Emotional Intelligence, Resilience, and Coping Strategies of the Helping Professionals

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Abstract: This study is focused on examining the relationship between Emotional Intelligence, Resilience, Well-being, and Coping Strategies of the Helping Professionals in Cebu City. Specifically, the study is designed to determine Well-being as a predictor of Emotional Intelligence and Resilience. Furthermore, it seeks to know if Well-being mediates the relationship between Emotional Intelligence and Resilience among the Helping Professionals in Cebu City. There were 49 Helping Professionals who completed survey questionnaires comprised of Genos Inventory measuring Emotional Intelligence, Resilience Quiz, and PERMA Profiler measuring well-being. In addition, they have completed the Coping Strategy Inventory Checklist. A correlational design was used to analyze Emotional Intelligence, Resilience, and Well-being. Furthermore, descriptive themes were used to classify the type of coping of the Helping Professionals. Results indicated that respondents exhibit an average Emotional Intelligence, very high Resilience, and high Well-being. Furthermore, their coping strategies were classified into Personal and Professional Coping Strategies. The result also indicated significant relationship between Resilience and Emotional Intelligence. Well-being was found out to be a good predictor to the Helping Professionals Emotional Intelligence as well as Resilience.

Keywords: Emotional intelligence: coping strategies: resilience: well-being.

I. INTRODUCTION

Over the years, mental health has increasingly been given a lot of importance and helping professions have evolved around mental health care. These professions include psychologist, social workers, and counselors for the very least. These individuals are not only mental health professionals but also have their own private lives. As helping professionals, they play a vital role in addressing a particular need of the society to help people solve physical, psychological, intellectual, and emotional problems; and nurture individual's growth (Brody S., 2010).

Most often they part of professional organizations who are guided by ethical code and standards for their practices, and they acknowledge an accrediting body that governs training, credentialing, and licensing (Loyola, 2016). All these are done to ensure that they provide excellent and ethical service to their clients. For people working as guidance counselors are involved in the use of integrated developmental approach which includes counseling, personal growth, or career development in school settings (RA 9258 Sec. 3a). Most of us see them as great listeners and advocates of mental health and resilience especially in difficult life circumstances (Carandang, Catipon, Dey, Fernandez, & Tauson, 2011). They are considered in the first line of defense in schools especially

for students experiencing problems. With that, they may be faced with different challenges emotionally or psychologically (Tan & Castillo, 2014). On the other hand, professionals working as social workers are tied up with counselling and guidance (Banks 2004:1-3). It has been suggested that social work is a more complicated activity (Dominelli, 2004; Gilgun, 2010; Gray & McDonald, 2006).

In general, these helping professionals take care of the community's mental health which includes social care and support; counseling; interventions; and psychotherapies. With the growing number of psychological problems worldwide, the demand for these practice (i.e., counseling, psychotherapy, and social work) has increased drastically overtime (Votta-Bleeker & Cohen, 2014). Take depression, for example, which is considered the leading psychological problem worldwide (WOH, 2018) and the main cause of suicide accounted as the 17th leading cause of death worldwide (WOH, 2015). Recently, close to 800, 000 people die due to suicide, and many attempted to commit suicide (WOH, 2017). The World Health Organization has named Suicide as the second leading cause of death among 15 to 29-year-olds, and 78 percent of global suicides occur in low and middle-income countries. In the Philippines, the age-standardized suicide rate is 5.8 for male, 1.9 for females, and 3.8 for both sexes (WHO, 2017). Surprisingly, Cebu has the highest number of suicide cases in the country (VSMMC, 2016). During the Kapestorya sa Kapitol forum last 2016, Dr. Obra, Director of the Department of Behavior/Psychology of VSMMC, Vicente Sotto treats people who attempt suicide almost every day. In fact, the hospital's psychiatric department receives more than 30 referrals from other departments of hospital. Not only this, there are growing evidence which suggest that school counselors are also struggling with the new demands placed on them in school settings (Bardhoshi, Schweinle, & Duncan 2014; Bryant and Constantine, 2006; Harnois, 2014; Matthews, 2012; Mullen & Crowe, 2017; Wilkerson & Bellini, 2006). This fact is supported by the recent reported (2017) suicide case and suicide attempts in schools in Cebu City.

A survey conducted by the British Psychological Society revealed that 46 percent of psychologist and psychotherapist suffer from depression (Mace, 2016). Another survey published in 1994 found out that 61 percent of psychologists are clinically depressed, and that 29 percent have suicidal thoughts. Furthermore, there were documented cases of psychologists such as the American psychologist, Lawrence Kohlberg and Michael J. Mahoney who died in 1984 and 2006

respectively (DeAngelis, 2011). Although, there were no reported incidents in the Philippines, and Cebu City, specifically, but there is more general research with health-related professions suggesting that they have some suicide thoughts (e.g., Meltzer et al., 2008; Stark et al., 2006).

Examining these cases can be delicate because of what the profession wishes to project. Psychologists who are vulnerable and also deals with a vulnerable client is an idea that may be difficult to reconcile (Kleespies et al., 2011). This idea is perhaps a common error in judging helping professionals and this stigma is somehow attributed to the gap in the policy making in the country giving less emphasis in the programs and care for the well-being of these helping professionals. People often view helping professionals as people who live a perfect life and can manage problems easily. One might ask what the qualities do they have in managing strong demands in their profession; and wonder how they cope with adversities. One may assume that they have high levels of problem-solving ability because they understand, listen, and help people overcome their problems. Research have been conducted investigating on how to improve the life quality of helping professionals related to the benefits of emotional resilience (Grant & Kinman, 2015); the importance of selfcare (Visger, 2016); emotional intelligence (Daloos, 2015; Jayawarden & Gregar, 2013; Thingujan, 2011); and Coping (Baniqued & Castronuevo, 2016; Larson, 2010; Holder & Vaux, 1998). However, these studies are not enough to help bridge the gap between what the Filipino helping professionals need in return; more than the salary they receive or the recognition they need.

The study is therefore aimed to know:

1. What is the level of emotional intelligence of the helping professionals?
2. What is the research participants' level of resilience?
3. What is the level of well-being of the helping professionals in terms of?
4. Is there a significant relationship between Emotional Intelligence and Resilience?
5. Is Well-being a predictor of Emotional Intelligence and of Resilience?
6. What are the coping strategies of the helping professionals?

II. RELATED STUDIES

Helping profession includes a broadly knitted collection of professionals, each fitting a particular need or segment of society (Loyola, 2016). Hence, helping professionals (such as psychologists, guidance counselors, and social workers) must possess certain traits, abilities, and skills to promote the development of their clients and themselves (Loyola, 2016). Undoubtedly, the characteristics that helping professionals have and/or might have developed through years of practice have been helpful to battle the challenges and demands at work.

Emotional resilience is one important quality of a helping professional to adapt to challenging work conditions positively, be able to manage emotional demands, help foster effective coping strategies, improve well-being, and enhance professional growth (Morrison, 2007; Collins 2008; McDonald et al., 2012; Stephens, 2013). Resilience can promote positive mental health (Davydov et al. 2010; WHO, 2005), despite adversity, it can also help people focus on positive results (Blum and Blum, 2009; Luthar, Cicchetti, and Becker, 2000; Masten, 2001; Masten, Herbers, and Reed, 2009; Masten and Obradovi, 2006; 2005).

People with higher emotional resilience will emphasize healthy development and advantages rather than illness and negative outcomes (Fergus and Zimmerman, 2005; Tusaie and Dyer, 2004). With these interesting concepts, resilience has gained a good momentum of development in the research field over the years and has provided researchers with a lot of insights in its definition.

One identifiable notion of resilience is the ability to thrive in the face of adversity as identified by several personal characteristics such as a meaningful belief system, a clear understanding of reality, good cognitive and problem-solving skills, and high self-esteem (Connor and Davidson, 2003; Coutu, 2002; Dumont and Provost, 1999; Masten, 2000). Through training, these components can be identified, enhanced, and sustained in all individuals (Luthans, 2002b).

Resilience is also known as the outcome of successful adaptation in a challenging or threatening situation (Nakaya, Oshio, and Kaneko, 2006, p. 927). According to Connor and Davidson (2003), resilience embodies the personal qualities of an individual that enables them to thrive in the face of adversity (p. 76). It is an individual's capacity to maintain competent functioning in the face of major life stressors (Kaplan, Turner, Norman, and Stillson, 1996, p. 158). George Vaillant (1993) defines resilience as the self-righting tendencies of a person, both the capacity to bend without breaking and the capacity, once bent, to spring back (Goldstein, 1996, p.30). Resilience means the skills, abilities, knowledge, and insights that accumulate over time as people struggle to surmount adversity and meet challenges. It is an ongoing and developing fund of energy and skill that can be used in current struggles (Garmezy, 1994 in Saleebey, 1996, p. 298). Aside from all these definitions, researchers also investigated the idea of resilience connecting to a human being's capacity.

The concept of resilience was born out of research on at risk children. It was observed that some children grew to become successful adults, while others were never able to escape from a background of dysfunction (Dumont and Provost, 1999). Resilience is the term used to refer to whatever it was, that was allowing these children to achieve in life despite the hardship of their environment (Masten, 2000; Rak and Patterson, 1996). The reoccurring theme of this research is that most individuals who face adversity have more positive outcomes that one might predict, based on the risk factors in their lives (Waller, 2001, p. 291). Several researchers have further emerged investigating this construct.

