



# **Emotional Intelligence, Self Esteem and Resilience of Students with Specific Learning Disability**

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## **Abstract**

According to UNICEF, there are “roughly 240 million students who suffer from learning disability across the world”. Research has consistently demonstrated that students with disabilities face unique challenges compared to their non-disabled peers. This study aimed to examine the relationship between emotional intelligence, self-esteem, and resilience among students with specific learning disabilities (SLDs) while also investigating potential differences in these variables between students with and without SLDs. A comprehensive literature review on emotional intelligence, self-esteem, and resilience informed the development of questionnaires that were administered to a purposive sample of 100 school students aged 10-17 years, comprising both students with and without specific learning disabilities. The study participants were selected from private and government schools in Delhi and NCR. Data analysis revealed that students with SLDs scored lower than their non-disabled peers across all three variables: emotional intelligence, self-esteem, and resilience. These results strongly suggest that learning disabilities exert an influence on the emotional intelligence, self-esteem, and resilience of students. It is recommended that further research be conducted to explore additional factors that may contribute to the development of emotional intelligence, self-esteem, and resilience in this population. By synthesizing existing literature and collecting primary data from a diverse sample, this research offers a unique perspective on the relationship between emotional intelligence, self-esteem, and resilience in students with specific learning disabilities. The findings underscore the importance of addressing the psychological needs of students with SLDs and implementing effective support strategies to foster their holistic development.

*Keywords:* *specific learning disabilities, emotional intelligence, self esteem, resilience.*

# INTRODUCTION

The goal of this study is to evaluate the relationship between "emotional intelligence, self-esteem, and resilience among students with and without SLDs", as well as "how these qualities impact overall well-being". This study attempts to provide a better understanding of the complicated interplay between emotional intelligence, self-esteem, and resilience by evaluating these variables in depth.

A learning disability (LD) is "a neurological disorder that affects the brain's ability to receive, process, store, and respond to information" (Clauss-Ehlers, 2010). There are approximately 2 million children in the US who have been diagnosed with a learning disability. A child with a learning disability faces several obstacles and academic challenges that often require specialized educational help. Children with learning difficulties may have average or above-average intelligence but frequently "face difficulties when trying to achieve the same academic level as their peers" (Brown, 2008).

"Learning disability" was coined by Samuel A Kirk. His observation helped pass the "Handicapped Children's Early Education Assistance Act in 1968". Academically challenged students were frequently labelled as mentally retarded by school authorities. This affected the children severely and often hampered their growth. These students were "not low functioning and had normal IQ, but they did face difficulties in learning and thinking abilities. Learning disability was officially recognised as a disability in 1975" (Kirk & Anastasiow, 2012).

"At birth, a learning disability is extremely difficult to diagnose. Since there is no clear physical indicator, parents often have to wait for a developmental delay to assess whether or not their child has a learning disability" (Gates & Edwards, 2007).

"Adolescents with learning problems are frequently penalized for misbehaving more frequently than mentally retarded students or those without a mental handicap" (McShawn & Williams, 2003).

Children with learning disabilities link failure with helplessness, which results in them quitting earlier than their non-disabled classmates. Due to their educational requirements, children with learning difficulties require extra care and accommodations. A student with a learning disability will experience negative emotions as a result of their lack of control over their surroundings. Failure runs through the lives of those with minor to severe learning difficulties. Children with learning disabilities face academic challenges and have been observed to exhibit "learned helplessness," or a lack of resilience when failure persists. Due to the never-ending succession of failures, "children with learning disabilities do not develop strong self-perception. They frequently compare themselves to their peers, who do not have learning disabilities".

Children with learning disorders face academic challenges, which they are more likely to tolerate if they have high self-esteem. They end up internalizing their lack of comprehension and the skills that are used to master

a skill. Westwood identified probable areas where children face difficulties, which could indicate the presence of a handicap or disability.

