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Determinants of Emotional Intelligence and Resilience Among Adolescents: Regression Analysis

Smitha Soman[1], Riaz K. M[2], Supriya K[3], Kalesh M Karun[4]

[1]Associate Professor (CAP), Government College of Nursing, Govt. Medical College, Thrissur, India
[2]Associate Professor, Government College of Nursing, Govt. Medical College, Idduki, India
[3]Principal, SLM Global Nursing College, Telhati, India
[4]Associate Professor, Division of Biostatistics, MOSC Medical College, Kolenchery, Ernakulam, India

Corresponding Author: Smitha Soman

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ABSTRACT

Background: Emotional intelligence (EI) and resilience are essential psychosocial competencies that enable adolescents to cope effectively with life's challenges. Identifying their predictors is crucial for developing targeted interventions and support systems that help adolescents navigate the challenges of adolescence and prepare for adulthood. Objective: The present study aimed to examine socio-demographic and behavioral factors associated with EI and resilience among adolescents.

Materials and Methods: A cross-sectional analytical study was conducted among 259 adolescents aged 13–18 years. Data on socio-demographic and behavioural variables were collected using a structured questionnaire. EI was measured using the Schutte Emotional Intelligence Scale, and Resilience was measured using the Adolescent Resilience Questionnaire. Generalized Linear Model (GLM) analysis was used to identify predictors of resilience. Since EI scores were non-normally distributed, quantile regression at the 50th percentile (median) was applied to assess predictors of EI. Variables significant at $p < 0.05$ in univariate analysis were included in multivariable models. Model fit was evaluated using R^2 and adjusted R^2 for GLM, and Pseudo R^2 and Mean Absolute Error (MAE) for quantile regression.

Results: After adjusting for covariates, students in higher class levels (compared to lower class) ($\beta = -16.90$, $p < 0.001$) and those not participating in social activities ($\beta = -12.18$, $p = 0.004$) had significantly lower resilience scores, while other variables were not significant. In the quantile regression model for emotional intelligence, higher maternal education was significantly associated with greater emotional intelligence ($\beta = 5.00$, $p = 0.008$).

Conclusion: Educational and social factors, particularly class of study, maternal education, and social activity are significantly associated with resilience and emotional intelligence, underscoring the need for targeted interventions to strengthen students' socio-emotional development.

Keywords: Adolescents; Determinants; Emotional intelligence; Resilience; GLM; Quantile regression.

INTRODUCTION

Adolescence is a transitional period characterized by rapid physical, biological, cognitive, social, and emotional development. [1] At this pivotal stage, adolescents develop emotional and social

habits that are crucial for maintaining their mental health. According to the World Health Organization, one in seven 10- to 19-year-olds experiences a mental disorder, reflecting 15% of the global burden. Among the mental health conditions, depression, anxiety, and behavioural disorders are common among adolescents. [2] In the contemporary era, Generation Z, also referred to as the post-Millennial generation, faces a rapidly changing and complex environment driven by technological evolution, rigors of academic life, social media dynamics, and changing socio-cultural and familial milieu. [3] They are more connected with digital networks than ever before, and often experience social detachment, anxiety, and emotional turmoil. [4] So the phase of adolescence is viewed as a stress-sensitive developmental period, and the progressive and enduring pressure poses a significant threat to the mental and physical well-being of adolescents. [5] Therefore, enhancing adolescents' positive emotions and fostering resilience are vital. Emotional intelligence (EI) and resilience are crucial factors that enable adolescents to navigate challenges, foster positive relationships, and maintain psychological well-being, ultimately predicting one's life outcomes. Research has shown that emotionally intelligent individuals lead fuller and happier lives, whereas resilient individuals experience less stress and greater adaptability. [6] Fostering emotional intelligence skills helps adolescents adjust to adversity, respond to stressors in healthy ways, and resolve situations and events. High EI has been linked to better self-regulation, social competence, and mental health outcomes, while resilience plays a central role in adapting to adversity, coping with challenges, reducing the risk of long-term psychological problems, and enhancing individuals' overall well-being. [7-8]

