NEED AND IMPORTENCE TO STUDY ON STRESS AND EMOTIONAL INTELLIGENCE IN RELATION TO COPING STRATEGIES AMONG ADOLESENT

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ABSTRACT

The problem of stress and adjustment is widely regarded as both a social and an individual behavioral issue. When a person does not succeed in their career on a regular basis, they become stressed and maladjusted. Emotional intelligence is a notion that may be used to effectively solve these challenges and assist individuals in adjusting to society. In recent years, there has been a surge in interest in emotional intelligence among organizations, institutions, and schools. The concept of emotional intelligence has sparked study and curriculum development in order to improve educational curricula and incorporate these ideas into everyone's learning. Emotional intelligence development has a long-term impact. Many parents and educators are scrambling to teach youngsters the skills essential for emotional intelligence, frightened by rising levels of conflict in young schoolchildren ranging from low self-esteem to early drug and alcohol use to despair. As a result, research into the "impact of stress and emotional intelligence on coping strategies among adolescents" is important.

KEYWORDS: Stress and Emotional Intelligence on Coping Strategies

INTRODUCTION: NEED AND SIGNIFICANCE OF THE STUDY

According to **Hall (1904),** the adolescent stage is marked by disruption and emotional instability, which he attributes to psychological, physical, and physiological changes that lead to bewilderment and a distorted sense of self. Emotions are the driving force behind an organism's ability to cope with adversity and to provide color and spice to our lives. Emotional intelligence is the most comprehensive collection of talents required to survive as a human being and to fully enjoy life. Emotional intelligence will determine who succeeds and who fails, who suffers and copes, who is happy and who is unhappy, who has long-term relationships and who is alone. Emotional intelligence refers to the ability to recognize and manage emotions in order to better govern ourselves and achieve positive results in our interpersonal relationships. So, when a person is emotional, one demonstrates intellect. Emotional intelligence is a term that refers to the ability to According to **Taylor (2002)**, people with high emotional intelligence have skills that help them succeed in various spheres of life, both at work and at home. Emotional intelligence is defined as the ability to monitor one's own and other emotions, to distinguish between them, and to use the information to guide one's thinking and actions **(Salovey & Mayer, 1990)**.

REVIEW OF RELATED LITERATURE

Ranganatha, P. R. & (2018) Assessment of Academic Stress Lancy, D. S. among Students Pursuing Professional and Non-professional Courses. This study was intended to assess the academic stress among students pursuing professional and non-professional courses, along with the influence of few demographic variables on academic stress. The results further revealed that professional and non-professional courses students do not differ significantly on pressure from examination, self-imposed and worry about time dimensions of academic stress. Moreover, it was found that male students experienced significantly higher level of stress than female students on 'pressure from examination' dimension of academic stress.

Subramani, C. & (2017) Academic Stress and Mental Health Kadhiravan, S. among High School Students. The present study was undertaken to find out the relationship between academic stress and mental health among high school students. The results indicated that students from private school experienced higher level of academic stress than that of government school students. The results further revealed that academic stress has a significant impact on mental health of high school students.

Mishra, M. (2017) Effect of Academic Stress on Academic Achievement of College Students. This study was intended to investigate the effect of academic stress on college students' achievement. The results indicated that academic stress had a significant impact on academic achievement of students. The results further indicated that less stressed students performed much better in examination than highly stressed students.

Sheron et al (2020) conducted a study to assess the perceived stress and coping strategies among B.Sc. nursing students of certain colleges in Pune during Covid-19 pandemic lockdown and to determine the association of stress and coping with some demographic variables. The cross-sectional study was done by online mode. The results of the study revealed that male students had more perceived stress score (22.73) than female students (21.86) and about 76.58% of the participants were found to have moderate coping strategies, 18.5% participants had high coping strategy scores and about 4.9% of the participants showed low coping strategies. It was also revealed that maladaptive coping scores were highest with mean 31.5(+5.19) and adaptive coping had the least value 9.44(+ 2.64). Age also have effect on coping strategy. Less age-group students showed higher use of coping strategy than students of higher age group.

Breik and Zaza (2019) conducted a comparative study in relation to gifted status, sex, and family size and coping strategies adopted by adolescents. Analysis also discovered that Seeking Professional Support, coping strategy was the most significant parameter to discriminate between gifted and non-gifted adolescents among the selected variables (i.e. gifted status, gender, and family size). Furthermore, coping strategy of investing in close friend was the most significant to discriminate between the participants in relation to gender. On the other hand expressing feelings contributed the most in distinction between the subjects with respect to family size.

RESEACH METHODOLOGY

Objectives of the Study

The following objectives are framed for the present study by the researcher.

- To find out the stress levels of the intermediate students and classify them.

- To find out the stress of adolescents in different dimensions.

- o Pressures,

- o Physical,

- o Anxiety,

- o Frustration.

- To find out the influence of the following demographical variables on the stress of intermediate students.