Grant and Kinman (2015) investigated the notions of resilience. They explored on the ways in which trainees and qualified social workers, and those who educate them, conceptualize resilience, why they think it is important, and how they believe this quality may be enhanced. The findings

indicate that personal representations of resilience are extremely varied, and the concept is believed to encompass a wide range of skills and abilities. Because of this finding, it questioned the widely held notion of resilience which is simply an ability to bounce back from adversity.

Tonkin (2016) then explored on building employees' resilience through well-being. The findings of the study support positive relationship between trait, employee, and organizational level of resilience. The result further highlights a unique contribution of employee resilience towards employee attitudes and well-being.

Employee research of Bhargava and Sriram (2016) also reveals that practicing counselors in Delhi and Mumbai are highly motivated individuals committed to helping and to the process of growth. Furthermore, participants demonstrated resilient behaviors and self-care coping strategies such as engaging with a supportive social network, meditation, and exercise.

Hodliffe (2014) also revealed on his study that employee resilience is significantly associated and has mediating effect with learning culture, empowering leadership, job engagement, job satisfaction, and intentions to turnover. The findings of the study suggest that organizations enable their employee to be more resilient by creating a learning-oriented culture and building empowering leadership, which in turn leads to better organization outcomes.

Speaking of organizations, the research of Nalin & França (2015) which explored on the importance of resilience, economic satisfaction, the length of retirement, and planning to well-being during retirement of 270 participants revealed that well-being in retirement is closely related to socioeconomic satisfaction and determined resilience.

With these findings, it is noted that resilience plays a part not only in the physical and emotional well-being of individuals, especially in organizational settings, but also in the learning outcomes, educational goals, and motivation of students (Zhang, 2011). This was shown in a longitudinal study conducted in Quebec which examined high school students who were at risk for dropping out. Of the 140 at-risk students who participated in the study, 80 of those students ultimately dropped out. The 60 students who remained in school and graduated were then classified as resilient students. All of these students were, at one point in time, at risk for failing to graduate from high school. Despite the challenges they faced, however, the resilient students were able to adapt, persevere, and graduate (Lessard, Butler-Kisber, Fortin, and Marcotte, 2014). This study implies that resilience is a positive determinant; it increases the likelihood of success despite adversity (Alvarado, 2017).

From a positive psychological viewpoint, the notion of resilience emphasizes the processes of how one copes and may even thrive, in the context of significant adversity (Beardslee, 2002; Cicchetti and Garmezy, 1993; Garmezy, 1993; Higgins, 1994; Lewis, 2000; Masten and Reed, 2002; Rutter, 1985, 1990; Walsh, 1998; Werner and Smith, 1982, 1989; Wolin and Wolin, 1993). Resilience can then relate to some terms in psychology such as coping as mentioned.

Secades, Molinera, and Salguero (2016), in fact, evaluated the relationship of resilience and coping strategies in competitive sport. The result of the investigation indicates that athletes with high individual resilient qualities reach a higher score in task-oriented coping and distraction-oriented coping. This suggests that resilient characteristics may be associated in athletes who use more potentially adaptive coping strategies.

In local research, two recent studies that have sought to unlock the Cebuano personality examine personality constructs in the context of resiliency to disaster experiences (Orio, 2016) and in terms of how the personality is expressed against the backdrop of a local festival (Flores, Mata, Parinasan, Inocian, and De la Torre, 2016). In looking into the identity of Cebuanos as an ethnic group, Orio homes in on four constructs that indicate a Cebuano's individual resiliency through trying times. He finds the Cebuano's resiliency to feature the following: a) Optimism — being positive and hopeful.

b) Coherence — having the intrinsic will to help one another and the ability to use available resources in rebuilding what was destroyed; 3) Hardiness — being strong and courageous for oneself and family; and lastly, 4) Religiosity/Spirituality — surrendering oneself to God's mercy. Orio finds that the optimistic Cebuano always bounces back from a difficult situation through "paningkamot" (effort) which realizes his or her "paglaum" (hope). Hanssen, Peters, Vlaeyen, Meevissen, and Vancleef (2013) observe that optimism reduces pain in whatever situation a person finds himself or herself in. In the face of adversity, Cebuanos stand strong and put their best foot forward. Orio further shows that Cebuanos find coherence in extending the self through "pagtinabangay" (helping each other). Cebuanos feel a sense of responsibility not only for their immediate family but also for their fellow countrymen and women, especially in times of calamities and disasters. They also demonstrate hardiness during difficult times by calling on their "pagkamaisugon" (courage) and "pagkamalig-on" (strength). Lastly, Orio also finds that trying times serve to strengthen the Cebuanos' faith, as manifested in their "pag-ampo, pagsalig, ug pagtuo sa Ginoo" (worship, trust, and faith in God). Rather than distinguishing the Cebuano personality, however, these findings echo the results of earlier studies that tried to capture the Filipino personality. For example, Ysseldyk, Matheson, and Anisman (2010) and Teng-Calleja and Menguito (2010) also discovered courage, optimism, and faith in the "bahala na" attitude of Filipinos. In particular, the piety of the Cebuanos is not an exclusive ethnic characteristic that sets them apart from other Filipino ethnic groups. Abanes, Scheepers, and Sterkens (2014) observe that there are a lot of religious groups in the Philippines that shape both the religiousness and identity of its people.

Usamah, Handmer, Mitchell, and Ahmed (2014), on the other hand, explored on the relationship between vulnerability and resilience in the context of informal settlements, using a case study of two barangays in a rural province in the Philippines. Results of the study reveal that the strength of social relationships helps to reduce the vulnerability of the communities. A paradoxical relationship between

vulnerability and resilience is evident. Strong community perceptions of their level of resilience to the impacts of disasters are supported by the social domains of the community. They have inbuilt resilience resulting from the perception of disasters as part of life, strong social bonds, and government awareness of the validity of the informal settlements.

The limited literature on the Cebuano identity investigates their behavior during special times, such as when the Cebuano is confronted with disasters or during public festivals, when his or her optimism, religious worship, and family-rooted strength come to the fore (Lagahid, 2016). Furthermore, Filipino characters, such as strong social bonds and religiosity enable them to survive and move on with resilience in challenging situations.

On the other hand, in the exploration of the character of professionals in the construct of Resilience, Matheson et al. (2016) explored on what primary health professionals working in challenging environments consider to be characteristics of resilience and what promotes or challenges professional resilience. The result of the study identifies personal resilience characteristics such as optimism, flexibility and adaptability, initiative, tolerance, organizational skills, being a team worker, keeping within professional boundaries, assertiveness, humor, and a sense of self-worth. Further, workplace challenges are workload, information overload, time pressure, poor communication, challenging patients, and environmental factors (rural location). Furthermore, the promoters of professional resilience are strong management support, teamwork, workplace buffers, and social factors such as friends, family, and leisure activities.

Turner, Young, and Holdsworth (2016) also undertook a research to measure the resilience of students undertaking studies in the built environment, identify the factors which contribute to high or low levels of student resilience, and explore the relationship between resilience and well-being. Results identify that experience, university policy, and the interaction between the university, work and home environments contribute to student resilience. Moreover, resilience is focused to be an antecedent of student well-being.

Abreu and Blanco (2017) analyzed Resilience and Well-being at work as important constructs in the discussion of health promotion among nursing technicians. The result reveals that the greater the Resilience of research participants, the greater welfare at work is and vice versa.

Resilience construct has received a major recognition by researchers for the past decades. It has been a hot topic not just in academic field but, also in other areas such as human resource management, as well. With these, several resilience measures, which helped measure an individual's resiliency level, evolved.

Dr. Al Siebert, founder of The Resilient Center who studied resilient survivors for over 30 years, has created a clear understanding of human resiliency and its development (www.PracticalPsychologyPress.com). His measurement is composed of a 16-item test which determines an individual's level of resilience. According to his test, highly resilient people show the following qualities: playful, childlike curiosity, constantly learn from experience, adapt quickly, have a solid self-esteem and self-confidence, have good friendships and loving relationship, express feelings honestly, expect things to work out well, read others with empathy, use intuition/creative hunches, defend self well, have serendipity, and get better and better every decade.

(www.PracticalPsychologyPress.com). This study utilizes Dr. Siebert's resiliency tool.

There are also research relating resilience to well-being such as; the work of Dias Abreu and José Manuel Rodriguez Blanco (2017) which analyzed resilience and well-being at work as important constructs in the discussion of health promotion. The correlation analysis indicates that there is a positive correlation between indices ($r = 0.20$, $p = 0.096$) and indicators of well-being and resilience. Concluding the greater the resilience is, the greater welfare at work is and vice versa.

The research of Kinam and Grant (2013) also with social workers reveals that resilient practitioners are those who have well-developed reflective skills, social confidence, flexible coping styles, social support networks, and an effective work-life balance. Well-developed reflective abilities have been found to underpin emotional literacy and accurate empathy of helping professionals (Ruch, 2007; Grant, 2013). Their study implies that developing reflective ability enhances emotional resilience.

Goleman (2001) provides perspectives on how emotional intelligence can be a critical factor affecting a person's resilience during crises. He explains that people who are self-aware, socially adaptive, and empathetic will be able to survive and thrive on the other side of a life crisis because they have the social and relational skills to be able to handle unexpected and unfortunate circumstances. These people know how to advocate for themselves, to solve problems, and to seek support when they need it the most.

Resilience can help people make decisions better. Moreover, emotionally intelligent people tend to be more psychologically flexible, optimistic, socially confident and cooperative, and possess superior problem-solving and decision-making skills (George 2000, Bonanno 2004).