Understanding the factors that shape EI and resilience is vital for developing targeted interventions in school and community settings. Socio-demographic variables such as age, gender, parental education, and socio-economic status, along with behavioral factors like participation in social and physical activities, may influence these outcomes. However, evidence from low- and middle-income settings remains limited. This study aims to identify the socio-demographic and behavioral predictors of emotional intelligence and resilience among adolescents. By applying GLM and quantile regression models, we seek to provide a more robust understanding of both average and distributional effects, thereby informing strategies to strengthen adolescent mental health and coping capacities.

MATERIALS & METHODS

Study Design

This cross-sectional analytical study was conducted among school-going adolescents to identify socio-demographic and behavioral predictors of emotional intelligence (EI) and resilience (RES). The design aimed to understand how individual and contextual factors influence EI and resilience among adolescents.

Setting

The study was conducted in selected government and private schools representing diverse socioeconomic backgrounds in Thrissur District, Kerala.

Study Population and Sample

The study included 259 adolescents enrolled in secondary school classes. Students aged 13–18 years who were able to comprehend the questionnaire and provided informed assent with parental consent were eligible. Those with incomplete responses were excluded. A multistage cluster sampling strategy was used to ensure representation across age groups, gender, and socio-economic strata.

Inclusion criteria: Adolescents who are studying in selected high schools and who are willing to participate in the study.
Exclusion Criteria: Adolescents who are diagnosed with psychiatric disorders.

Data Collection and Variables

Data were collected using a structured, pretested questionnaire administered in classroom settings under supervision.

The tool captured the following domains:

- Socio-demographic characteristics: age, gender, class of study, type of school, type of family, place of residence, education and occupation of parents, birth order, number of siblings, and socioeconomic status (based on colour of ration card).
- Behavioral characteristics: participation in social activities, participation in competitions and involvement in physical activities,
- Outcomes: The adolescent resilience questionnaire measured resilience, and the outcome was a continuous score. The Schutte Emotional Intelligence Scale measured Emotional Intelligence (EI), and its outcome was a continuous score.

STATISTICAL ANALYSIS

Descriptive analyses were performed to summarize the participants' socio-demographic and behavioral characteristics. Categorical variables were expressed as frequencies and percentages, while outcome variables were described using means and standard deviations.

Analysis for Emotional Intelligence: Since EI scores violated the assumption of normality (based on the KS test and Q–Q plot inspection), quantile regression at the 50th percentile (median) was used to examine the association between EI and selected predictors. Univariate quantile regression models were fitted for each variable to estimate median differences in EI scores. Variables significant at $p < 0.05$ were included in a multiple quantile regression model.

Model fit was evaluated using Pseudo R^2 and Mean Absolute Error (MAE).

Analysis for Resilience: The relationship between socio-demographic and behavioral factors and resilience scores was examined using Generalized Linear Models (GLM) with Gaussian family and identity link function. Although mathematically equivalent to ordinary least squares regression for normally distributed outcomes, GLM uses maximum likelihood estimation and provides Wald chi-square statistics for hypothesis testing. Initially, univariate GLM analyses were performed to identify variables associated with resilience, with a significance level of $p < 0.05$ used as the selection criterion. Variables identified in univariate analysis were subsequently entered into a multivariable GLM. Model fit was assessed using R^2, adjusted R^2, and F-test. Multicollinearity was examined using the variance inflation factor (VIF).

RESULTS

Descriptive statistics

A total of 259 adolescents participated in the study. Most were in the 14-year age group (50.58%), with nearly equal distribution by gender. Over half of adolescents were in higher class levels (52.12%) and from government schools (67.18%). A majority belonged to nuclear families (56.76%) and resided in rural areas (84.56%). Most fathers (81.08%) and mothers (45.17%) had lower levels of education. The common occupation category for fathers was self-employed (70.66%), while mothers were homemakers (49.42%). Over half of the adolescents were first-born (51.74%). Most of them belonged to the BPL category based on the Socio-economic status (70.27%). Adolescents participated in social activities (72.20%), competitions (78.40%), and physical activity (62.93%).