  - o Gender.

  - o Locality of the institution.

  - o Medium of Instruction

  - o Type of Institution

  - o Residence

  - o Parental Education background

  - o Parental incomes

  - o Type of family

  - o Number of Siblings.

- To find out the level of coping strategies of intermediate students and classify it.

- To find out the coping strategies of adolescents in different dimensions.

  A. Problem focused coping strategy

  - o Problem solving

  - o Planning,

  - o Confronting

  - o Adaptive behavior

  - o Seeking assistance.

  B. Emotional focused coping strategy.

  - o Rationalization

  - o Distractions,

  - o Avoidance

  - o Resignations,

  - o Acceptance

  - o Blaming.

- To find out the influence of the following Demographic variables on the coping strategies of the intermediate students.

  ○ Gender

  ○ Locality of the institution

  ○ Medium of instruction

  ○ Type of institutions.

  ○ Residence

  ○ Parental education background

  ○ Parental incomes

  ○ Type of family

  ○ Number of Siblings.

- To find out the level of the emotional intelligence of intermediate students and classify it.

- To find out the emotional intelligence of intermediate students in different dimensions.

  ○ Understanding Emotions,

  ○ Understanding Motivation,

  ○ Empathy,

  ○ Handling Relations.

- To find out the influence of the following Demographic variables on the emotional intelligence of intermediate students.

  ○ Gender

  ○ Locality

  ○ Medium of Instruction

  ○ Type of Institutions.

  ○ Residence

  ○ Parental Education Background

  ○ Parental incomes.

  ○ Type of Family

  ○ Number of Siblings

- To find out the relation between Stress and Coping strategies of intermediate students.

- To find out the relation between stress and Emotional Intelligence of intermediate students.

- To find out the relation between coping and Emotional Intelligence of intermediate students.

Hypotheses of the Study

- **Hypotheses 1:** The intermediate college students do not possessing high stress.

    o **Hypothesis 1A)** There would be no significant difference between boys and girls of intermediate students in their stress.

    o **Hypothesis 1B)** there would be no significant difference between rural and urban college of intermediate students in their stress.

    o **Hypothesis 1C)** There would be no significant difference between Telugu and English medium of intermediate students in their stress.

    o **Hypothesis 1D)** There would be no significant difference between government and private colleges of intermediate students in their stress.

    o **Hypothesis 1E)** There would be no significant difference between below 1 lack and above 1 lack parental income of intermediate students in their stress.

    o **Hypothesis 1F)** There would be no significant difference in joint family and nuclear family of intermediate students in their stress.

    o **Hypothesis 1G)** There would be no significant difference one sibling and no sibling of intermediate students in their stress.

    o **Hypothesis 1H)** There would be no significant difference in literate and illiterate parents of intermediate students in their stress.

    o **Hypothesis 1I)** There would be no significant difference in residential and non residential colleges of intermediate students in their stress.

- **Hypothesis 2:** The intermediate college students are possessing high Emotional Intelligence.

    o **Hypothesis 2A)** There would be no significant difference between boys and girls of intermediate students in their Emotional Intelligence.

    o **Hypothesis 2B)** there would be no significant difference between rural and urban college of intermediate students in their Emotional Intelligence.

    o **Hypothesis 2C)** There would be no significant difference between Telugu and English medium of intermediate students in their Emotional Intelligence.

    o **Hypothesis 2D)** There would be no significant difference between government and private colleges of intermediate students in their Emotional Intelligence.

    o **Hypothesis 2E)** There would be no significant difference between below 1 lack and above 1 lack parental income of intermediate students in their Emotional Intelligence.

o   **Hypothesis 2F)** There would be no significant difference in joint family and nuclear family of intermediate students their Emotional Intelligence.

o   **Hypothesis 2G)** There would be no significant difference one sibling and no sibling of intermediate students in their Emotional Intelligence.

o   **Hypothesis 2H)** There would be no significant difference in literate and illiterate parents of intermediate students in their Emotional Intelligence.

o   **Hypothesis 2I)** There would be no significant difference in residential and non residential colleges of intermediate students in their Emotional Intelligence.

- **Hypothesis 3:** The intermediate college students are possessing high Coping strategies of adolescents.

    o   **Hypothesis 3A)** there would be no significant difference between boys and Girls of intermediate students in their coping strategies.

    o   **Hypothesis 3B**) there would be no significant difference between rural and urban college of intermediate students in their coping strategies

    o   **Hypothesis 3C)** There would be no significant difference between Telugu and English medium of intermediate students in their coping strategies**.**

    o   **Hypothesis 3D)** There would be no significant difference between government and private colleges of intermediate students in their coping strategies.

    o   **Hypothesis 3E)** There would be no significant difference between below 1 lack and above 1 lack parental income of intermediate students in their coping strategies.

    o   **Hypothesis 3F)** There would be no significant difference in joint family and nuclear family of intermediate students their coping strategies.

    o   **Hypothesis 3G)** There would be no significant difference one sibling and no sibling of intermediate students in their coping strategies.

    o   **Hypothesis 3H)** There would be no significant difference in literate and illiterate parents of intermediate students in their coping strategies.

    o   **Hypothesis 3I)** There would be no significant difference in residential and non residential colleges of intermediate students in their coping strategies.