Several studies have been conducted to prove the relation between Resilience and Emotional intelligence, Magnano, Craparo, and Paolillo (2015) is one of them. These authors researched on the role of resilience and emotional intelligence in achievement motivation, verifying if emotional intelligence mediates the relationship among resilience and achievement motivation. The findings confirmed the significant role played by emotional intelligence on resilience and on the motivation to achievement.

Schneider et al. (2013) also examined the relationship between emotional intelligence and resilience. The outcome of the study shows that emotional intelligence abilities facilitate resilient stress responses, including challenging appraisals, having more positive and less negative affect, and challenging the physiology of men and women. Furthermore, emotional intelligence influences stress responses and improved resilience.

Emotional Intelligence is generally considered a key competence of helping professionals such as social workers

(Howe, 2008). The effective role played by emotional intelligence is the enhancement of resilience and psychological well-being of helping professionals (Kinman and Grant, 2011). Further, Emotional Intelligence help employees manage their own emotional reactions and recognize the potential impact of personal emotional states on their problem-solving and decision-making abilities (Howe, 2008). Furthermore, Armstrong, Galligan, & Critchley (2011) state that emotional intelligence may be directly connected to Resilience, such that emotionally intelligent behavior in challenging circumstances is adaptive.

Several researchers expand on the literature of emotional intelligence to help give rich information on emotional intelligence and support previous findings.

Daloos (2015), for instance, investigated the relationship of emotional intelligence and adversity quotient of selected helping professionals in Manila. Results showed that helping professionals display emotional intelligent behavior at work. It also reveals that the emotional intelligence of helping professionals is dependent on age group. This study implies that emotional intelligence is something that is learned and developed over time.

This implication is consistent with Khaniyan et al.'s (2013) study on the relationship of emotional intelligence and occupational stress among rehabilitation staff in Tehran Training Hospital. The study confirms the relationship of emotional intelligence and occupational stress. Furthermore, it highlights the promotion of emotional intelligence through implementing training courses that may lower the rehabilitation staff's occupational stress or even prevent it (Iranian Rehabilitation Journal, Vol 11, No. 17, April 2013).

The study of Barbash (2015) on how emotional intelligence can develop over time and how it can be a good predictor of success also shows interest in emotional intelligence field. This research hopes to understand and describe elements of emotional intelligence and self-efficacy hypothesized in the study to develop during doctoral psychology education and which ultimately contributes to performance in psychologists.

Findings reveal that supervised clinical experience predicts higher performance-based-emotional intelligence and that psychotherapy-specific self-efficacy and general-self-efficacy are not mechanisms through doctoral academic experiences affected performance-based emotional intelligence. The implication of this study puts a greater importance on emotional intelligence development towards students and later in their course or profession. Thus, more research pertaining to emotional intelligence attract a lot of academicians (Bachman, Stein, Campbell, and Sitarenios, 2000).

Several researches then emerged relating emotional intelligence to other variables/concepts.

Igbafe's (2016), for instance, studied Emotional Intelligence in coping with professional, academic, and institutional challenges in Nigeria. The research reveals that personal competencies such as emotional self-awareness and emotional assessment provide adequate information on emotional messages; however, low personal competence such as emotional trends and emotional history, procrastination, and

emotional history of management limit the application of emotional intelligence. It further indicates that social competencies such as social management, social assertiveness, people management, teamwork, empathy, selective relationship, aggressive communication, emotional history, and self-disconnection can be linked with the successful application of emotional intelligence. Igbafe is one of the few researchers who identify how Emotional Intelligence helps students adapt to institutional changes.

The research of Magulod (2017) also shows how important emotional intelligence is in the adaptation of a task. The research explores on creativity styles and emotional intelligence of Filipino student teachers in Cagayan to determine the congruity between creativity styles and emotional intelligence. The study reveals that the student teachers espouse themselves to have a high-level creative capacity while they assess themselves to having high creativity styles, believing in unconscious processes, and using techniques and other people and final product orientation. They also have a high attribute on Emotional Intelligence. The study shows that there is a significant relationship between creativity styles and emotional intelligence of Filipino student teachers. The result of the study implies that emotional intelligence is tied up with an individuals' capacity to think outside the box in the performance of their job.

Emotional Intelligence can also contribute to job satisfaction (Mohamad and Jais, 2015). This is shown in the research of emotional intelligence and job performance among Malaysian teachers (Mohamad and Jais, 2015). The study analyzed the relationship between Emotional Intelligence which consists of five dimensions: self-regulations, self-awareness, self-motivation, social skills (relationship management), and job performance. Results show that there is a significant correlation between emotional intelligence and job satisfaction (Mohamad and Jais, 2015). This means that the higher the emotional intelligence of a person is the more satisfied he/she is with his/her job.

Emotional intelligence is seen as the key to personal and professional success; thus, it is significant to study the relationship of experience and age of an individual on the level of emotional intelligence (Krishnan et al., 2017). An emotionally intelligent person accepts himself, acts with confidence, manages all emotions exceptionally well, and makes wise and sensible decisions (Slaski and Cartwright, 2002). Several researchers further explored on the concept of emotional intelligence.

Kishman et al., (2017), for instance studied on the perception and level of emotional intelligence in a person based on his/her age group and gender among the faculty members of academic institutions. The result of the research shows that different age groups differ in emotional intelligence. Furthermore, females show higher emotional intelligence than males. This study implies that age is one factor relating to emotional intelligence. In support of these findings, several studies have found out that as they age, people maintain or even improve their emotion regulation abilities (Carstensen, Pasupathi, Mayr, and Nesselroade, 2000;

Charles, Reynolds, and Gatz, 2001; Mroczek and Kolarz, 1998).

Adam Gottlieb (2015) also investigated on the relationship between Emotional Intelligence, school psychology effectiveness, and leadership emergence. One outcome of the study is that the school psychologists managed stressful and emotionally charged incidents by skillfully combining the four core abilities included in the Mayer-Salovey model of emotional intelligence. Furthermore, Emotional Intelligence seems to be important not only during challenging situations but also during more routine interactions because of the way they consistently use and model Emotional Intelligence.

Moreover, Rathnakara's (2014) investigation on the impact of emotional intelligence on the Psychological Well-being of Public and Private Sector Executives: Perspective of Postgraduate Students reveals that there is a moderate positive relationship between emotional intelligence and psychological well-being of executives in the sample. Also, there is a significant positive impact of emotional intelligence on psychological well-being. Emotionally intelligent employees will possess a higher level of psychological well-being and this will positively impact on their success of their work as well as non-work life.

Akbari and Khormaiee (2014) also explored the mediating role of Resilience between Psychological Well-being and Emotional Intelligence. Results show that Resilience is a predictor of healthy psychological state which can play a partial mediating role between Emotional Intelligence and psychological Well-being. EI in addition to its direct effects on psychological Well-being, EI indirectly affects the psychological Well-being by increasing Resilience.

Davydov et al. (2010) outlined factors which are related to resilience, some of which promote and protect mental health. These, factors include cognitive flexibility, such as reappraisal; meaning, including religion and spirituality; and capacity to turn traumatic helplessness to learned helpfulness, which has also been defined as motivation (Charney, 2004). Reappraisal and meaning will be further explored in proceeding sections, following Predictors of Academic Motivation a discussion of control. Specifically, it will be proposed that spirituality and reappraisal, or perceived stress contribute to resilience which, in turn, impacts motivation.

Nagahi (2014) also showed the effect of Emotional Intelligence on the psychological Well-being of 800 employees in 70 branches of Mehr Eqtesad Bank in Tehran, Iran. According to Krejcie and Morgan (1970), the results of the study show that emotional intelligence has a significant positive impact on psychological well-being of employees. Further, several suggestions and managerial implications have been proposed.

Furthermore, Shaheen and Shaheen's (2016) study aimed to investigate the emotional intelligence in relation to psychological well-being among students. The results of the correlation show that there is a significant positive correlation between emotional intelligence and psychological well-being. Further, the result of the t-test shows that girls scored significantly higher as compared to boys on emotional intelligence, while there was no significant difference found

between the boys and the girls' scores on total psychological well-being and also on any of its dimensions.

Since Emotional Intelligence has been a favorable research subject, there has been a notable increase in the development of instrument that seeks to measure emotional intelligence. In the past ten years, researchers have succeeded at developing valid and reliable measures of emotional intelligence (Spector, 2005; Stratton, Saunders, and Elam 2008). One instrument that the current study employs and that provides evidence of reliability and validity is the Genos Emotional Intelligence Inventor, a 360-degree measure of emotionally intelligent workplace behavior.

The concepts of Genos Entelligence test came from Genos IE model from the works of Dr Benjamin Palmer and Professor Con Stough from Swinburne University. Emotional intelligence is defined as the ability to adjust, shape, and identify environments through emotion process that are relevant (Gignac, 2010, p. 132). The Genos Emotional Intelligence Inventory (Genos EI) is identical to, and often referred to as the Swinburne University Emotional Intelligence Test (or SUEIT). This assessment tool measures how often individuals display emotionally intelligent workplace behavior across seven dimensions.

The first dimension is the Emotional Self-Awareness (ESA). This represents the individual's frequency of being aware that his/her emotions may motivate or affect his/her thoughts and behaviors at work. The second dimension is Emotional Expression (EE). This measures the frequency with which an individual expresses his/her emotion in an appropriate way at work. Emotional Awareness of Others (EAO) is the third dimension which emphasizes on the awareness of both verbal and nonverbal expressions of emotions by others. The fourth dimension is the Emotional Reasoning (ER) which represents the individual's frequency to incorporate emotionally relevant information in the process of decision making or problem solving at work. Emotional Self-Management (ESM) is the fifth dimension which represents the individual's relative frequency to manage his/her own emotions at work successfully. The sixth dimension is Emotional Management of Others (EMO). This represents an individual's capacity to manage emotions of others at work successfully. This involves creating a positive working environment for others. The last dimension is the Emotional Self-Control (ESC). This describes the capacity of an individual to control strong emotions at work appropriately (Gignac, 2010).