Table 1: Frequency distribution of adolescents based on their socio demographic and behavioural characteristics (n=259)

Variables		Frequency f	Percentage %
Age in years	13	119	45.95
	14	131	50.58
	15	09	03.47
Gender	Male	128	49.42
	Female	131	50.58
Class of study	8th	124	47.88
	9th	135	52.12
Type of school	Government	174	67.18
	Aided	85	32.82
Type of the family	Nuclear	147	56.76
	Joint	103	39.77
	Extended	09	03.47
Place of residence	Urban	40	15.44
	Rural	219	84.56
Education of father	Up to high school	210	81.08
	Higher Secondary	45	17.38
	Degree or above	04	01.54
Education of mother	Up to high school	117	45.17
	Higher Secondary	139	53.67
	Degree or above	03	01.16
Occupation of father	Govt. Employee	09	03.47
	Private Employee	25	09.65
	Self Employee	183	70.66
	Coolie Worker	37	14.29
	Pensioner	01	0.39
	Unemployed	04	1.54
Occupation of mother	Govt. Employee	03	1.16
	Private Employee	73	28.19
	Self Employee	55	21.24
	Home Maker	128	49.42
Birth order	First Child	134	51.74
	Second Child	100	38.61
	Third Child	25	09.65
Socio economic status	APL	77	29.73
	BPL	182	70.27
Participation in social activities	Yes	187	72.20
	No	72	27.80
Participation in competitions	Yes	203	78.38
	No	56	21.62
Involvement in physical activity	Yes	163	62.93
	No	96	37.07

Factors associated with Emotional intelligence

Univariate quantile regression analysis of factors associated with EI

Quantile regression analysis was performed at the 50th percentile (median) because the distribution of EI scores violated the assumption of normality. Univariate quantile regression models were fitted for each sociodemographic and behavioural variables to estimate median differences in EI across categories. Among the variables assessed, education of mother and participation in social activities showed statistically significant associations with EI scores ($p < 0.05$), and socioeconomic status borderline significance ($p=0.058$). The findings are shown in Table 2.

Table 2: Univariate quantile regression analysis of factors associated with emotional intelligence

