



**NEAR EAST UNIVERSITY
INSTITUTE OF GRADUATE STUDIES
DEPARTMENT OF PSYCHOLOGY**

**THE INTERACTION EFFECT OF EMOTIONAL
INTELLIGENCE ON STRESS MANAGEMENT AND
PARTNER RELATIONSHIP QUALITY**

MSc. THESIS

GODWIN CHUKWUEMEKA NNAMANI

**Nicosia
JUNE, 2022**

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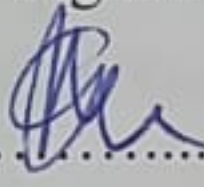

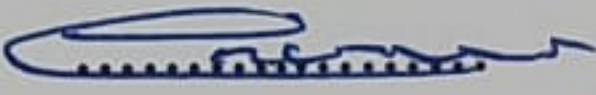
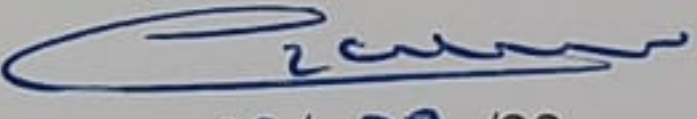
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Approval

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Declaration

I hereby declare that all information, documents, analysis and results in this thesis have been collected and presented according to the academic rules and ethical guidelines of Institute of Graduate Studies, Near East University. I also declare that as required by these rules and conduct, I have fully cited and referenced information and data that are not original to this study.

Godwin Chukwuemeka Nnamani

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Godwin Chukwuemeka Nnamani

Abstract

The Interaction Effect of Emotional Intelligence on Stress Management and Partner Relationship Quality

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The purpose of this study is to determine the interaction effect of emotional intelligence on stress management and partners' relationship quality. The study also assessed how various demographic characteristics such as gender, age, and education level influenced the participant's scores on emotional intelligence and perceived stress. A total of 300 students of Near East University were chosen as participants. Convenience and Snowball sampling techniques were used to choose the sample. Survey methodology was used. The results revealed that there was a link between emotional intelligence and perceived stress as previous studies also found. The study also found a negative correlation between emotional intelligence and relationship quality. There was a positive difference in emotional intelligence according to education level as post-graduate students showed score higher on emotional intelligence than graduates and undergraduate students. There was no gender difference in emotional intelligence and finally, this study revealed that there was age difference in perceived stress as participants perceived stressful events similarly irrespective of their ages.

Keywords: emotional intelligence, relationships, stressor, stress management.

Öz

Duygusal Zekanın Stres Yönetimi ve Ortak İlişki Kalitesi Üzerinde Etkileşim Etkisi

Godwin Chukwuemeka Nnamani

Yüksek Lisans, Genel Psikoloji Bölümü

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Bu çalışmanın amacı, duygusal zekanın stres yönetimi ve partnerlerin ilişki kalitesi üzerindeki etkileşim etkisini belirlemektir. Çalışma ayrıca cinsiyet, yaş ve eğitim düzeyi gibi çeşitli demografik özelliklerin katılımcının duygusal zeka ve algılanan stres puanlarını nasıl etkilediğini değerlendirdi. Yakın Doğu Üniversitesi'nden toplam 300 öğrenci katılımcı olarak seçilmiştir. Örneklem seçiminde kolayda ve kartopu örnekleme teknikleri kullanılmıştır. Anket metodolojisi kullanıldı. Sonuçlar, önceki çalışmaların da bulduğu gibi, duygusal zeka ile algılanan stres arasında bir bağlantı olduğunu ortaya koydu. Çalışma ayrıca duygusal zeka ile ilişki kalitesi arasında negatif bir ilişki buldu. Lisansüstü öğrencilerin duygusal zeka puanları lisans ve lisansüstü öğrencilere göre daha yüksek olduğu için eğitim düzeyine göre duygusal zekada pozitif bir farklılık bulunmuştur. Duygusal zekada cinsiyet farkı yoktu ve son olarak, bu çalışma, katılımcıların stresli olayları yaşlarına bakılmaksızın benzer şekilde algıladıkları için algılanan streste yaş farkı olduğunu ortaya koydu.

Anahtar Sözcükler: duygusal zeka, ilişkiler, stres etkeni, stres yönetimi.

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CHAPTER I

Introduction

Over the years, the concept of emotional intelligence has been under-studied even though there are lots of impacts it has on human behaviours and attitudes. It is the awareness of one's own emotions as well as the ability to discover and control these emotions in order to appropriate response to the environment and achieve interpersonal connection/relationships which also involves being able to accurately identify others' emotion. In other words, emotional intelligence has both emotional and social components in the sense that the way one expresses emotion towards people in any given space is of higher importance.

This construct comprises five domains which are self-awareness skills, coping skills, interpersonal competence, intrapersonal communication, and quality relationship (Mayer & Salovey, 1990). Stress management is the ability to control one's stressors/stressful events with the use of some techniques as well as psychotherapies which aim at improving one's everyday functioning. Adequate understanding of emotions helps one to appropriately manage his/her stress (Morales-Rodríguez & Pérez-Mármol, 2019).

Vinokur and colleagues (1993) explained that relationship exist between two people who share ideas, are often close to each other, exhibit a deeper understanding of themselves, and possess compassionate love towards each other with commitment and self-disclosure. However, emotional intelligence helps partners to stay highly connected as a result of the higher intra/interpersonal skills/competence. As the case may be, these variables are interrelated in such a way that high emotional intelligence competence entails good stress management and result in closeness between partners.

Dunn (2002) explained that women score higher than men in terms of empathetic expression, social responsibility, and genuine interpersonal relationships with people around them as well as their close friends. This entails that women are more sensitive in their close relationships, with parents, siblings, and others around them which is why they are mostly seen as being emotionally intelligent than men (Kai-Wen, 2009). However, in terms of stress management and resilience, AI-

Yamani AR and Zu'bi (2011) stated that men are more emotionally resilient than most women and are able to withstand stressful events (stressors) more often than women do. Noorbakhsh et al. (2010), explained that these discrepancies between men and women could be a result of social schemas which have been coined in a way that sees men as the stronger sex while women are often referred to as the weaker sex.

Nevertheless, Thawabieh and Qaisy (2012), in a study carried out to investigate the interaction effect of emotional intelligence on stress and adults' relationship, found that the strengths and weaknesses of both genders are averaged out like most women and more resilient to stress than men and also more men than women have most quality experience in their relationship due to their elevated sensitivity and empathy.

Petrides, et al. (2004) in their research found that these factors which include; impulse control, assertiveness, and independence are often seen as men qualities. They further mentioned that these qualities contribute to mens' less susceptibility to stress which also explains why they may be happier in a close relationship than women. Petrides et al. (2004) also stated that men because of these emotional qualities are more emotionally competent in dealing with stressors and building closer and quality relationship.

Statement of the problem

Many studies have been done and generalised to the public on the issue and importance of emotional intelligence and the vitality of people understanding their emotions and others and how such understanding could help in stress management, especially for university students (Kulkarni et al., 2016; Sharma & Kumar, 2016). According to Al-Yamani and Zu'bi (2011), being emotionally intelligent increases the likelihood of stress coping strategies like relaxation which is mostly for students. Similarly, Sharma and Kumar (2016), explained the inability to control stress is associated with some physical problems like relationship problems, conflict, aggression, and poor compatibility and also mental disorders like mood swings (Yousuf, 2007). Also, those who lack emotional understanding will find it difficult to adopt the appropriate techniques to cope with stress and to minimise some drastic effects stress has both physiologically and mentally (Albeshar & Alsaeed, 2015).

A study done by Pierceall and Keim (2007) with Indian university students to investigate their stress level, coping abilities, and emotional understanding, indicated that 70% of students who are emotionally intelligent showed a high level of stress management strategies while 15% showed average stress management strategies. Consequently, students who lack emotional intelligence would likely experience both physical and psychological problems in response to stress which will not let students use coping strategies and even concentrate in school (Lin & Chen, 2010).

Kim and Han (2015), on the other hand, stated that these physically and mentally stress-related problems would affect students' future trajectories which will directly affect global development, and inventories and also pave way for school-related crimes like bullying, rapes, and vandalism (Moradi et al., 2011; Al-Astal, 2010).