- **Hypothesis 4:** There would be no significant relation between Stress and Emotional intelligence of intermediate students.

- **Hypothesis 5:** There would be no significant relation between stress and Coping strategies of intermediate students.

- **Hypothesis 6:** There would be no significant relation between coping strategies and   emotional intelligence of intermediate students.

TYPE OF HYPOTHESIS

The null hypothesis is selected for the present study

VARIABLES OF THE STUDY

Table 1

S. No.	Dependent Variables	Independent Variables
1	Coping Strategies	A. Emotional Intelligence B. Stress **<u>Demographic Variables</u>** 1.**Gender**(Boys / Girls) 2. **Locality**(Rural / Urban) 3.**Mediumof instruction** (Telugu / English) 4. **Type of institutions** (Government / private) 5.**Type of school** (Residential/ Non -Residential) 6.**parental education background** (Literate and illiterate) 7. **Parental income** (below 1 lakh/above 1 lakh) 8. **Type of family**-(Joint family Nuclear family 9. **Siblings-** (One sibling/More than one)

TOOLS OF THE STUDY

- **Tool 1**: Stress Scale was constructed by **Vijaya Lakshmi and Shruti Narain(2015).**

- **Tool 2:** Coping strategies scale was developed by **Shilpy Gupta, Ajay kumar (2020)**

- **Tool 3:** Emotional intelligence scale was constructed by **A. K. Singh and Shruti Narain. (2017)**

SAMPLE OF STUDY

The sample consists of a total of 1000 intermediate junior college students from both urban and rural areas in Guntur district of Andhra Pradesh.

Table 2

S. No.	Variable	Classification of Variable	Sample	Total
1	Gender	Boys Girls	540 460	1000
2	Locality	Rural Urban	420 580	1000
3	Medium of Instruction	Telugu English	410 590	1000
4	Type of Management	Government Private	450 550	1000
5	Type Residence	Residential Non-Residential	300 700	1000
6	Parental Education background	Literate Iliterate	750 250	1000
7	Parental incomes.	Below1 lakh Above1 lakh	350 650	1000
8	Type of family	Joint family Nuclear family	275 750	1000
9	Number of Siblings.	One More than one	150 850	1000

COLLECTION OF DATA

The Investigator collected the 20 junior intermediate colleges of the Guntur district of Andhra Pradesh belonging to different management. The Investigator approached the Principals of the various colleges and requested to permit data collection in their institutions.

METHOD OF THE STUDY

As the study involves large data for greater generalizations, survey method is found to be relevant and suitable to carry out the present study

POPULATION OF THE STUDY

The population for the study consisted of adolescents studying junior intermediate college students of Guntur District.

STATISTICAL TECHNIQUES USED

The following statistics were applied to analyze the collected data.

- Arithmetic Mean

- Standard Deviation

- Percentage of Mean

- t' Test and 'r' value- were calculated

  Hypotheses 1 The intermediate college students do not possessing high stress.

Table 3: The Level of Stress of the Whole Sample

Whole	Mean	SD	% of mean
1000	32.59	9.78	84.57

Finding

From the above table (3), it is found that there was high level of stress in adolescents of intermediate students. The hypothesis that "the intermediate college students are not possessing high stress." It can be accepted as the intermediate students possess high level of stress at intermediate stage.

Table 4: Classification of the Scores of the Stress among Intermediate Students

S. No.	Level	No of Students	Percentage
1.	Low	98	9.8%
2.	Average	476	47.6%
3.	High	426	42.6%

Interpretation

From the above table (4), the following aspects have been observed: In the classification table, 9.8% of pupils fall under the low level, 47.6% are under the moderate level, and 42.6% are under the high level. According to the classification of stress among intermediate students, moderate students have more elevated stress levels than low and high-level students.

Finding

The above table (4) shows that most of the students are moderate in their stress.

Hypotheses 1A) There would be no significant difference between boys and girls of intermediate students in their stress.

Table 5: Influence of the Gender on the Stress of the Intermediate Students

Gender	No	Mean	SD	% of mean	S.Ed	't'
Boys	540	31.773	9.34	79.43	0.58	4.571**
Girls	460	29.12	9.47	72.80		

** - Significant at 0.05 Level

Finding

From the above table (5), it is found that there is a significant difference in the stress of intermediate students. Hence, hypothesis 1 is "There would be no significant difference between boys and girls among intermediate students in their stress," and it is rejected for the variable "Gender" at a 0.05 level of significance. Boys are living more stressful lives than girls regarding the percentage of mean value at intermediate level. It is concluded that gender is significant.