Variable	Category	Coefficient (B)	Std. Error	t	p-value	95% CI Lower	95% CI Upper
Age	13(ref)	—	—	—	—	—	—
	14	0.000	1.970	0.000	1.000	−3.879	3.879
	15	−6.000	5.377	−1.12	0.266	−16.589	4.589
Gender	Male (ref)	—	—	—	—	—	—
	Female	3.000	1.732	1.73	0.084	−0.410	6.410
Class of Study	8th(ref)	—	—	—	—	—	—
	9th	−2.000	1.836	−1.09	0.277	−5.616	1.616
Type of School	Government(ref)	—	—	—	—	—	—
	Aided	0.000	2.025	0.000	1.000	−3.987	3.987
Type of Family	Nuclear(ref)	—	—	—	—	—	—
	Joint	2.000	1.828	1.09	0.275	−1.599	5.599
	Extended	4.000	4.884	0.82	0.414	−5.618	13.618
Place of Residence	Urban (Ref)	—	—	—	—	—	—
	Rural	−2.000	2.713	−0.74	0.462	−7.342	3.342
Education of Father	Up to high school(ref)	—	—	—	—	—	—
	Higher Secondary	−1.000	2.353	−0.42	0.671	−5.634	3.634
	Degree or above	−9.000	7.230	−1.24	0.214	−23.239	5.239
Education of Mother	Up to high school(ref)	—	—	—	—	—	—
	Higher Secondary	7.000	1.999	3.50	0.001*	3.063	10.937
	Degree or above	0.000	9.316	0.00	1.000	−18.347	18.347
Occupation of Father	Govt. Employee (ref)	—	—	—	—	—	—
	Private Employee	6.000	5.9268	1.012	0.312	−5.672	17.672
	Self Employee	0.000	5.2057	0.000	1.000	−10.252	10.252
	Coolie Worker	1.000	5.6667	0.176	0.860	−10.160	12.160
	Pensioner	−25.000	16.0713	−1.556	0.121	−56.651	6.651
	Unemployed	−8.000	9.1621	−0.873	0.383	−26.044	10.044
Occupation of Mother	Govt. Employee(ref)	—	—	—	—	—	—
	Private Employee	10.000	8.122	1.23	0.219	−5.994	25.994
	Self Employee	7.000	8.174	0.86	0.393	−9.097	23.097
	Home Maker	7.000	8.053	0.87	0.386	−8.858	22.858
Birth Order	First Child(ref)	—	—	—	—	—	—
	Second Child	−3.000	2.034	−1.47	0.142	−7.006	1.006
	Third Child	−3.000	3.354	−0.89	0.372	−9.605	3.605
Socioeconomic status	APL (ref)	—	—	—	—	—	—
	BPL	−4.000	2.097	−1.91	0.058	−8.130	0.130
Participation in Social Activities	Yes(ref)	—	—	—	—	—	—
	No	−9.000	1.808	−4.98	<0.001*	−12.560	−5.440
Participation in Competitions	Yes(ref)	—	—	—	—	—	—
	No	−2.000	2.088	−0.96	0.339	−6.111	2.111
Involvement in Physical Activity	Yes(ref)	—	—	—	—	—	—
	No	−1.000	1.899	−0.53	0.599	−4.740	2.740

***Significant (p<0.05)**

Multiple quantile regression analysis of factors associated with emotional intelligence

Univariate quantile regression identified several variables associated with EI, including education of the mother, participation in social activities and

socioeconomic status (borderline significance). These were included in the multiple quantile regression model to assess their adjusted effects on median EI scores. The overall model demonstrated acceptable fit (Pseudo R^2 = 0.089; MAE= 10.80), indicating modest explanatory power. After adjustment, only education of the mother remained a significant predictor of median EI (p = 0.008), suggesting that higher maternal education is positively associated with greater emotional intelligence. The table 3 shows the results of multiple regression analysis of factors associated with Emotional Intelligence

Table 3: Multiple quantile regression analysis of factors associated with Emotional Intelligence

Variable	Category	Coefficient (B)	Std. Error	t	p-value	95% CI Lower	95% CI Upper
Education of Mother	Up to high school(ref)	—	—	—	—	—	—
	Higher Secondary	5.000	1.877	2.66	0.008*	1.303	8.697
	Degree or above	0.000	8.723	0.00	1.000	−17.178	17.178
Participation in Social Activities	Yes(ref)	—	—	—	—	—	—
	No	0.000	1.926	0.00	1.000	−3.793	3.793
Socioeconomic status	APL (ref)	—	—	—	—	—	—
	BPL	−3.000	2.040	−1.47	0.143	−7.018	1.018

***Significant (p<0.05)**

Factors associated with resilience

Univariate analysis of factors associated with resilience

Univariate GLM was performed to identify variables significantly associated with resilience. It was observed from Table 4 that class of study, education of father, education of mother, occupation of father, participation in social activities, and participation in competitions were statistically significant (p < 0.05) and were subsequently included in the multiple regression model.

