SELECTED PERSONAL RESOURCES OF MOTHERS AND THEIR INFLUENCE ON THE RESILIENCE OF ADOLESCENTS: THE DIFFERENTIATING ROLE OF THE FAMILY STRUCTURE

Two goals of the studies have been formulated: to determine if there are differences in the declared life satisfaction and emotional intelligence between single and married mothers, and in the resilience of adolescent children. The second goal was to assess the relationships between life satisfaction and emotional intelligence of mothers and the resilience of their children, and to determine how emotional intelligence affects the relationship between life satisfaction of mothers and the resilience of adolescents in families of different structures.

The study of mothers (N = 84) and their adolescent children (N = 148) conducted with the SWLS scale, the INTE questionnaire, and the Polish Resilience Assessment Scale (SPP) showed that there are significant differences both in life satisfaction and emotional intelligence between mothers, and in their children’s resilience. The results also revealed important relationships between life satisfaction of mothers and the resilience of the adolescents, regardless of the family structure; connections between emotional intelligence and resilience have also been observed, but only in the families of single mothers. Emotional intelligence was not an important mediator of the relationship between life satisfaction of mothers and the resilience of their children.

**Keywords**: emotional intelligence, life satisfaction, single mother, resilience of adolescents

INTRODUCTION

Personal resources are predispositions that are activated in specific circumstances in the life of an individual (Borys, 2010). They prevent negative consequences for the person’s mental and physical health (Poprawa, 2001). Personal resources are all the variables that help the individual cope with stress and avoid negative consequences of stress (Poprawa, 2001). They are defined as a complex system of personal, dispositional, and cognitive factors which contribute to the ability to cope (Moos, Schaefer, 1993). They include traits which, in the dynamic of the processes of confrontation with challenges that an individual faces in life play the role of regulators and improve the individual’s health; they also prevent the emergence of stressors, stop stress-related tension from turning into chronic stress, and help successfully cope with the experienced stress (Sęk, 2003). Personal resources include, among others, emotional intelligence, feeling coherence, joy of life, hope, and resilience (Basińska, 2009).

The growing number of divorces, and the fact that they seem to be increasingly socially acceptable requires us to examine their consequences (Dudziak, 2012). The consequences of the par-
ents’ divorce can be analyzed from the point of view of the personal resources of the children and those of the single mothers. The influence of those resources on the ability of the children to adapt to the situation in their family after the divorce can be analyzed with regard to four dimensions in which they exist: 1) optimistic attitude and the amount of energy the individual has, 2) persistence and determination in efforts to reach one’s goals, 3) sense of humour and openness to new experiences, and 4) personal competence and tolerance of the negative affect (Ogińska-Bulik, Juczyński, 2011). These dimensions build resilience that is not only a collection of personal traits but also a result of interaction of the individual with their environment (Heszen, Sęk, 2007).

**Satisfaction with life and emotional intelligence as personal resources**

Satisfaction with life (SWL) is a general assessment of one’s achievements and condition in which one lives (Diener, Emmons, Larsen, Griffin, 1985). This understanding of SWL is connected with subjective indicators, that is, assessment given by the individual, not with objective indicators of quality of life. It is treated as cognitive assessment and evaluative judgment, but not as an emotional state (Laguna, 2012). It has been observed that there is a distinct negative relationship between SWL and fear, depression, and general psychological distress. A strong connection between SWL and emotional intelligence has also been observed (Basińska, Drozdowska, 2013). SWL may be treated as a symptom of psychological adaptation and an indicator of quality of life (Basińska, 2014).

According to Salovey, Mayer, and Caruso (2004), emotional intelligence (IE) is a collection of various skills which enable the individual to use one’s own emotions in solving problems in everyday situations. It is manifested in the ability to recognize, understand, and control one’s own and other people’s emotions, as well as in the ability to effectively use emotions in controlling one’s own and others’ behaviour (Jaworowska, Matczak, 2008). Recognizing and understanding emotions, being able to appropriately react to the information that they convey, and to take advantage of emotions in cognitive processes may contribute to increasing mental wellbeing of an individual (Łukowska, 2011).

Various studies have proved that IE depends on individual, both positive and negative experiences in one’s life (Bradberry, Greaves, 2003). Moreover, the results of these studies confirm the influence of IE on the effectiveness of coping in various situations, as well as a connection between IE and satisfaction with life (Austin, 2005; Martinez-Pons, 1997). IE facilitates harmonious development of family life (Goleman, 1997) and it is a helpful tool in raising children (Shapiro, 1997). Parents who are consistent in their interactions with their children and show them warmth and tenderness help them develop higher emotional competence than parents who reject their children and treat them harshly (Leopold, 2000). This suggests that IE may be both an important predictor of success in interpersonal relationships and of the individual’s ability to function successfully in a family (Salovey, Mayer, Caruso, 2004).