Hypotheses 1B) there would be no significant difference between rural and urban intermediate students in their stress.

Table 6: Influence of the Locality on the Stress of the Intermediate Students

Locality	No	Mean	SD	% of mean	S.Ed	't'
Rural	420	30.06	9.60	75.15	0.591	4.65**
Urban	580	32.81	9.51	80.45		

** - significant at 0.05 level

Finding

From the table (6), it can be inferred that the t value is 4.65. Therefore, the "hypothesis is that there would be no significant difference between rural and urban college intermediate students in their stress level." And it is rejected for the variable **"location"** at 0.05 levels of stress. Urban intermediate students have significantly more stressful lives when compared with rural adolescents at the intermediate level.

Hypotheses 1C) There would be no significant difference between Telugu and English medium of intermediate students in their stress.

Table 7: Influence of the Medium of Instruction on the Stress of the Intermediate Students

Medium of instruction	No	Mean	SD	% of mean	S.Ed	't'
Telugu	410	31.02	9.53	77.55	0.59	1.88^{NS}
English	590	32.13	9.43	80.32		

NS - Not Significant at 0.05 Level

Finding

From the above table (7), it is found that the t value is 1.88, which is not significant. Hence, the hypothesis is that "there would be no significant difference between the Telugu and English medium students' in their stress." It is accepted for the variable "medium of instruction" **it is not significant** 0.05 level of significance.

Table 8: Influence of the Type of Institute on the Stress of Intermediate Students

Type of institute	No	Mean	SD	% of mean	S.Ed	't'
Government	450	29.98	9.57	74.95	0.58	4.448**
Private	550	32.56	9.558	81.40		

** - Significant at 0.05 Level.

Finding

From the above table (8), it is found that the "t" value is 0.6112. Hence, there would be no significant difference between government and private colleges of intermediate students in their stress." And it is rejected for the variable 'type of institution' at a 0.05 level of significance. Private college students are significantly having high stress level when compare with Government College students. It is concluded that the type of institution is significant.

Hypotheses 1E) There would be no significant difference in residential and non residential colleges of intermediate students in their stress.

Table 9: Influence of the Type of School on the Stress among Adolescent in the Intermediate Level

Type of School	No	Mean	SD	% of mean	S.Ed	't'
Residential	300	31.534	9.44	78.835	0.55	1.90^{NS}
Non Residential	700	32.58	9.51	81.45		

NS - Not Significant at 0.05 level

Finding

From the above table (9), it is found that the "t" value is 1.90. Hence, the hypothesis is, "There would be no significant difference in residential and non-residential colleges of intermediate students in their stress." And it is accepted for the variable "type of institution" at a 0.05 level of significance. Non-residential college students are significantly better than non-residential college students in terms of stress. It is concluded that the type of institution is not significant.

Hypotheses 1F) There would be no significant difference in literate and illiterate parents of intermediate students in their stress.

Table 10: Influence of the Parents Education on the Stress among Adolescent in the Intermediate Level

Parents Education	No	Mean	SD	% of mean	S.Ed	't'
Literate Parents	750	31.14	9.54	77.54	0.62	2.45*
Illiterate Parents	250	32.66	9.3	81.65		

* * Significant at 0.05 Level

Finding

From the above table (10), it is found that the "t" value is 0.2.45. Hence, the hypothesis is that there would be no significant difference between literate and illiterate parents of intermediate students in their stress. It is rejected for the variable "Parental educational background is significant" at the 0.05 level. The illiterate parents of adolescent college students are significantly more stressed in their lives at an intermediate level when compared with literate parents. It is concluded that the parental educational background has significance.

Hypotheses 1G) There would be no significant difference between below 1 lack and above 1 lack parental income of intermediate students in their stress.

Table 11: Influence of the Parents Annual Income on the Stress among Adolescent in the Intermediate Level

Parents Annual Income	No	Mean	SD	% of mean	S.Ed	't'
Above 1 lakh rupees	650	30.94	9.54	77.35	0.62	2.25*
Below 1 lakh rupees	350	32.34	9.3	80.85		

* - Significant at 0.05 Level

Finding

From the above table (11), it is found that the "t" value is 2.25 significant. Hence, the hypothesis is that "there would be no significant difference between below 1 and above 1 lack of parental income of intermediate students." It is rejected for the variable "parental income" at a 0.05 level of significance. The parental annual income with belove1 lakh rupees have significantly more stress in their life's at an intermediate level when compared with students with annual incomes of above one lakh rupees. It is concluded that parental income is significant.

Hypotheses 1F) There would be no significant difference in joint family and nuclear family of intermediate students in their stress.