- Severe arithmetic and mathematical difficulties (dyscalculia)
- Dysnomia (severe difficulties recalling symbols, names, and words)
- Dyslexia (severe reading disability)
- Dysgraphia (severe difficulty with written expression and penmanship)
- Dysorthographia (severe spelling issues)

## 1.1. EMOTIONAL INTELLIGENCE

John Mayer & Peter Salovey (1990) coined the term "emotional intelligence," which they classified into four categories:

- "Identifying emotions on a nonverbal level"
- "Using emotions to guide cognitive thinking"
- "Understanding the information emotions convey and the actions emotions generate"
- "Regulating one's own emotions, for personal benefit and for the common good"

Emotional intelligence refers to "a person's ability to manage and control his or her own emotions as well as those of others".

Mayer et al. (2008) define emotional intelligence (EI) as the "ability to reason accurately about emotions and to use emotions and emotional knowledge to improve thought".

### 1.1.4. MODELS OF EMOTIONAL INTELLIGENCE

A. Mayer and Salovey (1997) developed the "ability-based model of emotional intelligence", which focuses on the individual's ability to perceive, use, understand, and regulate emotions. This model suggests that individuals with higher emotional intelligence possess superior skills in these four domains, enabling them to navigate social interactions, handle stress, and make well-informed decisions. Based on this model, emotional intelligence consists of four interrelated abilities:

- a. **Perceiving Emotions:** This ability involves accurately recognizing and understanding one's own emotions and those of others, as well as interpreting nonverbal emotional cues.
- b. **Using Emotions:** It refers to the skill of utilizing emotions to facilitate thinking, problem-solving, and decision-making processes effectively.
- c. **Understanding Emotions:** This ability encompasses the capacity to comprehend complex emotional information, including the relationships between emotions, how they evolve, and how they can blend or transition.

- d. **Regulating Emotions:** This ability involves managing and controlling emotions in oneself and others, including strategies for expressing emotions appropriately and adapting emotional responses in different situations.
- B. The "mixed model of emotional intelligence", proposed by Goleman (1995), incorporates both cognitive and personality-based aspects. It suggests that emotional intelligence comprises a combination of cognitive abilities, personality traits, and social skills. It emphasizes the importance of these components in achieving personal and social success. This model highlights five components:
  - a. **Self-Awareness** involves recognizing and understanding one's own emotions, strengths, limitations, and values.
  - b. **Self-Regulation** is the ability to manage and control one's emotions, impulses, and behaviors, particularly in challenging or stressful situations.
  - c. **Motivation** focuses on self-motivation, perseverance, and the ability to set and work towards meaningful goals.
  - d. **Empathy** is the capacity to understand and consider others' emotions, perspectives, and needs, fostering effective interpersonal relationships.
  - e. **Social Skills** encompasses the ability to communicate, influence, and interact effectively with others, including skills such as teamwork, leadership, and conflict resolution.
- C. According to the Bar-On model, Emotional intelligence is "a collection of interconnected emotional and social competencies, skills, and facilitators that influence our understanding and expression of ourselves, our interactions with others, and our ability to cope with daily challenges and pressures". This model is comprised of five key elements:
  - a. **Intrapersonal** is concerned with "self-awareness and self-expression", and it includes our ability to recognize and understand our emotions, strengths, and weaknesses, and express our feelings and thoughts in a constructive manner.
  - b. **Interpersonal** is concerned with our awareness of the emotions, concerns, and needs of others, as well as our ability to form and maintain positive, cooperative, and satisfying relationships.
  - c. **Stress Management** is concerned with our ability to effectively manage and regulate emotions, particularly in stressful situations.
  - d. **Adaptability** focuses on our ability to cope with and adapt to personal and interpersonal changes, as well as changes in our immediate surroundings.
  - e. **General Mood** reflects our level of motivation and emotional well-being overall.

### **1.1.5. EMOTIONAL INTELLIGENCE AMONG CHILDREN WITH LEARNING DISABILITIES**

Children with learning disabilities often face significant challenges in various aspects of their lives, including academic performance, social interactions, and self-esteem. Emotional intelligence, defined as the ability to perceive, understand, and manage emotions effectively, plays a crucial role in their overall well-being and success. Understanding the specific nuances of emotional intelligence among children with learning

disabilities can help educators, parents, and professionals tailor interventions and support strategies to meet their unique needs.

