

Emotion Based Coping and Subjective Happiness among Higher Secondary Students

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Abstract: *This study focuses on emotion based coping and subjective happiness among the higher secondary students. A total of 300 students were selected from three different schools in Chennai city. The investigator selected 100 students from Government school, 100 students from Government Aided School and 100 students from Private school. Emotion Based coping inventory by Lazarus, R.S., and Folkman. S (1984), Subjective Happiness Scale developed by Lyubomirsky, Sonja (2001), was used for the study. Results were statistically analyzed through 't' test, correlation coefficient. Gender has an impact on emotion based coping and subjective happiness, emotion based coping and subjective happiness are related to each other.*

Keywords: Emotion based coping, Subjective Happiness, Coping Behavior, Positive Emotion, Higher Secondary Students.

1. Introduction

As the world progresses and greater interaction takes place between people, there is a great need to cope with the various demands of life. Emotional states are reflected in facial and bodily expressions and that in some cases specific states may result in specific, identifiable expressions. Art is the characteristic and essential expression of human nature and it is closely bound up with feeling and emotion. Emotionality implies very different kinds of overt behavior. Most emotions are mixed states made up of more primary emotions. An emotion is a patterned bodily reaction brought about by a stimulus. In term of intensity, According to Berlyne, emotion may be described as mild, strong or disintegrative with mild emotion there is increased alertness, a focusing of attention on meaning-producing factors in the situation, and a slight increase in tension, accompanied by feelings of being "pepped up" and having increased vigor even negative emotions, such as fear and anger, may be experienced as pleasant when they occur in; mild form and when the situation and can it of the wishes". In strong active emotions there is an emergency mobilization of bodily resources for immediate, more or less violent action, and the stepping up of physiological processes is both more selective and more extensive. Process such as heart beat, blood pressure, respiration and adrenalin production are all increased. In strong depressive emotion like grief, no action is usually called for, an action potential are restricted accordingly pulse rate, and respiration are all depressed.

Coping behavior operates in difficult circumstances, example Tax or exceed` Burke & Weir, (1980) a matter of capacity. In the cognitive style it is defined as behaving (problem solving) outside one's preferred style by the minimum amount for the last time. Actual behavior is a blend of behaving in one's preferred style and coping behavior. In coping with stress, people tend to use one of the three main coping strategies; either appraisal focused, problem focused, or emotion focused coping Weiten, Lloyd, (2006). Appraisal focused strategies occur when the person modifies the way they think oneself from the problem. Coping (Psychology) is the process of managing taxing circumstances, expending

effort minimize, reduce or tolerate stress or conflict, to solve personal and interpersonal problems, and seeking to master. A coping skill is a behavioral tool which may be used by individuals to offset or overcome or eliminating the underlying condition. Coping refers to the thoughts and actions we use to deal with stress. In large part, feeling stressed or not depends on whether we believe we have the coping resources to deal with the challenges facing us. Emotion based coping skills reduce the symptoms of stress without addressing the source of the stress. Consuming alcohol, sleeping or discussing the stress with a friend is all emotion based coping strategies. Other examples include denial, repression, wishful thinking, distraction, relaxation, reappraisal and humor. There are both positive and negative coping. Strategies that can be defined as emotion based. Emotion based coping can be useful to reduce stress to a manageable level, enabling action based coping, or when the source stress cannot be addressed directly. According to that way [of defining positive and negative], then as for how do we deal with negative emotions, [we first need to deal with] how do we define them? First of all, these are things that disturb our inner peace, that's why we call them "negative." Those [emotions] that bring about inner strength and peace, those would be "positive." Happiness is a mental or emotional state of well-being characterized by positive or pleasant emotions ranging from contentment to intense joy. A variety of biological, psychological religious and philosophical approaches have striven to define happiness and identify its sources. Various research groups, including positive psychology, endeavor to apply the scientific method to answer questions about what "happiness" is, and how it might be attained. Philosophers and religious thinkers often define happiness in terms of living a good life, or flourishing, rather than simply as an emotion. Happiness in this sense was used to translate the Greek Eudaimonia and is still used in virtue ethics. Happiness economics suggests that measures of public happiness should be used to supplement more traditional economic measures when evaluating the success of public policy. Adolescence is a period in which there is a preoccupation with the search for identity Collins, (1991). In terms of classical theory, it is a time of turmoil. It is also a time when the individual is developing psychosocial