Table 12: Influence of the Type of Family on the Stress among Adolescent in the Intermediate Level

Type of Family	No	Mean	SD	% of mean	S.Ed	't'
Joint	275	31.34	9.54	78.35	0.65	1.143^NS
Nuclear	725	32.083	9.51	80.20		

Not significant at 0.05 level

Finding

From the above table (12), it is found that the 't' value is1.143 not significant. Hence, the hypothesis is **"**Hypotheses is "there would be no significant difference in joint family and nuclear family of intermediate students in their stress. And it is accepted for the variable "Type of family" at a 0.05 level of significance. From the nuclear families students are significantly stress when compared with joint family.

Hypotheses 1G) There would be no significant difference one sibling and more than one sibling of intermediate students in their stress.

Table 13: Influence of the Number of Sibling on the Stress among Adolescent in Intermediate Level

No of Siblings	No	Mean	SD	S.Ed	't'
One	150	31.94	9.47	0.72	3.88**
More than one	850	29.14	9.51		

*- significant at 0.05 level

Finding

From the above table (13), it is found that the "t" value is 3.88, which is significant at 0.05 level. Hence, the "There would be no significant difference one sibling and more than one sibling of intermediate students in their stress. And it is rejected for the variable "type of family" at a 0.05 level of significance. Students from one sibling are significantly more stressed than students from more than one sibling.

Hypotheses 2A) There would be no significant difference between boys and girls of intermediate students in their Emotional Intelligence.

Table 14: Influence of the Gender on the Emotional Intelligence of the Intermediate Students

Gender	No	Mean	SD	% of mean	S.Ed	't'
Boys	560	20.89	3.22	67.38	0.2	3.7**
Girls	460	20.15	3.21	65		

** - Significant at 0.05 Level

Finding

From the above table (14), it is found that there is a significant difference in the emotional intelligence of intermediate students. Hence, the hypothesis is "There would be no significant difference between boys and girls of intermediate students in their emotional intelligence," and it is rejected for the variable "Gender" at a 0.05 level of significance. Boys have good emotional intelligence when compared with girls regarding the percentage of mean value at intermediate level. It is concluded that gender is significant.

Hypotheses 2B) there would be no significant difference between rural and urban college of intermediate students in their Emotional Intelligence.

Table 15: Influence of the Locality on the Emotional Intelligence of the Intermediate Students

Locality	No	Mean	SD	% of mean	S.Ed	't'
Rural	420	20.92	3.19	67.48	0.21	2.41**
Urban	580	20.41	3.16	65.83		

** - Significant at 0.05 level

Finding

From the above table (15), it is found that there is a significant difference in the locality of emotional intelligence among intermediate students. Hence, the hypothesis is that "there would be no significant difference between rural and urban colleges among intermediate students in their emotional intelligence." and it is rejected for the variable "lovality" at a 0.05 level of significance. Rural students are more likely to have good emotional intelligence when compared with urban college students regarding the percentage of mean value at the intermediate level. It is concluded that gender is significant.

Hypotheses 2C) There would be no significant difference between Telugu and English medium of intermediate students in their Emotional Intelligence.

Table 16: Influence of the Medium of Instruction on the Emotional Intelligence of the Intermediate Students

Medium of Instruction	No	Mean	SD	% of mean	S.Ed	't'
Telugu	490	20.97	3.15	67.64	0.21	0.85[NS]
English	510	20.79	3.21	67.06		

NS - Not significant at 0.05 level

Finding

From the above table (16), it is found that the t value is 0.85, which is not significant. Hence, the hypothesis is that there would be no significant difference between Telugu and English medium intermediate students in their emotional intelligence. It is accepted for the variable "medium of instruction" that **it is not significant at** 0.05 level of significance. Both Telugu and English medium students have the same level of emotional intelligence, but English medium students differ slightly when compare with Telugu medium students.

Hypotheses 3D) There would be no significant difference between government and private colleges of intermediate students in their Emotional Intelligence.

Table 17: Influence of the Type of Institute on the Emotional Intelligence of the Intermediate Students

Type of Institute	No	Mean	SD	% of mean	S.Ed	't'
Government	490	20.89	3.15	67.38	0.2	0.857^{NS}
Private	510	20.71	3.17	66.80		

NS- Not significant at 0.05 level

Finding

From the above table (17), it is found that the t value is 0.857, which is not significant. Hence, the hypothesis is "There would be no significant difference between government and private colleges of intermediate students in their Emotional Intelligence". It is accepted for the variable "medium of instruction" that **it is not significant at** 0.05 level of significance. Both government and private intermediate students have the same level in their emotional intelligence.

Hypotheses 3E) There would be no significant difference in residential and non residential intermediate students in their Emotional Intelligence.

Table 18: Influence of the Type of School on the Emotional Intelligence of the Intermediate Students

Type of School	No	Mean	SD	% of mean	S.Ed	't'
Residential	300	20.91	3.21	67.45	0.24	3.291**
Non Residential	700	20.12	3.17	64.90		

**** Significant at 0.05 level

Finding

From the above table (18), it is found that the t value is 3.21, which is significant. Hence, the hypothesis is that there would be no significant difference in emotional intelligence between residential and non-residential intermediate students. It is rejected for the variable "type of school". **It is significant at the** 0.05 level of significance. Both residential and non-residential intermediate students have different levels in their emotional intelligence.

