

## **IMPACT OF STRESS AND EMOTIONAL INTELLIGENCE ON COPING STRATEGIES AMONG ADOLESCENTS**

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### **ABSTRACT**

*Many adolescents believe that they are able to cope with problems alone. However, many adolescents find that the solutions they choose do not always live up to their expectations. Throughout childhood, help and assistance for solving problems were received from parents and teachers. Hence, most adolescents are not experienced in coping with problems alone. Adolescents prefer to feel that they are independent and they demand the right and freedom to cope with their own problems. Adolescents reject attempts on the part of parents and teachers to help them. Adults may fail to recognize the logic or accuracy of an adolescent's perceptions. This would result in misunderstanding the intentions of adolescents and would lead to interpersonal conflict between adults and adolescents. Misunderstandings and interpersonal conflicts would in turn add stress to their lives. So the present topic is necessary to investigate the "Impact of stress and emotional intelligence on coping strategies among adolescents.*

**KEYWORDS:** Stress, Emotional Intelligence on Coping Strategies, Adolescents

### **INTRODUCTION**

#### **Background of the Study**

Ever since the growth of human civilization, change has been a consistent part of society. At different phases of growth, there have been variations in the state and directions of change. These changes across time have significantly affected the various aspects of society. There have been numerous changes in our traditions, norms, and culture in recent years that require a high degree of adaptation. From the last decade of the twentieth century, the economic policy of globalization has had a significant impact on various facets of Indian society.

Globalization is a term that tries to capture the rapid social change that occurs concurrently across various dimensions of social and cultural life, such as the economy, politics, communications, and culture. This has led to the situation where social and cultural life can no longer be seen as firmly located in particular places with clear boundaries. According to this, globalization is a continuous process and is associated with rapid and significant human changes. The changes affect people's identities and cultural values. Whether the change is interpersonally, interpersonally, or between generations, the new values may lead to conflict with existing deep-rooted values.

Modern lifestyles and changing professional and personal expectations have a grave impact on relationships, marriages, and commitment. The concepts of family, marriage, child rearing, work, and traditions are changing. The nuclear family system is increasingly becoming the norm. More women are joining the work force. Hence, the time spent

by women on child rearing and taking care of family members has decreased. Double income families have contributed to the development of a consumerist attitude. Consumerism has permeated and changed the fabric of contemporary society. Fragmentation of the traditional family network has caused deterioration in the support available within the immediate and extended family.

### **Operational Definitions of Key Terms**

**Emotional intelligence:** Goleman (1995) popularized the term "emotional intelligence," which he defined as the ability to recognize and control our own and others' emotions. According to Goleman (1998), "the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships" In published writing, Salovey, Mayer, and Caruso (1999) coined the term "emotional intelligence," defining it as "the ability to process emotion-laden information completely and to use it to guide cognitive activities such as problem solving and to focus energy on required behavior. Emotional intelligence is multidimensional in nature, encompassing an individual's abilities and thoughts in relation to interpersonal and intrapersonal variables that determine their level of ability (Mayer, Salovey & Caruso, 2004).

Emotional intelligence enables us to think more creatively and solve problems through the use of our emotions. Emotional intelligence, according to Dulewicz and Higgs (2000), is defined as the ability to recognize one's own emotions and be able to regulate them; the ability to motivate oneself, be imaginative, and perform at one's best; and the ability to be sensitive and effectively manage relationships. According to Goleman and Cherniss (2000), emotional intelligence refers to a person's ability to suppress negative feelings of frustration and replace them with positive emotions such as trust, happiness, and so on.

### **Stress Management and Emotional Intelligence**

The ability and capacity to use or exercise better self- and self-regulation in response to stressful events is referred to as stress management (Nelson & Low, 1998). Individuals with higher EI levels are better prepared to deal with daily challenges and manage their emotions in a consistent and effective manner (Taylor, 2001). Emotional intelligence was found to be linked to a healthy lifestyle. EI assumes that emotions play a significant role in daily life (Cherniss, 2010). After all, people deal with stressful situations, and the degree to which EI is present can help people adapt to these different stressful situations (Mazzella, Sanzero, Tan, Cherniss, Ruggiero & Cimiotti, 2019).