Satisfaction with life and emotional intelligence as personal resources can be interconnected, which is facilitated by an individual’s awareness of their own emotions; that awareness enables one to recognize and accept one’s strengths and weaknesses, and to consciously control one’s decision-making processes. Thanks to the ability to regulate one’s emotions, the individual does not succumb to their negative influence (Salovey, Mayer, 1999). Using emotions to aid one’s thinking processes has a positive impact on one’s stress-coping mechanisms (Pellitteri, 2002) and the ability to manage the challenges of having a family as a single mother after the divorce.

**Research on Single Mothers**

Due to many difficulties and requirements connected with raising children without the support of a partner, single motherhood possesses the characteristic traits of a difficult situation
Single mothers are single-handedly responsible for activities which, in a two-parent family, would be shared between two partners. It may suggest that the expectations of single mothers are higher, a consequence of which might be a lower satisfaction in life in single than in married mothers (Burden, 1986). It is not, however, confirmed by other studies, according to which single mothers spend as much time with their families as married ones, and, as a result, they do not feel more exhausted (Duxbury, Higgins, Lee, 1994). Shipley and Coats (1992) have observed that the biggest stressor connected with maintaining a household was childcare; it was especially true in case of single mothers with low incomes. The research conducted by McManus et al. (2002) confirmed only small differences in the level of satisfaction with life between single and married mothers.

This allows us to suspect that the single mothers who are satisfied with life and have high level of emotional intelligence will function more efficiently in their relationship with their children. High level of these personal resources will help mothers run a family and cope with difficulties. Emotional intelligence will help them in managing the crisis that emerges when the father leaves the family.

**The Children’s Mental Resilience**

Resilience is a resource defined as the ability to cope with changing life circumstances and to appropriately adapt and become involved in everyday problems (Uchnast, 1997). It is considered a self-regulation mechanism that is comprised of cognitive, emotional, and behavioral elements. The former ones are characteristic of convictions and expectations connected with perceiving reality as a challenge, and with perception of one’s own competences. Emotional elements of resilience are connected with the positive affect and emotional stability, and behavioral elements can manifest as the ability to seek new experiences and try different and efficient coping strategies (Ogińska-Bulik, Juczyński, 2008). This suggests that resilience supports perseverance and adaptation to various situations in life, facilitates mobilization to undertake remedial action when faced with difficulties, and increases tolerance of one’s negative emotions and failures (Ogińska-Bulik, 2014).

Conceptualization of resilience in the developmental perspective leads to treating it as a process (Armstrong, Birnie-Lefcovitch, Unger, 2005) which allows the individual to adjust to changing conditions in life. Defined as such, resilience is connected with the process of dynamic and positive adaptation in the face of obstacles (Iskra, Klinkosz, 2013), and allows one to adjust to a difficult situation or to regain balance after a critical event (Tedeschi, Calhoun, 2007).

Resilience as a personality trait, as well as the ability to cope in a resilient manner (that is, the personal resources that the individual possesses) are features that may significantly contribute to strengthening the person’s mental endurance and their ability to function in a balanced way despite the difficulties (Ostaszewski, 2005; Nadolska, Sęk, 2007). Resilience is a trait dependent on the personal circumstances of an individual, and it is one of the traits that may change, be reinforced and perfected as the individual develops (Masten, 2001). It may also – depending on the life situation – be different in people of different age, gender, and social background (Connor, Davidson, 2003).

The parents’ divorce is a crisis and a strong emotional experience for the child (Krawczonek, 2004; Hughes, 2005). The differences in reactions to divorce depend on the child’s age, its stage of development, the coping techniques it has learnt, social support (Sikorska, 2014), gender, and cognitive and emotional maturity (Chojnacka, 2003). Resilient individuals manifest a more advanced level of social skills such as communication, maintaining good relationships with others, and empathy. Moreover, in certain people traumatic experiences activate, instead of a tendency to give up, a will to live and an extraordinary resilience (Bishop, 2000; Poprawa, 2001).
Supporters of the environmental theories stress the importance of the influence of the family on behaviour of adolescent children, and of parents as an example to follow and living models of values and norms; parents are able to control their children who in turn respect their opinions and beliefs (Keren, Ben-Zur, 2007). The approach of parents to children has the biggest influence on the development of their personality, their attitude to work, to themselves, and to the surrounding world (Tyszkowa, 1964). Resilient children have at least one person who is significant to them and who they treat as a role model (Winfield, 1994). According to studies of adolescents, they name their parents as an important resource that helps them build their mental resilience and avoid risky behaviours (Grzegorzewska, 2011). Researchers studying the relationship between mothers and children have found evidence that the interactions between a mother and a child and the interpersonal relationships that form during those interactions may be a source of opportunities to gain specific types of experiences (Tyszkowa, 1990), among others those connected with activity (Hinde, 1979). Coping efficiently with tasks an individual faces in life is one of the basic skills shaped by the influence of the parenting process and the experiences from one's family home (Iskra, 2011).

Research has shown that the mothers’ efficiency in coping with divorce has a considerable impact on the remedial activities of their children. As the parent’s efficiency increased, so did efficiency of the child (Beisert, 2000). Thus, it can be expected that the personal resources of mothers will be positively connected with the resilience of the child.

