

## ROLE OF EMOTIONAL INTELLIGENCE IN STRESS COPING STRATEGIES

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### ABSTRACT

The current study aims to determine the role of emotional intelligence in stress coping strategies. The present study was comprised of 300 participants ( $n = 300$ ) out of which ( $n = 150$ ) were males and ( $n = 150$ ) were females. The convenient sampling technique has been used to draw the sample. Self-Report Measure of Emotional Intelligence Test (SRMEI) (Khan.R.A, Kamal.A, 2010), Coping Strategies Inventory (CSI) (Tobin. D.L, 1984, 2001) has been administered for emotional intelligence and stress coping strategies respectively. Pearson Coefficient of Correlation method and Regression Model was used to obtain relationship among variables and results were analyzed by using Statistical Package for the Social Sciences to test the statistical significance of the relationship between the variables. Findings of present study has suggested that, there is strong and significant positive relationship between EI and Problem – focused engagement stress coping strategy ( $p < 0.01$ ), whereas, weak correlation between EI and Emotion – focused engagement stress coping strategy which is statistically insignificant ( $p > 0.05$ ). Likewise, EI has negative associations with Problem – focused and Emotion Focused disengagement but it is also insignificant ( $p > 0.05$ ). Gender differences have also been observed among all variables. Independent and depend variables have seemed influenced by demographic (age, education, Socioeconomic status and marital status) as well, which were also kept as constant variables.

**Keywords:**

### 1. INTRODUCTION

Modern life is full of hassles, deadlines and frustration, disappointment and demands. For so many people, stress has become a part of life and they live and enjoy stress unintentionally. Although, stress isn't always bad, when it comes in prescribed quantity or small amount, it facilitates an individual to perform under pressure and always motivates to do best on his part. As we all have different personalities, different wants and

needs, and different ways of showing our emotions as well as different levels of emotional intelligence and different ways of coping with stress. Navigating through this all takes tact and cleverness – especially if we hope to succeed in life. This is where emotional intelligence becomes important (Poonruksa, 2002). Stress is dealt by human beings according to their levels of emotional intelligence by using different coping strategies either strong, powerful or weak

and poor coping strategies. If an individual has a high level of emotional intelligence, he can be familiar with his own emotional state as well as the other's emotional state, which gives him a better understanding to be engaged with people of different nature. On the contrary, the individual has a low level of EQ, he cannot be able to recognize his emotional state and fails in managing his emotions, and resultantly he experiences stress and develops poor and disturbs interpersonal relationships, poor performance and becomes dissatisfied with life (Smith. M., Robinson. L, Shubin. J & Segal. J, 2019)

Stress and coping have been acknowledged extensively in recent few years both in the psychological literature and media. It has been found that stress is not only epidemic but it also has harmful effects on both physical and mental health. There are large individual variances in the way individuals manage their stress. It can be said with some certainty that stress and coping are omnipresent in everyday life and affect everyone. Stress and coping (how individuals manage distressing problems and emotions) have been the focus of a remarkable amount of research over the past few decades. Within psychology, there have been three decades of research on the psychological aspects of stress. Furthermore, stress has been acknowledged to occur in fundamentally all domains of life including work, school, family, and interpersonal relationships. Thus, Emotional intelligence focuses on what tactics an individual uses to deal with himself, his life, his work life and others (Boyatzis, Goleman and Rhee, 2000)

Nevertheless of the fact that dissolute stress is certainly detrimental, there are many things individuals can do to moderate its impact and cope with alarming signs. Every individual uses different coping strategies to deal with stress. Though stress in life is out of control but it can always be controlled by the tactics of responding. Managing stress and different coping styles is all about taking responsibility of thoughts, emotions, program, milieu and the method of dealing with problems. Stress management engrosses altering the stressful situation by different strong coping strategies. Stress coping strategies are totally

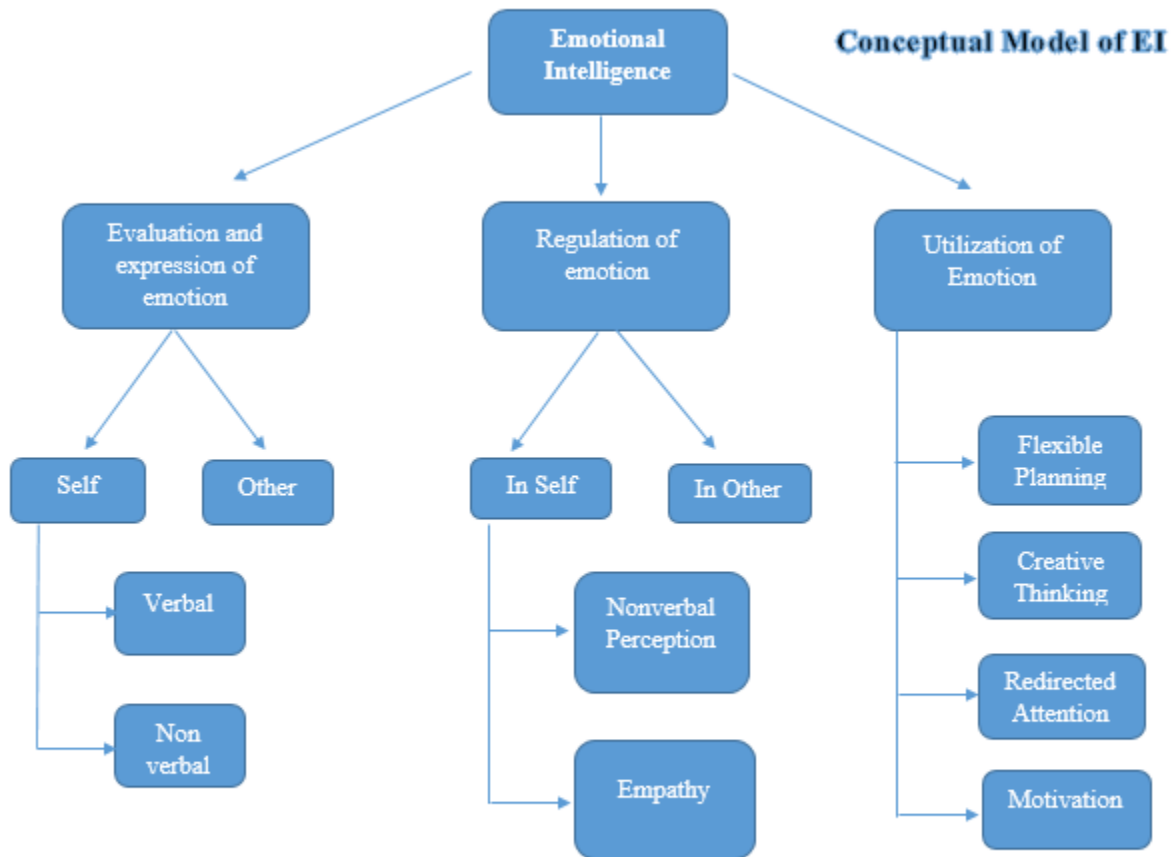
contingent on the degree of emotional intelligence (Smith, Segal & Segal, 2013)

