



7th International Conference on Intercultural Education “Education, Health and ICT for a Transcultural World”, EDUHEM 2016, 15-17 June 2016, Almeria, Spain

Differences in happiness and coping with stress in Secondary Education students

Carlos Salavera, Pablo Usán, Silvia Pérez, Andrea Chato & Raquel Vera*

Observatorio para la Investigación e Innovación en Ciencias Sociales. Universidad de Zaragoza. Zaragoza (SPAIN)

Abstract

The objective of this study was to describe the coping strategies adopted by adolescents in different situations of stress that occur in their daily-to-day lives, and their perception of happiness. To go about this, first- and four-year students of Spanish compulsory Secondary Education (ESO in Spanish), who went to different Secondary Schools, were evaluated. The study sample was formed by 1,402 students (711 males and 691 females) aged 11-18 years.

The results showed differences for gender and year of studies in the strategies they adopted to cope with stress. Happiness reduced as age increased. The coping strategies that address others and unproductive coping strategies influenced happiness, while productive coping strategies did not.

© 2017 The Authors. Published by Elsevier Ltd. This is an open access article under the CC BY-NC-ND license (<http://creativecommons.org/licenses/by-nc-nd/4.0/>).

Peer-review under responsibility of the organizing committee of EDUHEM 2016.

Keywords: Emotions; Happiness; Coping with Stress; Adolescents.

1. Introduction

Coping and its strategies are becoming increasingly important in the psychology field. Knowing how people cope with problems, and the factors that determine handling and using such strategies, are themes that are growing and extending, and have reached the fields of childhood and adolescence (Frydenberg & Lewis, 1996; Lazarus & Folkman, 1986).

* Corresponding author. Tel.: +34 876554446.

E-mail address: salavera@unizar.es

Research into coping lies in the idea of believing that the actions we perform to cope with stress and the strategies that we adopt to handle it can determine the learning process, a subject's development and also his/her quality of life (Delahaij & van Dam, 2016). From this perspective, on the one hand, coping is considered a part of the psychosocial competence, which includes the behavioural, cognitive and emotional strategies employed by a subject to cope with life's demands (Frydenberg & Lewis, 1997).

On the other hand, happiness is widely sought by humans, and in many different ways. More specifically, we can talk about subjective happiness (Lyubomirsky & Lepper, 1999), and in such a way that some people consider they are happy despite the tragic situation they find themselves in or even if they are not lucky with love and health. However, there are others who consider they are unhappy despite all the advantages and conveniences that their lives offer.

Lately studies into subjective happiness have increased in number (Ortiz, Gancendo & Reyna, 2013; Vera-Villaroel, Celis-Atenas & Córdoba-Rubio, 2011), and it can be stated that happiness and well-being tend to be associated with physical and mental health, and also with creativity, which are factors that protect against depression and suicide (Moyano & Ramos, 2007). Within the subjective well-being construct, being satisfied with life begins as a cognitive component (Diener, 1984), and helps people make an overall evaluation of their life and examine aspects of their life by subjective judgements (Pavot, Diener, Colvin & Sandvik, 1991).

The purpose of this research was to analyse the relation between coping styles/strategies and the level of subjective happiness in adolescent first- and fourth-year Secondary Education (ESO) students, and the differences in coping between these two groups.

2. Methods

2.1. Structure

Our study sample was formed by 1,402 first- and fourth-year Secondary Education students: 711 males (50.71%) and 691 females (49.29%), who voluntarily participated. Their age ranged was 11-18 years, with a mean age of 13.77 years ($SD = 1.718$). The majority groups were aged 12 and 15 years, and were the reference ages of these students (Table 1). All their parents or legal guardians signed an informed consent and the ethical considerations of the Declaration of Helsinki were observed.

Table 1. Study sample distributed according to age (n=1,402)

Year 1 (n=760)			Year 4 (n=642)		
Age	Frequency	Percentage	Age	Frequency	Percentage
11	5	0.4%	15	411	29.3%
12	549	39.2%	16	143	10.2%
13	175	12.5%	17	85	6.1%
14	31	2.2%	18	3	0.2%

2.2. Instruments

Adolescent Coping Scale (ACS) (Frydenberg & Lewis, 1996) is an 80-item questionnaire, 79 of which are of a close 5-point Likert-type (it never happens to me or I never do it; it rarely happens to me or I rarely do that; it sometimes happens to me or I sometimes do it; it often happens to me or I often do it; it very often happens to me or I very often do it), and a final open item used to evaluate 18 coping strategies. In this study, this scale shows high internal consistency with Cronbach's alpha of .78.

Subjective Happiness Scale (SHS) (Lyubomirsky & Lepper, 1999) is an overall measure of subjective happiness that evaluates a well-being as an overall psychological phenomenon by considering the definition of happiness from the perspective of someone who answers it. It consists in four items with Likert-type responses, and is corrected by the summation of the points scored, divided by the total item number. In our study, this scale shows high internal consistency with Cronbach's alpha of .82.

متن کامل مقاله

دریافت فوری ←

ISIArticles

مرجع مقالات تخصصی ایران

- ✓ امکان دانلود نسخه تمام متن مقالات انگلیسی
- ✓ امکان دانلود نسخه ترجمه شده مقالات
- ✓ پذیرش سفارش ترجمه تخصصی
- ✓ امکان جستجو در آرشیو جامعی از صدها موضوع و هزاران مقاله
- ✓ امکان دانلود رایگان ۲ صفحه اول هر مقاله
- ✓ امکان پرداخت اینترنتی با کلیه کارت های عضو شتاب
- ✓ دانلود فوری مقاله پس از پرداخت آنلاین
- ✓ پشتیبانی کامل خرید با بهره مندی از سیستم هوشمند رهگیری سفارشات