competence, including strategies for coping. Understanding how adolescents cope with stress is an area that is too little understood. Compas (1987), Frydenberg and Lewis (1994) suggested that adolescents have a hierarchy of coping strategies, none of which is used exclusively. However, it is not known whether these strategies are dispositions or learned behaviors that remain fairly stable over time. Furthermore, other factors, such as gender, ethnicity, age, family circumstances, and the extent or intensity of the concern, may contribute to how the coping strategies are employed. In the light of this context the present study is entitled as” emotion based coping on positive emotion

among higher secondary school students’ for the present research.

The focus of this study is on higher secondary students. Sampling techniques that was used for the selection of the sample in this case was convenient random sampling technique. A total of 300 students were selected from three different schools in Chennai city. The investigator selected 100 students from Government school, 100 students from Government Aided School and 100 students from Private school.

2. Objectives

1. To find out the level of emotion based coping and subjective happiness among the higher secondary students
2. To find out the significant difference between male and female of higher secondary students on their emotion based coping and subjective happiness.

3. Hypotheses

1. There are no significance differences between Emotion Based Coping behavior of boys and girls from the total sample.
2. Gender has no impact on Subjective Happiness of the total sample.
3. There are no significance relationships between Emotion Based Coping with Subjective Happiness.

4. Research Tool Selected for the Present Study

The following tools have been used by the investigator to carry out this study.

1. Personal data sheet developed by the investigator
2. Emotion Based Coping inventory by Lazarus, R.S., and Folkman. S (1984)
3. Subjective Happiness Scale tools by Lyubomirsky, Sonja (2001)

Figure A: Emotion Based Coping Scores of boys and girls from Government School

Table 1: Differentiation of Emotion Based Coping scores of boys and girls from government school.

Variable	Gender	N	Mean	S.D	C.R	L.S
Emotion based coping	Boys	50	43.44	3.755	0.1305	NS
	Girls	50	43.54	3.903		

N.S- Not Significant

From the table 1 and from the figure A it is understood that the calculated critical ratio values are not significantly greater than that of table “critical ratio” values in the case of boys and girls from government school. Hence hypothesis is accepted and proved there are no significance differences between Emotion Based Coping of boys and girls from government school.

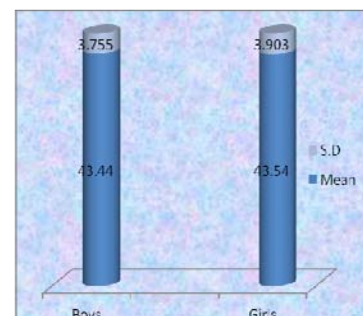


Table 2: Differentiation of Emotion Based Coping scores of boys and girls from government aided school.

Variable	Gender	N	Mean	S.D	C.R	L.S
Emotion based coping	Boys	50	43.62	3.925	2.028	0.05
	Girls	50	43.30	2.4		

Table 3: Differentiation of Emotion Based Coping scores of boys and girls from private school

Variable	Gender	N	Mean	S.D	C.R	L.S
Emotion based coping	Boys	50	42.26	4.799	5.296	0.01
	Girls	50	37.42	4.327		



Figure B: Emotion Based Coping scores of boys and girls from government aided school

From the table 2 and 3 and also from the figure B and C, It is understood that the calculated ‘Critical Ratio’ values are significantly greater than that of table CR values in the case of boys and girls from the total of sample. Hence hypothesis is rejected and proved there are no significance difference between emotion based coping behavior of boys and girls from the government aided and private higher secondary school.