Table 4: Univariate GLM analysis of factors associated with resilience

Variable	Category	B	SE	Wald χ^2	p-value	95% CI Lower	95% CI Upper
Age in years	13(ref)	–	–	–	–	–	–
	14	-5.763	3.936	2.144	0.143	-13.476	1.951
	15	-18.298	10.744	2.9	0.089	-39.356	2.76
Gender	Male (ref)	–	–	–	–	–	–
	Female	-2.715	3.89	0.487	0.485	-10.34	4.91
Class of study	8th(ref)	–	–	–	–	–	–
	9th	-15.517	3.776	16.885	<0.001*	-22.918	-8.116
Type of school	Government(ref)	–	–	–	–	–	–
	Aided	-3.136	4.129	0.577	0.448	-11.23	4.957
Type of family	Nuclear(ref)	–	–	–	–	–	–
	Joint	7.763	3.997	3.772	0.052	-0.071	15.597
	Extended	4.381	10.681	0.168	0.682	-16.554	25.316
Place of residence	Urban (ref)	—	—	—	—	—	—
	Rural	9.313	5.3563	3.023	0.082	-1.185	19.812
Education of father	Up to high school(ref)	–	–	–	–	–	–
	Higher Secondary	3.435	5.099	0.454	0.501	-6.559	13.428
	Degree or above	33.59	15.667	4.597	0.032*	2.884	64.297

Education of mother	Up to high school(ref)	–	–	–	–	–	–
	Higher Secondary	6.272	3.886	2.605	0.107	-1.345	13.889
	Degree or above	36.598	18.111	4.084	0.043*	1.102	72.095
Occupation of father	Govt. Employee (ref)	—	—	—	—	—	—
	Private Employee	11.173	11.999	0.867	0.352	-12.344	34.69
	Self Employee	6.874	10.539	0.425	0.514	-13.781	27.53
	Coolie Worker	3.198	11.472	0.078	0.78	-19.287	25.683
	Pensioner	-36.667	32.536	1.27	0.26	-100.436	27.103
	Unemployed	39.333	18.548	4.497	0.034*	2.979	75.687
Occupation of mother	Govt. Employee(ref)	—	—	—	—	—	—
	Private Employee	27.087	18.3612	2.176	0.14	−8.901	63.074
	Self Employee	23.533	18.4794	1.622	0.203	−12.686	59.752
	Home Maker	22.716	18.2048	1.557	0.212	−12.965	58.397
Birth order	First Child(ref)	–	–	–	–	–	–
	Second Child	-6.15	4.12	2.22	0.136	-14.23	1.931
	Third Child	-1.97	6.79	0.084	0.772	-15.29	11.35
Socio economic status	APL (ref)	–	–	–	–	–	–
	BPL	-1.082	4.259	0.065	0.799	-9.43	7.265
Participation in social activities	Yes(ref)	–	–	–	–	–	–
	No	-12.596	4.275	8.684	0.003*	-20.974	-4.218
Participation in competitions	Yes(ref)	–	–	–	–	–	–
	No	-12.016	4.67	6.621	0.01*	-21.169	-2.863
Involvement in physical activity	Yes(ref)	–	–	–	–	–	–
	No	-6.528	4.011	2.65	0.104	-14.388	1.332
Previous information on mindfulness	Yes(ref)	–	–	–	–	–	–
	No	3.329	12.004	0.077	0.782	-20.198	26.856

***Significant (p<0.05)**

Multivariable GLM of factors associated with resilience

Multivariable GLM was fitted to examine predictors of Resilience. The overall model demonstrated a good fit to the data, as indicated by the significant Omnibus Likelihood Ratio Chi-square test, $\chi^2 = 38.29$, $p < 0.001$, suggesting that the inclusion of predictors significantly improved model fit compared to the intercept-only model. Collinearity diagnostics revealed no evidence of multicollinearity (VIF < 1.5 for all predictors).

Table 5 presents the results of GLM assessing the independent effect of selected socio-demographic and behavioral variables on resilience scores. After adjusting for covariates, class of study and participation in social activities remained statistically significant predictors of resilience ($p < 0.05$), other variables were not significant in the adjusted model.

