

Protective Role of Coping Strategies in the Relationship Between Problematic Internet Use and Emotional Intelligence Among Adolescents

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Publication Date: 2026/09/14

Abstract:

➤ Background:

Emotion regulation and adaptive coping methods are crucial throughout adolescence, which involves major emotional, cognitive, and social changes. Due to growing digital access and dependency, adolescents are more likely to use the internet inappropriately. Internet usage may harm emotional intelligence, including interpersonal functioning, emotional awareness, and control. This research examined Lucknow teenagers' emotional intelligence and problematic internet use using task-oriented coping as a moderating variable.

➤ Methods:

The study used a quantitative design with 800 adolescents from Lucknow (12–15 and 16–19 years). Problematic internet use, emotional intelligence, and task-oriented coping were assessed using the IAT, SSEIT, and CISS-21, respectively, and data were analysed using correlation, regression, and moderation analyses.

➤ Results:

Emotional intelligence was negatively correlated with problematic internet use. Higher internet use was associated with poorer interpersonal functioning, emotional regulation, and emotional awareness. Regression analysis showed that task-oriented coping positively predicted emotional intelligences. Goal-oriented and solution-focused coping strategies reduced emotional dysregulation and the harmful effects of excessive internet use among adolescents.

➤ Conclusions:

The research shows that excessive internet usage throughout adolescence brings emotional hazards despite its advantages. Though limited, task-oriented coping mechanisms tend to reduce the emotional impacts of problematic internet usage. The results suggest that technology-using adolescent's require coping skills and emotional development programs at school to improve their emotional well-being and resilience.

Keywords: Adolescents, Coping Strategies, Internet Addicted Test, Emotional Intelligence, Problematic Internet Use, Task Oriented Strategies.

How to Cite: Suvarna Sharma (2026) Protective Role of Coping Strategies in the Relationship Between Problematic Internet Use and Emotional Intelligence Among Adolescents. *International Journal of Innovative Science and Research Technology*, 11(8), 3522-3529. <https://doi.org/10.38124/ijisrt/26aug677>

I. INTRODUCTION

“Problematic internet use” (PIU), “internet addiction,” “compulsive internet use,” as well as “pathological internet use” had been used to describe internet-related negative behaviors. The DSM-5 classifies gaming disorders as a domain requiring further study, while the ICD-11 recognizes them as a valid along with legitimate category, emphasizing the importance of internet-related harm. Researchers conclude that problematic internet usage (PIU) is linked to excessive internet use and its negative effects on many facets

of life. Researchers have interpreted PIU differently, with some linking it to drug use disorders and others to obsessive-compulsive illnesses and impulse control issues. These concepts seem to be unsupported by evidence. PIU is becoming more complex, requiring greater study on its settings, especially throughout infancy and adolescence, when these phenomena are most prevalent (Restrepo et al., 2020).

Salovey and Mayer first identified 'emotional intelligence' (EI) as a 'ability-based notion' linked to 'general

intelligence'. Researchers say persons with strong emotional intelligence can regulate their internal and exterior moods, enabling them to govern their emotional interactions and experiences with others and their surroundings. Scientific and popular audiences are interested in this fresh subject because of its theoretical and practical consequences for everyday life.

They define 'emotional intelligence' as 'accurate reasoning about affective experiences' and the 'judicious' and 'prudent' use of 'emotions' and 'emotional information' to boost cognitive function. Researchers consider 'emotional intelligence' 'a multi-dimensional construct' rather than a feature. People with "perceived emotional intelligence." can understand and control their own and others' emotions.

➤ *Skills are:*

- Perceiving, judging, and expressing emotions;
- Guiding emotional thinking;
- 'Understanding' and analysing emotions;
- 'Regulating' emotions 'reflectively'.

These skills help an activity go smoothly. Ability-based methods evaluate problem-solvers' ability to resolve emotional issues using real right and incorrect choices. Trait-based methods evaluate routine and actual behavior to predict future actions (Mar et al., 2021).

Emotional intelligence affects school and home ties throughout adolescence. High emotional quotients in adolescence are associated to good communication skills. Emotional intelligence (EQ) reduces Internet usage difficulties in adolescence, according to research. Additionally, emotional intelligence reduces maladaptive behavior. Emotional intelligence (EQ) reduces mental health concerns in youth (Piccerillo & Digennaro, 2025).