Howbeit, this study would answer this question at the end; how can understanding one's emotions help reduce stress levels and improve relationship quality?

Purpose of the Study

The overall aim of the study is directed towards determining the interaction effect of emotional intelligence on individuals' stress management as well as partners' relationship quality; firstly, to increase the readiness of individuals in handling stressful events by knowing their emotional strength. To investigate the relationship between emotional intelligence and stress management. To enlighten students on the respective stressors and how a proper understanding of emotional intelligence can foster effective coping strategies.

Research Questions

The current study addressed these specific research questions:

1. Is there a relationship between emotional intelligence and stress?
2. Is there a relationship between emotional intelligence and partners' relationship quality?
3. Is there any difference between the level of education and emotional intelligence?
4. Is there any gender difference in emotional intelligence?
5. Is there any age difference according to perceived stress?

Significance of the Study

Some researchers have investigated the relationships between emotional intelligence, stress, and relationship satisfaction (Shah & Thingujam, 2008; Matthew & Zeidner, 2001; Albeshar & Alsaeed, 2015). Very few, however, have been done to examine the respective benefits of understanding emotions and how that would result in stress management and having a quality relationship amongst adults.

According to Alavi et al. (2017), most quality relationships and stress tolerance are anchored on effective understanding and application of emotional relativity which brings about higher academic achievements and creativity amongst students.

Also, Thawabieh and Qaisy (2012), explained that most university and college students face academic stress and who find it difficult to make career choices and build relationships in school with peers.

Nevertheless, this study will benefit the public in the area of building a good and quality relationship as well as being able to adequately manage stress is solely bent on a deeper understanding of emotions which is to become an emotional expert. Also, this study will be important to researchers, mental health policymakers, and public health professionals as it will help them to assist individuals to have proper knowledge of their emotional level as a key to improving their relationships, and experiencing long-lasting relationship satisfaction. Finally, it will also help the rehabilitation centers to offer assistance to people who need to learn stress management.

In sum, the findings of this study thus offer lessons/hints on how to understand emotions and how it would help in stress reduction and increase the quality of relationships.

Limitations of the Study

This study holds some weaknesses which are outlined as follows; firstly, the data collection tools would be administered in the English language and since this study will be carried out in a school setting that has students from different countries, this would make it difficult for a non-English speaker to participate in the study.

Also, most of the study's participants are first and second-year students whose relationships are short-term as most of them are not living together.

Definition of Terms

Emotional Intelligence: This is the ability, capacity, or skills to sense, assess and manage both one's emotions and others/groups (Mayer & Salovey, 1990).

Stress Management: This is the ability to withstand stressful events and build some resilient features towards those events (Morales-Rodríguez & Pérez-Mármol, 2019).

Partner: Someone/something that is associated with another and which/who has common activity and/or interest (Vinokur et al., 1993).

Relationship: The societal bonding existing between someone/something and another (Vinokur et al., 1993).

Quality: Possessing a higher standard that differentiates something from the other. Attaining the level of excellence (Vinokur et al., 1993).

Stressor: Any environmental conditions that are capable of leading to stress (Morales-Rodríguez & Pérez-Mármol, 2019).

CHAPTER II

Literature Review

The purpose of this study is to look at the relationship between emotional intelligence, stress management, and relationship quality. The literature on emotional intelligence, stress, and relationship quality is presented in this chapter. Firstly a review of the concepts of emotional intelligence will be outlined, followed by its description and definition from earlier literature, theories, and then the components of emotional intelligence. The second section contains the concepts and theories of stress. The third section discusses the concepts/definitions and theories of partners' relationship quality. The fourth section contains the gender differences in emotional intelligence and stress management. The fifth section will discuss the influences of emotional intelligence on partners' relationship quality. The sixth section contains the research that is related to this study.

Emotional Intelligence: Concept and Definitions

According to Mayer et al (2008, p.511), emotional intelligence is a concept that is “concerned with the ability to carry out accurate reasoning about emotions and the ability to use emotions and emotional knowledge to enhance thought”. It also means the interaction between intelligence which is a unique mental ability that helps one to reason and handles information and emotions which helps one to other self and others in respect to the situation (Mayer, Salovey & Caruso, 2004).

Emotional intelligence also helps individuals to perceive, understand and manage emotions in order to assist thought processes and regulate emotions in order to promote the growth of our intellect (Parker, et al., 2016). More so, it is a great advantage for one with higher emotional intelligence as it helps guide most of the person's actions and life possibilities (Parker, et al., 2016). There are two vital areas/nature of emotional intelligence which are; trait-based, which means the act of having confidence about one's higher emotional capability, and ability-based which entails being emotionally competent. The former guides one's belief about his/her emotional capability while the latter guides peoples' actual performance.

The Cannon-Bard Theory of Emotion

This is a physiological theory of emotion that states that individuals can have bodily experience of their emotional reactions without the actual feeling or experience of that emotion (Cannon, 1987). For example; having an increased/raced heartbeat as a result of exercise and not due to a fearful response (Cannon, 1987). Friedman (2010) further explained that we experience physiological responses after we feel emotions like sweating, muscle tension, etc. More specifically, this theory posits that emotion takes place when impulses have been sent to the brain by the thalamus and limbic system in response to an incoming stimulus which then results in physiological reactions and emotional experiences (Friedman, 2010). In other words, physical and psychological-emotional experiences occur simultaneously without any causal effect (Cannon, 1987).

Schachter-Singer Theory

Schachter-Singer's theory of emotion is a cognitive theory that holds that emotional experience occurs after a stimulus triggers a physiological response that would then be interpreted cognitively and as well labelled as emotions (Schachter-Singer, 1962). This is to say that, people infer emotions depending on their physiological responses which are with respect to situations and cognitive interpretation given to the emotional experiences.

The James-Lange Theory of Emotion

According to this theory, emotions result from physical reactions given to environmental events, that is, emotion is triggered by interpretations of those physiological reactions (James, 1884).

Cognitive Appraisal Theory

This theory is also called Lazarus theory of emotion and it posits that a series of events in the environment involves a stimulus that will lead to thinking about that stimulus and that would trigger both emotion and physiological response at the same time (Lazarus, 1984). Furthermore, there are initially thought processes before emotional experience. For example: seeing a lion, would make one think of the situation as being dangerous which then leads to a feeling of fear as an emotional experience (Lazarus, 1984).

The component factors of Emotional Intelligence

Researchers have different perspectives as regards the components of emotional intelligence, Parker et al. (2017) listed the dimensions of this construct based on the Bar-On model. These dimensions include; Intrapersonal (understanding and recognizing own feelings and emotions), Interpersonal (showing care, love, and empathy for others around), Adaptability (being able to express emotions with respect to situations and conditions), Stress Management (having the ability to execute impulse control and be resilient to irritable events) and General Mood (being able to regulate the way one feel in a given situation).

Also, Cherry (2018) used the Mayer and colleague's model to enlist the elements of emotional intelligence as follows: Self-awareness (having the understanding of how one's actions and moods affect others), Self-regulation (being able to cope with environmental changes as well as manage conflicts and tensions), Social skills (using an understanding of own and others emotions to control daily communication state), Empathy (understanding the feelings and emotions of others for better and effective social relationship) and Motivation; intrinsic aspect (meeting personal goals and needs without considering any external gain).

Perceived Stress: Concepts and Definitions

Some theorists offered many definitions regarding stress; McEwen (1998) defined stress as a state in which a person's important goals are being threatened or lost and which the individual is prevented from building up the condition necessary to obtain and maintain such goals. Another researcher defined stress as the relationship between someone and the environment which is appraised by that person as either being demanding or overwhelming his/her available resources, thereby endangering the individual's psychological state and well-being (Lazarus & Folkman, 1994). Chida and Steptoe (2008) also defined stress as an experience generated through a transaction between a person and the environment due to bodily over-arousal or under-arousal thereby leading to psychological and physiological burn-out.

However, Chida, and Steptoe (2008) explained that stress is not a bad thing at first but its persistence culminates to cause overwhelming and detrimental effects psychologically and physiologically and would also result in disorienting that individual from carrying out daily activities. Yang and Gu (2007) also, explained that

stress does not only cause a mental burn-out but also causes people to become less emotionally intelligent.