### **1.1 Emotional intelligence**

Emotional intelligence is defined as the capability to understand and manage emotions and emotional knowledge to augment the thought quality (Mayer et al, 2008).

Since last three eras of research, Emotional intelligence has come out as the consequence of interaction of intellect and emotions ((Mayer, Salovey & Caruso, 2004). Emotional intelligence further explains that it is an ability of an individual to comprehend his emotions and how he utilizes those emotions in his life to achieve better results and cope with daily life stressors (Cherry, 2018).

The concept of EI has been conjectured as being critical for effective functioning and providing strengthened personal well-being and growth (Mayer & Salovey, 1997). According to Mayer, Salovey, and Caruso (2004), ability and skills of Emotional intelligence is divided into four areas; its ability to, 1) recognize emotions, 2) Practice emotions to facilitate thought, 3) Comprehend emotions and, 4) manage emotions.

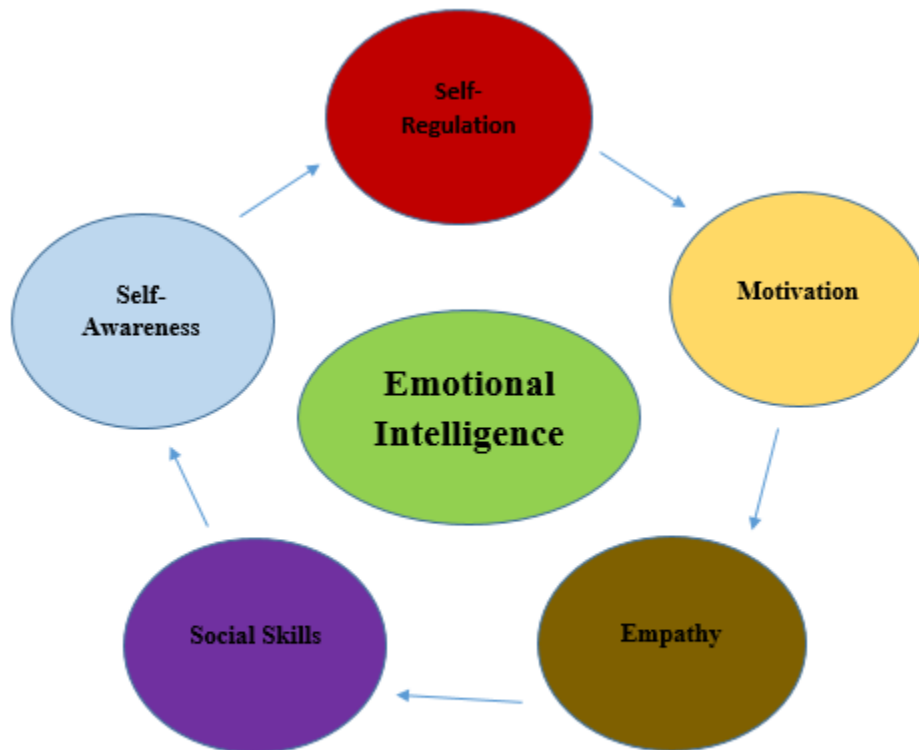


**Source: Mayer and Salovey(1994)**

According to Bar-On (1988), Emotional Intelligence is the aptitude to; 1) be aware of own emotions and express oneself (Intrapersonal); 2) be aware of and comprehend other's emotions and feelings (Interpersonal); 3) how to deal with strong emotions and manage & control one's impulses, and how to adapt to change (Adaptability) and; 4)

how to resolve problems of personal or a social nature and how to tolerate and cope with stress (Stress Management) (Faltas, 2017).

According to Daniel Goleman (2006), the concept of EI is comprised of five modules. Those five domains of Emotional Intelligence are following (Cherry, 2018)



1) Self-awareness is referred as the capability to identify and comprehend emotions and feelings. 2) Self-regulation refers an individual's flexibility, adaptation with change and managing conflict. 3) Social Skills involves the understanding our own mood and feelings as well others in order to communicate with them. 4) Empathy is defined as to walk in other's shoes to understand how they feel. 5) Motivation refers internal motivation that means an individual is driven by his personal needs and goals, rather than motivated by extrinsic rewards such as money, fame etc.