OWN RESEARCH

The present research is part of the scientific activities that may contribute to discovering differences in functioning of two-parent families and those of single mothers. The subjects of the analyzes conducted on a group of mothers and a group of their children were their personal resources, satisfaction with life, and emotional intelligence of the divorced mothers and those from two-parent families, as well as resilience of their adolescent children (Fig. 1). The study discussed the concept of personal resources and expected a relationship of these resources in mothers with resilience of their adolescent children in families of different structures. The study had two goals: the first one was to determine if there are differences in the declared satisfaction with life and emotional intelligence between single and married mothers, and if there are differences in resilience among their adolescent children. The second goal was to establish what kind of relationships exist between satisfaction with life and emotional intelligence of the mothers and the resilience of their children, and to determine if emotional intelligence mediates the relationship between satisfaction with life in mothers and the resilience of the adolescents, with consideration of the family structure.

The study attempted to find answers to the following research questions: are there differences in the declared satisfaction with life and emotional intelligence between single and married mothers, and are there differences in resilience between their children? Is there a connection between satisfaction with life in mothers and the resilience of their offspring? What is the significance of emotional intelligence as a mediator of the relationship between satisfaction with life in mothers and the children’s resilience in families of different structures? The dependent variable of the study was the indicators of symptoms of resilience in adolescent children. The satisfaction with life in mothers was chosen from broadly-understood personal resources as the independent variable. Emotional intelligence was designated as a mediator for the relationship between satisfaction with life in mothers and the resilience of their children.

The following hypotheses were formulated: H1: single mothers assess their satisfaction with...
life and emotional intelligence as lower than married mothers. The hypothesis is supported by the arguments that single motherhood may, due to numerous burdens and obligations that the mother has when the father does not anymore help in childcare, may result in a sense of being overburdened (Shipley, Coats, 1992; Frone, Markel, 1997). It may lead, in consequence, to lowering the level of satisfaction in many aspects of life. H2: Adolescents from single mother families possess as significantly lower resilience in comparison with those from two-parent families. This expectation is connected with the arguments that resilience is a trait that depends on the life circumstances of an individual (Masten, 2001) and the situation in the child’s life (Connor, Davidson, 2003). H3: Satisfaction with life and emotional intelligence of mothers are to a considerable degree connected with resilience of their child, regardless of the family structure. The higher level of SWL and emotional intelligence in mothers, the higher the level of resilience in their adolescent children. The rationale of the hypothesis refers to the conviction that emotional intelligence may be an important predictor of success in interpersonal relationships and in functioning in the family (Salovey, Mayer, Caruso, 2004). H4: emotional intelligence mediates the relationship between SWL in mothers and the resilience of the children. The strength and significance of that mediation varies depending on the studied group of families. The hypothesis refers to the empirical data that prove the significance of emotional intelligence for the general satisfaction with life (Jaworowska, Matczak, 2005). The reports demonstrating that emotional intelligence impacts the cognitive system of the individual, thanks to which it can be included in the process of more efficient problem-solving, acted as additional support for the hypothesis (Salovey, Mayer, Caruso, 2004).

**METHOD.**

CHARACTERISATION OF THE RESEARCH METHODS AND THE STUDIED SAMPLE

The Emotional Intelligence INTE questionnaire (Ciechanowicz, Jaworowska, Matczak, 2008) was used to measure emotional intelligence of the mothers participating in the study. The questionnaire consists of 33 statements; the participant uses a five-point scale to declare to what degree she agrees with each statement. Aside from the total result, the questionnaire allows to obtain two separate factorial results that reflect the capacity for using emotions to aid thinking and behaviour (Factor I), as well as the ability to recognize emotions (Factor II). Cronbach’s α for the obtained results was = 0.95.

Satisfaction with life was measured with the SWLS scale (Juczyński, 2001) that consists of five statements about one’s life and achievements. The participant decides to what degree each of them refers to their life. The answers are given on a seven-point scale, from 1: “I completely agree” to 7: “I completely disagree”. The overall result is the sum of all assessments. The range of possible results is between 5 to 35 points; the higher

![Fig. 1. Hypothetical model of mediation](image-url)

a: coefficient of impact of the independent variable on the mediator; b: coefficient of impact of the mediator on the dependent variable; c: coefficient of impact of the independent variable on the dependent variable (without control of mediation); c’: coefficient of direct impact of independent variable on the dependent variable (with controlled impact of the mediator).

Table 4. Coefficient values for correlation r between EI and satisfaction with life in single mothers and resilience in their children

<table>
<thead>
<tr>
<th>Variables of the children</th>
<th>Variables of the mothers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall resilience</td>
<td>Overall EI</td>
</tr>
<tr>
<td>Factor I</td>
<td>Factor II</td>
</tr>
<tr>
<td>Factor III</td>
<td>Factor IV</td>
</tr>
<tr>
<td>Emotional intelligence in the mother</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SWL</th>
<th>EI Factor I</th>
<th>EI Factor II</th>
<th>SWL</th>
<th>EI Factor I</th>
<th>EI Factor II</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.35***</td>
<td>0.25*</td>
<td>0.28**</td>
<td>0.36***</td>
<td>0.25*</td>
<td>0.28**</td>
</tr>
<tr>
<td>0.25*</td>
<td>0.16</td>
<td>0.22</td>
<td>0.25*</td>
<td>0.16</td>
<td>0.22</td>
</tr>
<tr>
<td>0.23*</td>
<td>0.23*</td>
<td>0.23*</td>
<td>0.22</td>
<td>0.22</td>
<td>0.23*</td>
</tr>
</tbody>
</table>

Fig. 1. Hypothetical model of mediation
the number, the bigger sense of satisfaction with life. Cronbach’s α for the obtained results = 0.93.

