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Effect of Creativity on Emotional Intelligence, Self-Esteem and Resilience in Visual Arts and Engineering Students

Isha Bhardwaj

Student, CHRIST (Deemed to be University), Delhi NCR

Abstract

This research looks into the complex interactions between creativity, emotional intelligence, resilience, and self-esteem, focusing on two distinct student groups: arts and engineering. Understanding the impact of creativity on these vital attributes becomes increasingly important as social needs grow, embracing both technological knowledge and emotional intelligence, resilience, and self-esteem. The study investigates the link between creativity and emotional intelligence, resilience, and self-esteem, offering light on how academic fields influence these vital characteristics. Purposive sampling was used in the research to sample
106 people from different colleges in North India. Self-report questionnaires such as the
Emotional Quotient Test, Rosenberg Self-Esteem Scale, Nicholson McBride Resilience
Questionnaire, and KDOCS 20 for creativity were used in the data collection process. With Jamovi, statistical studies such as regression, correlation, and t-tests were carried out. According to the findings, self-esteem, emotional intelligence, and resilience significantly correlate with creativity. Notably, students studying engineering and the arts showed different approaches to the scientific aspect of creativity. The scientific dimension was a significant predictor by regression analysis, indicating that it had a distinct impact on both student groups. Prioritizing ethical issues included obtaining participants' informed consent, managing data securely, and respecting participant autonomy.

Keywords: Creativity, Emotional Intelligence, Resilience, Self-esteem, Arts, Engineering

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People live in a world that is always changing, posing challenges that call for emotional intelligence, resilience, and self-esteem in addition to knowledge of technology. In higher education, students studying the arts and engineering belong to two different groups, each with its own set of abilities and ways of thinking. This study examines how these students' emotional intelligence, resilience, and self-esteem are impacted by creativity, providing insight into how their academic fields influence these crucial qualities.
The value of creativity as a cross-disciplinary skill is becoming more widely acknowledged in modern education (Sternberg, 2003). The ability to think creatively, handle complicated problems, and adjust to changing conditions are all associated with creativity and are necessary for personal as well as professional achievement (Runco, 2004). Significant factors that affect students' general well-being and academic

success include emotional intelligence, resilience, and self-esteem (Mayer & Salovey, 1997; Rosenberg, 1965; Rutter, 1987).

Due to their involvement in the expression of art and aesthetic exploration, art students are frequently seen to exhibit a natural tendency toward creativity. Their curricula place a strong emphasis on individuality, freedom, and compassion. However, engineering students are usually thought of as having logical reasoning and problem-solving abilities, which may not always have a direct correlation with creativity (Baillie, 2002). The objective of this research is to investigate the complex interplay between emotional intelligence, resilience, and creativity in these two student populations.

According to Salovey and Mayer (1990), emotional intelligence is the capacity to identify, comprehend, and regulate one's own emotions as well as those of others. Academic achievement and improved interpersonal interactions have been associated with high emotional intelligence. Resilience, the capacity to overcome hardship and overcome setbacks, is critical for overcoming the difficulties of academic life and beyond. Self-esteem, or the sense of one's own worth, is a critical component of motivation and achievement (Branden, 1994; Masten, 2001; Salovey & Mayer, 1990).

In order to better understand how creativity interacts with these psychological traits and to guide educational practices and interventions that can improve students' academic and personal growth in these areas, it is crucial that this connection be examined.

An increasing amount of evidence points to a close relationship between emotional intelligence and creativity. Since they are better at identifying and comprehending their own and other people's emotions, creative people frequently demonstrate high levels of emotional intelligence (Dollinger et al., 2004). Creative thinkers are better able to positively channel their emotions and improve their creative processes because of their increased emotional awareness. Enhancing creativity can be significantly assisted by emotional intelligence. Studies show that those with higher emotional intelligence are often tolerant of ambiguity, more open to new experiences, and more adept at handling the worries and anxieties that might occasionally limit creativity (Kashdan & Rottenberg, 2010). Wang et al. (2021) highlighted the role of emotional resilience as a moderator in the relationship between creativity and intrusive rumination, demonstrating that higher emotional resilience mitigated the negative effects of creativity on teenagers. Xu et al. (2022) further emphasized the predictive effect of resilience on self-efficacy, with creativity playing a significant moderating role, particularly in individuals with high creativity levels.

