

Role of emotional intelligence and coping style in management of stress among adolescents a review

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ABSTRACT

Adolescence is one of the most important periods that lead to maintaining and improving the physical, mental, and emotional health of the individual within this period. In adolescence period, some factors that can contribute to stress include unemployment, high-level competition, adjustments in families, pressure to conform to peers, exploration of sexual identity, and increased use of science & technology. They experience negative feelings and stress. Emotional Intelligence and Coping style are two important factors that help in the management of stress. The present review made an attempt to explore the role of emotional intelligence and coping style in management of stress among adolescents. Researchers reviewed and analysed multiple studies related to emotional intelligence and coping style obtained from various open sources available in public domain. The present review further suggests that emotional intelligence and different types of coping style help in managing stress.

Keywords: *Adolescents, Stress, Emotional Intelligence, Coping Style*

Hall first coined the term 'Adolescence' in 1904 as a stage of rapid change in emotions, storm and stress, experimentation and an expectation for change. Some researchers suggested that storm and stress is not a common phenomenon focused solely on biological (Susman and Rogol, 2004). The psychosocial context of the adolescents is quite different from children and adults. This is the phase when, physically, emotionally and mentally, an individual undergoes significant change. They begin to develop more control over their decisions, emotions and actions. The lives of an adolescent are faced with numerous forms of stressors, such as the stress of engaged academics, uncertain future and difficulties foreseen for inclusion into the system. They face many challenges including as social, emotional and family problems. Pressure or tension turns into stress when an individual is unable to cope up with pressure. The sense of being under too much mental or emotional strain is stress. It is an important component of life. Stress can impact how one feels, thinks, acts, and how one's body functions. Sleeping problems, sweating, lack of appetite and concentration issues are typical symptoms of stress. Emotional, physical and interpersonal issues may arise from unmanaged stress. Nevertheless, adolescents also have to contend with different stressors that could face potential risk to their proper growth. For

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example, chronic stressors may prompt to increased emotional distress such as depression, anxiety, antisocial behaviours, aggression, risky health behaviours and physical health outcomes. D.G. Byrne 2002 explained that adolescent stress in young people's health issues is an increasing area of concern. In solving these problems, the notion of emotional intelligence can be used effectively and allows the person to make adjustments to society. It is very important to consider the idea of emotional intelligence and various ways of dealing with psychological stress, as both are extremely influential in the development and growth of the success of a person.

Emotional intelligence

Goleman (1995) attracted attention of world towards the term 'emotional intelligence' and defined as the ability to recognize and control emotions in ourselves and others. Goleman (1998) defined emotional intelligence as "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". Salovey, Mayer & Caruso (1999) at first used the term "Emotional Intelligence" in published writing and defined emotional intelligence as: "the ability to process emotion-laden information completely and to use it to guide cognitive activities like problem solving and to focus energy on required behaviour". Emotional intelligence is multidimensional in nature, including the ability and thoughts of individuals with respect to interpersonal and intrapersonal variables that determine the individual's abilities level (Mayer, Salovey & Caruso, 2004).

Emotional intelligence helps one to think more creatively and to solve problems by using our emotions. Dulewicz & Higgs (2000) believed that emotional intelligence is about recognizing one's own emotions and being able to regulate those feelings; being able to motivate oneself, being imaginative and performing best at our level; being sensitive and being able to effectively manage relationships. Goleman and Cherniss (2000) the capacity of emotional intelligence of a person to suppress negative feelings of frustration and substitute them with positive emotions such as trust, happiness etc. In solving these problems, the idea of emotional intelligence can be used effectively and allows the person to adapt to society (Gayathri & Vimala, 2015).

Emotional intelligence and stress management

In response to stressful events, the ability and capacity to use or exercise better self and self-regulation is stress management (Nelson & Low, 1998). Individuals with higher EI levels are better prepared to handle everyday challenges and regulate their emotions in an effective and consistent manner (Taylor, 2001). Higher emotional intelligence correlated with healthy lifestyle. EI assumes that emotions are a key factor in everyday life (Cherniss, 2010). After all, individuals deal with situations that may be stressful, and the degree to what EI is present can provide the adaptability to these various stressful contexts (Mazzella, Sanzero, Tan, Cherniss, Ruggiero & Cimiotti, 2019).