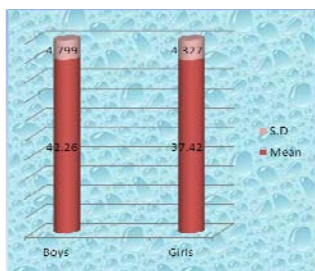


Figure C: Emotion Based Coping scores of boys and girls from private school the Government and Government Aided school sample.

Table 4: Differentiation of Subjective Happiness scale scores of boys and girls from Government school.

Variable	Gender	N	Mean	S.D	C.R	L.S
Subjective happiness scale	Boys	50	17.27	3.453	0.653	NS
	Girls	50	17.72	3.44		

N.S- Not Significant

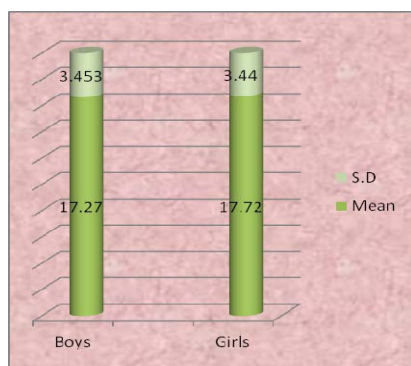


Figure D: Subjective Happiness scale scores of boys and girls from Government school.

Table 5: Differentiation of Subjective Happiness scale scores of boys and girls from Government aided school.

Variable	Gender	N	Mean	S.D	C.R	L.S
Subjective happiness scale	Boys	50	16.62	3.506	1.5456	NS
	Girls	50	17.64	3.08		

N.S- Not Significant

From the table 4 and 5 and also figure D and E, It is understood that the calculated 'Critical Ratio' values are not significantly greater than that the table Critical Ratio values in the case of boys and girls from the Government and Government Aided school sample. Hence hypothesis is accepted and proved there are no significance differences between subjective happiness scale of boys and girls from the Government and Government Aided school sample.

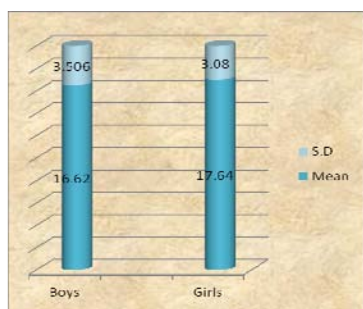


Figure E: Subjective Happiness scale scores of boys and girls from Government aided school

Table 6: Differentiation of Subjective Happiness scale scores of boys and girls from private school

Variable	Gender	N	Mean	S.D	C.R	L.S
Subjective happiness scale	Boys	50	18.36	3.545	4.1410	0.01
	Girls	50	15.64	3.106		

From the table 6 and from figure F, It is clearly understood that the calculated 'Critical Ratio' values are significantly greater than that the table Critical Ratio values in the case of boys and girls from the private school sample. Hence hypothesis is rejected and proved there are significance differences between Subjective Happiness Scale of boys and girls from the private higher secondary school.

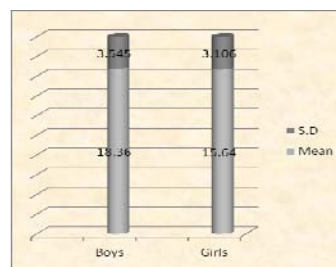


Figure F: Subjective Happiness scale scores of boys and girls from private school

Table 7: Relationships between Emotions Based Coping with Subjective Happiness

Variable	Type of management	Gender	N	Correlation	T-test	L.S
Emotion Based Coping and Subjective happiness scale	Government	Boys	50	0.001	0.0069	NS
		Girls	50	0.016	0.1109	NS
	Government Aided	Boys	50	0.242	1.7280	NS
		Girls	50	0.326	2.3891	0.05
	Private	Boys	50	0.264	1.8963	NS
		Girls	50	0.235	1.6751	NS

N.S- Not Significant

From the table 7 and from the figure G, it is understood that calculated correlation coefficient value is more than that of table correlation coefficient values. Hence hypothesis is rejected and proved that there is significant relationship between Emotion Based Coping and Subjective Happiness scale in the case of girls of Government Aided School of the sample. In the case of boys and girls of Government and Private school and boys of Government Aided School, the calculated coefficient values were less than that table of correlation coefficient values. Hence the hypothesis is accepted and proved there are no significance of relationships between Emotions based coping and Subjective Happiness of the sample.