Hypotheses 3F) There would be no significant difference in literate and illiterate parents of intermediate students in their Emotional Intelligence.

Table 19: Influence of the Parental Education on the Emotional Intelligence of the Intermediate Students

Parents Education	No	Mean	SD	% of mean	S.Ed	't'
Literate	750	20.73	3.21	66.87	0.27	1.185^{NS}
Illiterate	250	20.41	3.18	65.83		

*NS- Not significant at 0.05 level

Finding

From the above table (19), it is found that the t value is1.185, which is not significant. Hence, the hypothesis "There would be no significant difference in literate and illiterate parents of intermediate students in their Emotional Intelligence." It is accept for the variable "type of school" **It is not significant at the** 0.05 level of significance. Both residential and non-residential intermediate students have same levels in their emotional intelligence.

Hypotheses 3G) There would be no significant difference between below 1 lakh and above 1 lakh parental income of intermediate students in their Emotional Intelligence.

Table 20: Influence of the Parental Annual Income on the Emotional Intelligence of the Intermediate Students

Parents Annual Income	No	Mean	SD	% of mean	S.Ed	't'
Above 1 lakh	350	20.54	3.17	66.25	0.22	1.590[NS]
Below 1 lakh	650	20.89	3.21	67.38		

NS - Not significant at 0.05 level

Finding

From the above table (20), it is found that the t value is 1.590, not significant. Hence, the hypothesis is "There would be no significant difference between below 1 lakh and above 1 lakh parental income of intermediate students in their Emotional Intelligence". It is rejected for the variable "parental income". **It is not significant at the** 0.05 level of significance. Both students with above 1 lakh and below one lakh intermediate students have different levels in their emotional intelligence.

Hypotheses 3H) There would be no significant difference in joint family and nuclear family of intermediate students in their Emotional Intelligence.

Table 21: Influence of the Type of Family on the Emotional Intelligence of the Intermediate Students

Type of Family	No	Mean	SD	% of mean	S.Ed	't'
Joint	275	20.73	3.21	66.87	0.21	3.428*
Nuclear	725	20.01	3.18	64.54		

**Significant at 0.05 Level

Finding

From the above table (21), it is found that the t value is 3.428. It is significant. Hence, the hypothesis is that "there would be no significant difference in the joint family and nuclear family of intermediate students in their emotional intelligence." It is rejected for the variable "type of family." **It is significant at the** 0.05 level of significance. Both students from joint families and nuclear families have different levels of emotional intelligence. Students from the joint families have good emotional intelligence at the intermediate level.

Hypotheses 3I) There would be no significant difference one sibling and no sibling of intermediate students in their Emotional Intelligence.

Table 22: Influence of the Number of Siblings on the Emotional Intelligence of the Intermediate Students

No of Siblings	No	Mean	SD	% of mean	S.Ed	't'
One	150	20.89	3.21	67.38	0.21	3.19**
More than one	850	20.22	3.22	65.22		

Finding

From the above table (22), it is found that the t value is 3.19, which is significant. Hence, the hypothesis is that "there would be no significant difference between one sibling and no sibling of intermediate students in their emotional intelligence." It is rejected for the variable "number of siblings." **It is significant at the** 0.05 level of significance. Students from one sibling have good emotional intelligence at an intermediate level.

Hypothesis 3 The intermediate college students are not possessing high Coping strategies.

Table 23: The Level of Coping Strategy of the Whole Sample

Whole Sample	Mean	SD	% of mean
1000	129.84	26.69	64.50

Finding

The hypothesis that "the intermediate college students are not possessing high Coping strategies. It can be rejected as the intermediate students possess above average level of coping strategies at intermediate stage.

Table 24: Classification of the Scores of the Coping Strategy among Intermediate Students

S. No.	Level	No of Students	Percentage
1.	Low	107	10.7%
2.	Average	623	62.3%
3.	High	270	27.0%

Finding

From the above table (24), it is found that the overall classification of coping strategies more students at a moderate level. The intermediate level students having good coping strategies skills in their life.

Table 25: Area Wise Mean Values on the Coping Strategy among Intermediate Students

Area	Mean	SD	% of mean	Order
Problem Focused Coping Strategy	59.86	12.9	59.86	II
Emotional focused coping strategy	61.78	13.66	61.78	I

Finding

From the above table (25), it is found that the overall areas in Coping Strategy the adolescent intermediate students are having Emotional focused coping strategy according from the % of mean.

Finding

From the above table (25), it is found that the overall sub areas in the emotional-focused coping strategy of adolescents are the students have very high capabilities in the sub area of avoidance. Based on the results, students are in good shape to overcome problems.