Several researchers utilize the Genos EI inventory (Jayawardena 2014; Muniandy 2013; Kumar and Muniandy 2012) in investigating the level of emotional intelligence of research participants. Because of its continuous study, emotional intelligence has been correlated to several constructs. For instance, emotional intelligence and coping styles are significantly correlated to academic achievement (MacCann, Carolyn, et al. 2011)

With the idea of how emotional intelligence is related to coping, Chaudhry et al. (2015) investigated the relationship between emotional intelligence and coping strategies among teachers. Findings indicates that there is a significant

relationship between the Self Report Measure of emotional intelligence and coping strategies among teachers.

Erozkan (2013) also explored the relationship between emotional intelligence and coping skills of undergraduate students. Results of the study reveal that emotional intelligence is found to be significantly correlated with coping skills.

Kim and Han (2015) studied the emotional intelligence and coping strategies of nursing students. The result of the research indicates that EI has a positive relation with problem solving coping and social support seeking coping. This finding suggests that increased feelings of control and emotional competence assist nursing students to adopt active and effective coping strategies when dealing with stress.

Yaghoobi et al. (2016) also conducted a study to compare the clinical and non-clinical groups in terms of coping styles, resilience, and emotional intelligence. They found out that the clinical group uses emotional coping styles while the non-clinical group uses more behavioral and cognitive coping styles. Furthermore, the study shows that non-clinical groups have higher Emotional Intelligence and Resilience.

Baniqued and Castronuevo (2016) explored the coping strategies used by guidance counselors and their availing of professional help. Findings suggest that guidance counselors often opt for emotional adaptive strategies (M=3.33) as well as spiritual based strategies (M=3.33). In terms of availing of professional help, counselors share that they have not yet asked any help from professionals outside their workplace since they mostly consult and/or mentor their co-counselors.

Garin et al. (2015) conducted a study which aimed to determine the coping strategies and identify coping strategies of senior student nurses of Benguet State University in competency appraisal. The research concludes that facing or dealing with the challenges of competency appraisal and taking a break are the main strategies used. Furthermore, it is also explaining that after recognizing the stressor, the student senior nurses consciously or unconsciously react to manage the situation.

The research by Rod (2016) on Filipino's coping of disasters in Tagbilaran, Bohol and in Leyte found out that the following are the major coping mechanisms: the first is identified as using fatalism as explanatory model. People use faith of God to overcome such. Another coping mechanism is sharing/bayanihan which is displayed in cooperation and sharing resources. The last mechanism is the pragmatic and ecological adaptations characterized by moving family during disasters, having multiple jobs, and nipa hut preferences for houses to minimize the risk.

According to Huber (2013), an individual's personality characteristics, perception of external environment, and past experiences with similar stressors determine which coping mechanisms they select as most useful. Coping mechanisms are used to maintain or regain equilibrium to adjust to stressful situations. Effective coping mechanisms reduce emotional distress, enhance problem resolution, and facilitate self-esteem. Examples of coping include humor, complying, resigning, using a support network, spending time with hobbies, exercising, meditation/prayer, and using relaxation techniques.

The idea that coping may have a positive utility parallels research highlighting the role of positive beliefs in the promotion of health (Taylor, Kemeny, Reed, Bower, and Gruenewald, 2000).

Freire et al. (2016) found out from their research that psychological well-being stands as an important personal resource to favor adaptive coping strategies for academic challenges.

Cilliers and Flotman's (2016) study on the psychological Well-being experiences of first year students in a part-time coursework master's degree in Industrial and Organizational Psychology (IOP), in order to foster an empathetic understanding of their experiences, found out that student distress caused by job demands leads to languishing and feeling overwhelmed. In contrast, student eustress resulting from job resources leads to flourishing, which is consist of self-efficacy, locus of control, and optimism.

Burke (2000), on the other hand, believes that organizations can gain a competitive advantage by promoting employee well-being. This can be achieved by concentrating on positive emotions such as happiness, optimism, work engagement and involvement, which are closely related to a company's performance (Luthans and Youssef, 2004). Research undertaken by Daley and Parfitt (1996) found out that workplace well-being programs improve employees' psychological and physical well-being, and job satisfaction. It therefore follows that a lack of work flexibility and higher work demands can lead to employees' lower energy levels and greater fatigue (Allen et al., 2000), higher cholesterol levels, higher blood pressure, and obesity (Greenhaus, Allen, and Spector, 2006).

Sagone and Caroli (2014) investigated the relationship among the dispositional resilience, dimensions of psychological Well-being, and Coping Strategies in a sample of 183 Italian university students aged 20-26 years and recruited from three-degree courses at the University of Catania (East Sicily, Italy). The following scales are used: 1) the Dispositional Resilience Scale-II to explore the factors of positive attitude, helplessness/alienation, and rigidity; 2) the Psychological Well-Being Scales clustered in six dimensions named autonomy, environmental mastery, purpose in life, positive relations with others, personal growth, and self-acceptance; 3) the COPE Inventory to analyze the five coping strategies defined as social support, reinterpretation, avoidance, problem solving, and humor/turning to religion. Results indicate that high levels of positive attitude are correlated positively with the strategies of reinterpretation and problem solving, but negatively with avoidance coping, and high levels of helplessness/alienation are related positively to avoidance. Moreover, high levels of positive attitude are positively correlated with almost all dimensions of psychological well-being; high levels of helplessness/alienation are negatively correlated with psychological well-being. Finally, almost all dimensions of psychological well-being are correlated negatively with avoidance strategy and positively with problem solving

coping; in addition, personal growth is positively correlated with reinterpretation.

Rubio et al. (2016) provided evidence of the relationship between the characteristics of emotional intelligence, resilience, and well-being in their study. The result shows significant and positive associations between satisfaction with life and resilience. Individuals with a high level of resilience and emotional repair have the highest rates of satisfaction with life. Finally, the results of that practical study highlight the need to foster education of emotional intelligence and resilience to improve personal well-being.

Sagone E and De Caroli ME (2014) explored on the correlation of dispositional resilience, psychological well-being, and coping strategies. Results of the study suggest that while it is positively related to psychological Well-being, Resilience is affected by Emotional Intelligence.

Some researchers have argued that higher levels of well-being serve as an antecedent of resilience (e.g., Kuntz, Näswall, and Malinen, 2016). There has been extensive work showing that positive emotions facilitate resilience (e.g., Fredrickson, Tugade, Waugh, and Larkin, 2003; Ong, Bergeman, Bisconti, and Wallace, 2006; Ong, Zautra, and Reid, 2010; Tugade and Fredrickson, 2004). Research suggests that positive emotions can promote greater resilience because they promote flexible thinking (Isen, Daubman, and Nowicki, 1987) and facilitate both adaptive coping (Folkman and Moskowitz, 2000) and the maintenance of social relationships (Keltner and Bonanno, 1997).

Others have suggested that the relationship between well-being and resilience can also work in the opposite direction. For example, several researchers have used resilience to directly predict several well-being outcomes including depression (Loh, Schutte, and Thorsteinsson, 2014), job satisfaction (Luthans, Avolio, Avey, and Norman, 2007), and subjective well-being (Cohn, Fredrickson, Brown, Mikels, and Conway, 2009; Liu, Wang, Zhou, and Li, 2014). Still others have argued that resilience and related constructs can serve as moderators between stressors and well-being outcomes (e.g., Flinchbaugh, Luth, and Li, 2015; Min, Kim, and Lee, 2015).

In the Philippines, Psychology Law, also known as R.A 10029, was passed last 2009 to regulate the practice of psychology practice, creating for this purpose a professional regulatory board of psychology, appropriating funds therefore and for other purposes. According to Article II, Section 2 (R.A 10029), the state recognizes an important role in nation building and development. It acknowledges the diverse specification of psychologists and diverse functions specific to varied specializations. The law recognizes the significance of psychological services that practicing psychologists provide to diverse types of clients and the need to protect the public by preventing inexperienced or untrained individuals from offering psychological services. Hence, it shall nurture competent, upright, and assiduous psychologists whose standards of practice and service shall be excellent and globally competitive through the administration of inviolable, effective, and credible licensure examination; it shall also impose and promote regulatory measures, programs, and activities that enhance their professional growth and well-being.

With this said, the government recognizes the importance of psychologist well-being in the practice of profession. However, the emphasis on well-being development is specifically and meticulously developed in the construction of the policy. Recently, the government also passed a law regarding mental health in the country. This is somewhat congruent to psychology, but it more focused on how psychologists and other mental health professionals in the conduct of service.

Senate Bill No. 1354 (Legarda et al. and Republic of the Philippines Committees, 2017) of 2017 also known as Mental Health Act of 2017 is an act establishing a National Mental Health Policy for the purpose of enhancing the Delivery of Integrated Mental

Health Services, promoting and protecting persons utilizing Psychiatric, Neurological, and Psychosocial Health Services, appropriating funds, and other purposes. The state affirms the basic right of all Filipinos to mental health as well as the fundamental rights of people who require mental health services (Article I, Sec 2). The bill also specifies the following rights of mental health professionals as stipulated in Article II, Sec. 7: a safe and supportive work environment; continuous education and training; participation in the planning, development, and management of mental health services; contribution to the development and regular review of standards for evaluating mental health services provided to service users; participation in the development of mental health policy and service delivery guidelines; except in emergency situations, management and control of all aspects of his or her practice, including whether or not to accept or decline a service user for treatment; and advocacy for the rights of a service user, in cases where the service user's wishes are at odds with those of his family or legal representative.