Resilience in children was measured with the Resilience Assessment Scale SPP-18. The scale is a self-description tool consisting of 18 statements; the participant of the study provides answers to these statements using a five-point Likert scale (where 0 = “definitely not”, and 4 = “definitely yes”). The answers allow the researchers to calculate the overall result and four factors of resilience (Ogińska-Bulik, Juczyński, 2011).

A personal data certificate was also used; four version of it were prepared: for single mothers, for mothers from two-parent families, and for their adolescent children.

84 mothers participated in the study, including 42 mothers from two-parent families (the average age in this group was 42.88 years; SD = 6.2). 13 mothers had higher education (30.9%); the remaining part had secondary (19 participants; 45.3%), or vocational (10 participants; 23.8%) education. 16 mothers who participated in the study live in cities (38.1%) and 26 of them in the countryside (61.9%). All mothers were employed and had more than two children (M = 2.26; SD = 0.82). There were 42 participants in the group of single, divorced mothers; the average age in this group was 43.38 years (SD = 7). Seven mothers had higher education (16.7%) and the remaining ones had secondary (20 participants; 47.6%), or vocational (15 participants; 35.7%) education. 17 mothers from this group live in cities (40.4%) and 25 in the countryside (59.5%). All participants except two were employed. All of them had more than two children (M = 2.16; SD = 1.03). Only divorced single mothers who have been supporting their family on their own for at least three years were chosen for the study.

The children of these mothers were also the subject of the study (N = 143). The first sample group consisted of 71 adolescents from single mother families; the average age in this group was 16.97 years (SD = 1.52). 29 participants were male (41%), and 42 were female (59%). One of the questionnaires returned was rejected due to incomplete data. The second group consisted of 73 adolescents from two-parent families; the average age of the participants was 16.47 years (SD = 1.62). 40 participants were male (54.8%), and 33 were female (45.2%). In total, 225 individuals were enrolled to the study. The participants completed questionnaires during a personal appointment. The data was collected from March to September, 2016.

RESULTS

The obtained values of the descriptive statistics and of the comparison between the studied groups, as well as the values for the relationships were presented in the tables. The analyses of the results were performed with the statistical package PQ Stat ver. 1.6.

**Emotional intelligence and satisfaction with life in mothers and the resilience of adolescents**

In order to compare emotional intelligence and SWL in mothers with the resilience of the adolescent children (considering differences in family structure), the T-Student test was applied. The results are presented in Table 1. and 2.

The study captures the statistically significant differences between mothers from two-parent families and single mothers, with regard to each factor of emotional intelligence (EI) and general EI. Mothers from two-parent families obtained higher results for the ability to use emotions to aid thinking and action (M = 66.38; SD = 11.51) than single mothers (M = 54.86; SD = 10.99) (p < 0.01). Mothers from two-parent families also had higher results for the ability to recognize emotions (M = 48.4; SD = 8.74) than single mothers (M = 40.1; SD = 6.98) (p < 0.01). The general EI in both groups differed significantly (p < 0.01). Mothers from two-parent families assessed their EI as higher (M = 132.21; SD = 19.42) than single mothers (M = 114.76; SD = 21.1). Regarding SWL, mothers participa-
Table 1. Emotional intelligence and satisfaction with life in mothers from families of different structure