Hypotheses 3A) there would be no significant difference between boys and girls of intermediate students in their coping strategies.

Table 26: Influence of the Gender on the Coping Strategies among Adolescent in the Intermediate Level

Gender	No	Mean	SD	% of mean	S.Ed	't'
Boy	503	129.77	26.10	64.88	1.64	1.00[NS]
Girl	497	128.12	26.04	64.06		

NS- Not significant at 0.05 level

Findings

From the above table (26), it is found that there is no significant difference in the coping strategies of intermediate students. Hence, the hypothesis is that "there would be no significant difference between rural and urban colleges among intermediate students in their coping strategies." and it is accepted for the variable "Gender" at a 0.05 level of significance. Boys and girls are at the same level in coping strategies regarding the percentage of mean value at intermediate level. It is concluded that gender is not significant.

Hypotheses 3B) there would be no significant difference between rural and urban college of intermediate students in their coping strategies.

Table 27: Influence of the Locality on the Coping Strategies among Adolescent Students in Intermediate Level

Locality	No	Mean	SD	% of mean	S.Ed	't'
Rural	497	129.43	26.09	64.71	1.67	0.796[NS]
Urban	503	128.1	26..10	64.05		

NS - Not Significant at 0.05 Level

Finding

From the above table (27), it is found that there is no significant difference in the coping strategies of intermediate students. Hence, the hypothesis is that "there would be no significant difference between rural and urban colleges among intermediate students in their coping strategies." and it is accepted for the variable "locality" at a 0.05 level of significance. Rural and urban college students are at the same level in coping strategies regarding the percentage of mean value at the intermediate level. It is concluded that locality is not significant.

Hypotheses 3C) There would be no significant difference between Telugu and English medium intermediate students in their coping strategies.

Table 28: Influence of the Medium of Instruction on Strategies of the Intermediate Students

Medium of Instruction	No	Mean	SD	% of mean	S.Ed	't'
Telugu	490	128.17	26.15	64.08	1.62	0.709[NS]
English	510	127.02	26.10	63.51		

NS - Not significant at 0.05 level

Finding

From the above table (28), it is found that there is no significant difference in the locality of coping strategies among intermediate students. Hence, the hypothesis is that "There would be no significant difference between Telugu and English medium intermediate students in their coping strategies." and it is accepted for the variable "medium of instruction" at a 0.05 level of significance. Telugu and English college students are at the same level in coping strategies regarding the percentage of mean value at the intermediate level. It is concluded that medium instruction is not significant.

Hypotheses 3D) There would be no significant difference between government and private colleges of intermediate students in their coping strategies.

Table 29: Influence of the Type of Management on Coping Strategies of the Intermediate Students

Type of Institute	No	Mean	SD	% of mean	S.Ed	't'
Government	490	128.17	26.09	64.08	1.34	1.216[NS]
Private	510	129.08	26.10	64.54		

NS- Not Significant at 0.05 Level

Finding

From the above table (29), it is found that there is no significant difference in the type of management of coping strategies among intermediate students. Hence, the hypothesis is that "there would be no significant difference between government and private colleges of intermediate students in their coping strategies. "And it is accepted for the variable "type of management" at a 0.05 level of significance. Government and private college students are at the same level in coping strategies regarding the percentage of mean value at the intermediate level. It is concluded that type of management is not significant.

Hypotheses 2E) There would be no significant difference in residential and non residential college students in their coping strategies.

Table 30: Influence of the Type of School on Coping Strategies of the Intermediate Students

Type of School	No	Mean	SD	% of mean	S.Ed	't'
Residential	300	129.11	26.10	64.55		
Non Residential	700	127.04	26.09	63.52	1.39	2.07*

**- Significant at 0.05 level

Finding

From the above table (30), it is found that the t value is 2.07, which is significant. Hence, the hypothesis is that "there would be no significant difference in residential and non residential college students in their coping strategies". It is rejected for the variable "type of school". **It is significant at the** 0.05 level of significance. Both residential and non-residential intermediate students have different levels in their coping strategies.

Hypotheses 2F) There would be no significant difference in literate and illiterate parents of intermediate students in their coping strategies.

Table 31: Influence of the Parental Education on Coping Strategies of the Intermediate Students

Parents Education	No	Mean	SD	% of mean	S.Ed	't'
Literate	750	129.12	26.11	64.56	1.42	0.725*
Illiterate	250	128.09	26.10	64..04		

*NS- Not significant at 0.05 level

Finding

From the above table (31), it is found that the t value is0.725, which is not significant. Hence, the hypothesis "There would be no significant difference in literate and illiterate parents of intermediate students in their coping strategies.." It is accept for the variable "parental education". **It is not significant at the** 0.05 level of significance. Both literate and illiterate parents of intermediate students having same levels in their coping strategies.

Hypotheses 2G) There would be no significant difference between below 1 lakh and above 1 lakh parental income of intermediate students in their coping strategies.