Additionally, those with emotional intelligence are better at overcoming obstacles in their creative process and overcoming creative blocks. It is important to remember that individual differences influence how creative thinking and emotional intelligence interact. Some research indicates that people with particular personality traits, such as openness to experience, score better in both creativity & emotional intelligence (Mayer, Roberts, & Barsade, 2008).

Self-esteem refers to an individual's overall subjective judgement of their own worth and value (Rosenberg, 1965). According to some research, people who are creative tend to feel more accomplished and have a greater feeling of self-worth because they express themselves creatively more frequently (Hennessey & Amabile, 2010). However, creativity can also be enhanced by self-esteem. Higher self-esteem makes a person feel more confident and risk-taking (Baer & Kaufman, 2008). They are more willing to try out fresh ideas and approaches and have less fear of failing.

Individuals who are resilient are known for their adaptability and efficient stress management. These characteristics support creative thinking because they help people deal with the uncertainties and

difficulties of the creative process. Resiliently overcoming obstacles and adversity can foster an atmosphere favorable to artistic exploration (Luthar et al., 2000).

The ability to overcome difficulties or challenges in life while retaining one's mental and emotional health is known as resilience. It emphasizes the capacity to endure setbacks and bounce back, which makes it a crucial quality for managing life's challenges (Masten, 2001). Individuals who are resilient are more capable of keeping focus and positivity in the face of hardship. This perseverance is essential for maintaining motivation and investigating new alternatives, both of which are necessary for creative problem-solving and innovations. Their resilience gives them the mental toughness required to approach challenging issues in a novel way (Fredrickson, 2001). , Atwood & Pretz (2016) revealed that while creativity measures did not directly predict GPA, creative self-efficacy was negatively associated with engineering student persistence, indicating a nuanced relationship between creativity and academic outcomes in engineering students. Additionally, Smith & Strong (2018) explored the link between creative confidence in the arts and student motivation in engineering creativity, highlighting the interdisciplinary nature of creativity in educational settings.

Carrera et al. (2019) advocated for the integration of creativity into the curriculum of engineering students, suggesting its potential as a predictor of academic achievement. This aligns with the findings of (Xu et al., 2022), which illustrated the positive impact of psychological resilience on creativity during challenging circumstances such as the COVID-19 pandemic.

Methodology

Sample

The study consisted of 106 participants from different colleges of north India. All the participants were from arts and engineering courses. They were approached through a purposive sampling method. The majority of participants (57.55%) were arts students. Online google form was circulated to gather the required information. Consent was taken from each participant in the beginning of the circulated questionnaire.

Inclusion criteria

- Participants belonging to visual arts and engineering background.
- Participants from the age group 19-24 years.

Exclusion Criteria

- Participants outside the age group of 19-24 years.
- Participants not belonging to visual arts or engineering background.

Variables

Creativity

Creativity is the ability to generate original and valuable ideas or solutions within a specific context. It involves thinking differently and making unique connections to approach problems in unconventional ways (Amabile, 1983).

Emotional Intelligence

Emotional intelligence is the skill to perceive, understand, and manage emotions effectively. It includes recognizing and regulating one's own emotions as well as understanding and influencing the emotions of others (Mayer & Salovey, 1997).

Resilience

Resilience is the ability to bounce back from adversity and maintain well-being. It involves adapting positively to challenges and stressors (Masten & Reed, 2002).

Self-esteem

Self-esteem is how individuals evaluate their own worth and value. It includes beliefs about their abilities and qualities, influencing how they see themselves and interact with others
(Rosenberg, 1965).