Selye's Theory of Stress: Systemic Stress

This is a theory of systemic stress which according to Selye manifests as a syndrome that comprises non-specifically induced changes in the biological system of humans leading to stereotypical response patterns (Selye, 1976). Selye in this theory called this stereotypical pattern, General Adaptation Syndrome (GAS), where the response pattern is three phases; the Alarming Phase, where the individual becomes aware of their incoming stressor and has autonomic excitability of the nervous system which in turn gets the body alarmed and ready. In the Resistance phase, where the alarming symptomatology disappears as the body begins to respond to the stressors biologically. In the Exhaustion phase, here the ability of the person to adapt to the stressors exhaust and symptoms reappears making the resistance stage impossible and leading to total burn-out which entails the eruption of physiological and psychological illnesses (Selye, 1976; Engel, 1985).

The Lazarus Theory of Stress: Psychological Stress

This theory explains stress as a relational concept that involves individuals' appraisals regarding stress; that is a person's ability to evaluate and build efforts both by thoughts and actions on how to combat and manage stressful events (Lazarus, 1991). In other words, this theory posits that emotional processes like stress, rely on actual expectations that a person has regarding the significance and outcome of a particular encounter. This theory further explained that the appraisal is determined by two factors which are personal and situational factors. Personal factors include motivation, goals, values, and expectations while situational factors include the ability to control, predict and manage potential stressful events (Lazarus, 1991).

Trait-Oriented Coping Theory

According to Zeidner and Endler (1996) and Lazarus (1991), Coping is the strategy that helps people cope/manage stressful situations and be able to function better in their daily activities. This theory of coping, therefore, refers to an individual's act of being vigilant (which is having the orientation towards an encounter perceived as stressful) and cognitive avoidance (which entails attitudes

towards averting stress-related events). In this theory of coping, Bruner and Postman (1947) explained that the individual is either a Repressor (that is denying, minimising, and failing to think about the consequences of any stressor or a Sensitizer (that is reacting toward the stressful events via engaging in search of information, becoming obsessively anxious and ruminating).

Partners' Relationship Quality: Concepts and definitions

Many researchers gave definitions of relationship quality as the respective evaluation of individuals' relationships based on the level of affection, understanding, intimacy, care, well-being, and validation that exist amongst partners (Steiner-Pappalardo & Gurung, 2002).

Attachment Theory of Relationship Quality

This theory posits that relationship quality is dependent on the previous attachment, understanding, and close interaction with significant others which exert a serious beneficial influence on how adults think, behave and feel in their new relationships (Collins & Allard, 2001). They also explained that the quality of repeated and effective communications with the partner also brings about relationship satisfaction.

Attribution Theory of Relationship Quality

This theory states that the attribution partners make for each other's behaviours and attitude, lead to the quality and satisfaction they would experience in their relationship (Fincham, 2001). According to this theory, these attributions consist of causal and responsibility attribution. The causal attribution includes locus of control (internal and external), relationship stability, and perceived form of controllability whereas the responsibility attribution entails the extent to which partners contribute to their related events through motivation, selflessness, and unconditional positive support/regard (Fincham, 2001; Bradbury & Fincham, 1990).

Related Research

Gender Differences in Emotional Intelligence and Stress Management

Emotional Intelligence (EI) is the ability to understand, assess and control both one's emotion and that of others (Bar-On, 2003). According to Morales-Rodríguez and Pérez-Mármol (2019), the concept of stress management is said to be the ability to

resist and withstand stressful conditions and be easily influenced by them. Kiecolt-Glaser and Newton (2001) explained that emotionally intelligent people are stress-free and experience elevated levels of happiness and proximal relationships which mostly lead to better psychological and social health. They further stated that men who have higher emotional intelligence have long-lasting partnership satisfaction which contributes to lesser stress levels in both men and women. This experience often motivates men to want to continue the relationship and even propose marriage. Education is also a vital factor that effectively influences the level of one's emotional intelligence as it contributes to the increased sensitivity of men and women in understanding their emotions by increasing their interpersonal and intrapersonal skills which lead to a deeper understanding of each other and reduction in the collective stress level, thereby increasing bonding and reducing break-ups (Kreider & Fields, 2001). Pickett and Gardner (2005) mentioned that emotional intelligence competence mitigates the number of conflicts in partners' relationships which in turn help in the improvement of their social skills and leads to reduction in their stress level. Tsapelas, Aaron, and Orbuch (2009) on the other hand stated that positive moods often lead to lower stress levels whereas negative moods peak the level of stress. They further explained that these positive moods come with the act of being emotionally intelligent in order to control impulses and avoid irritable events thereby avoiding the extreme awful effects that come with negative cognition and emotion. Yang and Gu (2007), in their study, examined the relationship between stress and emotions. They found that distress is capable of wearing out individuals' mental capacities and making them appear to be poor in emotional sensitivity (less emotionally intelligent), however, becoming less emotionally intelligent amounts to irritability that could make people not to be able to accurately read other's emotions thereby decreasing social skills and lead to less life quality as well as others life aspects like academic, work, etc.

The Influence of Emotional Intelligence on Partners' Relationship Quality

Partners who are on a higher adaptability domain of emotional intelligence are often similar as regards their values and other beliefs which means they would engage in social activities and other interests. Such partners also show each other a high level of positive affect which makes them enjoy their moments whenever they are around each other by expressing love, laughter, and approval of their respective behaviors

rather than criticisms. More so, happy partners who understand their emotions better see each other in a more positive and/or idealised manner and are more satisfied than those whose relationships are filled with negative affect and unrealistic perceptions (Jamali, Sidani & Abu-Zaki, 2008).

Lack/less of interpersonal skills which is a facet of emotional intelligence lead to the inability of one of the partners to relate effectively with the other, which is mostly interpreted by the neglected partner as a painful/awful event and could lead to a breakup. And losing someone who you care about so much in a relationship or not having closer communication and social support from one's partner, diminishes the quality of experience and could in some cases lead to poor health conditions (Cacioppo et al., 2002).

Baumeister and colleagues 2005 explained that a lack of self-awareness, self-concern, and self-regulation may lead to rejection and neglect in a relationship making any of the partners sad, angry and furious which could make them susceptible to breaking social norms and such a relationship might be dissolved as the partner may try to make new friends and want to build up another relationship. This is a result of not being able to master their emotional relativity and control and so have little or no satisfaction in such a relationship.

The association between Emotional Intelligence and Relationship Quality

Brackett et al. (2005) carried out research to study how emotional intelligence is related to self-assessed relationship quality in a University setting in the USA. The study used 86 heterosexual couples (N=172) and gave them both the ability test of Emotional Intelligence and a measure of relationship quality. The findings showed that females were significantly higher than men in emotional intelligence though it is not correlated with the couples. On a 2*2 multiple analyses of variance conducted in the study, it was found also that couples who are both high in emotional intelligence (high-EI female and high-EI male) had positive relationship quality, support and romantic love whereas those who are both low on emotional intelligence (low-EI female and low-EI male) had negative relationship quality and lack of support and romantic love as well as experience conflict (Brackett, et al., 2005).

The influence of Emotional Intelligence on Perceived Stress, Coping, Subjective Well-being, Perceived Competence and Academic Performance

Por and colleagues (2011) conducted research to investigate emotional intelligence and its relationship to perceived stress, coping strategies, subjective well-being, perceived competency, and academic performances of Nursing Students in the United Kingdoms. The study used a sample size of 130 nursing students doing their degree programs in Higher Education institutions. The study used a self-report questionnaire, an audit of students' academic performances, and mapping of emotional intelligence teaching in the curricula as the three methods of data collection. They found that the well-being, problem-focused coping, and perceived competency of the students were positively linked to emotional intelligence meaning that the higher their emotional intelligence, the higher their well-being, coping, and competence. Also, the study found a negative relationship between emotional intelligence and perceived stress of the nursing students. Consequently, they explained that their results entail that a high feeling of control and emotional intelligence helped the students to use coping strategies which are active and effective to deal with their stress which helped to improve their subjective well-being (Por, et al., 2011).