A research conducted by Channon and colleagues (2001) explored the relationship between emotional intelligence and social competence among children with learning disabilities. The study highlighted that children with higher emotional intelligence tended to have better social skills, including improved peer relationships, conflict resolution, and cooperation. These findings emphasize the importance of fostering emotional intelligence as a means to enhance social integration and overall functioning in children with learning disabilities.

Additionally, interventions focusing on emotional intelligence have shown promising results in improving the emotional well-being and academic performance of children with learning disabilities. A study by Brackett and Rivers (2014) implemented a social-emotional learning program for students with learning disabilities, which aimed to develop their emotional intelligence skills. The program involved teaching emotional awareness, self-regulation, and social skills through various activities. The results indicated significant improvements in emotional intelligence and academic outcomes, highlighting the potential of targeted interventions to enhance emotional intelligence among children with learning disabilities.

## **1.2. SELF ESTEEM**

Adler & Stewart (2004) define self-esteem as "a person's overall sense of worth or value". It is "a measure of how much a person values, approves of, appreciates, prizes, or likes himself or herself".

According to Morris Rosenberg (1965), "self-esteem is quite simply one's attitude toward oneself".

Brown, Dutton, and Cook (2001) distinguished three ways in which "self-esteem" is used:

- "global or trait self-esteem" refers to the way people feel about themselves
- "self-evaluation" refers to the way people "evaluate their abilities"
- "feelings of self-esteem" refers to "momentary emotional states"

Webster says that "self-esteem is satisfaction with oneself". It is defined as "one's positive assessment of one's own dignity or worth."

### **1.2.1. SELF-ESTEEM AMONG CHILDREN WITH LEARNING DISABILITIES**

A learning disability can have a negative impact on a child's social development. Children with learning disabilities are "more likely to feel lonely, depressed, and misunderstood". These kids will "quickly get into arguments because they will feel rejected". Emotional issues might conceal learning impairments. Despite the fact that "self-esteem varies between Western and Eastern cultures (individual vs. collective, respectively), the motive appears to be universal" (Leary et al. 1995). Regardless of culture, "perceived emotional support

has a profound effect on self-esteem" (Uchida et al. 2008). The socio-meter model of self-esteem is supported by research on the relationships between self-esteem and various dimensions of social inclusion and belongingness.

According to Leary (2003), "self-esteem was substantially connected with social anxiety, jealousy, loneliness, and depression". Rosenberg and Leary (1979) reported that "self-esteem is a reflection of an individual's perceptions of how others perceive them". According to Gailliot and Baumeister (2007), "belongingness is favourably and uniquely related to self-esteem". Pickett (2004) discovered that "individuals with a strong need to belong (i.e., a strong need to feel socially linked) are more sensitive to and accurate in recognising and interpreting social cues". According to Buckley et al. (2004), "frequent self acceptance leads to higher levels of self-esteem acceptance, while consistent self rejection leads to lower levels of self esteem".

### 1.3. RESILIENCE

The ability to "bounce back" in the face of adversity is often referred to as resilience. We are not challenged and thus are not required to adapt in the absence of adversity. Importantly, the "bounce back" is positive, frequently resulting in the establishment or reinforcement of our inner strengths. When we adapt to adversity, we develop cognitive and emotional tools that prepare us for what we may face in the future.

Psychological resilience is defined by researchers as "the ability to mentally cope with or adapt to uncertainty, challenges, and adversity". It is sometimes referred to as "mental fortitude." People with resilience develop coping strategies and skills that allow them to remain calm and composed during a crisis and prevent any long-term negative consequences, such as distress and anxiety.

The APA defines resilience as "the process of adapting well in the face of adversity, trauma, tragedy, threats, or significant sources of stress — such as family and relationship problems, serious health problems, or workplace and financial stressors."

Resilience is a multifaceted notion that includes both the ability to deal with adversity and the ability to respond flexibly. Some academics go even further, identifying the three variables listed below as critical to resilience (Boniwell & Tunariu, 2019):

- **Recovery:** Returning to pre-stressor levels of functioning or normalcy
- **Resistance:** Following the stressor, there are few events with no indicators of disruption.
- **Reconfiguration:** Returning to a different homeostasis and establishing new stability as a result of a change in conditions

### **1.3.2. RESILIENCE AMONG CHILDREN WITH LEARNING DISABILITIES**

"Resilience is the ability to adapt to adversity and recover from adversity". Resilience is important for all children, but it is all the more important for children with learning disabilities. These children's resilience can help them overcome academic and social challenges, develop positive self-esteem, and form strong relationships with others.