These policies in general summarize the importance of caring for the mental health and well-being of the Filipino. Conversely, there has been a gap in the development of the policy in taking care of the well-being of individuals involved such as the Helping Professionals.

The literature identified several relationships of the variables being studied: Emotional Intelligence and Resilience; Emotional Intelligence and Coping; Coping and Resilience; Emotional Intelligence and Well-being; Emotional Intelligence, Coping, and Well-being. However, what makes this study different from those stated above is that the researcher selected the Helping Professionals, specifically registered guidance counselors, psychologists, and social workers in Cebu City. Also, the study focuses on how specific coping strategies of the Helping Professionals help in the development of a Coping Strategy tool which is locally suited.

III. METHODOLOGY

The study utilized the descriptive research design specifically using survey method to identify and analyze the variables which are emotional intelligence, resilience, and well-being levels of helping professionals. It specifically used

three test instruments: Genos Inventory, Resilience Quiz, and Perma Profiler. These three test instruments assessed the Helping Professionals' Emotional Intelligence, Resilience, and Well-being levels. Coping strategies inventory checklist was also given to the 49 participants to determine their type of coping. Pearson r Correlation and Regression were used to determine the relationships of the variables.

IV. RESULTS AND DISCUSSION

The following data focuses on Emotional Intelligence, Resilience, Well-being and Coping Strategies of the Helping Professionals.

TABLE 1. Frequency and Percentage Distribution of Participants

	f (frequency of participants per profession)	%	Age Average of participants per profession
Registered Psychologist	6	12.2	39
Registered Social Worker	32	65.3	36
Registered Guidance Counselor	11	22.4	41
Total	49	100	AVE: 39.7

Of the total 49 Helping Professionals, 6 or 12.2% were Registered Psychologist, 32 or 65.3% were Registered Social Workers, and 11 or 22.4% are Registered Guidance Counselors. Furthermore, Registered Social Workers have the highest number of participants.

The highest age bracket with an average of 41 while Registered Psychologist got an age average of 39 and 36 for Registered Social Workers. The total average age of the Helping professionals on the other hand is 38.7.

As for the levels of Emotional Intelligence, Resilience, and Well-being, Table 2 presents the Helping Professionals levels in terms of the mean and its descriptive percentile rank and interpretations.

TABLE 2. Descriptive Statistics of Emotional Intelligence, Well-being, and Resilience of Helping Professionals

	M	S	%ile Rank	Interpretation
Total Emotional Intelligence	206.96	16.07	53rd %ile	Average
Emotional Self-Awareness	39.16	4.42	57th %ile	Average
Emotional Expression	37.51	3.59	59th %ile	Average
Emotional Awareness of Others	38.59	4.49	61st %ile	High
Emotional Reasoning	37.24	3.63	59th %ile	Average
Emotional Self-Management	37.49	4.04	32nd %ile	Low
Emotional Management to Others	38.55	4.57	47th %ile	Average
Emotional Self-Control	36.30	3.65	55th %ile	Average
Total Resilience	81.16	9.33	82nd %ile	Very High
Total Well-being	7.08	1.03	67th %ile	High
Positive Emotions	8.08	1.36	47th %ile	Average
Engagement	7.13	1.29	59th %ile	Average
Relationship	8.02	1.39	45th %ile	Average
Meaning	8.19	1.48	49th %ile	Average
Accomplishment	7.57	1.20	37th %ile	Low

The level of emotional intelligence is construed as average falling in the 53rd percentile. Such results imply that the respondents generally exhibit acceptable levels or frequency

of emotional intelligence. The Genos Emotional Intelligence Inventory was used in measuring the level of Emotional Intelligence of respondents which generally measures how often respondents display emotionally intelligent workplace behavior (Gignac, 2010). The result of the study implies that the respondents generally exhibit acceptable levels or frequency of emotional intelligence which means that the respondents have an average ability to adjust, shape, and identify environments through emotion processes that are relevant (Salovey and Mayer, 1994). Owing to the Genos EI Inventory, this would imply that the respondents display emotionally intelligent behavior in the workplace in an average level. Furthermore, according to Mayer and Salovey (1997), Emotional Intelligence is an ability to perceive and express emotions to access and generate feelings when they facilitate thought to understand emotion and regulate it to promote emotional growth. The helping professionals getting an average level of Emotional Intelligence implies that their capacity to understand emotion is also on the average level, thus promoting their emotional growth, as well.

On the other hand, looking into the Genos Emotional Intelligence sub-scales, results of the study reveal that the respondents have a high Emotional Awareness of Others (EAO); with M = 38.59 and s = 4.49, the level of emotional awareness of others is construed as high falling in the 61st percentile. This sub-scale emphasizes the awareness of the person on both verbal and nonverbal expressions of emotions by others (Gigna, 2010). The result of the study implies that the respondents' awareness on both verbal and nonverbal expressions of emotions by others is on a high level. This further implies that respondents may have given more emphasis on the awareness of both verbal and nonverbal expressions of emotions of other people. This maybe relevant to their type of profession, wherein the respondents deal with an individual's problems at work. This ability might have been developed through their years of practice. Thus, it could be a contributing factor that this sub-scale is high compared to other domains. Goleman (1998) also points out that emotional self-awareness, self-control, empathy, problem solving, conflict management, and leadership is a characteristic of an emotionally intelligent person. This may imply that the more an individual will be able to manage other people around, especially at work, the more emotionally intelligent that person is.

On the contrary, the respondents have a low level of Emotional Self-Management (ESM) sub-scale, with M = 37.49 and s = 4.04; the level of emotional self-management is construed as low, falling in the 32nd percentile. This sub-scale represents the individual's relative frequency to manage his/her own emotions at work, successfully (Gigna, 2010). With the low-level result, this implies that Helping Professionals have low managing ability when it comes to handling their emotions or they may manifest challenges in managing their emotions at work. According to Mayer and Salovey (1990), managing emotion is done by connecting to or disconnecting from any emotion at any given situation. A person's successful management of his/her emotion gives complete control over impulses and thus helps the person

think, analyze, and behave rationally in any situation (Mayer and Salovey, 1990). From the result of the study, the Helping Professionals are perceived to have low capacity in terms of controlling emotional impulses towards themselves.

This result may have boiled down from the respondents' high level of Emotional Awareness of Others (EAO). With the respondents being dedicated to understanding the verbal and nonverbal expressions of others, which is needed in their type of profession, there is a possibility that respondents might get carried away with the individuals' concerns being shared to them. However, these emotions may not be necessarily unpleasant, but it can also be a pleasant emotion. This means that respondents might tend to share emotions with their clients or they get swayed with the recurring emotions the clients were sharing.

The result from the research of Kinam and Grant (2013) reveals that being resilient underpins the emotional literacy and accurate empathy of helping professionals which could be one of the contributing factors why Helping Professionals are still able to get an average level of Emotional Intelligence. Furthermore, other sub-scales such as Emotional Expression (EE), Emotional Self-Control (ESC), and Emotional Reasoning (ER) were also on the Average levels which might have mediated the low level of Emotional Self-Management (ESM) of the respondents thereby getting an Average level Emotional Intelligence. The average level of Emotional Expression (EE) would mean that the respondents have the capacity to express their emotions in an appropriate way at work (Gigna, 2010). The ability of expressing the emotion would balance out the low ESM or low capacity to manage emotions at work. This would mean that by expressing, the respondents were able to share out what they felt. This is also consistent with the respondents' capacity to control strong emotions at work appropriately, which is manifested in their average level of Emotional Self-Control (ESC).

This could mean that even the respondents express strong emotions, but because of their high Emotional Awareness to Others they are able to not only sense the emotions of others but also understand the roots of such emotion. This is further consistent with the average level of Emotional Reasoning (ER). The Emotional Reasoning (ER) enables the respondent to incorporate emotionally relevant information in any process which could include decision making or problem solving at work (Gigna, 2010). The interaction of each sub-scales helps people understand more on how the respondents were able to achieve an average level of Emotional Intelligence.

On the other hand, the level of Resilience among respondents is very high. This implies that respondents exhibit optimistic and energetic approaches to life characterized by high positive emotionality (Block and Kremen, 1996; Klohnen, 1996 cited in Magnano, Craparo, and Paollilo, 2016). The very high level of resilience among respondents also means that they have elevated emotional and mental adaptability across different situations, and they hold high esteems and confidence about themselves while being confronted with challenges from others, which means that it is a personality quality that enables them to strive (Connor and Davidson, 2003).

The high level of resilience of Helping Professionals highlights a particular quality which is common among them. As cited by some authors (Morrison, 2007; Collins, 2008; Mcdonald et al., 2012; Stephens, 2013), emotional resilience is one particular important quality of helping professionals which helps them adapt to challenging work conditions. Furthermore, majority of the proposed theories of resilience is specific only to a particular population (Sarkar, 2013). This could mean that being a Helping Professional may have a great impact on their level of resilience. Garmezy (1994) states that resilience is an ongoing and developing fund of energy and skill that can be used in current struggles which have been accumulated over time as the person experiences difficulties and challenges. This means that their profession helps them become more open to experience and apparently learned to become more flexible amidst challenges. Matheson et al. (2016) identifies personal resilience characteristics such as optimism, flexibility and adaptability, initiative, tolerance, organizational skills, being a team worker, keeping within professional boundaries, assertiveness, humor, and a sense of self-worth. Richardson (2002) also postulated that because of the challenges, people gained protective qualities such as being socially responsible, adaptable, tolerant, achievement oriented, good communicator, good self-esteem, supportive environment, and external support system. These protective qualities helped people become more resilient (Richardson, 2002; Thomas, 2011; Tusaie and Dyer, 2015).