The Relationship between Stress and Emotional Intelligence

Another study by Mohamed et al. (2017) investigated the relationship between stress and emotional intelligence among Postgraduate Students. The research is a Case Study at Perdana School of Science, Technology and Innovation Policy (STI Policy), University Technology Malaysia. The study used 81 postgraduates who were given a questionnaire that consists of three sections; demographic information, stress factors, and emotional intelligence coping strategies. A correlational analysis was used to analyze the data and it was found that the postgraduates who are emotionally intelligent have a better understanding of the coping mechanisms with which they used to cope with stress from mostly came from the workload, pressure to perform better, self-esteem, skills to manage time appropriately and balancing personal life with study life (Mohamed, et al., 2017).

Link between Emotional Intelligence and Perceived Stress amongst students

Furthermore, Shahin (2020) conducted a cross-sectional study in Saudi Arabia to examine Nursing and Paramedic students' emotional intelligence and perceived stress. A total of 274 nursing and paramedic students were used in the study and they completed a self-report questionnaire, also containing demographic questions. The result showed that a high score in emotional intelligence is linked with a low level of stress whereas a low score in emotional intelligence indicated a higher level of stress. The study also examined gender differences in emotional intelligence and discovered that women scored slightly higher than men although the overall score didn't differ according to gender. In general, the study stated that there is a significant correlation between emotional intelligence and perceived stress. It was also mentioned in the study that the major contributors to perceived stress are assignments and course workloads.

Consequently, Anyamene and Etele (2020) conducted correlational research in Nigeria to examine the relationship existing between emotional intelligence and marital satisfaction, they used a sample size of 1,344 married teachers in early, middle and late adulthood. They used the emotional intelligence scale and index marital satisfaction for data collection. They found a significant low correlation between the quality/satisfaction of the relationship and their participants' emotional intelligence.

CHAPTER III

Methodology

An overview of the study's methodology is provided in this chapter. The first section will contain the research design. The characteristics of the respondents will be discussed in the second section. The third section will describe the procedures for data collection. Finally, the data analysis procedures will be described in the fourth section.

Research Design

This study is a quantitative research which takes a deductive approach to quantify variables during data analyses (Alan, 2012). It also involves the use of correlational models. According to Groat and Wang (2002), a correlational study is one which is done to determine if a relationship is existing between variables and the scores/values is offered using coefficients.

Population and sample

A target population is defined as the aggregate of some elements where the selection of the sample size is mostly carried out (Maxfield & Babbie, 2018). On this note, this study's target population includes all the twenty-seven thousand (27,000) students of Near East University Northern Cyprus (TRNC Ministry of Education, 2015).

According to Nworgu (1991), a sample of the population is defined as the small part of the population that is evaluated in a research study. A population sample is important because it is difficult if not impossible to assess the entire students of the institution as a result of the limited time and resources. A total of 300 students from the Near East University of Northern Cyprus were selected using a web-based questionnaire through Google Form using Snowball and Convenience sampling techniques. The Snowball sampling technique allows for the recruitment of more participants who are acquaintances of the existing ones and the Convenience sampling method is used to draw a sample from those who are the closest and available for the study (Priyadarshini, 2020).

Table 1.

Descriptive statistics for Demographic variables

	Demographic information	N	%
Gender	Male	218	72.7
	Female	82	27.3
Education Level	Bachelor	128	42.7
	Masters	144	48.0
	PhD	28	9.3
Grouped Age	18-25	133	44.3
	26-35	167	55.7

Table 1 above showed the descriptive statistics of the participants' demographic information. For the variable gender, there are a total of 218 males (72.7%) and 82 females (27.3%). For educational level, there are 128(42.7%), 144(48.0%), and 28(9.3%) for Bachelor's, Masters and PhD students respectively. Finally, there are 133(44.3%) and 167(55.7%) for the age groups 18-25 and 26-35 respectively.

Data Collection Measurements Tools

For this study, three different questionnaires were used in generating the data

Socio-demographic Information Form

This contains the questions that collect the demographic characteristics of the individuals and they include; Gender, age, education level, and country.

Difficulties in Emotion Regulation Scale-16 (DERS-16)

In this study, the researcher collected the information regarding the participants' emotional intelligence levels using this scale developed by Bjureberg et al. (2015). It's a 5-points Likert self-report scale that contains 16 items and whose response ranges from 1-Almost never to 5-Almost always. This questionnaire helps the researcher to know how well the respondents understand their emotions by their responses to all the items contained in this scale. These responses help the researcher in this study to report reasoned explanations and give the interpretations of how well

the respondents know and are able to control their emotions. The scale has internal consistency (Cronbach Alpha) of .70 for Emotional Clarity, .80 for Goal-directed behavior, .70 for Impulse control, .80 for Non-acceptance of emotional reactions, and .90 for Emotional regulation strategies subscales respectively. It also has strong Convergent Validity where all the subscales are agreeing to each other (Bjureberg, et al., 2015).

Perceived Stress Scale (PSS)

Also, in this study, the researcher collected the data regarding the respondents' stress levels using this scale which was developed by Cohen, Kamarck, and Mermelstein (1983). Perceived Stress Scale (PSS), which is used to assess their stress level, is also a 5-points Likert scale containing 10 items with item responses ranging from 0-Never to 4-Very often. This scale helps the researcher to collect participants' data based on their perceived stress level and the information collected on this scale would help in interpretations and description of their stress levels. This scale has good internal reliability of alpha coefficient .78 and also a criterion validity was examined and it was strongly correlated with health status mental components. A high score indicates a high level of stress (Cohen & Janicki-Deverts, 2012).

Experience in Close Relationship Scale-Short Form (ECR-S)

Finally, in this study, the researcher will also collect participants' information based on how close they are to their current relationships using this questionnaire that was built by Wei and colleagues in 2007. It is a 7-points Likert scale with 12 items and item responses ranging from 1-Strongly Disagree to 7-Strongly Agree. These responses obtained with this questionnaire will help the researcher to ascertain and interpret how satisfied the respondents are in their relationships and the level of quality of their relationships. Test-retest reliability was carried out over a period of 1 month with an excellent coefficient of .78 for the Anxiety subscale and .84 for the Avoidance subscale. It also has a construct validity of .88 where all the items in the scale are adhering to what it intended to assess (Wei, et al., 2007).

Data Collection Procedures

After the satisfactory review carried out by Near East University's Ethics Committee, the scales authors granted their permission for the use of the scales, followed by the designing of the questionnaire in April 2022 and the online distribution using Google Forms. The participants were also given the informed consent form which they have to read and indicate if they would participate or not by ticking the yes or no box.

Data Analysis Procedures

Data analyses were done using the SPSS 20 software. The description of the participants' characteristics was done using descriptive statistics, and the normality of the data set was examined using skewness and kurtosis indicators. The table below shows the details of the data distribution:

Table 2.

Data Properties.

Variables	N	Mini		Mean	Std. Dev	Skewness		Kurtosis	
		mum	Maximum			Statistic	Std. Error	Statistic	Std. Error
Emotional Intelligence	300	1.00	5.00	2.9997	0.63633	0.075	0.141	0.756	0.281
Perceived Stress	300	1.00	5.00	2.9997	0.63633	0.075	0.141	0.756	0.281
Relationship Quality	300	1.42	7.00	3.7717	0.91825	0.168	0.141	0.315	0.281
EI (Clarity subscale)	300	1.00	5.00	3.4967	1.14719	-0.321	0.141	-0.797	0.281
EI (Goals subscale)	300	1.00	5.00	3.3678	1.00460	-0.201	0.141	-0.553	0.281
EI (Impulse subscale)	300	1.00	5.00	3.2778	0.95605	-0.142	0.141	-0.361	0.281

EI (Non-acceptance subscale)	300	1.00	5.00	3.1978	0.96046	0.055	0.141	-0.550	0.281
EI (Strategies subscale)	300	1.00	5.00	3.221	0.77973	0.115	0.141	-0.095	0.281
ECR (Anxiety subscale)	300		1.50 7.00	3.776	1.01135	0.333	0.141	-0.065	0.281
ECR (Avoidance subscale)	300	1.00	7.00	3.767	1.05866	-0.013	0.141	0.029	0.281

Table 2 above shows the details of the data properties which according to its skewness and kurtosis score suggest that the data is not normally distributed. The criteria for normal distribution of data is that the values of skewness and kurtosis must fall between -2 and +2 and that shows parametric tests will be carried out (George & Mallery, 2010; Stevens, 2001). However, the study's data was analyzed using non-parametric tests which are a series of tests carried out in a research when the data distribution is not normal.