Tools Used

To assess multiple domains associated with their creativity, emotional intelligence, resilience and self-esteem, a total of four tools were used which were standardized in the Indian population. Following are the details of the same:

KDOCS 20

The scale is developed by Kaufman (2012). It is a self-report questionnaire with 50items. The items are categorized by five domains of creativity- 1. Self/Everyday, 2. Scholarly, 3. Performance, 4. Mechanical/Scientific, and 5. Artistic. On a Likert scale with 1 being significantly less and 5 significantly more creative, participants rate their own level of creativity. The scale's internal consistency reliabilities for the Self/Everyday, Scholarly, Performance,
Mechanic/Scientific, and Artistic domains are.86,.86,.87,.86, and.83, respectively (Kaufman,
2022). Its two-week test-retest reliabilities for the Self/Everyday, Scholarly, Performance, Mechanic/Scientific, and Artistic subscales are.80,.76,. All of the scale's items are significant at the 0.05 level, indicating strong criterion and construct validity.

Rosenberg Self-Esteem Scale

Rosenberg created a 10-item questionnaire with a 4-point Likert scale. Scores between 15 to 25 indicate self-esteem to be in the normal range, while scores below 15 indicate poor selfesteem. This is a highly valid and reliable instrument, commonly used in the Indian setting.
Scores range from 0 to 30, with 30 being the highest. The scale's internal consistency was .91
(Sinclair et al., 2010).

Nicholson McBride Resilience Questionnaire

This was a 12-item scale that ranged from strongly disagree to strongly agree on a 5-point
Likert scale. The total scores were divided into four categories: emerging level of resilience
(scores 0–37), established level of resilience (scores 38–43), strong level of resilience (scores 44–48), & exceptional level of resilience (49–60). The evidence builds good item consistency and 80% validity (Cronbach's alpha = 0.800) (Pilafas et al., 2020).

Emotional Quotient Test

Singh (2003) introduced this 22-item situation-based questionnaire to measure emotional responses in different situations. It is a standardized test. This EQ test has a test-retest reliability of 0.94, a split-half reliability of 0.89, and a validity of 0.89 (Deepa, 2018).

Procedure

- Participants were identified via social media platforms like Whats app and Instagram.
- They were first contacted and then the form was shared for consent.
- Once consented, they were a part of the study.

- After the data was obtained, analysis was conducted.

Data analysis

Data obtained was stored in a password protected file which was accessible to the researchers. Non genuine responses were deleted as we had the identifying item for the same. A total of 106 responses were retained from a total of 112 responses. Data Analysis was carried out using Jamovi Version 2.3. Shapiro Wilk test was carried out to determine the normality. Since the data was non-normally distributed, Spearman Correlation was used. Regression analysis was carried out to determine how well creativity, self- esteem, and emotional intelligence predict resilience. T-test was carried out to determine the mean scores of engineering and arts students on a variety of traits, including resilience, emotional intelligence, and self-esteem.

Results Table 1
Descriptives
Shapiro-Wilk

	N	SD	W	p
Total_KDOCS	105	17.99	0.992	0.789
everyday	105	4.93	0.971	0.020
Scholarly	105	6.06	0.980	0.122
performance	105	7.61	0.990	0.644
scientific	105	6.32	0.989	0.512
Artistic	105	6.71	0.980	0.107
Total_SE	105	4.80	0.961	0.004
sensitivity	105	10.60	0.933	< .001
Maturity	105	15.11	0.949	< .001
competency	105	16.35	0.970	0.019
Total_EI	105	29.20	0.917	< .001
Total_R	105	7.15	0.970	0.018

The Shapiro-Wilk test was conducted to assess the normality of various variables.
Results indicate that variables such as "everyday," "Total_SE," "sensitivity," "Maturity," "competency," "Total_EI," and "Total_R" significantly deviate from a normal distribution, as evidenced by their respective p-values of less than 0.05. Conversely, "Total_KDOCS," "Scholarly," "performance," "scientific," and "Artistic" appear to follow a normal distribution, with p-values exceeding 0.05.