<table>
<thead>
<tr>
<th>Variables</th>
<th>Descriptive statistics</th>
<th>M</th>
<th>SD</th>
<th>Min</th>
<th>Lower quartile</th>
<th>Median</th>
<th>Upper quartile</th>
<th>Max</th>
<th>t</th>
<th>df = 82</th>
</tr>
</thead>
<tbody>
<tr>
<td>Factor I</td>
<td>Mothers from two-parent families</td>
<td>66.38</td>
<td>11.51</td>
<td>25.00</td>
<td>62.00</td>
<td>67.00</td>
<td>76.50</td>
<td>80.00</td>
<td><em>t</em></td>
<td>-4.69</td>
</tr>
<tr>
<td></td>
<td>Single mothers</td>
<td>54.86</td>
<td>10.99</td>
<td>23.00</td>
<td>50.00</td>
<td>55.00</td>
<td>61.00</td>
<td>77.00</td>
<td><em>p</em></td>
<td>&lt;0.0001</td>
</tr>
<tr>
<td>Factor II</td>
<td>Mothers from two-parent families</td>
<td>48.40</td>
<td>8.74</td>
<td>23.00</td>
<td>43.25</td>
<td>48.50</td>
<td>55.00</td>
<td>60.00</td>
<td><em>t</em></td>
<td>-4.82</td>
</tr>
<tr>
<td></td>
<td>Single mothers</td>
<td>40.10</td>
<td>6.98</td>
<td>24.00</td>
<td>36.00</td>
<td>40.00</td>
<td>43.00</td>
<td>59.00</td>
<td><em>p</em></td>
<td>&lt;0.0001</td>
</tr>
<tr>
<td>Overall result EI</td>
<td>Mothers from two-parent families</td>
<td>132.21</td>
<td>19.42</td>
<td>90.00</td>
<td>120.00</td>
<td>133.00</td>
<td>145.75</td>
<td>165.00</td>
<td><em>t</em></td>
<td>-3.94</td>
</tr>
<tr>
<td></td>
<td>Single mothers</td>
<td>114.76</td>
<td>21.10</td>
<td>55.00</td>
<td>105.75</td>
<td>116.00</td>
<td>129.50</td>
<td>157.00</td>
<td><em>p</em></td>
<td>0.0002</td>
</tr>
<tr>
<td>SWL</td>
<td>Mothers from two-parent families</td>
<td>25.00</td>
<td>5.66</td>
<td>14.00</td>
<td>20.00</td>
<td>25.00</td>
<td>29.75</td>
<td>35.00</td>
<td><em>t</em></td>
<td>-4.96</td>
</tr>
<tr>
<td></td>
<td>Single mothers</td>
<td>18.60</td>
<td>6.17</td>
<td>5.00</td>
<td>15.00</td>
<td>19.00</td>
<td>21.00</td>
<td>35.00</td>
<td><em>p</em></td>
<td>&lt;0.0001</td>
</tr>
</tbody>
</table>

Marked factors: Factors I: ability to use emotions to aid thinking and action; Factor II: ability to recognize emotions; EI: emotional intelligence; SWL: satisfaction with life.

Table 2. Resilience of adolescent children

<table>
<thead>
<tr>
<th>Resilience and connected factors</th>
<th>Descriptive statistics</th>
<th>M</th>
<th>SD</th>
<th>Min</th>
<th>Lower quartile</th>
<th>Median</th>
<th>Upper quartile</th>
<th>Max</th>
<th>t</th>
<th>df = 143</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall result</td>
<td>Adolescent a</td>
<td>60.85</td>
<td>9.34</td>
<td>39.00</td>
<td>56.00</td>
<td>62.00</td>
<td>70.00</td>
<td>72.00</td>
<td><em>t</em></td>
<td>-3.12</td>
</tr>
<tr>
<td></td>
<td>Adolescent b</td>
<td>55.82</td>
<td>10.03</td>
<td>33.00</td>
<td>51.75</td>
<td>54.00</td>
<td>63.25</td>
<td>72.00</td>
<td><em>p</em></td>
<td>0.002</td>
</tr>
<tr>
<td>Factor I</td>
<td>Adolescent a</td>
<td>16.58</td>
<td>3.17</td>
<td>4.00</td>
<td>14.00</td>
<td>17.00</td>
<td>20.00</td>
<td>20.00</td>
<td><em>t</em></td>
<td>-2.19</td>
</tr>
<tr>
<td></td>
<td>Adolescent b</td>
<td>15.50</td>
<td>2.71</td>
<td>10.00</td>
<td>14.00</td>
<td>15.00</td>
<td>18.00</td>
<td>20.00</td>
<td><em>p</em></td>
<td>0.02</td>
</tr>
<tr>
<td>Factor II</td>
<td>Adolescent a</td>
<td>16.95</td>
<td>2.66</td>
<td>11.00</td>
<td>15.00</td>
<td>17.00</td>
<td>20.00</td>
<td>20.00</td>
<td><em>t</em></td>
<td>-2.30</td>
</tr>
<tr>
<td></td>
<td>Adolescent b</td>
<td>15.90</td>
<td>2.80</td>
<td>9.00</td>
<td>14.75</td>
<td>15.50</td>
<td>18.00</td>
<td>20.00</td>
<td><em>p</em></td>
<td>0.02</td>
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<tr>
<td>Factors III</td>
<td>Adolescent a</td>
<td>13.92</td>
<td>2.19</td>
<td>10.00</td>
<td>12.00</td>
<td>14.00</td>
<td>16.00</td>
<td>18.00</td>
<td><em>t</em></td>
<td>-4.17</td>
</tr>
<tr>
<td></td>
<td>Adolescent b</td>
<td>12.29</td>
<td>2.50</td>
<td>6.00</td>
<td>11.00</td>
<td>12.00</td>
<td>14.00</td>
<td>17.00</td>
<td><em>p</em></td>
<td>&lt;0.0001</td>
</tr>
<tr>
<td>Factor IV</td>
<td>Adolescent a</td>
<td>13.41</td>
<td>2.59</td>
<td>5.00</td>
<td>12.00</td>
<td>14.00</td>
<td>16.00</td>
<td>16.00</td>
<td><em>t</em></td>
<td>-2.78</td>
</tr>
<tr>
<td></td>
<td>Adolescent b</td>
<td>12.15</td>
<td>2.86</td>
<td>5.00</td>
<td>11.00</td>
<td>12.00</td>
<td>15.00</td>
<td>16.00</td>
<td><em>p</em></td>
<td>0.006</td>
</tr>
</tbody>
</table>