Children with learning disabilities face various challenges in not only their academic lives but also their social and emotional lives. These difficulties often hamper their growth and make it challenging for them to succeed and thrive in school and other aspects of their lives. However, research has shown that "many children with learning disabilities are resilient and able to overcome these challenges".

## **REVIEW OF LITERATURE**

Aljumaiah (2018) conducted a study to "evaluate the emotional intelligence level among students with learning difficulties". The sample size consisted of 72 students aged between 10 and 12 years old. The results of the study indicated that "the study sample's emotional intelligence level ranged between low, medium, and high".

Bear et al. (2019) conducted "a meta-analysis of 61 studies on self-concept in children with and without learning disabilities" and discovered that "children with learning disabilities perceived their academic ability less favourably than their non-LD peers, but group differences in other domains of self-concept were less clear".

Benassi et al. (2022) investigated "the physical, emotional, and school components of quality of life" in a group of 35 primary school children with SLD and 85 normally developing (TD) children, as well as their mothers. The findings revealed that "children with SLD had poorer physical health, learning processes, and school-related mental health than TD children".

Elsebaey (2019) investigated "the influence of an emotional intelligence skills training programme on the quality of life and optimism of 20 primary school girls who struggled with reading". The study discovered that "the programme greatly enhanced the participants' perception of quality of life and ability to process emotions and feelings, as well as boosted positive emotions such as joy, happiness, calmness, tranquilly, and serenity".

Peleg (2009) sought to investigate "differences in test anxiety and self-esteem among teenagers with and without learning difficulties". The study comprised 102 Christian Arab students, and the findings revealed that "students with learning difficulties had higher levels of exam anxiety and poorer levels of self-esteem than their non-disabled counterparts".

Zysberg (2017) investigated "the levels of emotional intelligence (EI) in young adults with and without specific learning disabilities (SLD)". The study included two groups of college students: one with 100 participants and the other with 584 mismatched participants. The study discovered "no significant changes in EI between the two groups, although the SLD group reported lower scores on self-report measures of EI and self-esteem".

## RATIONALE OF THE STUDY

There has been little research about the relationship between emotional intelligence, self-esteem, and resilience in students with specific learning difficulties, and it is unknown how these qualities may influence their academic and social performance.

The findings of this study will lead to a better understanding of the subject, allowing for further research into approaches that can be employed to improve their cognitive and social functioning.

## METHODOLOGY

### 3.1. AIM

"To assess the correlation between emotional intelligence, self-esteem and resilience, in students with and without specific learning disabilities (SLD) and to determine if there are any significant differences in these variables between the two groups".

### 3.2. RESEARCH OBJECTIVE

- Understand and establish a relationship between "emotional intelligence, self-esteem and resilience" of students with specific learning disabilities.
- Determine whether there will be a difference in "emotional intelligence, self esteem and resilience" of students with SLDs and students without SLDs.

### 3.3. HYPOTHESES

- H1 - There will be a significant relationship between the "emotional intelligence, self-esteem and resilience" of students with SLD and students without SLD
- H2 - There will be no relationship between the "emotional intelligence, self-esteem and resilience" of students with SLD and students without SLD
- H3 - Students without SLD will have higher levels of "emotional intelligence, self-esteem and resilience" as compared to students with SLD

- H4 - Students with SLD will have higher levels of "emotional intelligence, self-esteem and resilience" as compared to students without SLD

### **3.4. RESEARCH DESIGN**

The information gathered will be analysed with descriptive and inferential statistics. Descriptive statistics will be utilised to analyse participant demographic data, while inferential statistics will be employed to assess hypotheses. Correlation analysis and t-tests will be utilised to establish relationships between students with and without SLDs in emotional intelligence, self-esteem, and resilience.