Firstly, the Spearman correlation test was used to determine the correlation between emotional intelligence and stress and also between partners' relationship quality. The Kruskal Wallis Test was used to find out the differences between educational levels and emotional intelligence. The Mann-Whitney U Test was again designed to examine differences between two independent groups that contain continuous data which is not normally distributed. In other words, it was used to find out the disparities between the scores of male and female participants and emotional intelligence. Finally, the Mann-Whitney U test was also used to describe the differences between the grouped age and perceived stress.

Research Plan and Process

The first step of the research involved getting permission from the researchers who are the developers of the respective scales used, Difficulties in Emotional Regulation Scale, Perceived Stress Scale, and the Experience in Close Relationship Scale.	Jan 2022 – Feb 2022
Stage two involved submitting the application to Near East University Ethics Committee Ethics Committee for the permission to carry out the study included in Annex-8.	March 2022
Stage three involved determining the study group and for this study, the study group includes adults from 18 to 35 years. The questionnaire was designed and distributed online using Google Forms. It also included Personal information forms and participant consent forms.	April 2022
Literature Review and Related research	April 2022
The current study used both Snowball and Convenience sampling methods, followed by the distribution of the survey online using Google Forms.	April 2022 May 2022
Statistical analyses were carried out after data collection from the study sample group to obtain the study's results, the result and literature were discussed, and conclusions and recommendations were given.	May 2022 June 2022

CHAPTER IV

Results

This chapter summarizes the findings of this study. The chapter described the relationship between emotional intelligence and stress as well as partners' relationship quality. It also described the differences between the participants' level of education and emotional intelligence. Finally, it discussed the difference between the gender of the participants, emotional intelligence as well as the differences between the grouped age and perceived stress.

The table below shows a correlation analysis to examine the relationship between emotional intelligence, its subscales (Clarity, Goals, Impulse, Non-acceptance, and Strategies) and perceived stress.

Table 3.

Correlations between Emotional Intelligence, Emotional Intelligence (Clarity subscale), (Goals subscale), (Impulse subscale), (Non-Acceptance subscale), (Strategies subscale), and Perceived Stress.

Variables		Perceive d Stress	Clarity (EI Subscale)	Goals (EI Subscale)	Impulse (EI Subscale)	Non- Acceptan ce (EI Subscale)	Strategies (EI Subscale)
Emotional Intelligence (EI)	r p	1.000 0.000**	0.073 0.208	0.128 0.027*	0.007 0.910	0.141 0.015*	0.083 0.154
Perceived Stress	r p		0.073 0.208	0.128 0.027*	0.007 0.910	0.141 0.015*	0.083 0.154
Clarity (EI Subscale)	r p			0.374 0.000**	0.397 0.000**	0.349 0.000**	0.362 0.000**
Goals (EI Subscale)	r p				0.394 0.000**	0.456 0.000**	0.417 0.000**
Impulse (EI Subscale)	r p					0.322 0.000**	0.386 0.000**

Non- Acceptance (EI Subscale)	r	0.419
	p	0.000**

p≤ 0.05* p≤0.001**

Table 3 above shows the result of Spearman's correlation test which reveals that there is a significant strong positive relationship between emotional intelligence, and perceived stress (p=0.000). The results also showed that emotional intelligence, Goals, and Non-Acceptance subscales have strong positive significance with perceived stress (p=0.027) and (p=0.015) respectively. However, all the other subscales; Clarity, Impulse, and Strategies showed no significant correlation with perceived stress.

In addition, to answer the question about the relationship between emotional intelligence, its subscales (Clarity, Goals, Impulse, Non-acceptance, and Strategies) and partners' relationship quality, its subscales (Anxiety and Avoidance), another Spearman correlation analysis was carried out.

Table 4.

Correlations between Emotional Intelligence, Emotional Intelligence (Clarity subscale), (Goals subscale), (Impulse subscale), (Non-Acceptance subscale), (Strategies subscale), and Partners' Relationship Quality, Relationship Quality (Anxiety subscale), (Avoidance subscale).

Variables		Relationship Quality	Anxiety	Avoidance
Emotional Intelligence (EI)	r	-0.074	-0.047	-0.094
	p	0.199	0.412	0.104
Clarity (EI Subscale)	r	-0.303	-0.189	-0.333
	p	0.000**	0.001**	0.000**
Goals (EI Subscale)	r	-0.177	-0.108	-0.206
	p	0.002**	0.062	0.000**
Impulse (EI Subscale)	r	-0.158	-0.074	-0.213
	p	0.006**	0.200	0.000**

Non-Acceptance	r	-0.219	-0.174	-0.213
(EI Subscale)	p	0.000**	0.002**	0.000**
Strategies (EI Subscale)	r	-0.202	-0.163	-0.212
	p	0.000**	0.005**	0.000**

$p \leq 0.05^*$ $p \leq 0.001^{**}$

Table 4 above shows the result of a Spearman's correlation test there is a negative non-significant correlation between emotional intelligence and relationship quality as well as between emotional intelligence and the subscales of relationship quality (Anxiety and Avoidance). However, it also reveals that there is a strong negative significance between all the subscales of emotional intelligence and relationship quality; Clarity ($p=0.000$), Goals ($p=0.002$), Impulse ($p=0.006$), Non-Acceptance ($p=0.000$), and Strategies ($p=0.000$). Again, there is no significance between the Goals and Impulse subscales of emotional intelligence and Anxiety subscale of partner relationship quality but there is a strong negative significance between Clarity ($p=0.001$), Non-Acceptance ($p=0.002$) and Strategies ($p=0.005$) emotional intelligence subscales and the Anxiety subscale of relationship quality. Finally, there are strong negative significances between all the subscales of emotional intelligence and the Avoidance subscale of partner relationship quality; Clarity ($p=0.000$), Goals ($p=0.000$), Impulse ($p=0.000$), Non-Acceptance ($p=0.000$) and Strategies ($p=0.000$).

In addition, to the correlation test, a Kruskal Wallis Test was also used to examine the question about the differences between emotional intelligence, and its subscales (Clarity, Goals, Impulse, Non-acceptance and Strategies) and level of education.

Table 5.

Differences between Emotional Intelligence, Emotional Intelligence (Clarity subscale), (Goals subscale), (Impulse subscale), (Non-Acceptance subscale), (Strategies subscale) according to Educational Level.

Variables	Education level	N	Mean rank	χ^2	df	p
Emotional Intelligence (EI)	Bachelor	128	166.66	7.799	2	0.020*
	Masters	144	137.96			
	PhD	28	141.14			
Clarity (EI Subscale)	Bachelor	128	170.50	12.606	2	0.002**
	Masters	144	137.29			
	PhD	28	127.00			
Goals (EI Subscale)	Bachelor	128	166.37	7.636	2	0.022*
	Masters	144	139.51			
	PhD	28	134.48			
Impulse (EI Subscale)	Bachelor	128	167.85	10.209	2	0.006*
	Masters	144	140.71			
	PhD	28	121.55			
Non-Acceptance (EI Subscale)	Bachelor	128	168.30	10.035	2	0.007**
	Masters	144	139.30			
	PhD	28	126.73			
Strategies (EI Subscale)	Bachelor	128	171.91	13.755	2	0.001**
	Masters	144	133.82			
	PhD	28	138.41			

p ≤ 0.05* p ≤ 0.001**

Table 5 above shows the result of the Kruskal Wallis test, which was used to examine the disparities between emotional intelligence, its subscales, and the

different groups of the participants' levels of education. The result reveals that there are significant differences in all the variables; Emotional Intelligence ($p=0.020$), Clarity ($p=0.002$), Goals ($p=0.022$), Impulse ($p=0.006$), Non-Acceptance ($p=0.007$) and Strategies ($p=0.001$).