Marked factors: Factor I: optimistic attitude and energy; Factor II: perseverance and determination in action; Factor III: sense of humour and openness to new experiences; Factor IV: personal competence and tolerance of negative affect

Marked factors: Adolescent a: children from two-parent families; Adolescent b: children from single mother families
ting in the study differed strongly significantly ($p < 0.01$). Mothers from two-parent families were more satisfied with life ($M = 25; SD = 5.66$) than single mothers ($M = 18.60; SD = 6.17$).

There is a statistically significant difference ($p < 0.01$) between adolescents from families of different structures. The adolescents from two-parent families assess their resilience as higher ($M = 60.85; SD = 9.34$) than those from single mother families ($M = 55.82; SD = 10.03$). Both compared groups differ statistically significantly in each considered factor of resilience. Regarding optimistic attitude and energy, for which the results differ statistically significantly ($p < 0.05$), the adolescents from two-parent families had higher average results ($M = 16.58; SD = 3.17$) than the young people growing up in single mother families ($M = 15.5; SD = 2.71$). Both groups differed considerably as to perseverance and determination in action ($p < 0.05$). Youth from two-parent families assessed that aspect as higher ($M = 16.95; SD = 2.66$) than adolescents from families of single mothers ($M = 15.9; SD = 2.8$). Results for sense of humor and openness to new experiences also differed considerably in both studied groups ($p < 0.01$). The participants who live in two-parent families assessed that aspect higher ($M = 13.92; SD = 2.19$) in comparison to those from single mother families ($M = 12.29; SD = 2.5$). Highly significant ($p < 0.01$) differences were observed in both personal competence and tolerance of negative affect. The obtained results show that adolescent children from two-parent families assess this aspect higher ($M = 13.41; SD = 2.59$) than those from single mother families ($M = 12.15; SD = 2.86$).

### Emotional Intelligence and Satisfaction with Life in Mothers and Resilience of the Adolescents

The results were analyzed by estimating the Pearson linear correlation coefficient (Table 3 and 4). The relationships between EI and SWL in mothers and resilience in their children were analyzed on the basis of prediction equation. The significance of the intermediate relationship in mediation analysis was analyzed with Goodman’s test for small samples.

In two-parent families the overall result for resilience in adolescent children was significantly positively correlated with SWL in mothers. The results for Perseverance and Determination in Action ($r = 0.36, p = 0.001$) are positively and strongly correlated with SWL in mothers. It means that higher results of SWL in mothers are connected with higher outcome for general resilience and with the results for Perseverance and Determination in Action. The remaining coefficient values were statistically insignificant.

| Table 3. Coefficient values for the correlation $r$ between EI and satisfaction with life in mothers and the resilience in children in two-parent families |

<table>
<thead>
<tr>
<th>Variables of the children</th>
<th>Overall resilience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Variables of the mothers</td>
<td>Factor I</td>
</tr>
<tr>
<td>Overall EI</td>
<td>0.10</td>
</tr>
<tr>
<td>EI Factor I</td>
<td>0.06</td>
</tr>
<tr>
<td>EI Factor II</td>
<td>-0.00</td>
</tr>
<tr>
<td>SWL</td>
<td>0.17</td>
</tr>
</tbody>
</table>

Marked factors: EI: Emotional Intelligence; EI Factor I: ability to use emotions to aid thinking and action; EI Factor II: ability to recognize emotions; Factor I: optimistic attitude and energy; Factor II: perseverance and determination; Factor III: sense of humour and openness to new experiences; Factor IV: Personal Competence and Tolerance for Negative Affect; SWL: Satisfaction with Life.*** $p < 0.001$; ** $p < 0.01$; * $p < 0.05$.
SWL in single mothers is statistically significantly and strongly significantly correlated with overall resilience and all factors connected with it; the exceptions were personal competence and tolerance of negative affect. It suggests that higher SWL in mothers is connected with higher resilience in children. The total results for EI is significantly and strongly significantly connected with all factors of resilience. The obtained results show that higher results for particular EI factors in mothers are related to higher resilience factors in children. What is more, EI factor II is positively significantly correlated with the total result for Resilience and its two aspects: optimistic attitude and energy, sense of humour, and openness to new experiences. EI Factor I is positively significantly correlated with the optimistic attitude and energy aspect of resilience.

**Emotional Intelligence as a Mediator**

The obtained results do not indicate mediation. Statistical analyses conducted on mothers and adolescents from two-parent families did not confirm the expectation that emotional intelligence is a factor that acts as a mediator between SWL in mothers and resilience of the children (Fig. 2). The relationships between the dependent and independent variable (path c),

![Diagram](image)

EI – Emotional Intelligence; SWL – Satisfaction with Life; PP – mental resilience.