Table 2
Independent Samples T-Test

		Statistic	df	p
everyday	Student's t	0.5926	103	0.555

Scholarly	Student's t	-0.0602	103	0.952
performance	Student's t	0.9926	103	0.323
scientific	Student's t	-7.2902	103	< .001
Artistic	Student's t	1.9493	103	0.054
Total_KDOCS	Student's t	-0.8099	103	0.420
Total_SE	Student's t	-0.2162	103	0.829
sensitivity	Student's t	-0.0529	103	0.958
Maturity	Student's t	-0.6789	103	0.499
competency	Student's t	1.3754	103	0.172
Total_EI	Student's t	0.3940	103	0.694
Total_R	Student's t	-0.2627	103	0.793

Note. H_a μ A $\neq$ μ B

The t-test findings demonstrate that there is no statistically significant difference between the means of the two groups for most variables, with the exception of "scientific," which shows a highly significant difference.

Table 3 Model Coefficients - Stream_of_studies

Predictor	Estimate	SE	Z	p
Intercept	-1.9410	2.8505	-0.681	0.496
everyday	-0.0473	0.0585	-0.809	0.419
Scholarly	-0.0147	0.0503	-0.292	0.770
performance	-0.0469	0.0368	-1.276	0.202
scientific	0.3141	0.0630	4.982	< .001
Artistic	-0.0841	0.0431	-1.954	0.051

Note. Estimates represent the log odds of "Stream_of_studies = B" vs. "Stream_of_studies = A"

The regression table above shows that “scientific” dimension of creativity has a significant impact on the outcome. Which means that there is a difference in the scientific aspect of both arts and engineering students. Whereas, the other dimensions are more or less not that different.

Table 4 Spearman’s correlation matrix

		very d ay	chola r ly	Perfor man ce	cient if ic	rtist ic	Total_K DO CS	Total _S E	ensiti vi ty	latur i ty	Compet en cy		Total _ EI	Tota l_ R
Total_S E	Spear ma n's rho	0.476 ** *	0.253 **	0.032	0.10 5	0.01 1	0.261**	—						

	df	103	103	103	103	103	103	—						
	p-value	< .001	0.009	0.744	0.286	0.915	0.007	—						
Sensitivity	Spearman's rho	0.063	0.108	0.001	(-)0.205 *	0.278* *	0.082	-0.023	—					
	df	103	103	103	103	103	103	103	—					
	p-value	0.521	0.272	0.995	0.036	0.004	0.406	0.817	—					
Maturity	Spearman's rho	0.185	0.038	-0.084	0.17	-0.107	0.026	0.33**	0.081	—				
	df	103	103	103	103	103	103	103	103	—				
	p-value	0.058	0.697	0.392	0.084	0.276	0.794	< .001	0.411	—				
Competency	Spearman's rho	0.175	0.051	0.054	0.039	-0.073	0.069	0.248*	0.023	0.219*		—		
	df	103	103	103	103	103	103	103	103	103		—		
	p-value	0.074	0.609	0.583	0.695	0.462	0.486	0.011	0.813	0.024		—		
Total_EI	Spearman's rho	0.28**	0.088	-0.012	0.035	-0.001	0.097	0.351** *	0.39**	0.698** *	0.713** *		—	
	df	103	103	103	103	103	103	103	103	103	103		—	
	p-value	0.004	0.372	0.904	0.726	0.991	0.327	< .001	< .001	< .001	< .001		—	
Total_R	Spearman's rho	0.475** *	0.229*	0.062	0.051	0.001	0.246*	0.597** *	-0.04	0.367** *	0.277**		0.356** *	—
	df	103	103	103	103	103	103	103	103	103	103		103	—
	p-value	< .001	0.019	0.528	0.603	0.993	0.012	< .001	0.682	< .001	0.004		< .001	—

There is a statistically significant correlation of self-esteem and resilience with creativity i.e. (r= 0.26, p<0.01) and (r = 0.24, p<0.05) respectively. Emotional intelligence and resilience have a significant correlation with self-esteem i.e (r=0.35,p<0.001) and (r=0.59,p<0.001) respectively, indicating a strong relationship between the variables.There is a statistically significant correlation between resilience and emotional intelligence (r = 0.35, p < 0.001), suggesting that individuals with greater resilience tend to also exhibit higher emotional intelligence.