2)

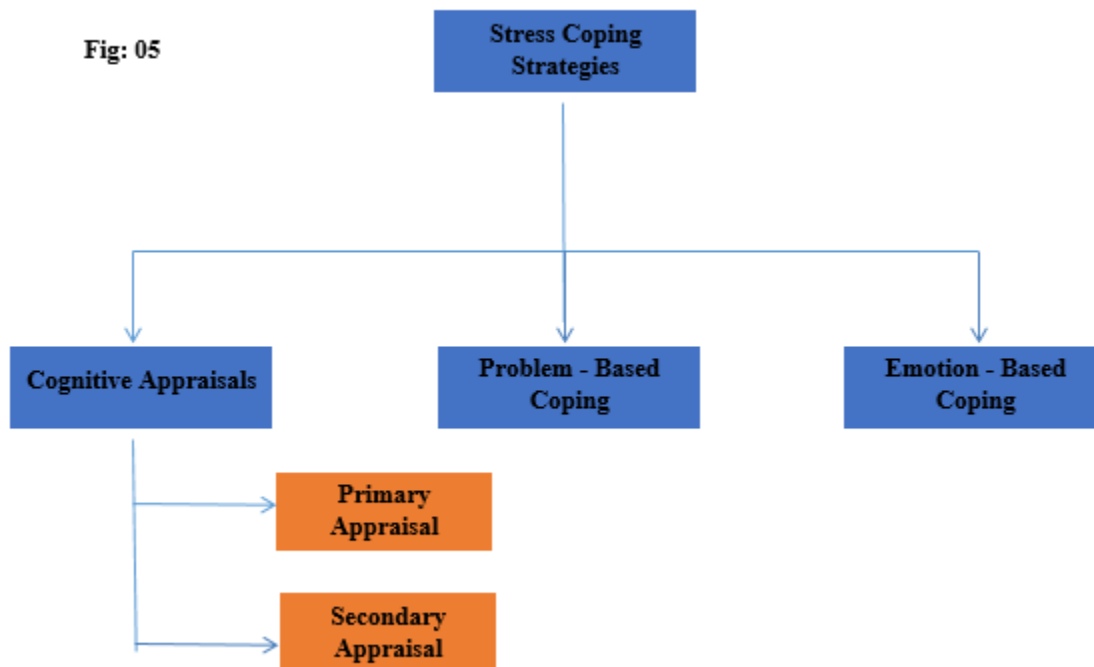
### 2.2 Stress and Coping

Stress is defined as the relationship between the individual and external environment (stressors) in which the individual evaluates stress either pertinent to his / her wellbeing and if it is not,

therefore, he prefers the coping resources for dealing with the stress as it comes in the form of threat, harm and challenge (Lazarus & Folkman, 1984 & 1986).

There are so many categories of coping strategies used by people in order to lessen their stress and strains according to their stress level and transaction between environment and an individual (Lazarus & Cohen, 1977; Antonovsky & Kats, 1967; Cohen 1984). Some of them use religious coping strategies and some seek help and guidance from professionals, while others use adaptive or maladaptive tactics to lower their stress.

According to Lazarus (1966) coping strategies has been categorically divided into three broad strategies which an individual follows to deal with his stress and pressures of life.



### 1.3 Emotional Intelligence and Stress Coping Strategies

Different researches have shown that there is profound impact of emotional intelligence on coping with stress. As it has been observed that every person has its own locus of control and mental power to be preoccupied with tension or stress, and can tolerate certain amount to stress. Similarly, an individual is adapted with its unique coping strategies to manage his stress. However, he may be completely unfamiliar with his coping strategies which he is used to follow; are reasonably adaptive or maladaptive and how it influence his/ her personality, mental health, emotional health, happiness and other areas of life. If a person is inefficient in dealing with his/her stress or apprehensions; how does he excel in his life and achieve happiness and satisfaction of life? How would he be called as well-being? Proactive coping improves quality of life and makes an individual well-being and contented with his life (Furoshani & Besharat, 2011)

People having low Emotional Intelligence/ Emotional Quotient usually tend to be failure in coping with stress. Consequently, their life becomes bored, full of troubles, stress and unpleasant events. Because, emotional intelligence plays substantial role in coping with stress. It has been found that high levels of emotional intelligence are linked with coping styles based on problem solving and reflection, whereas low levels of are associated with coping styles based on evasion, cogitation and superstition (Piqueras et al. 2011). In addition to this study, it is also explored that EI has shown substantial relation with personal styles such as coping strategies of relaxing and exercising, on the other hand negatively linked with the behavior of smoking and drinking which are the maladaptive coping strategies (Tsaousis & Nikolaou, 2005).

In other study of emotional intelligence in workplace and occupational stress and organizational commitment have corroborated that EI has adversely interrelated with stress encountered at work place which means people

who has better level of Emotional intelligence, they experience minor level of stress and shows fidelity and dedication to organization (Tsaousis & Nikolaou, 2002; & Kalyoncu, Guney, Arslan, Guney & Ayranci, 2012).

Other studies conducted on stress and coping have confirmed the substantial link between the stress and healthy coping strategies among graduate students. It is also revealed that those individuals who have perceived the higher academic, environmental and family stress, they have implemented maladaptive coping styles and have reported lower psychological well-being. Nevertheless, students who have used healthy coping skills they have shown greater level of psychological wellbeing. Other findings of studies have also verified that maladaptive coping strategies are being used frequently such as avoidance and distancing, which were supplemented to psychological health issues like fear & apprehension, dejection & depression and psychosomatic complaints. However, students who have used healthy coping skills, they have accustomed to the action and problem solving tactics and they have displayed less stress and greater level of mental and emotional well-being ((Holahan & Moos, 1987; Stecker, 2004; Watson & Sinha, 2008; Yang, 2010).

Furthermore, other studies which were conducted on source of stress and coping of athletes and individual differences in coping styles have found that athletes used both approach and avoidant coping styles. Avoidant was used preferably for uncontrollable situations and cause of stress remained unknown, while approach strategy was used to avoid further uncertainty. In other study, Emotional ability is seen higher in Judokas and they use task oriented coping style to deal with daily stressors (Bahramizade & Besharat, 2010; Krohne, 1996; Anshel and Si, 2008; Abedalhafiz et. al, 2010; Petar, 2011).