*** $p < 0.0001$; ** $p < 0.001$; * $p < 0.05$.

**Table 4. Coefficient values for correlation $r$ between EI and satisfaction with life in single mothers and resilience in their children**

<table>
<thead>
<tr>
<th>Zmienne matek</th>
<th>Factor I</th>
<th>Factor II</th>
<th>Factor III</th>
<th>Factor IV</th>
<th>Overall resilience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall EI</td>
<td>0.36***</td>
<td>0.25*</td>
<td>0.28**</td>
<td>0.25*</td>
<td>0.31***</td>
</tr>
<tr>
<td>EI Factor I</td>
<td>0.25*</td>
<td>0.16</td>
<td>0.22</td>
<td>0.16</td>
<td>0.22</td>
</tr>
<tr>
<td>EI Factor II</td>
<td>0.25*</td>
<td>0.17</td>
<td>0.23*</td>
<td>0.22</td>
<td>0.23*</td>
</tr>
<tr>
<td>SWL</td>
<td>0.35***</td>
<td>0.28**</td>
<td>0.25*</td>
<td>0.21</td>
<td>0.30**</td>
</tr>
</tbody>
</table>

Marked factors: Factor I: optimistic attitude and energy; Factor II: perseverance and determination in action; Factor III: sense of humour and openness to new experiences; Factor IV: personal competence and tolerance of negative affect; SWL: Satisfaction with Life.

*** $p < 0.001$; ** $p < 0.01$; * $p < 0.05$. **

Fig. 2. Mediating role of EI in mothers in the relationship between the mother’s satisfaction with life and the resilience of the adolescent child, depending on the family structure
and between the independent and the mediator (path a) are positive and statistically significant ($\beta = 0.23, p = 0.04; \beta = 0.48, p < 0.0001$, respectively). After introducing the mediator and the independent variable into the equation, the former stopped acting as a significant predictor of the level of the dependent variable ($\beta = 0.09; p = 0.47$); the result shows that mediation does not occur. The test of significance showed that the result is a value without statistical significance ($z = 0.83; p < 0.05$).

No significant mediating influence of emotional intelligence on the relationship between SWL and resilience in children in single mother families was observed. Relationships between the dependent and the independent variable (path c), and between the independent variable and the mediator (path a), as well as between the mediator and the dependent variable (path b) were positive and statistically significant ($\beta = 0.30, p = 0.01; \beta = 0.58, p < 0.0001; \beta = 0.31, p = 0.008$ respectively). However, after introducing the mediator and the independent variable into the equation, the former stops significantly predicting the level of the dependent variable ($\beta = 0.21, p = 0.14$). The test of significance of the intermediate relationship in the mediation analysis showed a value that has no statistical significance ($z = 1.62; p = 0.10$) and can only suggest the existence of a tendency.

**DISCUSSION**

The first goal of the study was to determine if there are differences in the declared satisfaction with life and emotional intelligence between single and married mothers, and if there are differences in resilience among their adolescent children. For this goal, two hypotheses were formulated. The first one ($H_1$), which assumed that single mothers will declare a much lower level of SWL and EI than those from two-parent families, has been confirmed. Differences were observed both in the ability to use emotions to aid thinking and acting, and in the ability to recognize emotions, as well as in general emotional intelligence. A lower level of emotional intelligence in single, divorced mothers manifested in weakening the mother’s relationship with her child, decreased investment in communication, and lack of spontaneity in the relationship with the child. The obtained results have confirmed the outcomes of other studies (Tein, Sandler, Zautra, 2000) which captured considerable differences in the declared levels of SWL. Basińska (2014) observes that the stability of SWL in time is limited, as changes that come as consequences of other events may occur in years preceding the study. Such factors as situational context and negatively experienced events in life have impact on the individual answers of each participant of a study (Basińska, 2014). The results of the study indicate that SWL in divorced mothers is low and may be connected not only with high family expectations but also may also be a consequence of negative experiences preceding the dissolution of marriage. The results of these studies confirm other reports available in the literature, according to which single motherhood is related to a low level of SWL (McManus et al., 2002), and fulfilling obligations connected with supporting one’s family and with childcare has influence on the SWL (Frone, Markel, 1997). The results obtained in the present study are an argument supporting this conclusion.

The second hypothesis ($H_2$) assumed that the adolescents from single mother families will differ in resilience from those from two-parent families. The obtained results, which indicate a lower general resilience in young people from single mothers families, confirm this assumption. They suggest that different family types create environments which differ in respect to how they shape psychological resilience in adolescent children. According to Bee, each metamorphosis in the family is a shock to the child (2004, p. 256). The results of the study conducted by Burden (1986) showed that in comparison with married mothers, single mothers spend about
ten hours a week less performing their household chores. It might be caused by the necessity to take up additional jobs in order to be able to support their family; in further perspective, this means reducing the contact of the mother with her child and limiting the possibility to together participate in activities that build perseverance, positive attitude, openness to experiences, and a sense of humour. Adolescent children from two-parent families have a more positive attitude to life in comparison with their peers from single mother families.