Discussion

The current study looked at the complex interactions between resilience, self-esteem, emotional intellige-

nce, and creativity in two different student populations: engineering and the arts. Gaining understanding into how creativity affects these psychological features might help us understand how academic fields may affect these fundamental qualities. As the world changes and demands not only technological knowledge but also emotional intelligence, resilience, and self-esteem, creativity plays a more important cross-disciplinary role in modern education.

The importance of creativity as a critical education ability is well known, and it has been linked to a number of advantageous effects. Sternberg (2003) underlined the value of creativity in solving complicated problems, thinking creatively, and adjusting to shifting circumstances.

Achieving both personal and professional goals requires these abilities. Furthermore, emotional intelligence, resilience, and self-esteem are critical for overall wellbeing and academic achievement, as noted by Mayer and Salovey (1997), Rosenberg (1965), and Rutter (1987). Chen

& Cheng (2023) conducted a meta-analysis involving 75 studies and found a moderate correlation between emotional intelligence and creativity, with a stronger link observed when measured subjectively. This finding is supported by Zampetakis et al. (2009), who explored the connection between emotional self-efficacy and entrepreneurial attitudes and intentions, emphasizing the significance of emotional intelligence in entrepreneurial endeavors.

Our research adds to and validates the body of knowledge regarding the connections between these psychological characteristics and creativity. The findings showed a strong positive association between creativity and self-esteem, indicating that creative behaviours are more common in people who have greater levels of self-esteem. This is consistent with studies showing creative people have higher feelings of accomplishment and self-worth (Hennessey &

Amabile, 2010). Furthermore, our research indicates that positive self-esteem can foster

creativity by encouraging self-assurance and taking calculated risks, which in turn allows for the investigation of novel concepts and methods (Baer & Kaufman, 2008).

Additionally, the study demonstrated a strong correlation between creativity and emotional intelligence. Since they are more adept at recognizing and comprehending both their own and other people's emotions, creative people frequently have high emotional intelligence (Dollinger et al., 2004). This emotional awareness allows people to efficiently channel their emotions, which can have a good impact on the creative process. Additionally, it helps people better control their worries, which can occasionally stifle creativity, and become more receptive to new experiences (Kashdan & Rottenberg, 2010).

Surprisingly, the findings corroborate the notion that resilient people are better able to handle the uncertainties and difficulties of the creative process by showing a positive correlation between resilience and creativity. People that possess resilience are able to overcome obstacles and setbacks, which might foster an atmosphere that is favorable for creative expression (Luthar et al., 2000). This research emphasizes how critical mental toughness and flexibility are to innovative thinking and creative problem-solving.

Data from students studying engineering and the arts were gathered as part of the study's approach, which allowed us to look at how these psychological characteristics and creativity differ in these two student groupings. Because their courses emphasize individualism and artistic expression, art students are frequently linked with creativity, whereas engineering students are typically known for their logical reasoning and problem-solving skills. The findings, however, point to a disparity in the scientific dimension of creativity across students studying the arts and engineering, suggesting that the "scientific" aspect of creativity significantly affects these two groups differently.

Conclusion

The study may not be representative of all engineering and arts students because it only included a sample of participants from particular North Indian colleges. It's possible that the findings won't apply to participants in other areas or with various educational backgrounds. Selfreport questionnaires were used in the study to assess traits like resilience, emotional intelligence, creativity, and self-esteem. Self-report measures may not accurately reflect participants' genuine behaviors or emotions due to social desirability bias. Being a complex concept, creativity can be difficult to describe and assess objectively. The study's emphasis on creative self-evaluation may leave out important aspects of the range and depth of creative expression.

The study focuses on the importance of integrating creativity and emotional intelligence in daily life that may boost overall well-being of students. Having a good support system may help with developing resilience and self-esteem that can help students overcome challenges. Enriching curriculum and having interdisciplinary courses in college may also foster innovation, emotional awareness, sense of competence and resilience among students. This can be done by including creative activities in various subjects. This may also provide opportunities for art courses to explore their scientific proficiency.

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