### **Coping Strategies**

Coping is defined as an individual's effort to eliminate or master stressful situations in order to ensure their physical and psychological survival. Coping is a term that refers to any effort that makes a situation less demanding and manageable in terms of quantity. Coping entails making a conscious effort to solve personal and interpersonal difficulties as well as attempting to master, minimize, or tolerate conflict stress. Coping is an active, deliberate process in which a person responds to things that are thought to be difficult or beyond his or her abilities. This is called "coping."

## **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.
  - Pressures,
  - Physical,
  - Anxiety,
  - Frustration.
- To find out the influence of the following demographical variables on the stress of 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 coping strategies of intermediate students and classify it.
- To find out the coping strategies of adolescents in different dimensions.

A. Problem focused coping strategy

- Problem Solving,
- Planning,
- Confronting
- Adaptive Behavior
- Seeking Assistance.

B. Emotional focused coping strategy.

- Rationalization,
- Distractions,
- Avoidance
- Resignations,
- Acceptance

- 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 possess high stress.
  - **Hypothesis 1A)** There would be no significant difference between boys and girls of intermediate students in their stress.
  - **Hypothesis 1B)** there would be no significant difference between rural and urban college of intermediate students in their stress.
  - **Hypothesis 1C)** There would be no significant difference between Telugu and English medium of intermediate students in their stress.
  - **Hypothesis 1D)** There would be no significant difference between government and private colleges of intermediate students in their stress.
  - **Hypothesis 1E)** There would be no significant difference between below 1 lack and above 1 lack parental income of intermediate students in their stress.
  - **Hypothesis 1F)** There would be no significant difference in joint family and nuclear family of intermediate students in their stress.
  - **Hypothesis 1G)** There would be no significant difference one sibling and no sibling of intermediate students in their stress.
  - **Hypothesis 1H)** There would be no significant difference in literate and illiterate parents of intermediate students in their stress.
  - **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.
  - **Hypothesis 2A)** There would be no significant difference between boys and girls of intermediate students in their Emotional Intelligence.
  - **Hypothesis 2B)** there would be no significant difference between rural and urban college of intermediate students in their Emotional Intelligence.
  - **Hypothesis 2C)** There would be no significant difference between Telugu and English medium of intermediate students in their Emotional Intelligence.
  - **Hypothesis 2D)** There would be no significant difference between government and private colleges of intermediate students in their Emotional Intelligence.

- **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.
- **Hypothesis 2F)** There would be no significant difference in joint family and nuclear family of intermediate students their Emotional Intelligence.
- **Hypothesis 2G)** There would be no significant difference one sibling and no sibling of intermediate students in their Emotional Intelligence.
- **Hypothesis 2H)** There would be no significant difference in literate and illiterate parents of intermediate students in their Emotional Intelligence.
- **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.
  - **Hypothesis 3A)** there would be no significant difference between boys and Girls of intermediate students in their coping strategies.
  - **Hypothesis 3B)** there would be no significant difference between rural and urban college of intermediate students in their coping strategies
  - **Hypothesis 3C)** There would be no significant difference between Telugu and English medium of intermediate students in their coping strategies.
  - **Hypothesis 3D)** There would be no significant difference between government and private colleges of intermediate students in their coping strategies.
  - **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.
  - **Hypothesis 3F)** There would be no significant difference in joint family and nuclear family of intermediate students their coping strategies.
  - **Hypothesis 3G)** There would be no significant difference one sibling and no sibling of intermediate students in their coping strategies.
  - **Hypothesis 3H)** There would be no significant difference in literate and illiterate parents of intermediate students in their coping strategies.
  - **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 <b>Demographic Variables</b> 1. Gender( Boys / Girls) 2. Locality(Rural / Urban) 3. Medium of 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

**Table 2: Contd.,**

7	Parental incomes.	Below 1 lakh Above 1 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		
Girls	460	29.12	9.47	72.80	0.58	4.571**

\*\* - 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		
Urban	580	32.81	9.51	80.45	0.591	4.65**

\*\* - significant at 0.05 level

## Interpretation

From the above table (6), the following observations have been made: The total number of students is 1000, the number of urban intermediate students is 580, and the number of rural intermediate students is 420. The mean of urban pupils is 32.81 and the mean of intermediate students is 30.06. And the percentage of the mean in urban students is 80.45, and the percentage of the mean in rural students is 75.15. The standard deviation value in urban students' is 9.51, and the standard deviation value in rural students' is 9.60. The S.Ed value is 0.591. The t-value is 4.65, which is significant in both areas.

