

Igniting Inner Strength: Unleashing Resilience through Trait Meta-Mood Enhancement

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Abstract

This study aimed to assess trait meta mood and resilience among adolescents and evaluate the effectiveness of an intervention program targeting low trait meta mood on resilience. A sample of 300 adolescents (161 males and 139 females) aged 15-17 years participated in the study. Trait meta mood and resilience were measured using the Trait Meta Mood Scale (TMMS) and the Resilience Scale, respectively. The results showed a significant gender difference in attention to feelings, with boys scoring higher than girls. However, no significant gender differences were found in clarity of feelings, mood repair, and total mood. There was a positive correlation between trait meta mood and resilience, indicating that higher levels of trait meta mood were associated with higher levels of resilience. The intervention program targeting low trait meta mood significantly increased participants' resilience scores, suggesting its effectiveness in enhancing resilience among adolescents. These findings emphasize the importance of trait meta mood and its relationship with resilience in adolescents and highlight the potential benefits of intervention programs in promoting resilience among individuals facing challenges and adversity.

Keywords: Trait meta mood, resilience, adolescents, intervention program.

1. Introduction

In the face of life's inevitable challenges and adversities, the ability to bounce back and thrive is a testament to the power of resilience. However, the journey towards resilience is not solely determined by external factors but also relies on our internal emotional landscape. Trait meta mood, a psychological construct centered around emotional self-perception, offers a profound understanding of how our emotions shape our resilience. By exploring the interplay between trait meta mood and resilience, we can unlock the transformative power within and pave the way for personal growth and well-being.

Trait Meta Mood encompasses three key dimensions that contribute to emotional self-perception. Emotional attention refers to our ability to be aware of and recognize our emotional states (Salovey et al., 1995). It is the gateway to self-awareness and allows us to understand how our emotions influence our thoughts, behaviours, and overall well-being. Emotional clarity, another dimension of TMM, involves the ability to differentiate and understand various emotions (Salovey et al., 1995). It enables us to navigate the complexities of our emotional experiences, promoting a deeper understanding of ourselves and others. Lastly, emotional repair reflects our capacity to effectively manage and regulate emotions (Salovey et al., 1995). It involves developing healthy coping strategies and bouncing back from setbacks, building the foundations of resilience.

Resilience encompasses several key factors that contribute to our ability to adapt and thrive in the face of adversity. Adaptability is a crucial component of resilience, involving the willingness to embrace change and demonstrate flexibility in response to challenges (Masten & Reed, 2002). It allows us to adjust our perspectives and behaviors, enabling us to navigate difficult circumstances. A positive outlook, another building block of

resilience, involves maintaining hope and optimism even in challenging situations (Masten & Reed, 2002). It fuels our motivation to overcome obstacles and provides a sense of empowerment. Additionally, social support plays a vital role in resilience, as the presence of caring and supportive relationships can help us cope with stress and foster resilience (Masten & Reed, 2002).

Trait Meta Mood significantly influences our capacity to develop resilience. Emotional regulation, an essential aspect of TMM, involves the ability to manage and harness our emotions (Salovey et al., 1995). By effectively regulating our emotions, we can maintain a balanced emotional state, which is crucial for resilience. Cognitive restructuring, another dimension of trait meta mood, involves reshaping our thoughts and beliefs to promote resilience (Salovey et al., 1995). It allows us to challenge negative thinking patterns and cultivate a more resilient mindset. Furthermore, trait meta mood contributes to the development of self-efficacy, which is the belief in our ability to overcome obstacles (Salovey et al., 1995). By enhancing our emotional self-perception, trait meta mood strengthens our belief in our capacity to handle challenges, thereby fostering resilience.

Cultivating resilience requires the cultivation of emotional self-perception through trait meta mood. By enhancing emotional awareness and self-perception, individuals can develop a deeper understanding of their emotional experiences and reactions, which is a crucial foundation for resilience. Developing emotional intelligence through trait meta mood equips individuals with the skills to recognize and manage their emotions effectively, thus promoting resilient coping strategies. Additionally, strengthening emotional repair through trait meta mood involves developing healthy coping mechanisms, such as seeking social support, practicing self-care, and engaging in stress management techniques. These strategies enhance an individual's capacity to bounce back from adversity and cultivate resilience.

Real-life examples abound with stories of individuals who have harnessed the power of Trait Meta Mood to cultivate resilience. From setbacks to success, these individuals demonstrate the transformative impact of emotional clarity, attention, and repair. They leverage their emotional self-perception to understand and navigate their emotional landscapes, ultimately building resilience in the process. These individuals exemplify how trait meta mood provides the foundation for developing adaptive coping strategies, maintaining a positive outlook, and seeking and utilizing social support to overcome challenges.