According to Pau and his colleagues (2007), Emotional intelligence has the converse relationship with observed stress. It has been said that Emotional intelligence plays key role managing with stress (Bibi et al. 2015, Erözkan 2013; Kim & Han 2015, Larijani et al. 2017; Ramos et al. 2007; Saklofske et al. 2007; Sunil

2009). Another study was conducted on appraisals, coping and affective and behavioral reactions to academic stressors, thus, has indicated that students who have stated greater level of perceived stress, manifested higher level of negative and destructive emotions and trouble taking behaviors and were involved in maladaptive coping strategies (Ben-Zur & Zeidner, 2012). Further findings of researches have shown that people who have higher levels of Emotional Intelligence uses more problem oriented coping styles (Bar-On, 1997). They probably have greater proficiency to understand and recognize stressors then they plan and act accordingly to reduce detrimental stressors (Campbell & Ntobedzi, 2007). Further studies have revealed that high EI is related with adaptive coping strategies and people who were having high EI used more healthy coping styles than unhealthy coping strategies (Shah & Thingujam, 2008; Garg & Rastogi, 2009; Kulkarni, Sudarshan, Shamshad Begum, 2016).

The research objective of current study is to determine the role of Emotional intelligence in stress coping styles. Whether there is positive correlation between Emotional Intelligence and stress coping strategies.

## 2. Method:

The present study is correlational in nature.

### 2.1 Participants

The statistical data was strained through convenient sampling technique of probability according to researcher's convenience from the general population and comprised of total 300 participants out of which males (n=150), and females (n=150) which varied in marital status (such as single, married and divorced). The participants which were selected for the sample size were working, nonworking and students from different areas of Karachi city. However, criteria was set for selecting sample size i.e. the minimum qualification was intermediate, the age limit was 20 to 40 years and socioeconomic status (upper class, upper middle and middle class) which were constant variables, whereas dependent & independent variables were stress coping strategies emotional intelligence respectively.

## 2.2 Materials

**1. Self-Report Measure of Emotional Intelligence** (SREMI) was developed by Rizwana Alam Khan and Anila Kamal in 2010 in Urdu Language. The SREMI has been found reliable ( $\alpha = .95$ ) and valid measure of emotional intelligence with 60 items. It has three subscales with their eleven facets. Subscales are; a) Emotional Self-Regulation Scale (ESRS) with five facets; which are Adaptability, Emotional Reactivity Management, Emotional Stability, Conscientiousness and Achievement Drive; b) Emotional Self - Awareness Scale (ESAS) with three facets; which are Self - Awareness, Perceived Self - Awareness and Self - Confidence; c) Interpersonal Skills Scale (ISS) with three facets; which are Empathy, Sociability and Communication. It was used in Urdu Language because permission was not given to translate it into English language.

**2. Coping Strategies Inventory** (CSI) was developed by David L. Tobin in 1984, Likert Scale in English Language and was administered in English. The CSI has been found reliable with alpha coefficient ranges from .71 to .94 and valid measure of stress coping strategies with 72 items. It has three major subscales, a) Primary Subscale, which are Problem Solving, Cognitive Restructuring, Express Emotions, Social Support, Problem Avoidance, Wishful thinking, Self-Criticism and Social Withdrawal; b) Secondary Subscale, which are Problem - Focused Engagement, Emotion - Focused Engagement, Problem Focused Disengagement and Emotion - Focused Disengagement, and, c) Tertiary Subscale, which are Engagement and Disengagement.

## 2.3 Procedure

Participants were approached during working hours and day time and were briefed about the purpose of the research. They were assured that

information obtained from them would only be utilized for research purpose and would be kept confidential. Participants were asked to read a consent form before giving the consent for participation in research and were asked to fill out the demographic form first which contained the information about name, age, gender, qualification, occupation, marital status, no. of children, birth order, no. of siblings, family structure, socioeconomic status and any mental or physical disorder. They were then presented with research questionnaires, along with the written and verbal instructions for filling out the questionnaires.

## 3. Statistical Analysis

The data was analyzed by using Statistical Package of Social Sciences (SPSS, 16.0) and significance level of 0.01 - 0.05 was used for analyzing all research data. The Regression Model and Pearson Coefficient of Correlation was calculated to determine the relationship of Emotional Intelligence (EI) with stress coping strategies.

Pearson Coefficient of Correlation was applied to test the hypothesis that "There would be a significant relationship between emotional intelligence and stress coping strategies". Significant positive correlation ( $p < 0.01$ ) was found between the Emotional Intelligence (EI) and adaptive stress coping strategies which is Problem - focused engagement strategy and insignificant correlation was found between EI and adaptive stress coping strategy which is Emotion - focused engagement strategy, on the other hand, statistically insignificant but negative correlation ( $p > 0.01$ ) has been found between the Emotional Intelligence (EI) and maladaptive coping strategies which are Problem - focused disengagement and Emotion - Focused Disengagement.

Table: 2a

Pearson Coefficient of Correlation for Emotional Intelligence (EI) and Stress Coping Strategies (N= 300)

| Independent Variable   | Dependent Variable       |      |       |       |
|------------------------|--------------------------|------|-------|-------|
|                        | Stress Coping Strategies |      |       |       |
| Emotional Intelligence | PEF                      | EFE  | PFD   | EFD   |
|                        | .646**                   | .056 | -.010 | -.094 |
| Sig (2-tailed)         | .000**                   | .334 | .868  | .105  |

\*\* . Correlation is significant at the 0.01 level (2-tailed).

**Regression Model** was also applied to find out the effect of independent variable i.e. emotional intelligence on dependent variable i.e. Stress Coping Strategies in which subscales are Problem

- Focused Engagement (PFE), Emotion - Focused Engagement (EFE), Problem - Focused Disengagement (PFD) and Emotion - Focused Disengagement (EFD).