The second purpose of the study was to examine the nature of relationships between satisfaction with life and emotional intelligence in mothers and the resilience of their children, and to determine whether emotional intelligence plays the role of a mediator for the relationship between SWL in mothers and the resilience of adolescents, with respect to the family structure. Two hypotheses were formulated: SWL and EI in mothers are significantly connected with the resilience of the child regardless of the family structure (H3). The obtained results are surprising: the analysis indicated that only SWL in mothers, regardless of the family type, is connected with general resilience in children, and with separate aspects of it. Many more significant connections were observed in the single mothers’ families than in those of married mothers. What is more, in those mothers, general EI, as well as its particular factors, are connected with general resilience in children and with its specific aspects. That is connected with the fact that bigger empathy and openness to other people usually contributes to more satisfying relationship of the mother with the child. The results of the studies have only partly confirmed the expectation of the hypothesis, which may suggest that the differences in the strength and the number of existing connections are a consequence of changes in the family structure (Napora, 2010).

The final hypothesis assumed that emotional intelligence will be a mediator for the relationship between SWL in mothers and the resilience of their adolescent children. The hypothesis also expected that the power and the significance of that mediation will be different in each studied group (H4). A monofactorial model confirmed the existence of strongly significant influence of SWL on the resilience of their children in two-parent families. After adding to the equation a mediator in the form of emotional intelligence, the influence of SWL becomes insignificant and the results stop indicating the existence of mediation. This might suggest that emotional intelligence is a mediator between SWL in mothers and the resilience of the children; in this model, however, EI in mothers is not significantly connected with the resilience of the children. The performed analysis allows one to conclude that there is a weak and statistically insignificant relationship between EI in mothers, and their SWL and the resilience of their children. This result is contrary to those obtained from single mothers: in that group, connections were observed between EI and the resilience of the children. It does not, however, change the fact that the mediating effect of EI on the relationship between SWL and the resilience of the children is a result that can only suggest the existence of a tendency. The result may also suggest that the higher SWL was in single mothers, the higher the resilience level was in children; this was caused by the mothers’ more frequent use of positive emotions as a way to detach oneself from the negative experiences related to the family situation. This confirms the assumption that the relationships between different aspects of emotional intelligence, connected with understanding and dealing with one’s and other people’s emotions, are those relationships whose influence on SWL is the strongest (Koper, 2008).

CONCLUSIONS

In comparison to married mothers, single mothers are characterized by lower level of personal resources, with regard to both satisfaction
with life and emotional intelligence. Adolescent children from single mother families possess a lower level of resilience than those from two-parent families.

Satisfaction with life in mothers constitutes a potential that supports formation of resilience in the adolescent children, regardless of the family structure. Emotional intelligence is also a resource that contributes to building resilience in children, but only in single mother families. Higher satisfaction with life and emotional intelligence of a single mother is related to the ability of the child to cope more efficiently with problems of everyday life. More significant connections between SWL and EI and resilience in children were observed among single than in married mothers.

Generally speaking, EI does not play an important role for the relationship between SWL in mothers and resilience of their children, except for the tendency observed in single mother families; additionally, the role of EI is bigger in the relationship between SWL and the children's resilience. The obtained results of the study justify further research, which might allow to capture the dynamic of the functioning of resilience in adolescents, and of personal as well as social resources in families of single mothers.

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WYBRANE ZASOBY OSOBISTE MATEK A PRĘŻNOŚĆ ADOLESCENTÓW:
RÓŻNICUJĄCA ROLA STRUKTURY RODZINY

ABSTRAKT

Celem badań było sprawdzenie czy zachodzą różnice w deklarowanej satysfakcji z życia i inteligencji emocjonalnej, pomiędzy samotnymi matkami a matkami z rodzin pełnych oraz czy występują różnice w prężności pomiędzy ich dorastającymi dziećmi. Kolejnym celem, była także ocena związków między satysfakcją z życia i inteligencją emocjonalną matek, a prężnością dziecka jak również określenie, roli inteligencji emocjonalnej dla związku satysfakcji z życia matek a prężnością adolescenców w rodzinach o różnej strukturze.

Otrzymane wyniki badań matek (N = 84) i ich dorastających dzieci (N = 148) za pomocą SWLS; Kwestionariusza Inteligencji Emocjonalnej INTE i Skali Prężności SPP-18 wskazały, zarówno istotne różnice w satysfakcji z życia i inteligencji emocjonalnej pomiędzy matkami a matkami z rodzin pełnych oraz pomiędzy matkami z rodzin pełnych a matkami samotnymi. Zostały również zauważone, istotne związki satysfakcji z życia matek z prężnością adolescenców bez względu na strukturę rodziny, oraz pomiędzy inteligencją emocjonalną a prężnością w rodzinach samotnych. Należy również podkreślić, iż inteligencja emocjonalna nie była istotnym mediatorem dla związku pomiędzy satysfakcją z życia matek a prężnością ich dzieci.

Słowa kluczowe: inteligencja emocjonalna, satysfakcja z życia, samotna matka, prężność dorastających