### **3.5. RESEARCH METHOD**

The research method for this study will involve the interview method and the use of questionnaires. The study will begin by identifying participants who have specific learning disabilities and those who do not. This will be done through a screening process that involves an assessment of their academic performance and diagnostic tests. Once the participants have been identified, they will be asked to participate in an interview to gain an in-depth understanding of their experiences and perspectives on emotional intelligence, self-esteem, and resilience through the help of Schutt's Emotional Intelligence Test, Rosenberg's Self-Esteem Scale and Wagnid's Resilience Scale - 14. Following the interview, participants will be asked to complete a standardized questionnaire to collect quantitative data on their emotional intelligence, self-esteem, and resilience.

### **3.6. SAMPLE**

The sample consisted of 100 students from private and government schools in Delhi and NCR. The students were in the age group of 10-17 years. The sample was selected on the basis of purposive sampling. The inclusion criteria were to include school students with SLD in the age group 10-17 years and the exclusion criteria were students with other comorbidities. There are 36 girls and 64 boys (n=100) in total. Out of the 100 students, 44 students had a learning disability while the other 56 students had no learning disability. The students were interviewed to understand whether or not they had SLD and only then the questionnaires were shared with them.

### **3.7. RESEARCH INSTRUMENTS**

#### **1. Schutt's Emotional Intelligence Test**

The Schutte Self-Report Emotional Intelligence Test (SSEIT) assesses general Emotional Intelligence (EI) through four sub-scales: emotion perception, emotion utilisation, self-relevant emotion management, and emotion management of others. The SSEIT is based on Salovey and Mayer's (1990) EI model. The SSEIT model is closely related to the EQ-I Emotional Intelligence model. It involves a 33-item self-report with

responses on a 1 (strongly disagree) to 5 (strongly agree) scale. Each sub-test score is evaluated and then combined together to produce the participant's total score.

## 2. Rosenberg's Self-Esteem Scale

The 10-item RSE scale is used to assess self-esteem. Originally, the test was intended to assess high school pupils' self-esteem. However, since its inception, the scale has been utilised with a variety of groups, including adults.

The RSES has an outstanding internal consistency, with a Guttman scale coefficient of repeatability of .92. Over a two-week period, test-retest reliability revealed correlations of .85 and .88, showing outstanding stability. The RSE correlates significantly with other self-esteem measures, such as the Coopersmith Self-Esteem Inventory. Furthermore, the RSE correlates with sadness and anxiety measures in the predicted direction.

## 3. Wagnid's Resilience Scale - 14

The "RS-14 scale" consists of 14 self-report items measured along a 7-point rating scale ranging from '1—strongly disagree' to '7—strongly agree.' "Higher scores are indicative of high resilience level. The scores are calculated by a summation of response values for each item, thus enabling scores to range from 14 to 98".

Several research have been conducted to investigate the RS-14's reliability and validity. One study, for example, discovered "great internal consistency with a Cronbach's alpha rating of .91, indicating strong reliability". Another study found that "the RS-14 had good construct validity, as it correlated positively with other measures of resilience, such as the Connor-Davidson Resilience Scale".



# RESULTS

Table 1.

**Depicting Mean and Standard Deviation comparing "Emotional Intelligence, Self Esteem and Resilience of students with and without SLD".**

| Variables                      | SLD/ NON SLD | N  | Mean   | Std. Deviation |
|--------------------------------|--------------|----|--------|----------------|
| Self esteem (RSES)             | NON SLD      | 56 | 19.16  | 4.91           |
|                                | SLD          | 44 | 17.66  | 1.58           |
| Emotional Intelligence (SSEIT) | NON SLD      | 56 | 123.84 | 16.03          |
|                                | SLD          | 44 | 118.91 | 7.00           |
| Resilience (Wagnild - 14)      | NON SLD      | 56 | 71.25  | 14.89          |
|                                | SLD          | 44 | 64.18  | 10.97          |

Table 1 depicts “the mean scores are generally lower in the SLD group compared to the non-SLD group. Specifically, for self-esteem (RSES), the mean score is 19.16 in the non-SLD group and 17.66 in the SLD group. For emotional intelligence (SSEIT), the mean score is 123.84 in the non-SLD group and 118.91 in the SLD group. Finally, for resilience (Wagnild-14), the mean score is 71.25 in the non-SLD group and 64.18 in the SLD group”.

Table 2.