Table: 2b

Model Summary of Linear Regression Stress coping strategy (PFE) is dependent on EI

| Dependent Variable               | <i>R</i> | <i>R</i> <sup>2</sup> | <i>Adjusted R</i> <sup>2</sup> |
|----------------------------------|----------|-----------------------|--------------------------------|
| Problem Focused Engagement (EFE) | .464a    | .216                  | .213                           |

a. Predictors: (Constant), EI

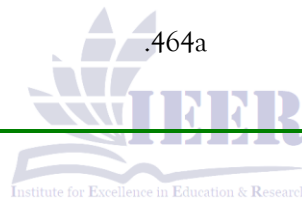


Table: 2b

Model Summary of Linear Regression Stress coping strategy (PFE) is dependent on EI

| Dependent Variable               | <i>R</i> | <i>R</i> <sup>2</sup> | <i>Adjusted R</i> <sup>2</sup> |
|----------------------------------|----------|-----------------------|--------------------------------|
| Problem Focused Engagement (EFE) | .464a    | .216                  | .213                           |

a. Predictors: (Constant), EI

Table: 2d

Coefficients (a) for Linear Regression Stress coping strategy (PFE) is dependent on EI

| Model | Un-standardized Coefficient | Standardized Coefficient | <i>T</i>    | <i>Sig.</i> |
|-------|-----------------------------|--------------------------|-------------|-------------|
|       | <i>B</i>                    | <i>Std. Error</i>        | <i>Beta</i> |             |
|       |                             |                          |             |             |

|                        |        |       |      |       |      |
|------------------------|--------|-------|------|-------|------|
| Constant               | 19.566 | 3.736 |      | 5.238 | .000 |
| Emotional Intelligence | .178   | .020  | .464 | 9.050 | .000 |

a. Dependent Variable: PFE

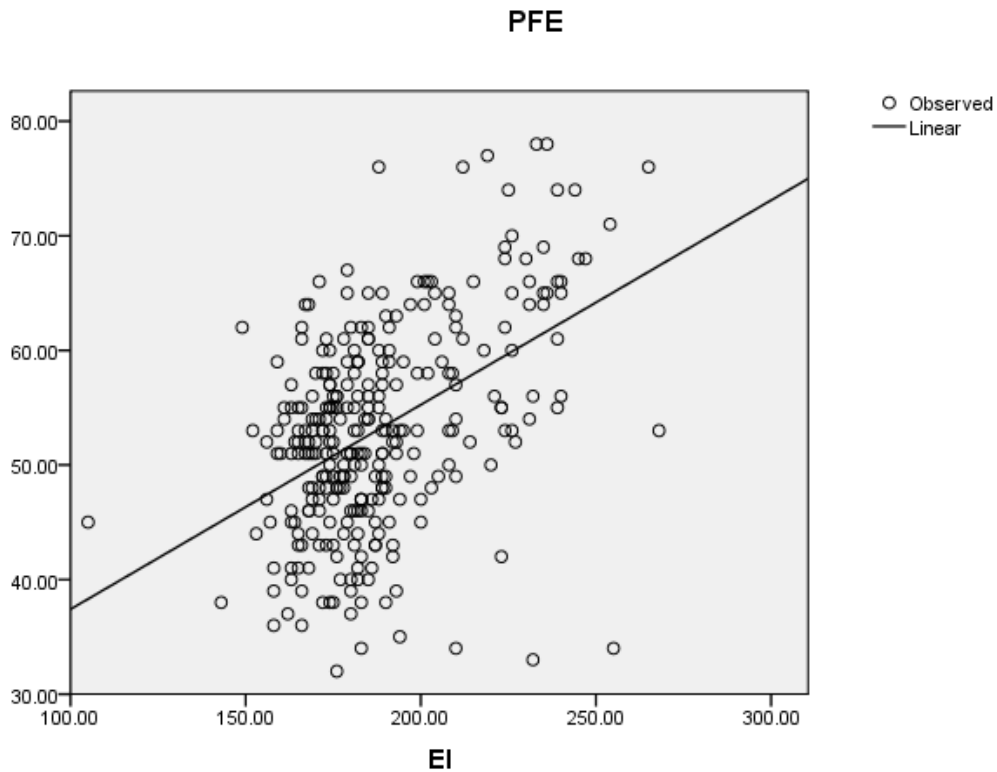


Table: 2e

Model Summary of Linear Regression Stress coping strategy (EFE) is dependent on EI

| Dependent Variable               | <i>R</i> | <i>R</i> <sup>2</sup> | Adjusted <i>R</i> <sup>2</sup> |
|----------------------------------|----------|-----------------------|--------------------------------|
| Emotion Focused Engagement (EFE) | .056a    | .003                  | .000                           |

a. Predictors: (Constant), EI

**Table: 2f**  
 Analysis of Variance for Linear Regression Stress coping strategy (EFE) is dependent on EI  
 ANOVAb

| Dependent Variable               | Model      | Sum of Square | df  | Mean Square | F    | Sig.  |
|----------------------------------|------------|---------------|-----|-------------|------|-------|
| Emotion Focused Engagement (EFE) | Regression | 48.819        | 1   | 48.819      | .938 | .334a |
|                                  | Residual   | 15511.928     | 298 | 52.052      |      |       |
|                                  | Total      | 15560.747     | 299 |             |      |       |

- a. Predictors: (Constant), EI  
 b. Dependent Variable: EFE

**Table: 2g**  
 Coefficients (a) for Linear Regression Stress coping strategy (EFE) is dependent on EI

| Model                  | Un-standardized Coefficient | Standardized Coefficient | T           | Sig. |
|------------------------|-----------------------------|--------------------------|-------------|------|
|                        | <i>B</i>                    | <i>Std. Error</i>        | <i>Beta</i> |      |
| Constant               | 48.024                      | 3.360                    | 14.291      | .000 |
| Emotional Intelligence | .017                        | .018                     | .56         | .334 |