This study aims to investigate the relationship between trait meta mood and resilience among students and develop interventions to enhance resilience in students with low trait meta mood. Trait meta mood refers to an individual's general tendency to experience and regulate emotions. Students with low trait meta mood may struggle with recognizing and managing their emotions effectively, leading to increased vulnerability to stress, anxiety, and depression. Resilience, on the other hand, is the ability to adapt and bounce back from adversity or challenging situations. It plays a crucial role in students' academic success and well-being. Developing interventions to enhance resilience in students with low trait meta mood is important as it can empower them to better manage stress and negative emotions, ultimately improving their overall well-being. Additionally, fostering resilience contributes to improved academic performance and promotes holistic student development. By addressing emotional well-being and resilience, educational institutions can create a supportive environment for optimal learning and personal growth. Building resilience during the student years also has long-term benefits, as resilient individuals are better prepared to navigate challenges in adulthood, leading to increased success and satisfaction. Therefore, studying trait meta mood and resilience and implementing interventions for students with low trait meta mood can have significant implications for their academic success and overall well-being.

2. Objectives

The main objectives of the present investigation were:

- To assess the trait meta mood and resilience of adolescents.
- To ascertain gender differences on trait meta mood and resilience of adolescents.

- To assess the relationship of trait meta mood and resilience of adolescents.
- To design and implement an intervention program on individuals found low in trait meta mood and ascertain its effectiveness on resilience of adolescents.

Hypotheses

- There will be significant difference between adolescent boys and girls on trait meta mood.
- There will be significant difference between adolescent boys and girls on resilience.
- There will be significant relationship between trait meta mood and resilience of adolescents.
- The intervention program aimed at enhancing trait meta-mood will lead to a significant increase in meta-mood scores and resilience among adolescents identified as low in trait meta-mood.

3. Methods

The present study consisted of three parts. Study I assessed the trait meta mood and resilience of adolescents. Study II involved planning and executing an intervention for adolescents who were found to have low trait meta mood, after assessing their trait meta mood and resilience. Study III measured the participants' trait meta mood and resilience again to evaluate the effectiveness of the intervention.

Sample

The study employed a purposive sampling method to select participants. A total of 300 participants were included in the study, with an equal split of 150 boys and 150 girls. The participants were in the age group of 15-17 years. Among them, 62 respondents who were identified as having low trait meta mood and expressed willingness to participate in the intervention program were selected for the 36-session intervention.

Procedure

The research procedure involved several steps, including the selection of validated measures relevant to the variables under investigation. The investigator obtained permission from the principals of selected schools to collect data and implement the intervention plan. Participants were provided with a thorough explanation of the study's purpose and objectives to ensure their understanding. Efforts were made to establish rapport and create a comfortable environment for the participants. Voluntary participation was ensured through obtaining consent from all participants. Detailed instructions were provided to the participants regarding reporting their responses in the questionnaire to maintain clarity and consistency. The intervention plan specifically targeted individuals with low trait meta mood. Ethical guidelines were strictly adhered to throughout the research process to protect the participants' rights and well-being. Confidentiality and anonymity were maintained to ensure the privacy of participants' data.

Tool used

- (i) The demographic data sheet was used to gain demographic details of the respondents (e.g. age, gender and qualification).
- (ii) **Trait Meta Mood Scale (TMMS):** The Trait Meta Mood Scale (TMMS), developed by Salovey, Mayer, Goldman, Turvey, and Palfai in 1995, is a commonly used measure to assess an individual's trait emotional intelligence. The scale aims to capture three dimensions of emotional intelligence: attention to feelings, clarity of feelings, and mood repair. The TMMS consists of 48 items, out of which 21 are for attention, 15 for clarity, and 12 for repair. Participants are asked to rate their level of agreement with each statement on a Likert scale, typically ranging from 1 (strongly disagree) to 5 (strongly agree). Higher scores indicate higher levels of trait meta mood in the respective dimensions.

(iii) **The Resilience Scale:** The Resilience Scale developed by Wagnild and Young (1993), is a 25-item self-report questionnaire designed to measure individual resilience. The scale encompasses various dimensions of resilience, including personal competence, high standards and tenacity, trust in one's instincts, positive acceptance of change, and control. Each item in the RS is rated on a 7-point Likert scale, ranging from "strongly disagree" to "strongly agree."

Analytical Strategy

The collected data were classified and tabulated in accordance with the objectives to arrive at the meaningful and relevant inferences by using mean, sd, t test and correlation techniques.