Coping style

Coping plays an important role to manage a multiple stressor of everyday life among adolescents. It is very helpful to understanding and support from peers, family and adults among adolescents. Coping can also be described as "thoughts, behaviours, or may be procedures that are used to manage or reduce a negative and stressful event" (Lazarus & Folkman, 1987; Folkman & Moskowitz, 2004). Lazarus & Folkman (1984) defined coping as the "constantly changing cognitive and behavioural efforts to manage specific external

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and/or internal demands that are appraised as taxing or exceeding the resources of the person". This definition highlights three main coping processes: perceiving a stressful situation, producing a response to that situation, and having to implement to that response. If the person is capable of thinking, express emotion, monitor their physiological responses, and assist their behaviour constructively. Lazarus & Folkman (1984) used the concept coping to explain a person's 'cognitive and behavioural efforts' and classified into two categories i.e., emotion focused coping style or problem-focused coping style. Coping is a process that comprises cognitive and behavioural practises that seek to remove or reduce requirements. Most of people use two ways of coping style, problem-focused coping in which changes the external environment relationship consciously or behaviourally, and emotion-focused coping in which alters the internal environment of an individual (Lazarus, 1999). New classification of four coping styles includes such as logical, detached, emotional and avoidant coping styles. Logical coping is like a problem-focused coping style and detached coping is based on the proneness of the individual to get away from situations to face it and decrease the future effects of emotions. Logical and detached coping is usually seen as effective ways and as inefficient styles through emotional and avoidant styles.

Despite individual differences, some studies explained that behaviours designed to improve the stressful situation by instrumental coping are very prominent, but less prominent during adolescence period, but emotion focused coping style based on emotion regulation and management of stress (Frydenberg and Lewis, 2000). Skinner & Zimmer-Gembeck (2007) found that seeking support, problem-solving and distraction are the most often coping strategies in adolescence.

Emotional intelligence and coping style

Some recent researches indicate that people have different levels of emotional intelligence adopt different types of coping styles: higher emotional intelligence is correlated with higher life satisfaction, higher perceived coping capability to solve problems and relationship between problem solving behaviour and social help seeking behaviour, as well as problem solving and the component of emotional intelligence and stress also showed positive relationship with emotional intelligence (Bastian 2005; Estelle 2009). Ciarrochi et. al., (2000) explored that emotional intelligence can preserve from stress and improve adjustment in an individual. Saklofske, Austin, Galloway & Davidson (2007) results indicate that there are correlations between coping and emotional intelligence and the ways in which emotional intelligence can serve as a resource for coping (Schutte, Malouff, Thorsteinsson, Bhullar, & Rooke 2007). The research of Sharma & Kumar (2016) is an attempt by private hospital doctors in and around Chandigarh. The result revealed that positive relationship between EI and stress coping styles. Doctors who are extremely emotionally intelligent those can easily regulate stress. Thaker, & Verma (2014) studied that males score high on stress score relative to females and later have effective coping skills while negative former peruses.

Fteiha, & Awwad (2020) finding suggests that a student who have highest level of emotional intelligence show active problem or stress and emotional coping styles. Emotional intelligence and stress management styles, such as Active Emotional and Problem Coping, have been positively correlated. It revealed that students are successful in using techniques for stress coping. Sudin, Anuar, & Kassim (2019) studied that relationship between emotional intelligence and coping styles among medical students. The results revealed that emotional intelligence had a positive significant relationship with four subscales of engagement coping styles including problem-solving, cognitive restructuring, express

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emotion and social contact. This study found that students who have moderate to a high emotional intelligence. They used to different coping styles. Recent research suggests that in the implementation of effective and relevant coping styles, EI plays an integral role. Further studies and research on emotional intelligence indicates that at any age, emotional intelligence can be increased by learning and behaviour change. A successful response to stress also requires the use of coping styles that establish substantial behavioural patterns that in certain circumstances are highly favourable (Kovaşeviü et al., 2018).

CONCLUSION

Adolescence is the age at which many individuals experience social and emotional developmental issues. Some adolescents can resolve their issues at their own level by using effective coping strategies but some of them feel stress. Some studies revealed that low emotional intelligence face more stress. Stress can be reducing by improving the communication and relationship between family members and also by life skill education. Therefore, we should launch such programmes which help in developing the students' emotional intelligence so as to reduce stress.

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Conflict of Interest

The author declared no conflict of interest.

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