Protection for teens can be sought against excessive internet usage via coping strategies, which may include problem-solving and social support as a form of stress management. Problematic internet use among teens have arisen as a concern because it poses various risks linked with socialization, academic performance, mental well-being, and brain functions. To enable healthy internet usage among teens at a critical period, it becomes imperative that preventive and intervention approaches be implemented, which may include cognitive-behavioural interventions, exercise interventions, home remedies, early intervention, and intervention (Wu & Pace, 2024).

➤ *Emotional Intelligence and Adolescent Development*

(Yudes, 2021) explored how emotional intelligence moderates the relationship between cyberbullying and problematic internet usage in 2039 Spanish 12-18-year-olds. The results showed that problematic internet usage, particularly among men, and emotional intelligence were negatively associated with cyberbullying. More women were affected by cyberbullying and poor internet usage. It showed that emotional intelligence prevents cyberbullying caused by

problematic internet usage in teens and stressed the need of promoting emotional intelligence in youth.

(Tareke et al., 2024) examined internet addiction, mental health, along with emotional intelligence among Ethiopian Spanish adolescent's and university students. Results demonstrated poor emotional intelligence is linked to internet addiction and mental illness. Problematic internet usage and cyberbullying among youths are linked, although emotional intelligence lessens the risk among low-EQ boys. Increasing adolescent emotional intelligence and appropriate internet usage may be an intervention method.

Internet addiction (IA) along with emotional intelligence (EI) were assessed in 300 Bangladeshi university students aged 18–25. A substantial negative correlation ($r = -0.463$, $P < 0.001$) indicates a link between greater EI and lower IA. Regression study showed IA negatively predicted EI (Beta = -0.397). The data showed that women had greater EI and men higher IA. Future long-term research should explore how IA has altered in relation to EI and emphasize the necessity for EI-enhancing interventions that emphasize coping and emotional regulation (Ahmed et al., 2025).

(Yu, 2021) explores how excessive Internet usage by teens is connected to depression and worse quality of life. Emotional competence, internet addiction, and depression were examined in 404 Hong Kong secondary school pupils. Internet addiction immediately influences negative sentiments and indirectly causes decreased emotional intelligence. The only trait that could withstand impacts was emotion regulation. It stressed the need of developing emotion management skills to enhance internet addicts' lives.

(Alshakhsi et al., 2022) analysed how trait emotional intelligence (EI) traits including sociability, emotionality, phone happiness, and self-control affect problematic internet usage. In a study of 268 individuals' self-reporting and objective smartphone use data, contentment with phone use and EI features predicted PIU. That self-control predicted PIU so well is significant. Unhappy phone users were more likely to have PIU, although gender and age did not relate to PIU. Since it explained 32.5% of PIU variation, the model contributed significantly to earlier studies.

(Venuleo et al., 2021) examined PIU and psychological disorders and discovered that young people with severe loneliness, negativity, and social anxiety use the internet incorrectly. PIU (GPIUS-2), social anxiety (IAS), negative affectivity (PANAS), and loneliness assessments were administered to 766 13-19-year-olds in Lecce, Italy, public high schools. The research included 187 control group and 185 disturbed internet user stratified sample subjects. The influence of internet use on psychosocial variables was studied using binary logistic regression. Higher levels of negative sentiments, loneliness, and social anxiety were connected to PIU designation, with no difference between males and girls. Study found that understanding and addressing life difficulties associated with excessive internet usage among children is vital.

(Romero-I et al., 2021) examined university students' problematic internet use by age and social abilities. Two online surveys on social skills and problematic internet use comprised 514 Spanish university students. Numerous linear regressions reveal that conversational social skills, social comfort, empathy, and risk coping predict problematic internet use. Online self-control and social ties also vary with age.

Cyberbullying, negative internet usage, emotional intelligence, and teenage mental health are understudied. Most studies analyse correlations, not causality or dynamics. Emotional intelligence, emotional regulation, self-control, as well as empathy may prevent internet addiction and mental illness, but their benefits are questionable. A trial showed task-oriented coping lowers loneliness, impulsivity, along with negative affect. Coping skills may moderate teens' online and emotional intelligence. Research on internet use habits mostly employs self-report measurements and seldom digital behavior assessments. Adolescent psychiatry and behavior lack perspectives on emotional intelligence, coping, as well as problematic internet use. More study is required to understand these associations, mediate or modify processes, along with comparing early and late adolescent development.