The Mann Whitney U test was used to find out the exact result at the various educational level and the result reveals that there was a significant difference between bachelors and master's students, as bachelor students are more emotionally intelligent than master's students ($p=0.006$) also for the subscales of emotional intelligence, bachelor students are higher than master's students; Clarity ($p=0.001$), Goals ($p=0.010$), Impulse ($p=0.009$), Non-Acceptance ($p=0.005$) and Strategies ($p=0.000$). There was no significant difference between bachelor and PhD students in emotional intelligence, however, for the Clarity, Impulse, and Non-Acceptance subscales of emotional intelligence, there was a significant difference between bachelor and PhD students, PhD students scored higher on the subscales; ($p=0.017$), ($p=0.011$) and ($p=0.034$) respectively. Finally, between Master's and PhD students, there was no significance in emotional intelligence and all its subscales.

For the question about the gender differences in emotional intelligence and its subscales (Clarity, Goals, Impulse, Non-acceptance, and Strategies). A Mann-Whitney U test was used to examine the differences.

Table 6.

Gender differences in Emotional Intelligence, Emotional Intelligence (Clarity subscale), (Goals subscale), (Impulse subscale), (Non-Acceptance subscale), (Strategies subscale).

Variables	Gender	N	Mean rank	Sum of ranks	U	p
Emotional Intelligence (EI)	male	218	150.75	32864.00	8883.000	0.934
	female	82	149.83	12286.00		
Clarity (EI Subscale)	male	218	155.84	33974.00	7773.000	0.077
	female	82	136.29	11176.00		
Goals (EI Subscale)	male	218	156.21	34053.50	7693.000	0.062
	female	82	135.32	11096.50		

Impulse (EI Subscale)	male	218	153.33	33426.50	8320.000	0.353
	female	82	142.97	11723.50		
Non-Acceptance subscale	male	218	154.87	33762.00	7985.500	0.152
	female	82	138.88	11388.00		
Strategies Subscale	male	218	152.17	33174.00	8573.000	0.584
	female	82	146.05	11976.00		

Table 6 above shows the result of the Mann Whitney U test and it reveals that there is no significant difference in all the variables.

For the question of the grouped age difference in perceived stress, a Mann Whitney U test was used.

Table 7.

Grouped Age differences in Perceived Stress.

Variables	Grouped Age	N	Mean rank	Sum of ranks	U	p
Perceived Stress	18-25	218	146.88	19535.50	10624.500	0.519
	26-35	82	153.38	25614.50		

Table 7 above contains the result of the difference between age and perceived stress and it shows that there is no age difference in participants' level of perceived stress.

CHAPTER V

Discussion

The current study aimed to examine the interaction effect of emotional intelligence and perceived stress. It also looked at how partners' relationship quality is influenced by emotional intelligence. In addition, the study sought to examine differences in emotional intelligence according to the educational level of the participants and their gender. Finally, the study also sought to determine age differences in perceived stress.

The result revealed that emotional intelligence is positively correlated with perceived stress. This data is in line with Shahin's (2020) study which also found that emotional intelligence is significantly correlated with perceived stress. This finding suggests that individuals who are emotionally intelligent perceive less stress compared to those who are low on emotional intelligence. Mohamed et al. (2017) found the same results that people who are high in emotional intelligence are good with stress coping. They explained that proper understanding of emotions helps in decision-making and generation of effective and appropriate strategies to cope with chronic stress especially though emanating from academics and other workloads.

Also, in this study, there was a positive correlation between perceived stress and the act of engaging in goal-directed behavior. This suggests that individuals who engage in goal-directed behaviors like planning, time management, self-organization, etc. would experience low distress and have better self-satisfaction, higher self-esteem, and confidence (Miguel et al., 2017).

On the same note, this study found that non-acceptance of negative emotional response is positively correlated. This suggests that one who doesn't accept reactions to own distress, would experience little or no stress (Schafer, Pels & Kleinert, 2020). Consequently, those who are highly accepting of negative emotional reaction would experience higher stress levels and exhibit avoidance coping strategies to stress which is detrimental to the mental well-being of that individual (Schafer, Pels & Kleinert, 2020).

Another finding in this study showed that there is no significant positive correlation between emotional intelligence and partners' relationship quality. This

result is in line with Anyamene and Etele's (2020) study which also found a low significance between the aforementioned variables; emotional intelligence and marital/couple satisfaction. However, the study is contrary to another study which found that partners who are emotionally intelligent, experience satisfaction, and build as well enjoy quality time and relationships (Zadeh & Tabrizi, 2014). This finding is also contrary to Khorasani et al. (2015) who found that emotional competencies are positively related to partners' relationship quality and explained further that, emotional deficiencies like self-conscious inadequacy, lack of control of self, inability to be sympathetic and empathic with each other would result in difficulty in building fruitful and long-lasting relationships.

There is also positive significance between emotional intelligence subscales (Clarity of emotions, Goal-directed behaviors, Impulse control, Non-acceptance of negative emotional responses, and having emotional regulation strategies) and relationship quality. This results is supported by Mohammadimehr and Ayatollah (2017) and Anghel (2016) who found that partners who are clear about their emotions, who exhibit behaviors like planning and personal self-organization, who control their internal impulses, who are resilience and whose emotional regulation are properly strategized are prone to not just enjoying their relationship but will also build a quality and satisfied one (Mohammadimehr & Ayatollah, 2017; Anghel, 2016).

According to the findings of this study, participants' emotional intelligence and its subscales (Clarity of emotions, Goal-directed behaviors, Impulse control, Non-acceptance of negative emotional responses, and having emotional regulation strategies) significantly varied based on educational levels. This suggests that successful academic achievement is significantly predicted by higher emotional intelligence. Ali (2020) identified a positive association between emotional intelligence and students' academic achievements, explaining that effective understanding of emotions connotes higher academic performance. This also entails that students who are at higher educational levels are expected to also be more emotionally intelligent than those at the lower educational levels (Jan & Anwar, 2019).

This study also found that there was no gender difference in emotional intelligence and it's in line with the findings of Halimi et al (2021), which also found that gender does not differ according to emotional intelligence.

Halimi et al. (2021) also found that age does not correlate with stress which supports the findings of this study that also discovered that age is not a predictor of perceived stress as individual perceived stress the same way though other factors such as gender, academic qualification, etc. are determinants of perceived stress. These findings disagree with Graham and Pozuelo's (2017) study which found that age is a strong predictor of stress and happiness, explaining that perception of stress varies across individuals' age (Graham & Pozuelo, 2017).

CHAPTER VI

Conclusion and Recommendations

Conclusion

This study examined the interaction effect of emotional intelligence on perceived stress management and partners' relationship quality. The findings of this study are consistent with previous studies which also found that emotional intelligence is related to perceived stress management amongst students, especially in a kind of stressor emanating from course workloads, assignments and other classwork. That is to say that a proper understanding of emotion aids the effectiveness of stress management.

It is evident from the study's result that relationship quality is not influenced by emotional intelligence, however, all the facets of emotional intelligence; Clarity of emotions, Goal-directed behaviors, Impulse control, Non-acceptance of negative emotional reactions, and emotional strategies are linked to relationship quality. This means that other factors other than emotional intelligence could influence the quality of a partner's relationship.

There is no difference in emotional intelligence according to the gender of the participants, which entails that gender according to this study is not a determinant of how emotionally intelligent one could be or not.

Furthermore, there was a difference in emotional intelligence according to participants' educational level. This means that the higher one's academic level is, the more emotionally sensitive and aware he/she is.

Finally, there was no age difference in perceived stress of the participants meaning that stress is perceived similarly irrespective of age. This also signifies that stressful events could be perceived at every stage of life not minding what stage it is/could be.

Recommendations for Future Studies

- ❖ This study was conducted using a correlational model. More studies like; psychological, social, experimental, and naturalistic ones should be carried out to further investigate other factors contributing to a partner's relationship quality and stress management other than emotional competence.