4. Results

Table 1 Means, SDs and t value for male and female adolescents on Trait Meta Mood

Trait Meta Mood	Gender	N	Mean	Std. Deviation	t
Attention	Male	161	73.92	9.37	2.002*
	Female	139	71.74	9.48	
Clarity	Male	161	47.39	6.22	.008
	Female	139	47.40	6.06	
Repair	Male	161	38.87	4.97	.087
	Female	139	38.92	5.37	
Total mood	Male	161	160.19	13.40	1.351
	Female	139	158.07	13.82	

Table 1 shows values for subscales of trait meta mood scale: Attention, Clarity, Repair, and Total Mood. For the Attention subscale, males (N = 161) had a mean score of 73.92 (SD = 9.37), while females (N = 139) had a lower mean score of 71.7410 (SD = 9.48). The t-value of (t=2.002, p<0.05) indicates a statistically significant difference between male and female scores on the Attention subscale. In terms of the clarity subscale, both males and females had similar mean scores of 47.39 (SD = 6.22) and 47.40 (SD = 6.06), respectively, with a t-value (t=0.008, p>0.05) suggesting no significant difference. Similarly, for the Repair subscale, there was no substantial difference between males (mean = 38.8758, SD = 4.97966) and females (mean = 38.9281, SD = 5.37256), as indicated by the t-value of 0.087. Lastly, the Total Mood scale showed no significant difference (t=1.351, p>0.05) between males (mean = 160.1988, SD = 13.40234) and females (mean = 158.0719, SD = 13.82900).

Table 2: Means, SDs and t value for male and female adolescents on Resilience of adolescents

Gender	N	Mean	Std. Deviation	t
Male	161	126.1192	20.13411	.231
Female	139	125.5755	20.60005	

The result of table 2 shows that there are no significant gender differences in resilience score of adolescents. Both males and females had almost similar scores on the measure, indicating that gender does not play a significant role in the resilience of adolescents.

Table 3 Correlation matrix for trait meta mood and resilience of adolescents

	Personal Competence	Acceptance of Self and Life	Total Resilience
Attention	.202**	.117*	.193**
Clarity	.190**	.113	.183**
Repair	.196**	.085	.177**
Total trait meta mood	.300**	.164**	.284**

Table 3 exhibits a correlation matrix showing the relationships between Trait Meta Mood and Resilience of adolescents. The correlations are measured using Pearson's correlation coefficient.

For the Personal Competence subscale, there is a significant positive correlation with Attention ($r = .202, p < .01$), Personal Competence and Clarity ($r = .190, p < .01$) as well as Repair ($r = .196, p < .01$). The correlation between Personal Competence and Total Trait Meta Mood is also significant and positive ($r = .300, p < .01$), suggesting that higher levels of Personal Competence are associated with higher attention, clarity, repair and overall Trait Meta Mood.

Similarly, for the Acceptance of Self and Life subscale, there is a positive and significant correlation with Attention ($r = .117, p < .05$), and overall trait meta mood ($r=.164, p<0.01$), indicating that higher levels of Attention are associated with higher levels of Acceptance of Self and Life and overall trait meta mood. The correlation between Acceptance of Self and Life and Clarity ($r = .113, p > .05$) and Repair ($r = .085, p > .05$) is positive but not statistically significant.

In terms of the Total Resilience score, there are significant positive correlations with Attention ($r = .193, p < .01$), Clarity ($r = .183, p < .01$), Repair ($r = .177, p < .01$), and overall trait meta mood ($r=.284, p<0.01$) indicating that higher levels of Attention, Clarity, Repair and overall trait meta mood are associated with higher levels of Total Resilience, suggesting that higher overall Trait Meta Mood is associated with higher levels of Resilience and its subscales.

Table 4 Comparison of Pre-Test and Post-Test Scores on Resilience of Adolescents

Experimental Condition	N	Mean	Std. Deviation	T
Pre test	62	116.53	23.57	4.468**
Post test	62	133.48	18.35	

Table 4 shows the impact of an intervention on resilience by comparing pre-test and post-test scores in an experimental condition. The pre-test results showed that participants had a mean resilience score of 116.53 and SD of 23.57. After the intervention, during the post-test assessment, participants' resilience scores increased significantly, with mean score of 133.48 and SD of 18.35. The change in scores was evaluated using a t-test ($t= 4.468, p<0.01$), indicating a significant difference between the pre-test and post-test means. This suggests that

the intervention had a positive impact on resilience, as participants demonstrated a significant improvement in their post-test scores. The findings highlight the effectiveness of the intervention in enhancing resilience and emphasize its potential benefits for individuals facing challenges and adversity.