Furthermore, the notion of being resilient among the Helping Professionals outlines the cultural idea that Filipinos, in general, are resilient (Alcayna et al, 2016). The study of Orio (2016) specifically reveals that the Cebuano personality is among the most resilient characters which are displayed through optimism, coherence, hardiness, and religiosity. In addition, when Cebuanos are being confronted with disasters, optimism, religious worship, and family-rooted strengths come to fore (Lagahid, 2016). Hodliffe (2014) also adds that employee resilience is significantly associated and has mediating effect with the learning culture. These abilities may be rooted in the Cebuano's nature which is to hold a strong belief in being positive and optimistic. The value of close family ties is also one factor which enables them to contain a high sense of resilience. Richardson (200) mentions that one of the protective factors which increases an individual's resilience is a supportive family environment. Furthermore, Kumpfer (1990) proposes that life challenges not balanced by external environmental protective factors (family) could disrupt a person's development. This means that being resilient is a very important quality especially in Helping Professionals whose field is to help others in their personal concern.

Looking into the total well-being of the Helping Professionals, the results reveal that the respondents got a high level of well-being. This implies that respondents have the crucial components of a happy and good-quality life (Diener, 2000). Seligma (2002) describes well-being through his PERMA model of well-being: Positive Emotions, Engagement, Relationships, Meaning in life, and Accomplishments.

The respondents have average levels of Positive Emotion, Engagement, Relationship, and Meaning. This means that they have the average ability to be optimistic and to view life in a positive perspective (Seligman, 2002).

According to Seligman (2002), the positive views of life can help people in their relationships, work, and can inspire them to be more creative and to see challenges as a chance to persevere and make creative solutions. Positive emotions are the good things that one feels, such as happiness, hope, and joy (Cohn and Fredrickson 2009; Fredrickson 2001; Seligman 2011).

Experiencing positive emotions is a primary goal of individuals around the world.

(Diener 2000). The result of the study indicates that the respondents' ways of doing this are towards their goal of being able to experience positive emotions. Some researchers suggest positive emotions are a key indicator of well-being (Coffey et al. 2014; Cohn and Fredrickson 2009; Lyubomirsky et al. 2005); they are positively related to life satisfaction, resilience, work outcomes, and physical health (for a review, see Cohn and Fredrickson (2009). This implies that the respondents' average level of Positive Emotion has contributed to the high level of their total Well-being.

The respondents of the study also have an average level of Engagement which means that they can find activities that need their full engagement which is important in life to learn, grow, and nurture their personal happiness (Seligman, 2002). Furthermore, they have the capacity to becoming highly absorbed, interested, or focused on life activities (Csikszentmihalyi, 1988). Engagement is positively related to other indicators of well-being, including life satisfaction (Han, 1988), satisfaction in work and leisure (Lefevre, 1988), and increases in positive affect after the engagement experience (e.g., Rogatko, 2009).

Moreover, respondents got an average level in Relationship which implies that they have the capacity to build positive relationships with other people which gives them support in times of difficulties (Seligman, 2002). This entails that they have the capacity to create social connections which can be manifested in strong emotional and physical interaction to other people. In this aspect, they view relationships with other people as vital to their functioning and survival. Even in moments of struggle and in search for meaning and accomplishment, they thrive in social connectedness to other people at their work and immediate community. Subsequently, they continue to build strong emotional and physical connections with people especially in times when they need social support. Likewise, some argue that close relationships represent a fundamental human need (e.g., Peterson 2006; Ryan and Deci 2000). Research has shown that relationships with friends are positively associated with self-esteem and that perceived increases in friendship quality are related to increases in well-being (Bagwell et al. 2005). Moreover, a study that included a sample representative of three-fourths of the world's population across 55 nations found that a good relationship is the only common predictor of happiness (Diener and Oishi 2000). These imply that the average level of Relationship Well-being domain of the respondents indicates that they also strive to build and create a good relationship with the people around them.

In the Meaning dimension, the respondents also have an average level which indicates that the helping professionals understand why it is important for people to live a happy and fulfilled life (Seligman, 2002). Furthermore, having a sense of purpose is derived from something viewed as larger than the self (Seligman, 2011; Steger et al. 2009). Individuals pursue meaning because it makes life worth living and gives them a sense of fulfillment (Chalofsky and Krishna, 2009; Seligman, 2011). Meaning is associated with other indicators of well-being throughout the adult lifespan (Steger et al. 2009) and relates to greater life satisfaction (Chamberlain and Zika, 1988), higher rates of happiness, and fewer psychological problems (Debats et al. 1993). The average level of meaning of the Helping Professionals may come from the types of professions they are in. Because they are in the helping professions, their capacity and responsibility of helping people through listening made them more engaged into the creation of their meanings in life. Life has become more meaningful because of the roles they are playing in helping other people.

On the contrary, the respondents' Accomplishment dimension is described as low. The accomplishment dimension tells that a person has a goal and ambition in life that can help him/her achieve things that can give him/her a sense of Accomplishment (Seligman, 2002). This can also refer to an individual's persistent drive to master or accomplish something for his/her own sake. Because of this, accomplishment should be operationalized by people through examining their desires to accomplish something (e.g., persevering attitude) rather than by examining the actual accomplishments (Kern et al. 2014; Seligman 2011). By doing so, it provides the individual a subjective measure of achievement that can be generalized across contexts and ages and ensures that striving for achievement is a current and ongoing process. Conversely, actual achievements do not always lead to increased well-being (e.g., Grant and Dweck 2003), and thus there is not a broad agreement on the kinds of accomplishments that are valued. The result of the low level of Accomplishment dimension is a good reflection of Grant and Dweck's (2003) notion about accomplishment which does not always lead to increased well-being. Since respondents got high level of well-being but low level of accomplishment, perhaps the average levels of other dimensions have something to do with the level of the respondents' well-being. This can boil down to the idea that helping professionals may not have a broad agreement of the kind of accomplishments they have personally valued. Individual difference can also be accounted to in this result. Furthermore, the other dimensions (Positive Emotion, Engagement, Relationship, and Meaning) are highly associated with their type of profession whereas the Achievement dimension can be a personal matter depending on how the respondents define it.

Exploring on association between Total Well-being, Total Emotional Intelligence, and total Resilience, Table 3 shows the significant positive and moderate association between total Well-being and total Emotional Intelligence. This implies that

as Total Well-Being increases, Total Emotional Intelligence also increases moderately.

The same results provide a significant positive and moderate correlation between Total Well-being and Total Resilience. This suggests that as Total Well-being increases, total resilience also increases moderately.

TABLE 3. Pearson r Correlation Analysis of Total Well-being, Total Emotional Intelligence, and Total Resilience

	r	r^2	p-value
Total Well-Being Total Emotional Intelligence	0.476**	0.2266	0.016
Total Resilience	0.450**	0.2025	0.001
Total Emotional Intelligence and Total Resilience	0.435**	0.2673	0.030

Results of the Pearson correlation indicate that there is a significant positive and moderate association between Total Well-Being and Total Emotional Intelligence (r (49) = 0.411, p = 0.003). Post hoc analysis also shows a coefficient of determination that constitutes the accounted variability of Total Well-being as it increases, Total Emotional Intelligence also increases moderately. Furthermore, 22.66% (r^2 = 0.2266) of the variability of Total Emotional Intelligence is accounted for by Total Well-being. This implies that as Total Well-Being increases, Total Emotional Intelligence also increases moderately.

The same results provide a significant positive and moderate correlation between Total Well-being and Total Resilience (r(49) = 0.450, p = 0.001). The post hoc analysis through coefficient of determination provides that there was also a significant account of the variability of total Well-being that is accounted in the variability of Total Resilience (r^2 = 0.2025). This suggests that as Total Well-being increases, total resilience also increases moderately. Accordingly, 20.25% of the variability of Total Resilience is accounted for Total Well-Being.

Total emotional intelligence and total resilience are likewise analyzed through Pearson r correlation; it yields a significant positive and moderate relationship (r(49)= 0.435, p<0.001). With post hoc analysis supplemented, Total Emotional Intelligence or Total Resilience significantly accounts of each other's variability (r^2 = 0.2673). The result then posits that both variables move in the same direction moderately. Forwarding the results to coefficient of determination, 26.73% of the variability of the Total Emotional Intelligence or Total Resilience is accounted for by their own variability. This result indicates that both variables are moving in the same direction moderately. Thus, when Emotional Intelligence increases, Resilience also increases. This result implies that the two variables are conversely related. This also means that Emotional Intelligence plays a vital rule in an individuals' Resilience and vice versa.

Goleman (2001) provides a perspective on how emotional intelligence can be a critical factor affecting a person's resilience during crisis. According to him, a person who is self-aware, socially adept, and empathetic will be able to survive and thrive on the other side of a life crisis because they are the social and relational skills to be able to handle unexpected and unfortunate circumstances (Goleman cited by

Messenger, 2016). This perspective implies that these people know how to advocate for themselves and to seek support when they need it the most. In addition, emotionally intelligent individuals know how to provide empathy to those around them who may also be affected by a crisis or dire situation. Being supportive and compassionate to others can have a positive impact on one's emotional adjustment – when he/she feels needed and believes that he/she can help others, he/she also becomes stronger and more resilient (Messenger, 2016).