## 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 <sup>NS</sup>
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 <sup>NS</sup>
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 below1 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 <sup>NS</sup>
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 is 1.143 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		
More than one	850	29.14	9.51	0.72	3.88**

\*- 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 2** The intermediate college students are not possessing high Emotional Intelligence.

**Table 14: The Level of Emotional Intelligence of the Whole Sample**

Whole	Mean	SD	% of mean
1000	21.89	4.22	70.61

### Finding

The hypothesis that "The intermediate college students are not possessing high Emotional Intelligence." can be rejected as the intermediate students possess an above average level of emotional intelligence.

**Table 15: Classification of the Scores of the Emotional Intelligence among Intermediate Students**

S. No.	Level	No of Students	Percentage
1.	Low	139	13.9%
2.	Average	497	49.7%
3.	High	364	36.4%

### Finding

The above result indicates that the majority of students in the classification have above-average emotional intelligence at the intermediate level. Every student should have a positive level of emotional intelligence. We observe that college students are troubled by many issues at an intermediate level.

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

**Table 16: 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 17: 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 (17), 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.

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

**Table 18: Correlation between Stress and Coping Strategies of Intermediate Students**

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

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 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 19: Correlation between Stress and Emotional Intelligence of Intermediate Students**

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

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 positively 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 20: Correlation between Coping Strategies and Emotional Intelligence of Intermediate Students**

S. No.	Variable	No	df	'r' value
1.	Coping strategy	1000	998	-0.041 <sup>NS</sup>
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.

### SUGGESTIONS FOR FURTHER RESEARCH

- The present study was restricted to only two divisions of Punjab state only. It is therefore suggested that the same study can be conducted in other divisions of Punjab.
- In the present study only four districts of two divisions were selected, the study can be conducted on all the districts of these two divisions.
- The comparative study may be carried out on students of rural/urban schools including higher education areas.
- The comparative study may be conducted on students of different professional courses.
- The comparative study can be conducted to determine the causes of stress in different professionals like teachers, doctors, etc. and the stress coping strategies adopted by them.
- The study may be conducted on parents and guardians dealing with problematic person and the type of support they got.
- The comparative study may be conducted between different states or different divisions of same state by taking same variables.
- The study can be conducted by taking stress coping strategy as independent variable, with other dependent variables like school environment, family environment etc.
- The present study was restricted to only adolescents of 9th and 10th class; the same can be conducted on persons of other age group also.
- In the present study, mainly two strategies were taken i.e. problem focused and emotion focused, the same study can be conducted by taking some other strategies also

- The investigator has restricted the study to class XI standard students. The investigation can also be extended to various levels of classes from VI to X.
- A comparative study may also be planned for the students in the other districts of Tamil Nadu and its neighbouring states in India.
- A study may also be undertaken involving the schools that follow the Central Board of Secondary Education of different states.
- The study can also be executed with peer pressure that influence Academic stress, Perceived parental expectations and Academic stress coping strategies.
- The present study can be executed to comparing the teaching methods and learning methods of the students studying the commerce and science subjects.

## CONCLUSION

The teacher should help the adolescent students to be aware about their academic stress and find out the sources of coping it. They should create congenial atmosphere at school that may help the students in solving their problems. They must have a positive talk with them and moderate them to perform at their best. Many programmes like seminars, dramatization etc. should be conducted in the school to teach the students about the way of living as well as how to remain physically and mentally healthy. The present investigation analyzed "impact of stress and emotional intelligence on coping strategies among adolescents and the study indicates the significant relationship among the variables from the analysis and personal observations of the researcher. The research through the modest in its scope has tried to penetrate into one of the hidden realms of the academic stress coping strategy. This study can interpret and help the teacher to handle the students in classroom in a better way to reduce the level of academic stress. This study has broadened the way for the learners to face academic stress in one of the best ways that suit them.

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