5. Discussion

Table 1 investigated gender differences in the subscales of the Trait Meta-Mood Scale, including Attention, Clarity, Repair, and Total Mood. The results presented in Table 1 indicate variations in scores between males and females on these subscales. In terms of the Attention subscale, males obtained a higher mean score compared to females. This finding aligns with previous research suggesting that males may exhibit slightly higher levels of attention compared to females in certain contexts (Burke, 2019). The higher attention scores observed in males may reflect differences in cognitive processing or attentional focus between them. On the other hand, the Clarity subscale revealed no significant difference between males and females. This finding is consistent with previous research that has shown no significant gender differences in emotional clarity (Shields, 2017). It suggests that both males and females have similar abilities to recognize and understand their emotions. Similarly, for the Repair subscale, there was no substantial difference observed between males and females. This finding is in line with previous studies that have found no significant gender differences in emotion regulation strategies and mood repair (Matud, 2004; Tamres et al., 2002). It suggests that both males and females have comparable abilities to effectively regulate and repair their moods. In terms of the Total Mood scale, there was no significant difference between males and females. This finding is consistent with previous research that has shown no significant gender differences in overall mood states (Gentzler et al., 2010).

Overall, the results of this study provide insights into gender differences in emotional experiences. While males may exhibit slightly higher levels of attention, there are no substantial differences between males and females in terms of emotional clarity, mood repair, and overall mood. These findings contribute to our understanding of how individuals perceive and manage their emotions, highlighting the similarities and potential variations in emotional experiences between males and females.

The findings presented in Table 2 indicate that there are no significant gender differences in resilience scores among adolescents. This result aligns with previous research that has also found no significant gender differences in resilience among adolescents (García-Moya et al., 2019; Masten & Narayan, 2012). Resilience is a complex construct influenced by various factors, including individual characteristics, environmental factors, and coping strategies. It appears that gender may not be a significant factor in determining resilience levels in adolescence. The lack of gender differences in resilience scores implies that both males and females have the potential to develop and display resilience in the face of adversity. This finding highlights the strength and adaptive capacities of adolescents regardless of their gender. It suggests that resilience is a universal human quality that can be nurtured and fostered in all individuals, regardless of gender identity.

It is important to recognize that resilience is a multidimensional construct, and while this study found no significant gender differences, other factors such as age, cultural background, and specific life experiences may influence resilience levels. Future research could explore these factors in more detail to gain a comprehensive understanding of resilience among adolescents.

The correlation matrix presented in Table 3 provides insights into the relationships between Trait Meta Mood and resilience among adolescents. For the Personal Competence subscale, the results reveal significant positive correlations with Attention, Clarity, Repair, and overall Trait Meta Mood. These findings indicate that higher levels of Personal Competence are associated with higher levels of attention, clarity, repair, and overall Trait Meta Mood. This aligns with previous research suggesting that individuals with higher personal competence tend to exhibit better emotional regulation and higher levels of positive affect (Fernández-Berrocal et al., 2006; Salovey et al., 1995).

Similarly, for the Acceptance of Self and Life subscale, there is a significant positive correlation with Attention and overall Trait Meta Mood. These findings suggest that higher levels of attention are associated with higher levels of acceptance of self and life and overall Trait Meta Mood. However, the correlations between

Acceptance of Self and Life with Clarity and Repair are positive but not statistically significant, indicating weaker or more variable relationships.

In terms of the Total Resilience score, significant positive correlations are observed with Attention, Clarity, Repair, and overall Trait Meta Mood. These findings suggest that higher levels of attention, clarity, repair, and overall Trait Meta Mood are associated with higher levels of total resilience. This supports previous research indicating that positive trait meta mood and emotional regulation skills are important contributors to resilience among adolescents (Buckner et al., 2009; Luthar et al., 2000).

Overall, the findings from the correlation analysis highlight the positive associations between different dimensions of Trait Meta Mood and resilience among adolescents. The results suggest that higher levels of personal competence, attention, acceptance of self and life, and overall Trait Meta Mood are related to higher levels of resilience. These findings contribute to our understanding of the factors that promote resilience in adolescents and provide insights for interventions aimed at enhancing emotional well-being and resilience among youth.

The findings presented in Table 4 provide insights into the impact of an intervention on resilience, as measured by pre-test and post-test scores in an experimental condition. The results demonstrated a significant difference between the pre-test and post-test scores. This indicates that the intervention had a positive impact on resilience, as participants exhibited a significant improvement in their post-test scores compared to their initial pre-test scores. These findings support previous research highlighting the effectiveness of interventions in enhancing resilience (Fergus & Zimmerman, 2005; Masten, 2014). The significant improvement in resilience scores suggests that the intervention successfully equipped participants with skills, strategies, or resources to better cope with challenges and adversity. This is particularly important, as resilience plays a crucial role in promoting well-being and facilitating positive adaptation in the face of stressors (Luthar et al., 2000).

The positive impact of the intervention on resilience underscores its potential benefits for individuals experiencing various difficulties and life circumstances. Enhancing resilience can contribute to improved mental health outcomes, increased self-efficacy, and better overall functioning (Southwick et al., 2014). By equipping individuals with the necessary tools and support, interventions can empower them to navigate adversity more effectively and promote their psychological well-being.

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