- ❖ This study used sample from higher educational levels. Future researches should look into investigating emotional intelligence even at lower educational levels like, Primary, Secondary, and College.
- ❖ This study found no gender and age difference in emotional intelligence and stress management. However, future studies could use more samples in order to investigate gender and age differences in individuals' stress management capabilities and emotional intelligence

Recommendations for Practice:

- According to the findings of this study, emotional intelligence correlates with perceived stress. However, I recommend that psychological counseling programs/centers should be instituted to enlighten people more on stress management and coping strategies.
- This study found that lack of emotional intelligence could lead to lesser relationship quality/satisfaction. Therefore, it is necessary that programs that would aid schools' guidance and counseling units should be created so as to groom people even at both higher and lower educational level on how to build and sustain quality relationships.
- The findings of this study suggested that high stress is as a result of lower emotional score. I however, recommend that governmental empowerment to professional Counselling Psychologists be encouraged so as to enable them host Media enlightenment programs where the issue of stress and emotions would be discussed for public benefit.

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Appendices

Appendix A

DIFFICULTIES IN EMOTION REGULATION SCALE (DERS):

Is 16 items 5-points Likert scale ranging from 1-Almost never to 5-Almost Always?

Age:.....

Gender: M/F

Level of education:.....

Instructions: Please press the response that is most true for you.

ITEMS	RESPONSES				
	Almo st ne ver	Sometim es	About half the time	Most of the time	Almost always
1. I have difficulty making sense out of my feelings					
2. I am confused about how I feel					
3. When I am upset, I have difficulty getting work done					

Appendix B

PERCEIVED STRESS SCALE (PSS): Is 10 item 5-points Likert scale ranging from 0-Never to 4-Very Often.

Age _____

Gender (Circle): M/ F

Level of education:-----

Instructions: The questions in this scale ask you about your feelings and thoughts during the last month. In each case, you will be asked to indicate by circling how often you felt or thought a certain way.

ITEMS	RESPONSES				
	Never	Almost never	Sometimes	Fairly often	Very often
1. In the last month, how often have you been upset because of something that happened unexpectedly?					
2. In the last month, how often have you felt that you were unable to control the important things in your life?					
3. In the last month, how often have you felt nervous and “stressed”?					
4. In the last month, how often have you felt confident about your ability to handle your personal problems?					

Appendix C

EXPERIENCES IN CLOSE RELATIONSHIP SCALE-SHORT

FORM (ECR-S): This is a 12 items of 7-points Likert scale ranging from 1-Strongly disagree to 7-Strongly agree.

❖ Age:❖ Gender: M/F ❖ Level of education:

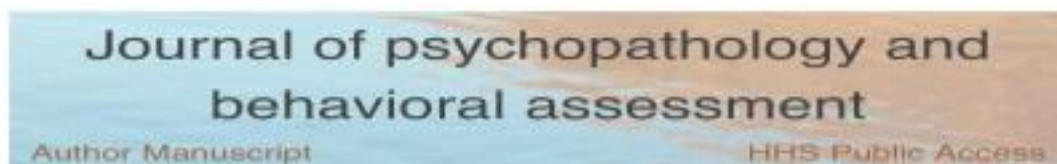
Instruction: The following statements concern how you feel in romantic relationships. We are interested in how you generally experience relationships, not just in what is happening in a current relationship. Respond to each statement by indicating how much you agree or disagree with it.

ITEMS	RESPONSE						
	Strongly disagree	Disagree	Slightly disagree	Neutral	Slightly agree	Agree	Strongly agree
1. It helps to turn to my romantic partner in times of need							
2. I need a lot of reassurance that I							

am loved by my partner							
3. I want to get close to my partner, but I keep pulling back							

Appendix D

PERMISSION FOR EMOTIONAL INTELLIGENCE SCALE

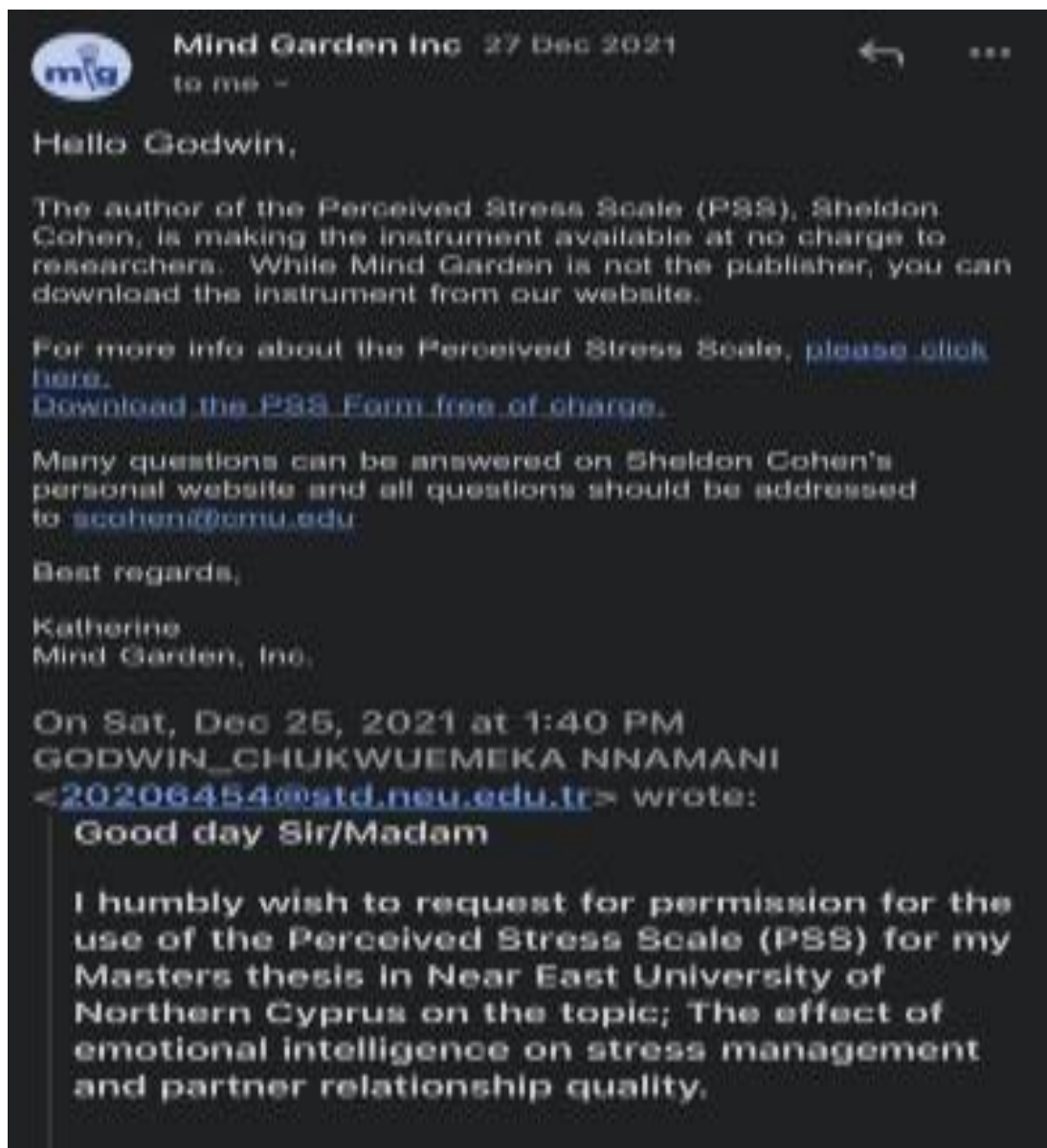


Development and Validation of a Brief Version of the Difficulties in Emotion Regulation Scale: The DERS-16

Johan Bjureberg, Brjánn Ljótsson, [...], and Kim L. Gratz

Appendix E

PERMISSION FOR PERCEIVED STRESS SCALE



February 2022

PERMISSION FOR USE OF THE PERCEIVED STRESS SCALE

I apologize for this automated reply. Thank you for your interest in our work. The American Sociological Association transferred the copyright for the PSS and the original article in which it was published (Cohen, Kamarck & Mermelstein, 1983) to the article's authors on January 31, 2022. Lifetime agreements made with ASA before that date will be recognized by the new copyright owners.