- a. Dependent Variable: EFE

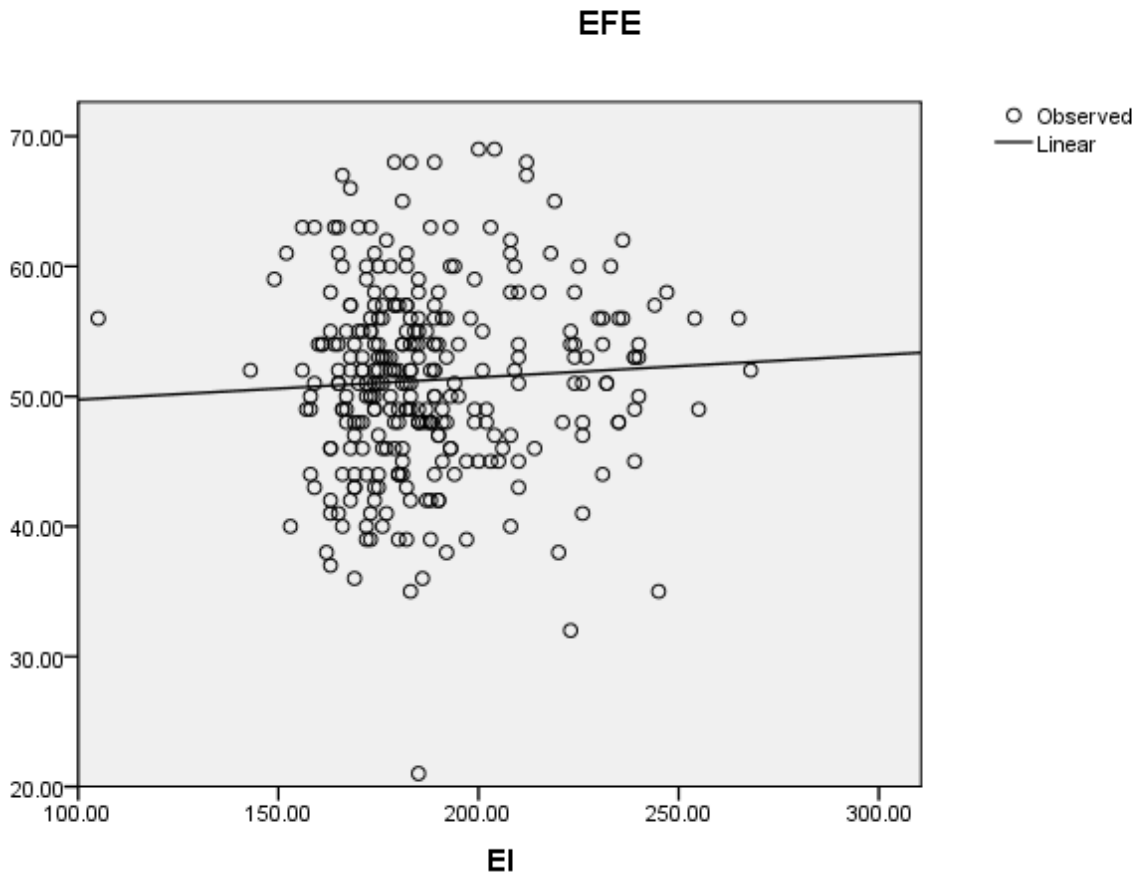


Table: 2h

Model Summary of Linear Regression Stress coping strategy (PFD) is dependent on EI

| Dependent Variable                  | <i>R</i> | <i>R</i> <sup>2</sup> | <i>Adjusted R</i> <sup>2</sup> |
|-------------------------------------|----------|-----------------------|--------------------------------|
| Problem Focused Disengagement (PFD) | .010a    | .000                  | -.003                          |

a. Predictors: (Constant), EI

Table: 2i

Analysis of Variance for Linear Regression Stress coping strategy (PFD) is dependent on EI

ANOVA<sup>b</sup>

| Dependent Variable | Model      | <i>Sum of Square</i> | <i>df</i> | <i>Mean Square</i> | <i>F</i> | <i>Sig.</i> |
|--------------------|------------|----------------------|-----------|--------------------|----------|-------------|
|                    | Regression | 1.597                | 1         | 1.597              | .028     | .868a       |

|  |          |           |     |        |
|--|----------|-----------|-----|--------|
| <b>Problem Focused Disengagement (PFD)</b> | Residual | 17125.350 | 298 | 57.468 |
|  | Total    | 17126.947 | 299 |        |

- a. Predictors: (Constant), EI  
 b. Dependent Variable: PFD

**Table: 2j**  
**Coefficients (a) for Linear Regression Stress coping strategy (PFD) is dependent on EI**

| Model                         | Un-standardized Coefficient |                   | Standardized Coefficient | <i>T</i> | <i>Sig.</i> |
|-------------------------------|-----------------------------|-------------------|--------------------------|----------|-------------|
|                               | <i>B</i>                    | <i>Std. Error</i> | <i>Beta</i>              |          |             |
| <b>Constant</b>               | 51.737                      | 3.531             |                          | 14.653   | .000        |
| <b>Emotional Intelligence</b> | -.003                       | .019              | -0.10                    | -.167    | .868        |