Table 32: Influence of the Parental Annual Income on Coping Strategies of the Intermediate Students

Parents Annual Income	No	Mean	SD	% of mean	S.Ed	't'
Below1 lalh	650	129.17	26.05	64.58		
Above1 lakh	350	128.04	26.10	64.02	1.32	0.856

NS - Not significant at 0.05 level

Finding

From the above table (32), it is found that the t value is 0.856.It is not significant. Hence, the hypothesis is that "there would be no significant difference between below 1 lakh and above 1 lakh parental income of intermediate students in their coping strategies." It is accepted for the variable "parental income". **It is not significant at the** 0.05 level of significance. Both students with scores of above 1 lakh and below 1 lakh intermediate students have the same levels in their coping strategies.

Hypotheses 2H) There would be no significant difference in joint family and nuclear family of intermediate students their coping strategies.

Table 33: Influence of the Type of Family on Coping Strategies of the Intermediate Students

Type of Family	No	Mean	SD	% of mean	S.Ed	't'
Joint	275	128.91	63.11	64.45	1.32	0.41[NS]
Nuclear	725	129.46	64.73	64.73		

NS - Not significant at 0.05 level

Finding

From the above table (33), it is found that the t value is 0.41.It is significant. Hence, the hypothesis is that "there would be no significant difference in the joint family and nuclear family coping strategies of intermediate students." It is rejected because of the variable "type of family." **It is not significant at the** 0.05 level of significance. Both students from joint families and nuclear families have the same level of coping strategies.

Hypotheses 2I) There would be no significant difference one sibling and no sibling of intermediate students in their coping strategies.

Table 34: Influence of the Type of Family on Coping Strategies of the Intermediate Students

No of Siblings	No.	Mean	SD	% of mean	S.Ed	't'
One	150	129.74	26.11	64.87		
More than one	850	127.07	26.08	63.53	1.32	2.022**

Finding

From the above table (34), it is found that the t value is 2.022which is significant. Hence, the hypothesis is that "There would be no significant difference one sibling and no sibling of intermediate students in their coping strategies." It is rejected for the variable "number of siblings." **It is significant at the** 0.05 level of significance. Students from one sibling have good emotional intelligence at intermediate level.

Hypothesis 6 There would be no significant relation between stress and Coping strategies of intermediate students.

Table 35: Correlation between Stress and Coping Strategies of Intermediate Students

S. No.	Variable	No	df	'r' value
1.	Stress	1000	998	-0.12**
2.	Coping Strategy	1000		

Table value of Correlation at p=0.00, df=998 is 0.066; NS- Not significant at 0.01 level

Interpretation

It is noticed from table (35) that the calculated Correlation value (r) stress and coping strategy is -0.12. The calculated 'r' value is greater than table value of 'r' at 0.01 level of significance. Thus, hypothesis - is rejected. Hence, it is concluded that there is negative significant relationship between stress and coping strategy of intermediate students. From the above table it is also clear that stress and coping strategy were significant negatively correlated with each other

Finding

There is significant negative relationship between stress and coping strategy of intermediate students.

Hypothesis 4 There would be no significant association between Stress and Emotional intelligence of intermediate students.

Table 36: Correlation between Stress and Emotional Intelligence of Intermediate Students

S. No.	Variable	No	df	'r' value
1.	Stress	1000	998	0.22**
2.	Emotional Intelligence	1000		

Table value of Correlation at p=0.00, DF=998 is 0.066; NS- Not significant at 0.01 level

Interpretation

It is noticed from table that the calculated Correlation value (r) stress and emotional intelligence is 0.22. The calculated 'r' value is greater than table value of 'r' at 0.01 level of significance. Thus, hypothesis - is rejected. Hence, it is concluded that there is significant relationship between stress and emotional intelligence of intermediate students. From the above table it is also clear that stress and emotional intelligence were significant politely correlated with each other

Finding

There is significant positive relationship between stress and emotional intelligence of intermediate students.

Hypothesis 5 There would be no significant relation between coping strategies and emotional intelligence of intermediate students.

Table 37: Correlation between Coping Strategies and Emotional Intelligence of Intermediate Students

S. No.	Variable	No	df	'r' value
1.	Coping strategy	1000	998	-0.041[NS]
2.	Emotional Intelligence	1000		

Table value of Correlation at p=0.00, DF=998 is 0.066; NS- Not significant at 0.01 level

Interpretation

It is noticed from table that the calculated Correlation value (r) coping strategy and emotional intelligence is -0.041. The calculated 'r' value is less than table value of 'r' at 0.05 level of significance. Thus, hypothesis - is accepted hence, it is concluded that there is no significant relationship between coping strategy and emotional intelligence of intermediate students. From the above table it is also clear that coping strategy and emotional intelligence did not significantly influenced the negative correlated with each other.

Finding

There is no significantly influenced the negative correlation between the coping strategy and emotional intelligence of intermediate students.

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