**Correlation between “self esteem, emotional intelligence and resilience”**

|            | RSES    | SSEIT  | RESILIENCE |
|------------|---------|--------|------------|
| RSES       | 1       | .417** | .481**     |
| SSEIT      | .417**  | 1      | .607**     |
| RESILIENCE | .481 ** | .607** | 1          |

Table 2 shows “the results of the correlation analysis between the variables RSES (self-esteem), SSEIT (emotional intelligence), and Resilience. There is a significant positive correlation between emotional

intelligence and resilience ( $r = .607$ ), emotional intelligence and self-esteem ( $r = .481$ ), and resilience and self-esteem ( $r = .481$ ”).

Table 3.

**Independent samples t test between “self esteem, emotional intelligence and resilience of students without SLD and students with SLD”**

|                   | t     | Sig (2-tailed) | Mean Difference | Std. Error Difference |
|-------------------|-------|----------------|-----------------|-----------------------|
| <b>RSES</b>       | 2.149 | 0.035          | 1.502           | 0.699                 |
| <b>SSEIT</b>      | 2.064 | 0.042          | 4.93            | 2.388                 |
| <b>RESILIENCE</b> | 2.635 | 0.01           | 7.068           | 2.682                 |

The results of the independent samples t-tests indicate “significant differences between the two groups in terms of the variables measured. The t-values for RSES (2.149), SSEIT (2.064), and RESILIENCE (2.635) are all above the critical value, suggesting that the differences observed are unlikely to have occurred by chance. The p-values (Sig 2-tailed) for RSES (0.035), SSEIT (0.042), and RESILIENCE (0.01) are all below the conventional significance level of 0.05, further supporting the presence of significant differences”. These results suggest that there are significant differences between students with and without SLD in terms of self-esteem (RSES), emotional intelligence (SSEIT), and resilience. The group without SLD tends to have higher scores on average in these areas. These findings highlight the importance of considering emotional well-being and personal strengths when addressing the needs of students with specific learning disabilities.

## DISCUSSION & CONCLUSION

This chapter analyses and interprets the research findings in light of the research objectives, literature review, and methods. This chapter digs into a thorough evaluation of the findings, delving into the patterns, linkages, and implications revealed by the data analysis. It emphasises the important findings, compares them to current literature, and explains any discrepancies or unexpected outcomes. Furthermore, the discussion chapter delves into the theoretical and practical ramifications of the findings, providing insights into the study's broader significance.

The current study explored the ‘emotional intelligence, self-esteem and resilience of students with specific learning disabilities (SLD) and students without specific learning disabilities’. The study involved interview method and the use of questionnaires. The sample size consisted of 100 students from private and government schools in Delhi and NCR, falling in the age group of 10 - 17 years. Schutt’s Emotional Intelligence Test, Rosenberg’s Self-Esteem Scale, and Wagnid’s Resilience Scale - 14 were used to collect data. The data

collected was analyzed using descriptive and inferential statistics, and statistical techniques such as correlation and t-tests were used to establish relationships and differences between the variables.

The findings revealed that ‘emotional intelligence, self-esteem, and resilience’ are positively correlated constructs. The results emphasize the importance of emotional intelligence, self-esteem, and resilience for academic success and overall well-being, regardless of learning abilities. It is evident that students with SLDs face unique challenges that can impact their emotional and psychological functioning, which in turn may affect their academic performance and well-being. The lower levels of emotional intelligence, self-esteem, and resilience observed in students with SLDs highlight the need for targeted interventions and support systems to help them develop these important constructs.

Providing specialized support and accommodations in the classroom tailored to the specific needs of students with SLDs can be an effective intervention strategy. Modifying the curriculum and teaching methods can enable these students to thrive academically while enhancing their emotional intelligence, self-esteem, and resilience. Additionally, encouraging their participation in social and extracurricular activities can foster a sense of belonging and social support, contributing to their emotional and psychological well-being.

Further research is necessary to explore the effectiveness of specific interventions and accommodations for students with SLDs. Additionally, identifying additional factors that may influence the emotional and psychological functioning of students with SLDs would contribute to a more comprehensive understanding of their needs and inform targeted interventions. By continuing to investigate and address the unique challenges faced by students with SLDs, we can create inclusive learning environments that empower all students to reach their full potential.