➤ Hypothesis Development

- *H1: Problematic Internet Use is Negatively Associated with Emotional Intelligence Among Adolescents.*

(Naidu et al., 2023) studied 1,067 18–25-year-olds (44.6% male and 55.4% female) and their relationships with Fear of Negative Evaluation (FNE), Emotional Intelligence (EI), and Problematic Use of Social Networks and the Internet (PIU). It was shown that high social status and low self-esteem are associated with social anxiety and FNE. Emotional intelligence influences the association between problematic social media usage and site use, which is driven by fear over negative evaluation. According to the research, excessive internet and social media use may lead to social anxiety and low self-esteem, which are caused by the fear of being judged.

(Sutil-rodríguez et al., 2023) examined how sociodemographic, emotional intelligence, and internet addiction affect nursing students. On several campuses, 532 individuals completed TMMS-24 and self-administered questionnaires for the cross-sectional study. Internet addiction was reported by 11.1% of students, with higher percentages among younger, less experienced, and more recreationally active people. Females have better emotional healing and attention abilities. Emotional regulation was better in students over 24. Higher internet usage and addiction were linked, as was reduced internet use and greater emotional control. Both studies suggest that emotional intelligence interventions may reduce internet addiction.

This cross-sectional study examined how relationship satisfaction and emotion regulate correlations between self-esteem and problematic internet use (PIU). A sample of 507 Chinese university students (average age 20.41 years, SD = 2.49), using the Positive and Negative Affect Schedule

(PANAS), a semantic dimension scale to relationships, the Rosenberg Self-Esteem Scale, and the Problematic Internet Use scale, were evaluated. Negative affect and relationship satisfaction moderated the PIU-self-esteem link, according to structural equation modeling and a multiple mediation model. The study discusses the findings' usefulness and theoretical implications (Zeng et al., 2021).

By the above we consider the hypothesis, H1: Problematic Internet Use is negatively associated with Emotional Intelligence among adolescents.

- *H2: Task-Oriented Coping is Positively Associated with Emotional Intelligence.*

Youth stress management has shaped every society. Coping approaches mediated the relationship between adolescent stress, trait emotional intelligence (Trait EI), and coping strategies. 357 Delhi students were surveyed. Teen stress, coping techniques, and trait EI were substantially associated. Most importantly, emotion-oriented coping approaches reduced the connection between trait emotional intelligence (EI) and stress in teenagers, unlike task- and avoidance-oriented styles. This matters for psychologists, school counsellors, and mental health professionals developing stress management programs to improve kids' life skills (Arora & Kumar, 2023).

(Education & Sad, 2020) examined how emotional competence affects stress coping techniques in 169 non-elite and 171 elite athletes using linear regression. Hierarchical regression was used to evaluate how performance affects emotional competence and coping strategies. The results showed that emotional intelligence (EI) works independently of task-oriented techniques. Higher EI ratings in non-elite athletes were related with more distraction-oriented coping, suggesting that athletic performance affects emotional regulation and avoidant coping.

By the above we consider the hypothesis, H2: Task-oriented coping is positively associated with Emotional Intelligence.

- *H3: Task-Oriented Coping Moderates the Relationship Between PIU and EI Such that the Negative Impact of PIU on EI is Weaker for Adolescents with Higher Task-Oriented Coping.*

(Guarnera et al., 2024) Considering today's complicated dangers, decision-making is vital. Under this research, subjective risk intelligence (SRI)—the capacity to evaluate options under uncertainty—is introduced. The study examines SRI, coping strategies, psychological traits, and emotional intelligence in 1390 Italians (749 adults, 641 adolescents). SRI uniquely controls what emotional intelligence and personality factors do to coping mechanisms: in adults, it mediates avoidance coping, while in adolescent's, it influences practically all coping precursors. These results demonstrate SRI's potential in unpredictable scenarios.