- a. Dependent Variable: PFD



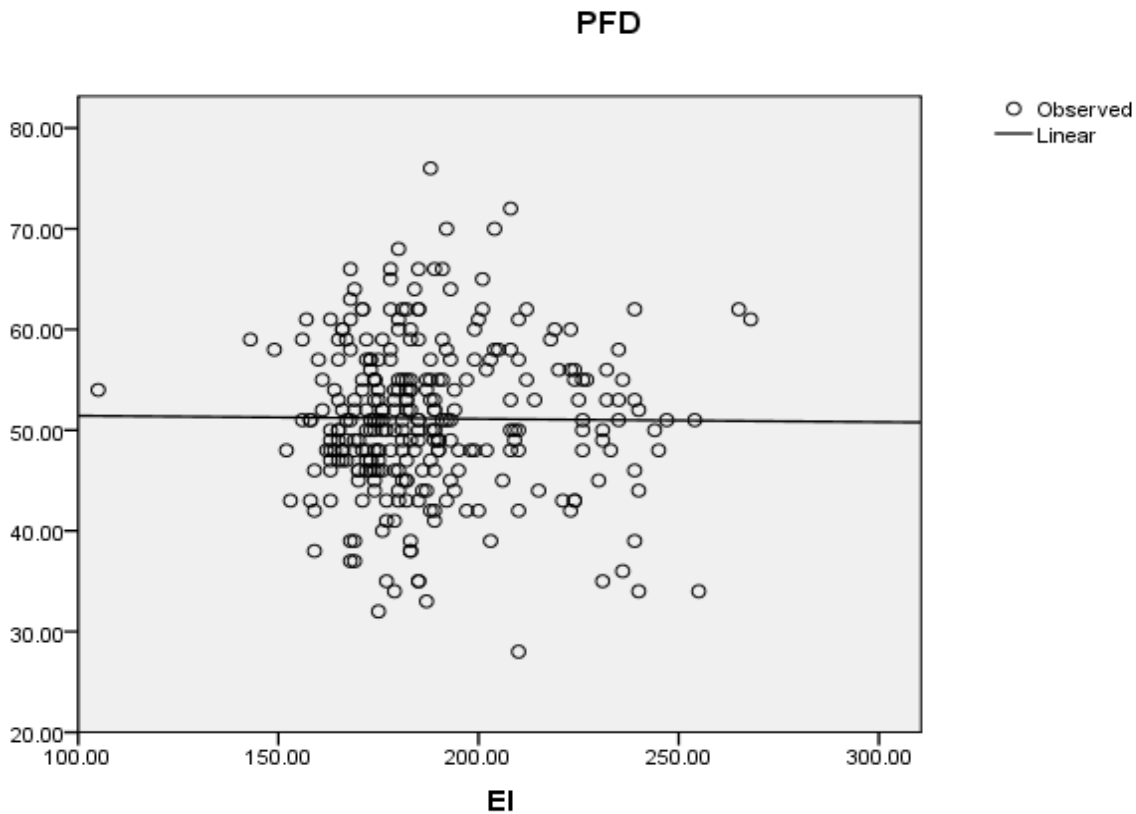


Table: 2k  
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**Model Summary of Linear Regression Stress coping strategy (EFD) is dependent on EI**

| Dependent Variable                  | <i>R</i> | <i>R</i> <sup>2</sup> | <i>Adjusted R</i> <sup>2</sup> |
|-------------------------------------|----------|-----------------------|--------------------------------|
| Emotion Focused Disengagement (PFD) | .094a    | .009                  | .005                           |

a. Predictors: (Constant), EI

**Table: 2l**

**Analysis of Variance for Linear Regression Stress coping strategy (EFD) is dependent on EI**

**ANOVA<sup>b</sup>**

| Dependent Variable | Model      | <i>Sum of Square</i> | <i>df</i> | <i>Mean Square</i> | <i>F</i> | <i>Sig.</i> |
|--------------------|------------|----------------------|-----------|--------------------|----------|-------------|
| Emotion Focused    | Regression | 172.617              | 1         | 172.617            | 2.647    | .105a       |
|                    | Residual   | 19433.820            | 298       | 65.214             |          |             |
|                    | Total      | 19606.437            | 299       |                    |          |             |

**Disengagement  
 (EFD)**

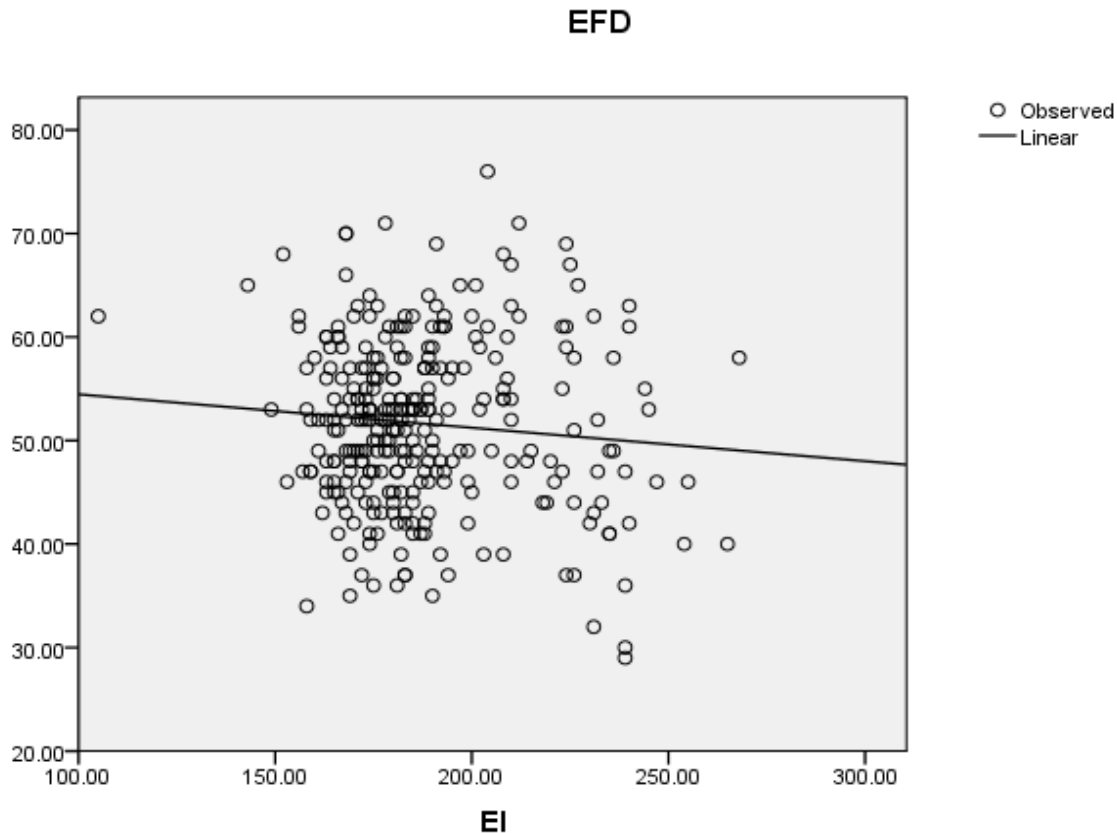
- a. Predictors: (Constant), EI  
 b. Dependent Variable: EFD