Furthermore, emotionally intelligent people tend to be more psychologically flexible, optimistic, socially confident and cooperative, and possess superior problem-solving and decision-making skills (George, 2000 and Bonanno, 2004). Resilience can help people make decisions better (Golemen, 2001). Moreover, Emotional Intelligence facilitates resilience responses (Schneider et al., 2013 and Magnano, Craparo, and Paolillo, 2015), including challenging appraisals, more positive affect (Schneider et al., 2013). Furthermore, emotional intelligence influences stress responses and improved resilience. People who understand themselves well, and who understand how to relate to and connect with others, tend to be happier, more self-confident, more productive, and have healthy and rich relationships throughout their lives (Messenger, 2016).

The relationship of emotional intelligence and resilience and the variable in the study shows how resilience overlaps with other concepts in psychology. The concept of resilience is said to be a considerable outcome of other theories such as optimal coping (Agaibi and Wilson, 2005), job satisfaction (Paton et al., 2008), and productivity (Riollo and Savicki, 2003), thus the overlapping. Moreover, this established relationship between Resilience and Emotional Intelligence plays a vital role in the characters of the helping professionals.

The results agree with Magnano, Craparo, and Paolillo's (2015) research on the role of resilience and emotional intelligence in achievement motivation, verifying if emotional intelligence mediates the relationship among resilience and achievement motivation. The findings confirm the significant role played by emotional intelligence on resilience and on the motivation to achievement. Because of the positive relationship of these two variables, Resilience and Emotional Intelligence, the result of the research affirms the idea on the effective role played by emotional intelligence which is the enhancement of resilience and psychological well-being of helping professionals (Kinman and Grant, 2011). Emotional intelligence helps employees manage their own emotional reactions and recognize the potential impact of personal emotional states on their problem-solving and decision-making abilities (Howe, 2008) which are vital in the task performance of the helping professionals.

TABLE 4. Regression Equation of Total Well-being as Predictor to Total Emotional Intelligence

	R	r^2	F	p-value
Total Well-being Total Emotional Intelligence	0.476*	0.226	6.721	0.016

Results of the linear regression indicated that there was a moderate significant effect of total well-being to total emotional intelligence. (F(1,47) = 6.721, p = 0.016, r^2=0.226).

This means that well-being is a significant indicator to emotional Intelligence.

The result implies that the high well-being of the helping professionals in this research reflects their Emotional Intelligence. The higher the well-being of an individual means that the person has good managing capabilities which put into account his emotional intelligence. This finding may be supported by several research which postulate the relations of the two variables.

Emotional intelligence is considered a key competence of helping professionals such as social workers (Howe, 2008). Emotional intelligence enhances resilience and psychological well-being of helping professionals at work (Kinman and Grant, 2011). Several other studies postulate that there is a moderate positive relationship between emotional intelligence and psychological well-being This implies that emotionally intelligent employees will possess a higher level of psychological well-being and consequently impacts on success to work and non-work life (Nagahi, 2014; Rathnakara, 2014; Shaheen and Shaheen, 2016). Rathnakara (2014) further highlights that there is a moderate positive relationship between emotional intelligence and psychological well-being and significant positive impact of emotional intelligence on psychological well-being. Furthermore, an emotional intelligent person accepts himself, acts with confidence, manages all emotions exceptionally well, and makes wise and sensible decisions thus promoting well-being (Slaski and Cartwright, 2002).

A Pearson r correlation analysis was further conducted towards the well-being subscales and emotional intelligence subscales to illustrate more on how well-being predicts emotional intelligence.

TABLE 5. Regression Equation of Total Well-being as Predictor to Total Resilience

	R	r 2	F	p-value
Total Well-being Total Resilience	0.476*	0.218	13.085	0.001

Results in the second linear regression indicate that there is a moderate significant effect of Total Well-Being to Total Resilience (F(1,47) = 13.085, p-value = 0.001). It further indicates that Total Well-being is a significant indicator to Total Resilience. According to Connor and Davidson (2001), resilience embodies the personal qualities that enable one to thrive in the face of adversity (p. 76). It is the capacity to maintain competent functioning in the face of major life stressor (Kaplan, Turner, Norman, and Stillson, 1996, p. 158). This can include the self-righting tendency of a person, both the capacity to bend without breaking and the capacity to spring back (Villant, 1993; Golstein, 1996, p.30). All these qualities being mentioned which are embodied by a person, help them maintain a good level of well-being even in times of adversities. An individual's capacity to spring back is a good indicator that his/her positive attitude help him/her in overcoming such challenges and by doing so, it conversely increases his/her Well-being. Tonkin (2016) and Arumugam et al., (2013) explored resilience through well-being. Their studies reveal the unique contribution of resilience towards

employee attitudes and well-being. The findings of the study support positive relationship between trait, employee, and organizational level of resilience. This means that the resilience of an individual has a great impact towards his/her well-being at work. This has something to do with the organizations' enabling their employees to be more resilient by creating a learning oriented culture and building empowering leadership, which in turn leads to 24 better organization outcomes (Hodliffe, 2014). Consequently, resilience not only leads to better organization outcomes but also helps individuals towards their learning and motivations (Zhang, 2011). Dias Abreu and José Manuel Rodriguez Blanco (2017) emphasize the importance of resilience and well-being at work for health promotion. The greater the resilience of an individual the greater welfare at work there is (Abreu and Blanco, 2017). Nalin and França (2015) continued the concept and found out that well-being in retirement is closely related to socioeconomic satisfaction and determines Resilience. Digging more into the aspect of resilience and well-being, Sagone and Caroli (2014) highlight in their research result that high levels of positive attitude are positively correlated with almost all dimensions of psychological well-being. In addition, high levels of helplessness/alienation are negatively correlated with psychological well-being. These concepts further strengthen the notion on how these two variables are interrelated to each other. Moreover, Davydov et al. (2010) outlines factors which are related to resilience, some of which promote and protect mental health. Factors include cognitive flexibility, such as reappraisal; meaning, including religion and spirituality; and capacity to turn traumatic helplessness to learned helpfulness, which has also been defined as motivation (Charney, 2004).

TABLE 6. Coping Strategies of the Helping professionals

Types of Coping	Dimensions
Personal Coping	Self-soothing Dimension
	Social Dimension
	Quieting Time
	Behavioral Dimension
	Heath
	Humor
	Distractions
	Management
	Proactive Behavior
	Cognitive Emotional Dimension
	Creative Problem Solving
	Thought Switching
	Self-talk
Professional	Work Training/Activities
	Work Management

The researcher categorized two major coping strategies: Personal and Professional Coping. These categories are further subdivided into several dimensions. Personal Coping has several dimensions, namely: Self-soothing, Social, Quieting Time, Behavioral, and Cognitive-emotional dimension. On the other hand, Professional Coping is further divided into two dimensions, namely: Trainings/Activities and Job Management.

Personal Coping

Personal coping strategy is a form of coping strategy performed by the individual with respect to and in relation to people and situations that they deal with in their everyday life. Personal coping strategy is further divided into several dimensions, namely:

Self-soothing, Social, Quieting Time, Behavioral, and Cognitive-emotional dimension.

A. Self-soothing Coping Strategy Dimension

Self-soothing is a coping strategy which is mostly a very physical technique that involves the use of five body senses: sight, hearing, smell, taste, and touch. The world is perceived through a person's five senses: the eyes, ears, skin, nose, and mouth are all receptors. Everything that comes into the brain enters through one of these doors (Denworth, 2014). However, beyond man's perception, the senses play an integral role in his/her emotional processing, learning, and interpretation. During various elements of emoting, the sensory cortices can be activated at different levels (Rago, 2014). The emotions and sensory cortices can impact one another in both directions. A review by Vuilleumier (2005) explains that emotions provide a boost to the sensory cortices. Neuroimaging shows that in response emotional, the sensory cortices have increased activation. Vuilleumier (2005) hypothesize that this is due to learning from the sensory characteristics of emotional situations. Sacco and Sacchetti (2010) find that sensory cortices affect emotional memory.

On the other hand, Schupp et al. (2003) believes that visual cues are responsible for emotional categorization. This shows that one quickly identifies something as emotional from visual cues. From an evolutionary standpoint this makes sense. Someone is identified as sad by tears rather than by a distinct smell. One step further than just categorization, the visual cortex helps the individual to process emotion (Rago, 2014). Lang et al (1998) studied the visual cortex in relation to emotional processing which conclude that emotional processing begins with vision (cited from Rago, 2014).

In other words, one's emotional reactions can be guided by sensory information. Example, just because something looks gross, one may instinctively not like it. Thomson et. al (2010) defines this as a conceptual association which means that what one senses triggers a feeling.

Looking into the list of self-soothing coping strategies, the Helping Professionals listed the following: "eating comfort foods; listening to music that are inspiring; singing religious songs while the playing guitar; listening to music; eating ice cream; and seeing beautiful places." These coping strategies are described in terms of the different activities the Helping Professionals performed which help them cope with challenging situations. Majority of the helping professionals use their sense of taste as a form of self-soothing coping strategies, although they also use their senses of sight and hearing.

Relating this discussion to the previous discussion on Well-being, it is noted that positive emotion is one of the dimensions of well-being, thus by increasing the positive emotion the total Well-being also increases. Respondents are able to utilize the five senses as a form of coping from challenging situations. As discussed previously, senses affect people's emotion. Thus, with the use of self-soothing coping strategies the respondents are able to increase their positive emotion which in turn increases their well-being.