Problematic adolescent mobile phone and internet use affects social and psychological adjustment. In a sample of 2196 Spanish youths, poor internet and smartphone usage,

which lower emotional intelligence, were linked to suicide ideation. High emotional intelligence moderates the likelihood of suicide from problematic usage, functioning as a protective factor. The results show that emotional intelligence may avoid psychological maladjustment caused by improper smartphone and Internet usage among teens (Arrivillaga et al., 2020).

By above, we consider the hypothesis, H3: Task-oriented coping moderates the relationship between PIU and EI such that the negative impact of PIU on EI is weaker for adolescents with higher task-oriented coping.

II. METHODOLOGY

➤ Research Design

Groups I (12–15) and II (16–19) provided data for this study. Resilience protects adolescent's emotional intelligence from problematic internet usage in this study. Troublesome internet usage, coping style, and emotional intelligence are studied. Organisational data collection and analysis from a representative group of 800 respondents ensures statistical validity and dependability. SPSS research employed factor loading, reliability analysis, and descriptive statistics to evaluate the dataset. SEM uses AMOS to test hypotheses and explore main variable correlations.

➤ Conceptual Framework

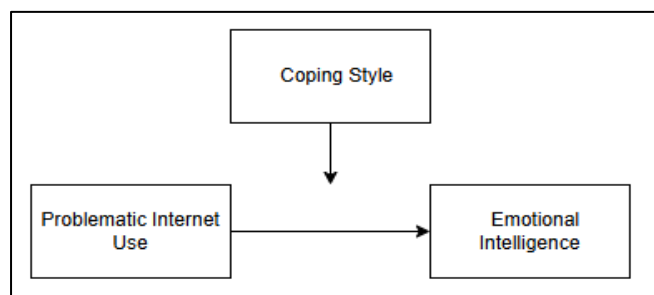


Fig 1 Study Conceptual Framework

➤ Research Objectives

- To examine the relationship between problematic internet use, emotional intelligence, and coping styles among adolescents.
- To determine how coping styles, influence the level of emotional intelligence among adolescents.
- To test whether coping styles moderate the impact of problematic internet use on emotional intelligence.

➤ Hypothesis

- H1: Problematic Internet Use is negatively associated with Emotional Intelligence among adolescents.
- H2: Task-oriented coping is positively associated with Emotional Intelligence.
- H3: Task-oriented coping moderates the relationship between PIU and EI such that the negative impact of PIU on EI is weaker for adolescents with higher task-oriented coping.

➤ Sample Selection and Data Collection

This research has a sample size of 800, with 400 pupils drawn from Group I (12–15 years old). Of them, 200 are males and 200 are female.

Likewise, of the 400 pupils in Group II (16–19 years old), 200 are males and 200 are female.

The quantitative method was used in this investigation. The IAT (20 questions), SSEIT (33 items), and CISS-21 (Task / Emotion / Avoidance Coping) are the measuring scales used for the variables of emotional intelligence as well as problematic internet usage, coping style.

• Internet Addiction Test:

Internet addiction disorder combines the seven criteria with other addiction disorders including video game addiction; thus Dr. Young designed the Internet Addiction Test (IAT) in 1996. First verified internet addiction test. It sorts addiction into mild, moderate, and severe stages. A five-point Likert scale scores the 20-item self-report assessment. 0 is irrelevant, 1 seldom, 2 occasionally, 3 normally, 4 often, and 5 constantly. The assessment uses DSM-IV alcoholism and compulsive gambling criteria like the diagnostic questionnaire. It measures how internet use affects a person's activities, relationships, productivity, sleep, and emotions.

• Scoring:

The total answers to the questionnaire's 20 questions make up the IAT total score. A five-point rating system, with 0 being the lowest rating, is used for each item. 100 points is the highest possible score. The severity of the issue increases with the score. Total scores ranging from 0 to 30 indicate normal consumption, scores among 31 and 49 indicate mild internet addiction, scores between 50 and 79 indicate serious abuse, and scores between 80 and 110 indicate severe abuse. Six factors were found by factor analysis in the IAT: salience, excessive use, disregarding social life, anticipating, ignoring work, and losing control. The aforementioned parameters demonstrated strong contemporaneous validity and internal consistency. IAT is a legitimate and trustworthy tool that might be used to future research on Internet addiction.