**Table: 2m**  
 Coefficients (a) for Linear Regression Stress coping strategy (EFD) is dependent on EI

| Model                  | Un-standardized Coefficient |       | Standardized Coefficient | T      | Sig. |
|------------------------|-----------------------------|-------|--------------------------|--------|------|
|                        | <i>B</i>                    |       | <i>Beta</i>              |        |      |
|                        | <i>Std. Error</i>           |       |                          |        |      |
| Constant               | 57.696                      | 3.761 |                          | 15.339 | .000 |
| Emotional Intelligence | -.032                       | .020  | -.094                    | -1.627 | .105 |

- a. Dependent Variable: EFD





#### 4. Discussion

The present study highlights the significance of the Emotional intelligence in daily life, as it enables people to have higher self-control, self-discipline, capacity to encourage themselves, manage and express emotions appropriately. Findings of present study has verified that Emotional Intelligence is associated with usage of adaptive or maladaptive stress coping strategies (Marinaki et al., 2017). EI has shown positive and significant relationship with Problem - Focused Engagement (PFE) Stress Coping Strategy in both Pearson Coefficient of Correlation and Regression Model ( $p < 0.01$ ). Problem - Focused Engagement involves further, sub stress coping strategies which are problem solving and cognitive restructuring. However, another stress coping strategy i.e. Emotion - Focused Engagement (EFE) has been observed in the analysis of present study, has shown statistically minor but positive correlation ( $p > 0.05$ ) with Emotional Intelligence.

Emotion - focused engagement includes express emotions and social support sub- stress coping strategies (Mohammadi et al., 2009; Engleberg & Sjoberg, 2003; Lopes et al., 2004; Furnham et al., 2002; Moradi et al., 2011). Both, problem - focused engagement and emotion - focused engagement stress coping strategies fall in healthy and adaptive coping strategies category and other research's findings also support this notion that EI trait is directly linked with healthy and adaptive coping styles (e.g. Antoniou & Drosos, 2017; Matthew & Zeidner, 2001; Snyder & Dinoff, 1999; Furnham, Petrides, & Spencer-Bowdage, 2002; Gohm, Corse, & Dalsky, 2005; Petrides et al., 2007). Nevertheless, Emotional Intelligence have shown statistically no significant but negative relationship with maladaptive stress coping strategies which are Problem - focused disengagement ( $p > 0.05$ ) and Emotion - focused disengagement ( $p > 0.05$ ) stress coping strategies (Elias, Tobias, & Friedlander, 1999; Goleman,

1995, 1998; Mayer & Salovey, 1997; Petrides & Furnham, 2000; Saarni, 1997; Salovey & Mayer, 1990; Salovey, Mayer, & Caruso, 2002; Saklofske et al., 2003; Saklofske et al., 2007; Zins, Travis, & Freppon, 1997). Furthermore, problem - focused disengagement further divides into problem avoidance and wishful thinking stress coping styles, while, emotion - focused disengagement contains self - criticism and social withdrawn stress coping strategies (Kovapeviü et al., 2018). Findings of current study are consistent with previous studies/ literature, that, EI has deep effect on utilizing stress coping strategies properly. Moreover, individuals who are high in Emotional intelligence levels, they use healthy stress coping strategies which are problem focused and positive emotion focused engagement, and who have scored low in EI levels are indulged in employing unhealthy stress coping styles which problem focused and negative emotion focused disengagement in order to deal with demanding and stressful events reducing its effect on the quality of life, but lower EI and usage of unhealthy stress coping strategies leads them to negative and risk taking behaviors which may be harmful for their lives. Moreover, engaging of adaptive or maladaptive stress coping strategies determines the quality of life (Noorbaksh, Besharat & Zarei, 2010; Vergara, Smith & Keeli, 2010; Brackett, Mayer & Warner, 2004; Odaci & Cikrikci, 2012; Gohm, Corser & Dalsky, 2005; Downey, Johnston, Hansen Birney & Stough, 2010; MacCann et al, 2011; Sunil, 2009; Ramesar Koortzen & Oosthuizen, 2009 & Zomer, 2012, Matheny, Roque-Tovar, & Curlette, 2008; Pau Croucher, Sohanpal, Muirhead & Seymour, 2004). Hence, it has been noticed in literature that EI has a facilitating role in the association between mental well-being and stress. It means individuals with high EI are capable to deal with demanding situations or events better than people who score low in this variable (Ciarrochi, Deane, & Anderson, 2002; Sharma & Kumar, 2016; Eun & Ju, 2014, Pau et al., 2004). Extensive literature review (Enns et al., 2018; Por et al., 2011; Foster et al., 2018; Naidoo & Pau, 2008; Carol et al., 2005; Houghton et al., 2011; Downey, 2010; Campuzano & Campo, 2017; Martínez-

Monteagudo et al., 2019) is in line with our research findings of the present study that Emotional intelligence is one of the crucial factor to deal with stress, demanding situations, harmful effects of pressure and worry. Literature also suggested with our notion of study that People who are high in EI adopt healthy coping styles to manage their stress level and people who are low in EI practice unhealthy coping styles in which they avoid and adopt social withdrawn and use escape coping strategies in order to deal with stress. It also effects the psychological & physical health as well as quality of life of an individual.

However, Mohammadi et al., (2009) study showed that people with higher emotional intelligence practice both effective and non-effective coping tactics while coming across with taxing conditions though they use effective coping strategies more than non-effective ones. To elucidate this, it can be said that some other elements besides emotional intelligence are involved in adopting coping strategies. These factors are as follows: demographic features (gender and age), personality factors (self-efficacy, intrinsic or extrinsic control resource, being introverted or extroverted, level of self-confidence, etc.), environmental aspects (family resources such as social support), and stressful situations.

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