi, M.E., and Fincham, F.D. (2020) School burnout is related to sleep quality and perseverative cognition regulation at bedtime in young adults. *Learn. Individ. Differ.* 2020, 78, 101821.
- Mayer, J. Caruso, D. and Salver, M., (2009). Models of emotional intelligence In R. Sternberg (Ed.) *Handbook of intelligence*, Pages 396–420. Cambridge University Press.
- Mayer, J., (1997). What is emotional intelligence? In P. Salved and D J Splutter (Eds.) *Emotional intelligence and emotional development: Educational implications* Pages 3–31.
- Morina, J., Marcin, K., and Hascher, T., (2019). School alienation and its association with student learning and social behavior in challenging times Motivation in education at a time of global change: Theory research and implications for practice, Pages 205–224. <https://doi.org/10.1108/S0749-742320190000020010>
- Morinaj, J., and Hascher, T., (2020). School alienation and student well-being: A cross-lagged longitudinal analysis. *European Journal of Psychology of Education* Vol 34 Pages 273–294 E-mail: journal@sagepub.com. <https://doi.org/10.1007/s10212-018-0381-1>
- Murat, O. and Ulgen, B., (2017). The effects of Managers' emotional Intelligence level and management style on their Organizational Alienation. *International Journal of Academic research in business and social Sciences*, Vol 1 No 12 Pages 761–782
- Octaviano, G. and Pérez, I., (2017). Resilience and Intercultural Education on Secondary School: A Comparative Study in Mexico and German BCES Conference Books Vol 15
- Oktay, C., Caz, A. and Mehmet, Y., (2019). An Analysis of Professional Alienation in Academics" School of Physical Education and Sport
- Owen, H., and Kususanto, P., (2019). Academic resilience as mediator of multidimensional perfectionism and academic performance among gen-Z undergraduate students Center of Cyber psychology and Games Department of Psychology *International Journal of Evaluation and Research in Education* Vol 8 (No 4), Pages 637–646. DOI: 10.11591/ijere.v8i4.20340, 637
- Rani, S., (2010). Emotional intelligence and stress. *Academic Manage Learning Education*, Vol 67 Pages 194–209.
- Rani, R., (2015). Academic Alienation Standardized scale. Kurukshetra University
- Romano, Buonomo, and Callea (2019) Alexithymia in Young people's academic career: The mediating role of anxiety and resilience. *J. Genet. Psychol*, Vol 180, Pages 157–169.
- Sakiz, H., and Raiha, A., (2019). Academic Achievement and Its Relationship with Psychological Resilience and Socio- Demographic Characteristics *International journal of school and educational psychology* Vol 7(No 4), Pages 263–273.
- Schunk, D., and Meece, J., (2005). Self-efficacy development in adolescence In F. Pajares and T. Urdan (Eds.), *Self-efficacy beliefs during adolescence* Pages 71–96
- Seligman, M. and Csikszentmihalyi, M., (2000). Positive psychology: An introduction. *American Psychologist*, Vol 5, Pages 14–15 <https://doi.org/10.1037/0003-066X.55.1.5>
- Shrivastava, and Mukhopadhyay, (2009). Alienation and Emotional Intelligence of Adolescents with Internalizing Symptoms *Journal of the Indian Academy of Applied Psychology*, Vol 35 (No1), Pages 99–105.
- Singh, G., (2015). Alienation among B.Ed. students in relation to self-Efficacy and emotional intelligence, *International Education & Research Journal* Vol 1 (No 5)
- Sorkkila, Tolvanen, Aunola, and Ryba, (2019). The role of resilience in student-athletes sport and school burnout and dropout: A longitudinal person-oriented study. Vol 29, Pages 1059–1067.
- Sorkkila, Ryba, Selänne, and Aunola (2020). Development of School and Sport Burnout in Adolescent Student-Athletes: A Longitudinal Mixed-Methods Study. *J. Res. Adolescents*, Vol 30, Pages 115–133.
- Stoker, J., and Perkin, R., (2014). Advances in test anxiety research: Anxiety, Stress and Coping. Vol 17(No3) Pages 2015–2111.
- Sue, K., Youg, H., and Gonzalez, Y., (2020). Language Brokering and Depressive Symptoms in Mexican-American Adolescents: Parent-Child Alienation and Resilience as Moderators <https://doi.org/10.1111/cdev.12620>
- Terzi., S., (2008). Üniversiteö rencilerindekendinitoparla magücününuçselkoruyucufaktörlerleili kisi HacettepeÜn

- iversitesiE itimFakültesiDergisi, Vol 35 Pages 297-306. Retrieved from <http://dergipark.ulakbim.gov.tr/hunefd/article/view/5000048514>
- Tome, G., and Matos, M. (2016). Impact of recession on adolescents' well-being: Does economic recession promote alienation among adolescents? Do they really feel strangers, powerless and hopeless? *Journal of Humanities Psychology*.
- Venta, C., Godlinez, (2019). Contribution of school to mental health and resilience in recently immigrated youth *International Education Studies* Vol34 No 2 Pages138-147
- Venta, Amanda, and Cassandra, et al (2019). Assessing the Mental Health, Physical Activity Levels, and Resilience of Today's Junior College Students in Self-Financing Institutions *International Journal of Environmental Research and Public Health* 16(17) Pages 3210. DOI: 10.3390/ijerph16173210
- Wagnild, and Young, (2008). *The Resilience Scale*. Agra: National Psychology Corporation
- Wajir and Laxman (2018) To study the relationship of academic stress and socio – economic status among IX standard students of Aurangabad city, Aayushi *international interdisciplinary Research journal* ISSN 2349-6380
- Wang, Z., Lu, H. and Wang, X.,(2019). Psychological resilience and work alienation affect perceived over qualification and job crafting *Social Behavior and Personality: an International Journal*, Vol47(No 2) Pages 1-10. DOI: <https://doi.org/10.2224/sbp.7552>
- Weiner, B., (1985). An attributional theory of achievement motivation and emotion *Psychological Review*, Vol 92, Pages 548-573.
- Yang, Hand, and Yolanda, G., (2016). Language brokering and depressive symptoms in Mexican-American adolescents: parent-child alienation and resilience as moderators <https://doi.org/10.1111/cdev.12620>
- Yazzie-Mintz, E. and McCormick K., (2012). Finding the humanity in the data: Understanding, measuring, and strengthening student engagement
- Youn, K., and Arati, L. (2019). Behavioral health risk and resilience among international students in the united states: A study of socio demographic differences *Journal of International Students*, Vol 9 (No 1), Pages 282-305. DOI: 10.32674/jis.v9i1.264, ojs.ijerph.org/jis
- Yuan, Z., and Fu's., (2017). Wellbeing: Moderation by resilience *Social Indicators*, Vol 120, Pages 525-544. <https://doi.org/10.1007/s11205-014-0602-1>
- Zehra, S., (2018). Association Between Depression, Anxiety, Stress, Social Support Resilience and Internet Addiction: A Structural Equation Modeling Department of Educational Sciences, University, Istanbul, Turkey <http://dx.doi.org/10.17220/mojet.2019.03.001ibrahimtas34@gmail.com>
- Zhou, Q., Main, A., and Wang, Y., (2010). The relations of temperamental effortful control and anger frustration to Chinese children's academic achievement and social adjustment: A longitudinal study *Journal of Educational Psychology* 102, Pages 180-196.