- ✓ *Reliability* – Test-retest reliability ($r=0.82$) and internal consistency ($\alpha=0.91$)
- ✓ *Validity* – The test's face validity is strong.

• Emotional Intelligence Scale

The Schutte Self Report Emotional Intelligence Test (SSEIT) was based on Salovey and Mayer's emotional intelligence (9,185-211). Emotional intelligence, imagination, intellect, and personality. SSEIT is closely related to EQ-I emotional intelligence. This EI assessment uses four subscales: emotion perception, emotion use, self-relevant emotion management, and emotion management of others. The 33-item SSEIT self-report uses a Likert scale in which 1 means "strongly agree" and 5 means "strongly disagree." All subtests are assessed and added together to get the final score.

- ✓ **Reliability** – Internal consistency: $\alpha = 0.87$ and test–retest reliability: $r=0.78$
- ✓ **Validity** – The test's validity has been shown. Given that it differs from cognitive ability as assessed by the SAT, the test demonstrated both predictive and discriminant validity.

- **Coping Inventory for Stressful Situations (CISS):**

Endler and Parker's Coping Inventory for Stressful Situations (CISS) is a highly psychometric evaluation instrument. The CISS divides coping techniques into task-, emotion-, and avoidance-oriented categories. Studies on stress evaluation have universally accepted the 48-item test. Task-oriented coping focuses on solving problems and improving the stressful circumstance, whereas emotion-oriented coping entails rumination and self-blame. Avoidance-oriented coping methods including social diversion and distraction are popular. The reduced 21-item CISS-SFC asks respondents to rate their stress management on a five-point Likert scale. Task-oriented coping involves aggressively addressing challenges, emotion-oriented coping involves concentrating on personal feelings, and avoidance-oriented coping involves avoiding unpleasant experiences. The CISS and its abbreviated version reveal stress-coping techniques.

➤ **Measures**

Statistics were collected using a standard questionnaire. The survey includes closed- and open-ended questions. Data on the relevant study variables was collected using well prepared inquiries. These employs established instruments including IAT (20 questions), SSEIT (33 items), and CISS-21 (Task / Emotion / Avoidance coping) to evaluate teenagers' emotional intelligence and problematic internet usage. In the table below, the research factors and objects are listed.

A 20-item measure assessed problem internet use, including exaggerated and maladaptive internet use. A 33-item questionnaire examined emotional awareness, control, and interpersonal functioning. A 21-item measure evaluated

coping style, especially task-oriented stress management. These tests evaluate teenagers' internet usage, emotional functioning, and coping techniques.

- **Problematic Internet Use:**

Over the last decade, the internet has become vital for everyday living, particularly among 12–17-year-olds. They use the internet for online relationships and academic performance; therefore, their excessive use raises scientific and medical problems about whether their addiction is a psychopathology. Impulse control issues and excessive internet use are linked to compulsions and addictions (Sela et al., 2020).

- **Emotional Intelligence:**

Emotional intelligence the capacity to manage and express emotions should be widespread around puberty. Low-EQ people are irritable and confused about their feelings (A, 2020).

- **Coping Style:**

The ability to handle stress is connected to emotional intelligence. A person struggles to recognize and satisfy expectations, attain social and psychological oneness, and maximize interactions with the environment. A person must match their traits to their surroundings. Stress management abilities make it simpler to connect internal qualities with external surrounds on energy, objectives, and the environment. (Fteiha & Awwad, 2020).

III. RESULTS

This chapter will examine the statistical methodologies used to attain the aims and verify theories about task-coping, emotional intelligence, along with problematic internet usage among teens. The data was collected from 800 teens, equally split both male and females, aged 12–16 and 17–19. The IAT for PIU, SSEIT for EI, and CISS-21 Task-Coping scale are internet-adapted psychological instruments that are used worldwide, including in Greece.