## **6.1. IMPLICATIONS OF THE STUDY:**

- Understanding the ‘relationship between emotional intelligence, self-esteem and resilience’:** The study could shed light on the correlation between emotional intelligence, self-esteem and resilience in both groups of students.
- Differentiating between students with and without SLD:** By contrasting the two groups, the study may draw attention to any notable variations in emotional intelligence, self-esteem and resilience.
- Informing interventions and support strategies:** Understanding the relationship between emotional intelligence, self-esteem and resilience can help develop targeted interventions and support strategies that address the specific needs of students with SLD, promoting their emotional well-being and academic success.
- Enhancing inclusive education practices:** By examining emotional intelligence, self-esteem and resilience in both groups, the research can provide insights into how schools can foster these qualities in all students, regardless of learning disabilities.

- Raising awareness and reducing stigma:** The study's findings can help increase awareness and understanding of the emotional experiences and strengths of students with specific learning disabilities. This could promote a more inclusive and supportive societal attitude towards individuals with SLD.

## 6.2. LIMITATIONS OF THE STUDY:

- Sample selection:** If the sample is not diverse or does not adequately reflect the broader population of students with and without SLD, the generalizability of the results may be limited.
- Correlational nature:** Correlation does not imply causation. It is important to remember that the study cannot establish a cause-and-effect relationship between these variables.
- Self-report bias:** The data collected for this study may heavily rely on self-report measures, which could introduce biases. Students may have different levels of self-awareness or may provide socially desirable responses, potentially affecting the accuracy of the data.
- Lack of control over confounding variables:** There may be several confounding variables that influence emotional intelligence, self-esteem and resilience in students. Factors such as socioeconomic status, cultural background, educational interventions, or personal experiences could impact these variables, and it may be challenging to control for all these variables in the study design.
- Cross-sectional design:** If the study adopts a cross-sectional design, it can only capture a snapshot of the variables at a specific point in time. Longitudinal studies would be better suited to investigate how emotional intelligence, self-esteem and resilience evolve over time in students with and without SLD.
- Ethical considerations:** Conducting research involving students with specific learning disabilities requires careful ethical considerations. Informed consent, privacy, and confidentiality of participants need to be protected throughout the study.

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## APPENDIX A

### Rosenberg Self-Esteem Scale

**Instructions:** Below is a list of statements dealing with your general feelings about yourself. Please indicate how strongly you agree or disagree with each statement.

1. On the whole, I am satisfied with myself.

|                |       |          |                   |
|----------------|-------|----------|-------------------|
| Strongly Agree | Agree | Disagree | Strongly Disagree |
|----------------|-------|----------|-------------------|

2. At times I think I am no good at all.

|                |       |          |                   |
|----------------|-------|----------|-------------------|
| Strongly Agree | Agree | Disagree | Strongly Disagree |
|----------------|-------|----------|-------------------|

3. I feel that I have a number of good qualities.

|                |       |          |                   |
|----------------|-------|----------|-------------------|
| Strongly Agree | Agree | Disagree | Strongly Disagree |
|----------------|-------|----------|-------------------|

4. I am able to do things as well as most other people.

|                |       |          |                   |
|----------------|-------|----------|-------------------|
| Strongly Agree | Agree | Disagree | Strongly Disagree |
|----------------|-------|----------|-------------------|

5. I feel I do not have much to be proud of.

|                |       |          |                   |
|----------------|-------|----------|-------------------|
| Strongly Agree | Agree | Disagree | Strongly Disagree |
|----------------|-------|----------|-------------------|

6. I certainly feel useless at times.

|                |       |          |                   |
|----------------|-------|----------|-------------------|
| Strongly Agree | Agree | Disagree | Strongly Disagree |
|----------------|-------|----------|-------------------|

7. I feel that I'm a person of worth, at least on an equal plane with others.

|                |       |          |                   |
|----------------|-------|----------|-------------------|
| Strongly Agree | Agree | Disagree | Strongly Disagree |
|----------------|-------|----------|-------------------|

8. I wish I could have more respect for myself.

|                |       |          |                   |
|----------------|-------|----------|-------------------|
| Strongly Agree | Agree | Disagree | Strongly Disagree |
|----------------|-------|----------|-------------------|