Social Dimension

Social Dimension is a type of coping strategy which is by an individual through socializing with other people (Villar, 2007). This can include support groups, families, friends, and social involvements. Supportive family environment and external support system (Tusaie and Dyer, 2015) are also some of the factors that an individual is able to recover from adversity. Susman (2018) propose that joining in several support groups can be beneficial in a sense that it develops an individual's social skills as a way of expressing feelings and reducing distress through communicating with the group. This would tells us that with the help of other people, especially family, an individual can surpass challenging moments.

In this research, the helping professionals listed some of the social dimensions as their way of coping. These are talking with pets; going out with friends; coming home to wife and children; talking with the people they love (husband and baby); expressing how they feel whenever asked; talking to someone; bonding with friends; communicating with my family; talking with people; and playing with kids and dating with wife. Expressing one feels is a good way of coping with the current situation. It is a way of releasing what is in the mind and what is troubling for the individual.

Quieting Time

On the other hand, quieting time is a type of coping which involves certain activities that tend to distance the individual from the hustle of daily living (Villar, 2007). When a person gets overwhelmed with what is going on around him/her, other people tends to distance from it to establish a sense of peace and quiet moment. Based on the gathered data, the following are the listed coping strategies under quieting time by the helping professionals: going to peaceful places to ease their mind; going home (province); praying the rosary; finding time alone to cry; going to church; finding time to relax and just sleep; taking a bath for at least 2.3 hours; going for a walk with dogs; going out and pampering the self; going offline; meditating; going to spa, and massaging; being with nature; enjoying a meal; doing nothing; enjoying a bath; doing Yoga; mountain trekking; going on a trip alone; reading books; distancing from conflict or people causing conflict; and reading/surfing online. These techniques help the respondents to take time off from the things that bombard them. For instance, meditation technique is designed to help people grow a larger perspective on the contents of their mind. Instead of being worried, people can start to understand that they are experiencing a worrying feeling. Moreover, quieting time helps people to relax for a moment and gives their body time to recover.

Behavioral Dimension

Behavioral personal coping strategy is a type of coping strategy which involves different types of behavioral aspects in coping. This type of coping strategy is further divided into several sub-coping strategies namely: Health, Leisure, Humor,

Distractions, Organization, Time Management, and Proactive Behavior.

Health is the first classification of Behavioral Dimension coping strategy. The following are classified under health sub-category and are mentioned by the respondents: staying fit and healthy; taking anti-hypertension medicine regularly; cutting down sugar and carbohydrates intake; drinking lots of water and calamansi juice; taking turmeric tea at night; exercising; eating healthy; having enough sleep; jogging; taking vitamins; and biking to and from work. This form of coping strategy helps individual from maintaining their immune system and fitness.

Leisure is another form of Behavioral coping strategy. Leisure time is a time for an individual to devote self to a specific activity expected to be enjoyable (Villar, 2007). Leisure activities can stimulate and motivate a person, and produce feelings of rejuvenation and relaxation (Villar, 2007). Stress reduction, opportunities for exploration, development of new horizons are some of other benefits derived from leisure time (Gibson and Mitchell, 1999). Based on the gathered data the following are leisure activities the respondents are engaged in as a form of coping: trying new things; going on vacation with friends; traveling; making paracord bracelets; cooking/making sweet desserts; dancing; and playing volleyball. These activities provide an individual the chance to find balance in life; they also put them in control of how they are spending their time, which is an important consideration because they may feel overwhelmed by obligations (Morgan, 2017).

Humor is another dimension of personal coping which is characterized by exposing self to humorous activities, and topics or videos for laughter purposes. Research shows that when one has fun with others, these experiences have a positive effect on building trust and developing communication. Having fun gives one the opportunity to connect and be creative. When people laugh together, this sends an external non-verbal message that says: "We are alike, we share values" (Everett, 2011). It has been recognized also in several studies that spontaneous laughter has a stress-buffering effect that helps one better cope with stress. According to one study, individuals who laugh less have more negative emotions when compared to those who laugh more. In contrast, those who laugh more show fewer negative feelings even when stressful situations arise (Kuiper and Martin, 1998). From the study, it has been found out that respondent's mention watching comedy movies and streaming online for funny videos in their inventory checklist which are classified under humor as a form of behavioral coping.

Distraction is a type of behavioral coping wherein an individual engages in something that distracts them from an upsetting situation. This technique works because it interrupts one's mood and forces him/her to shift. Each time one thinks of a problem, he/she worries and, distraction breaks the grip by forcing him. her to think about other things. Just as the name implies, distraction is anything one does to temporarily take his/her attention off of a strong emotion. Sometimes, focusing on a strong emotion can make it feel even stronger and more out of control. Therefore, by temporarily distracting

oneself, one may give the emotion some time to decrease in intensity, making it easier to manage. Distraction is not about trying to escape or avoid a feeling. With distraction, it is implied that one eventually will return to the feeling he/she was having. Then, once the intensity of the feeling has reduced, one will try to use another skill to manage the emotion (Tull, 2018). The following activities enumerated by the respondents are classified under distractions: playing with the dog; painting the nails; watching love stories/movies; having pets; going to the mall and roaming around; joining zumba dances; buying things that one likes; and window shopping. Related research regarding distractions conclude that it is a technique helpful in regulating emotions. It appears that there is a physiological basis that may help explain these findings. Scientists have found that amydala appears to be over-stimulated in people suffering from challenging emotions. Studies have found that distraction is able to decrease the activation of the amygdala (Tull, 2018).

Organization is another type of behavioral coping strategy. Cleaning one's house can be an incredibly empowering thing to do, especially when one is feeling bad. Typically, when one feels bad, he/she is also feeling out of control. The internal state is often a reflection of one's external state. When the environment is messy, one feels messy inside. When this is the case, any time one spends organizing your environment (the home or work environment, etc.) it is also time to spend building up his/her own personal sense of control and accomplishment. The efforts to organize one's life are thus both distracting from the mood, and separately empowering and confidence building. It is a simple thing, but it works (Dombeck; retrieved 2018). The following are activities listed by the respondents classified under Organization: cleaning the house; watering the plants in the garden; arranging things in the house; and organizing things in the room.

Time management is also another form of behavioral coping strategy. The methods involve finding ways to work more efficiently, to maximize one's use of time (Mills, Reiss, and Dombeck, 2015). Not only does effective time management allow one to get better results at work, but it also helps him/her withstand stress and live a more fulfilling life outside of work (Madsen, 2018). The following responses are listed under Time Management: going home in time after work; make calendar of activities; and setting priorities between family and work.

Confrontational behavior is another type of coping strategy which involves behaviors that automatically fight back against difficulties. Respondents' responses classified under confrontation behavior are the following: facing the challenge; talking to the person involved; discussing the issue; listing down priorities; talking to people who annoys the respondent; and expressing to people how they have positively touched one's life.

Cognitive-Emotional Dimension

These techniques aid the individual in becoming less emotionally reactive to the stressors he/she faces or altering the way he/she experiences these situations, so they impact him/her differently. This type of coping strategy includes Creative Problem Solving, Thought Switching, and Self-talk.

Creative Problem solving includes activities that enables the individual to handle challenging situations. Listed in this category are the responses of the participants in the research such as buying books or doing research; joining activities which solve problems; analyzing the situation; using coloring books for mindfulness; writing down events of one's day in a journal; and reflecting.

Another form of cognitive-emotional coping is thought switching. This is characterized by an individuals' efforts to switch one's thought into desirable one thus affecting one's emotion. Activities being listed by respondents are ignoring all the negative issues; mind conditioning; counting one's blessings; following a positive mantra; and maintaining positive disposition.

Lastly, self-talk is a form of coping which involves one talking to him/herself or his/her inner voice. Self-talk is important because it has a big impact on how one feels and what he/she do. The following responses of the research participants are classified under self-talk: self-comfort; talking to self in front of the mirror; and talking about the things that upset. Self-talk is a way of being aware of one's current feeling.

Professional Coping Strategy

Professional coping strategy is a type of coping which involves activities that a person does with respect to his/her interactions in their professional life. Professional coping is further divided into dimensions namely, Work Training/Activities and Work-managing behavior.

The first type of professional coping is training/activity which involves different activities that the individual is passionate about at work or which helps them grow as a worker. The following responses are listed under Training/Activities coping social work training; personal development training; busying self by helping others; and participating in sportsfest.

Another type of professional coping is work-managing behavior, characterized by managing work related activities effectively to be able to avoid schedule challenges at work. The activities listed by the respondents are conducting weekly and once a month meeting; focusing on job during work hours; doing job well; and approaching supervisor when things get wrong.

In general, all the listed coping strategies above are different ways of how these helping professionals can handle challenging situations. These maybe personal or professional coping strategy, but one thing is for sure, these enable the helping professionals balance their emotions.

V. CONCLUSIONS

Results of the current study revealed that the level of Emotional Intelligence of the respondents is described as average, level of Well-being is high, and Resilience level is very high. Which implies that the Helping professionals have average levels of emotional intelligence, high level of Well-being and very high level of resilience. Furthermore, coping strategies of helping professionals were classified into Personal and Professional Coping Strategies. The result of the study also showed that total Emotional Intelligence and total

Resilience have significant positive and moderate relationship which implies that as Emotional Intelligence increases, Resilience also increases.

Moreover, result of statistical regression showed that Well-being is a significant predictor Emotional Intelligence. This means that the increase in the level of well-being among the Helping Professionals would indicate the increase of their Emotional Intelligence. Furthermore, Well-being was also found out to be a good predictor of the respondent's level of Resilience. This implies that the higher the Well-being of the Helping Professionals, the higher their Resilience is.

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