Table 1 Demographic Information

Demographic Variable	Categories	Frequency	Percent
Gender	Male	425	53.1
	Female	375	46.9
	Total	800	100.0
Age	Group I (12-15 years)	483	60.4
	Group II (16- 19 years)	317	39.6
	Total	800	100.0

N = 800 indicates a greater male response rate. Table 1 reveals 375 (46.9%) of 800 respondents are female and 425 (53.1%) are male, resulting in a well-balanced gender distribution with a little feminine skew. The almost equal number of boys and girls makes this study a good comparison of inappropriate internet use and gender-specific emotional intelligence. Age divides the sample into two developmental groups. 483 teenagers (60.4%) are in Group I (12-15 years)

and 317 in Group II (16-19 years). The sample Favors early to mid-adolescence. The research focuses on kids who are developing social and emotional intelligence and utilizing the internet more. Figure 2 and the accompanying text show that both genders are equally interested in early to mid-adolescents, supporting the data and table. This image works for problematic internet use and emotional intelligence studies.

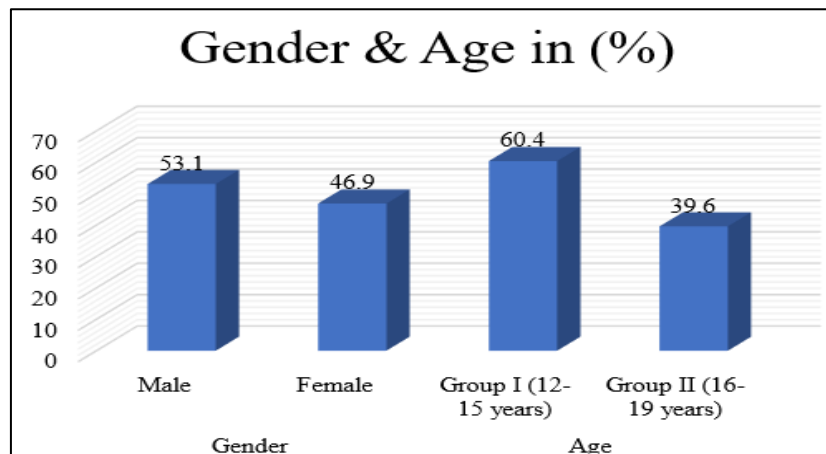


Fig 2 Bar Chart of Demographic Variables

➤ Hypothesis Implementation

- H1: Problematic Internet Use is negatively correlated with Emotional Intelligence among adolescents.

Table 2 Correlations Results of Hypothesis-1

		Problematic Internet Use	Emotional Intelligence
Problematic Internet Use	Pearson Correlation	1	-.389**
	Sig. (2-tailed)		0.000
	N	800	800
Emotional Intelligence	Pearson Correlation	-.389**	1
	Sig. (2-tailed)	0.000	
	N	800	800

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

Correlation study examined adolescents' emotional intelligence and problematic internet use. Table 2 shows a substantial negative correlation ($r = -.389$, $p < .01$) between the variables. Higher Problematic Internet Use is associated with poorer Emotional Intelligence in teens. This shows that excessive Internet usage by adolescents is linked to poor emotional understanding, self-regulation, and social relationships. As the link becomes stronger and statistically supported, a larger population, such as $N = 800$, would show less correlation among the examined components. This conclusion supports earlier research that compulsive processes or maladaptive digital participation reduce true

emotional connections and relationships, resulting in poor self-regulation. There is a statistically significant negative correlation between problem internet use and emotional intelligence among teens. The hypothesis H1 is confirmed. The data support the idea that heavy Internet usage causes emotional control loss and inauthentic emotional interactions. This emphasizes the need of proactive and adaptable social and educational measures to accomplish research results.

- H2: Task Oriented Coping strategy positively shows effect on Emotional Intelligence among adolescents.

Table 3 Model Summary and Anova

Model Summary		Anova		Unstandardized Coefficients	
R	R Square	F	Sig.	B	Sig.
.459 ^a	0.211	213.466	0.000	0.438	0.000
a. Predictors: (Constant), Task Oriented Coping Strategy					
b. Dependent Variable: Emotional Intelligence					

Using basic linear regression analysis, the potential effects of the task-oriented coping approach on the emotional intelligence of the target age group have been examined. With various correlations of $R = .459$ and $R^2 = .211$, the regression analysis in Table 3 demonstrates that the entire regression model is statistically significant ($F = 213.466$, $p < .001$). This means that task-oriented coping strategy significantly accounts for 21.16% of the change in emotional intelligence scores. This is considerable particularly given the

constructs involved are psychological in nature. The task-oriented coping technique positively contributes to emotional intelligence ($B = 0.438$, $SE = 0.03$, $\beta = .459$, $t = 14.61$, $p < .001$). Task-oriented coping methods boost emotional intelligence scores by 0.438 units, according to the unstandardized coefficient. Developing and using problem-focused coping skills to handle stress makes teenagers more emotionally savvy, which is crucial. H2 is supported: task-oriented coping technique improves adolescent emotional

intelligence. This supports the idea that adaptive coping planning, active problem-solving, and goal-oriented behaviors improves emotional functioning and protects against problematic internet usage.