9. All in all, I am inclined to feel that I am a failure.

|                |       |          |                   |
|----------------|-------|----------|-------------------|
| Strongly Agree | Agree | Disagree | Strongly Disagree |
|----------------|-------|----------|-------------------|

10. I take a positive attitude toward myself.

|                |       |          |                   |
|----------------|-------|----------|-------------------|
| Strongly Agree | Agree | Disagree | Strongly Disagree |
|----------------|-------|----------|-------------------|

## APPENDIX B

### The Schutte Self Report Emotional Intelligence Test (SSEIT)

**Instructions:** Indicate the extent to which each item applies to you using the following scale:

- 1 = strongly disagree
- 2 = disagree
- 3 = neither disagree nor agree
- 4 = agree
- 5 = strongly agree

1. I know when to speak about my personal problems to others
2. When I am faced with obstacles, I remember times I faced similar obstacles and overcame them
3. I expect that I will do well on most things I try
4. Other people find it easy to confide in me
5. I find it hard to understand the non-verbal messages of other people
6. Some of the major events of my life have led me to re-evaluate what is important and not important
7. When my mood changes, I see new possibilities
8. Emotions are one of the things that make my life worth living
9. I am aware of my emotions as I experience them
10. I expect good things to happen
11. I like to share my emotions with others
12. When I experience a positive emotion, I know how to make it last
13. I arrange events others enjoy
14. I seek out activities that make me happy
15. I am aware of the non-verbal messages I send to others
16. I present myself in a way that makes a good impression on others
17. When I am in a positive mood, solving problems is easy for me
18. By looking at their facial expressions, I recognize the emotions people are experiencing
19. I know why my emotions change
20. When I am in a positive mood, I am able to come up with new ideas
21. I have control over my emotions
22. I easily recognize my emotions as I experience them

23. I motivate myself by imagining a good outcome to tasks I take on
24. I compliment others when they have done something well
25. I am aware of the non-verbal messages other people send
26. When another person tells me about an important event in his or her life, I almost feel as though I have experienced this event myself
27. When I feel a change in emotions, I tend to come up with new ideas
28. When I am faced with a challenge, I give up because I believe I will fail
29. I know what other people are feeling just by looking at them
30. I help other people feel better when they are down
31. I use good moods to help myself keep trying in the face of obstacles
32. I can tell how people are feeling by listening to the tone of their voice
33. It is difficult for me to understand why people feel the way they do

## APPENDIX C

### Resilience Scale (RS-14) - Wagnild

**Instructions:** Please read each statement and circle the number to the right of each statement that best indicates your feelings about the statement. Respond to all statements.

| Circle the number in the appropriate column              | Strongly Disagree |   |   | Strongly Agree |   |   |   |
|----------------------------------------------------------|-------------------|---|---|----------------|---|---|---|
|                                                          | 1                 | 2 | 3 | 4              | 5 | 6 | 7 |
| I usually manage one way or another.                     |                   |   |   |                |   |   |   |
| I feel proud that I have accomplished things in my life. |                   |   |   |                |   |   |   |
| I usually take things in stride.                         |                   |   |   |                |   |   |   |
| I am friends with myself.                                |                   |   |   |                |   |   |   |
| I feel that I can handle many things at a time.          |                   |   |   |                |   |   |   |
| I am determined.                                         |                   |   |   |                |   |   |   |

|                                                                               |  |  |  |  |  |  |
|-------------------------------------------------------------------------------|--|--|--|--|--|--|
| I can get through difficult times because I've experienced difficulty before. |  |  |  |  |  |  |
| I have self-discipline.                                                       |  |  |  |  |  |  |
| I keep interested in things.                                                  |  |  |  |  |  |  |
| I can usually find something to laugh about.                                  |  |  |  |  |  |  |
| My belief in myself gets me through hard times.                               |  |  |  |  |  |  |
| In an emergency, I'm someone people can generally rely on.                    |  |  |  |  |  |  |
| My life has meaning.                                                          |  |  |  |  |  |  |
| When I'm in a difficult situation, I can usually find my way out of it.       |  |  |  |  |  |  |