Table 5: Multivariable GLM analysis of factors associated with resilience

Variable	Category	B	SE	Wald χ^2	p-value	95% CI Lower	95% CI Upper
Class of study	8th(ref)	—	—	—	—	—	—
	9th	−16.900	3.7772	20.019	<0.001*	−24.303	−9.497
Education of father	Up to high school(ref)	—	—	—	—	—	—
	Higher Secondary	3.709	4.8576	0.583	0.445	−5.812	13.229
	Degree or above	23.893	17.9893	1.764	0.184	−11.365	59.151

Education of mother	Up to high school(ref)	—	—	—	—	—	—
	Higher Secondary	6.928	3.8019	3.321	0.068	−0.523	14.38
	Degree or above	8.145	20.7181	0.155	0.694	−32.461	48.752
Occupation of father	Govt. Employee (ref)	–	–	–	–	–	–
	Private Employee	14.660	11.317	1.678	0.195	-7.521	36.840
	Self Employee	8.795	10.273	0.733	0.392	-11.340	28.930
	Coolie Worker	4.568	11.383	0.161	0.688	-17.743	26.878
	Pensioner	-33.157	30.948	1.148	0.284	-93.814	27.499
	Unemployed						
Participation in social activity	Yes(ref)	—	—	—	—	—	—
	No	−12.177	4.1995	8.408	0.004*	−20.408	−3.947
Participation in competitions	Yes(ref)	—	—	—	—	—	—
	No	−6.319	4.5702	1.911	0.167	−15.276	2.639

***Significant (p<0.05)**

DISCUSSION

The present study identified the predictors of emotional intelligence and resilience among adolescents. In the univariate analysis, emotional intelligence was significantly associated with maternal education and participation in social activities. However, in the adjusted model, only maternal education remained significant, while participation in social activities was no longer significant after controlling for other variables. The present study's findings align with prior research indicating that maternal education has a positive effect on students' emotional intelligence ($p < 0.05$). [9] The findings align with prior research indicating that adolescents from higher socioeconomic backgrounds report significantly greater emotional intelligence than their peers from lower socioeconomic background.[10] Findings of the present study are consistent with previous studies, which revealed that participation in social activities significantly contributes to the development of students' emotional and social skills. [11-12]

The univariate analysis of predictors of resilience among adolescents revealed that class of study, parental education, father's occupation, participation in social activities, and participation in competitions were significantly associated with resilience. The GLM showed that the study class and participation in social activities remained significant. The results of this study align with previous research, affirming that the class of study and parental education are the significant factors influencing resilience. The adolescents showed higher resilience, which was positively associated with their higher academic levels and mothers with higher education and employment. [13] In the present study, adolescents who participated in competitions and social activities displayed increased resilience, aligning with studies that indicate participation in extracurricular activities and social activities boosts resilience. These results highlight the complementary role of active involvement in social activities for fostering resilience among adolescents. To support these findings, prior research indicates that adolescents engaged in extracurricular activities—such as arts, sports, scouting, and social groups—reported higher levels of resilience. This was a promising finding that highlights the benefits of participation in social group activities for promoting adolescents' resilience. [14]

Strengths and Limitations

This study examined factors associated with emotional intelligence and resilience among adolescents using appropriate regression methods. The multistage cluster sampling approach ensured diverse representation across demographic and socioeconomic subgroups, and the sample size was adequate for stable parameter estimation in the regression analyses. However, the cross-

sectional design precludes causal inference, and the study was conducted in a single district, which may limit the generalizability of the findings to other regions or settings.

CONCLUSION

This study identifies important socio-demographic and behavioral factors associated with emotional intelligence and resilience among adolescents. After adjusting for covariates, class of study and participation in social activities emerged as significant predictors of resilience, while maternal education was the key determinant of emotional intelligence. These findings suggest that both educational and social environments have a substantial influence on adolescents' emotional and coping capacities. Strengthening school-based and community-level programs that promote active social engagement and parental awareness, particularly maternal involvement in education, may foster improved emotional intelligence, resilience, and overall well-being during this formative stage of development.

Declaration by Authors

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