- H3: Task Oriented Coping strategy positively moderates the association between Problematic Internet Use and Emotional Intelligence.

Table 4 Model Summary

Model Summary		Anova	
<i>R</i>	<i>R Square</i>	<i>F</i>	<i>Sig.</i>
.445 ^a	0.198	98.530	0.000
a. Predictors: (Constant), Interaction, Problematic Internet Use			

The purpose of the moderation analysis was to ascertain how the task-oriented coping style affected the connection between problematic internet usage among adolescents and emotional intelligence. The analysis yielded statistical significance ($F = 98.530$, $p < 0.001$) and the moderator explained 19.8% of emotional intelligence ($R = .445$, $R^2 =$

0.198). Table 5's results revealed a significant main impact of problematic internet usage on emotional intelligence ($B = -0.384$, $\beta = -0.384$, $t = -12.113$, $p < 0.001$). It demonstrated that problematic internet usage increased with emotional intelligence.

Table 5 Coefficients

Independent Variable	Unstandardized Coefficients		Standardized Coefficients	<i>t</i>	Sig.
	<i>B</i>	<i>Std. Error</i>	<i>Beta</i>		
Problematic Internet Use	-0.384	0.032	-0.384	-12.113	0.000
Interaction (Problematic Internet Use X Task Oriented Coping strategy)	0.216	0.032	0.216	6.807	0.000
a. Dependent Variable: Emotional Intelligence					

Task-oriented coping reduces with high-positive interaction term. Poor internet use significantly influences emotional intelligence ($B = 0.216$, $\beta = 0.216$, $t = 6.807$, $p < 0.001$). Even with problematic internet usage, strong problem-solving abilities reduce the likelihood of emotionally disturbed adolescents. Weak skills increase it. Supported observations Hypothesis3. Task-oriented coping enhanced Chinese youngsters' digital and emotional intelligence. Teens may prevent emotional and interpersonal harm from problematic internet usage via task-oriented coping [PIU]. To maintain emotional well-being under high PIU levels, treatment should emphasize task-oriented coping.

and emotional control. Unrestricted internet use among youth poses mental and social risks. Task-oriented coping was also predicted by emotional intelligence. Social and emotional abilities increase in stressed teenagers who anticipate. Task-oriented coping combats internet addiction and boosts emotional intelligence. Keeping internet use low enhances goal-oriented teenagers' emotional intelligence. Task-oriented approaches may lessen the mental health effects of internet use on adolescents. Enhancing task-oriented coping in school or home contexts with targeted emotional skill development may help adolescents retain emotional resilience despite excessive or dangerous internet use.

IV. DISCUSSIONS

Excessive internet use affects teenagers' cognitive capacities, emotional regulation, empathy, and social interaction, lowering their emotional intelligence (EI). Task-oriented coping is substantially associated to EI in this investigation. Task-oriented coping approaches help teenagers recognize emotional reality and manage stress, according to paradigmatic research. Research suggests task-oriented coping reduces the harmful impacts of problematic internet use on emotional intelligence. Many hazards and difficulties in an adolescent's life and in an increasingly complex technological world are posed by problematic internet use (PIU), although resilience elements and techniques, notably task-oriented coping, lessen issues and hurdles. This objective research reveals that parents, schools, and academics must promote tool and knowledge development in a tech-driven environment. Coping mechanisms, emotional states, and internet use were substantially associated among adolescents. Internet abuse reduces EQ. Young people who overconsume lose flexibility

DECELERATIONS

➤ Ethical Approval Statement:

Ethical approval for this study was obtained from the relevant Institutional Ethics Committee (Approval No. ECR/717/Inst./UP/2015/RR-21). The study was conducted in accordance with established ethical standards, and participant confidentiality and anonymity were maintained throughout the research process.

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