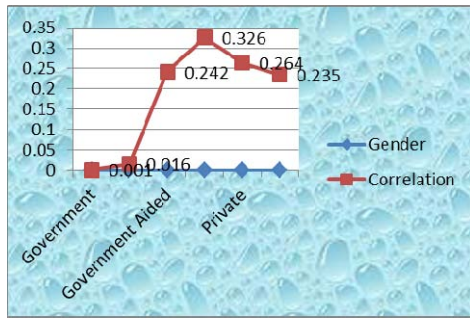


Figure G: Emotion based coping with Subjective Happiness

5. Discussion

It has been suggested that men and women differ when it comes to how they perceive and cope with stress. However, the results are somewhat controversial. Some have found proof of different types of stress and coping styles among men and women (Day & Livingstone, 2003; Matud, 2004), while others insist that there are no differences between the sexes (Hamilton & Fagot, 1998). Many of the studies regarding this issue make a distinction between stressful life events and chronic stressors (Hamilton & Fagot, 1998; Matud, 2004). Chronic stressors are stressors that persist over long periods of time. Most of the literature concentrates on chronic stressors because it is easier to get a better sense of a person's general coping style from seeing how he or she deals with everyday life (Hamilton & Fagot, 1998; Matud, 2004). There are two main coping styles that are seen among people, that of problem-focused coping and emotion-focused coping (Hamilton & Fagot, 1998). Emotion-focused coping involves using cognitive and behavioral changes to adjust to or remove the stressor. Emotion-focused coping involves modifying one's emotional responses caused by the stressor. It is generally agreed that emotion-focused coping is not as effective as problem-focused coping and is more likely to cause psychological distress. Some researchers (Day & Livingstone, 2003; Matud, 2004).

6. Educational Implications

- This study helps with various ways in which the students can use their emotion based coping and subjective happiness in their academic and other related activities at the school.
- In today's complex world, as both the parents have to go for a job to earn their living, the children are deprived of the love and affection which they are due for. Hence in the absence of the care from their parents, they tend to watch more of television and uncontrolled eating habits.
- They are not capable of mingling freely with other children. Moreover they possess very little tolerance power when they have to deal with various problems that arise amongst their peers. Similarly, the children are unable to get proper love and affection is also possessed with inferiority complex and excess anger.
- They restrict themselves to a very small friends circle. They have very little confidence about their own capabilities and achievements.
- They show a poor academic performance and they do not involve in any of the activities with enthusiasm.
- The students with better emotion based coping are possessed with tolerance and can adjust themselves to

their environment. The students with positive emotions maintain a good health and face their life with a positive outlook.

- They also show a high academic achievement.
- They maintain a good relationship with their friends and also help their friends when they are desperate.
- They maintain a healthy relationship with their family members and the society.
- Individuals with balanced emotions become a good individual in the society.
- Having the above said reasons in mind, teachers and parents should always approach their children in a positive manner. They should always strive to encourage the children for their achievements.
- The important finding reported here is the close association between kindness and happiness is everyday life. Kind students experience more happiness and happier memories simply by counting acts of kindness for one week, students appear to have become happier and more grateful. Thus our results suggest that happy students are more kind in the first place and that they can become even happier, kinder and more grateful following a simple intervention.

7. Suggestions for Further Research

Some suggestions with regard to possibilities of the research in the field of education are offered with a view of stimulate prospective research workers in this area.

- The study could be extended to College Students.
- The present study has done only in some schools at Chennai District; similar study comprising different districts can be attempted.
- The sample size is restricted to 300 School Students in the present study. It can be done by including more number of schools students.
- It has only two variables, it can be done by more number of variables.

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