As described below, the PSS can be used without permission and without fee for use for nonprofit educational or research purposes, including use in student projects. This document can be used as your permission for such use. However, we do charge for use of the scale in mobile, website or other applications when applications are sold or users are charged a fee for use.

Free use for Teaching and research purposes. We allow use/reproduction of the PSS and/or the article "A global measure of perceived stress" published in the *Journal of Health and Social Behavior* (Cohen, Kamarck and Mermelstein, 1983) for teaching and research purposes **without permission and without fee.** This policy allows instructors and educational institutions to photocopy the article or the PSS scale for non-profit classroom or library reserve and for collecting data in empirical studies.

Although we hold the copyright to the article reporting the scale and the scale itself, the policy allows uses such as:

- Article or scale reproduction for classroom use distributed without fee;
- Scale reproduction and use in research (this includes student projects, unpublished dissertations, and research conducted by nonprofit institutions) without fee to participants;
- Electronic use in this category must abide by the following conditions: Online use is limited to a secure or password protected server for a maximum of one year. Digital rights management should be utilized to prevent unauthorized reproduction.

About my thesis Inbox

me 2:56 AM



to scohen ▾

I humbly wish to request for permission for the use of the Perceived Stress Scale (PSS) for my Masters thesis in Near East University of Northern Cyprus on the topic; The effect of emotional intelligence on stress management and partner relationship quality.



Sheldon Cohen 4:17 PM



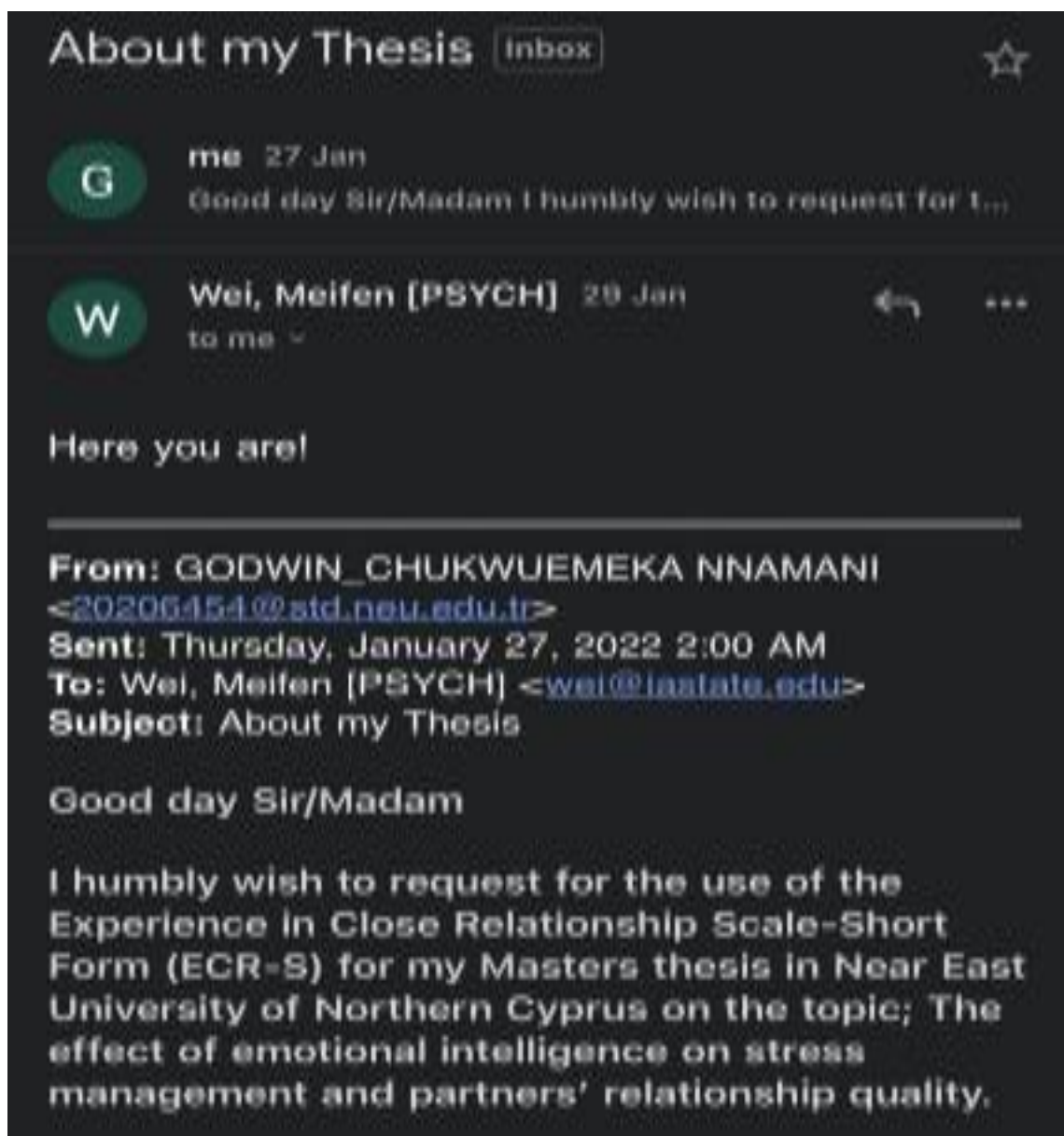
to me ▾

...



Appendix F

PERMISSION FOR EXPERIENCE IN CLOSE RELATIONSHIP SCALE-SHORT FORM



Appendix G

BİLİMSEL ARAŞTIRMALAR ETİK

KURULU

09.03.2022

Dear Godwin Chukwuemeka Nnamani

Your application titled **“The Interaction effect of emotional intelligence on stress management and partners’ relationship quality”** with the application number NEU/SS/2022/1250 has been evaluated by the Scientific Research Ethics Committee and granted approval. You can start your research on the condition that you will abide by the information provided in your application form.

Assoc. Prof. Dr. Direnç Kanol

Rapporteur of the Scientific Research Ethics Committee

Appendix H

Turnitin Similarity Report

GODWIN CHUKWUEMEKA			
ORJİNALLİK RAPORU			
%8	%7	%4	%4
BENZERLİK ENDEKSİ	İNTERNET KAYNAKLARI	YAYINLAR	ÖĞRENCİ ÖDEVLERİ
BİRİNCİL KAYNAKLAR			
1	www.ncbi.nlm.nih.gov İnternet Kaynağı		%1
2	www.semanticscholar.org İnternet Kaynağı		%1
3	Submitted to University of Greenwich Öğrenci Ödevi		<%1
4	Submitted to Universiti Malaysia Sarawak Öğrenci Ödevi		<%1
5	assets.researchsquare.com İnternet Kaynağı		<%1
6	docplayer.com.br İnternet Kaynağı		<%1
7	Submitted to University of East London Öğrenci Ödevi		<%1
8	www.acarindex.com İnternet Kaynağı		<%1
9	www.cambridge.org İnternet Kaynağı		<%1

Curriculum Vitae

Name: Godwin Chukwuemeka Nnamani

Date of Birth: 1990-02-01 in Enugu/Nigeria

Marital Status: Single

E-mail address: sweetogoddy12@gmail.com

Qualification

- Proven management and leadership skills (ex-Official with Nigeria Students Society in Eastern Mediterranean University)
- Teaching skills (taught in Secondary Schools and as a Peer Mentor in Eastern Mediterranean University)
- Strong skill in Statistical Package for Social Science (SPSS).

Education:

BSc Psychology /Eastern Mediterranean University Northern Cyprus/2017

M.Sc. General Psychology/ Near East University 2022

Certificates:

- High Honours certificates 2014-2017.
- Certificate of Attendance for Psychology Days titled ‘Diversity in Psychology’ in Eastern Mediterranean University 2016.
- Certificate of Appreciation as a Peer Mentor in Eastern Mediterranean University 2014-2015.
- Certificate in Risk Project Management 2018.

Past Positions

- ❖ Head of Biology and Basic Science teachers at Model Anglican High School Amechi Awkunanaw Enugu State, Nigeria -----April 2008-December 2012.
- ❖ Head of Biology and Basic Science teachers at Mater Misericordia Secondary School-----August 2018-August 2019.

Peer Mentor in Eastern Mediterranean University—Septem