

A STUDY OF DEMOGRAPHIC FACTORS AFFECTING ADOLESCENT STUDENTS IN THEIR COPING STRATEGIES

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Abstract: *In today's scenario coping is the most important life skill required in everyone's life. Researchers have found out that modern day teenagers are exposed to more difficult situations on a daily basis than any other generation before them. Therefore the present study focuses on the relation between demographic factors and the coping strategies of the students of the age group 12–19 years. The primary data has been collected from 1016 students from various schools and colleges in Maharashtra in India. The data was analysed with the help of ANOVA and Correlation. The results reveal that there is a relation between gender, age, Boards, parents' educational profile and coping strategies but not significant with the annual family income.*

Key words: *Coping strategies, Adolescent students, Demographic factors*

INTRODUCTION

Life skill means abilities that help promote mental well-being and competence in young people as they face the realities of life. WHO define life skills as “the abilities for adaptive and positive behaviour that enables individuals to deal effectively with the demands and challenges of everyday life.”

Learning of life skills is important as it enables the individual to explore the alternatives by weighing the pros and cons and then make rational decisions. The individual can thus communicate effectively and be assertive.

Life skill enables an individual to explore the available alternatives and consequences of actions or non-actions and helps them to respond adaptively and with flexibility to the daily situations. Increase in life skills also gives the individual an ability to analyze the information and experiences in an objective manner. It helps an individual to recognize and to assess the factors influencing attitude and behaviour regarding pressure from peer and family. It is a key to form

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right attitude towards life. Life skill enables the individual to express his opinion, desire, needs and fears. The ability to understand and accept others as they are and put oneself in the other person's shoes, is also obtained by life skill. The individual becomes nurtured and tolerant towards people in need or difficulty. A person with better life skill allows him to handle an issue, problem or conflict without anger, aggressive force or behaviour. Life skill management for adolescent is the need of today's world as it makes the person a "balanced adult" who contributes meaningfully to society. Coping is one such life skill which is the need of the day. According to the theory of Lazarus and Folkman (1984), coping is described as a person-environment transaction which involves, "Constantly changing cognitive and behavioural efforts to manage specific external and/or internal demands that are appraised as taxing or exceeding the resources of the person" (Lazarus & Folkman, 1984).

Coping represents a conscious rational effort to regulate emotions, cognitive, behaviour, physiology and the environment in response to stressful events or circumstances (Compas et al, 2001, p-89).

According to Lazarus (1976), stress occurs when the demands placed on an individual exceeds that person's psychological resources. To reduce the effect of stress, coping must be implemented (Roger, Jarvis & Najarian, 1993; Stone, Greenberg, Kennedy-Moore & Newman, 1991).

Coping means a conscious effort to solve personal and interpersonal problems along with the efforts to see that the problems are minimized. These efforts lead to lesser stress and conflict (Zeidner & Endler, 1996; Lazarus, & Folkman, 1984) depending on the type of individual and the circumstances.

There are different types of coping strategies (Carver, Charles, Connor-Smith, Jennifer, 2010). The strategies can be broadly classified into three types:

1. Problem focused coping also called as Active coping
2. Emotion focused coping also called as Passive coping
3. Avoidance focused coping also called as Appraisal coping

Problem focused strategies (Lazarus & Folkman, 1984) are those which include Use of Instrumental Social Support, Humor, Restraint, Suppression of Competing activities and Planning as subscales and try to deal with the origin of their problem by trying to eliminate the source. People who use the strategy try to find out the source of the problem and try to find out the reason of the stress.

Emotion focused strategies involve an individual's emotional reaction to situations (Lazarus and Folkman, 1984). They include Positive Reinterpretation and Growth, Denial, Religious Coping, Use of Emotional Social Support and

Acceptance as subscales. They identify the ways of emotion focused coping as accepting responsibility or blame, exercising self-control, disclaiming and positive reappraisal (Folkman & Lazarus, 1998). Emotion focused coping is best suited for stressors which are seen to be uncontrollable e.g. diagnosis of terminal illness (Smith, Melinda, 2008).

Avoidance focused strategies are those when the individual modifies the way they handle the problem (Weiten, & Llyod, 2008) which may be by distancing oneself from the problem. This type of strategy includes - Mental disengagement, Focus on and Venting of Emotions, Humor, Behavioral disengagement and Substance use as subscales. Some people may see the situation in the form of humor.

People generally use a mixture of all the three types of coping strategies. Coping skills usually change over time. Some people use humor to cope with painful situation which is a positive coping strategy, while others may take to avoidance which is the most common strategy. Escape is closely related to avoidance. Hence this technique is resorted by people who want to flee the situation at the first sign of anxiety. The German psychologist Horney (1940) developed her theory in which individuals cope with anxiety produced by feeling unsafe, unloved and undervalued by disowning their spontaneous feelings and developing elaborate strategies of defense.

REVIEW OF LITERATURE

Empirical research done by Umeh, Fredrick (1998) showed that there exists relationship between adolescents' health decisions and their coping styles. They found that there are several modes by which people cope in order to evade anxiety. Their studies involved 885 adolescent of the age group 13-17 years and focused on several health behaviours like substance use, dietary fat consumption, unsafe sex etc. They found that coping relates to health risk-taking.

Mehrzad and Margaret (2006) performed qualitative and quantitative research and showed that students who had poor study habits were not correlated with examination stress. Emotion focused coping i.e. escape and accepting self-blame lead to increased examination stress. Avoidance focused strategy also leads to increase in examination stress. They also showed that female students demonstrated more stress than the male students. Students used various coping strategies and study habits to deal with the examination pressure. Age had a moderate negative correlation with the types of coping strategies.

Broadie (2005) tried to investigate whether styles of coping help to explain the association between parent-adolescent relationship and the adolescents' social functionality with peers. A comparative study was done on students of the age

group 14-18 years where they had to complete questionnaires on attachment to mother, father and friends, coping styles, depression and anxiety. Demographic questions like age and gender were also completed by participants. It was found that Problem focused strategy was a mediating factor between attachment to parents and interpersonal competence.

Various theories have showed that links exist between social anxiety and depression and the strategies that children use to cope with peer conflict situation. A programme designed to develop a measure of children's coping strategies and social anxiety and depression overtime (Wright, Mark, 2010) confirmed that social anxiety and depression were longitudinally associated with different profiles of coping strategies which affected children's appraisal and goals over time.

Coping has been found to play an important role in development and well-being of an individual. An association exists between children's coping styles and emotional outcomes with reference to family factors, children's coping and children's anxiety (Quy, Katie, 2012). Girls are more likely than boys to respond to helplessness and boys are more likely to have a positive outlook of managing negative emotions.

Spear (2000) showed that feelings of depression increase from childhood to adulthood with anxiety and self-consciousness climaxing during adolescence. New coping strategies continue to develop throughout adolescence. Some adolescents lead to Substance use due to stress (Elizabeth, 2010). When stress increases, an increase in alcohol use occurs (Spear, 2006).

Thoits and Hannan (1979) examined the impact of income-maintenance experiment on the psychological distress of a sample of low income adults in Seattle and suggested that the stabilization in income facilitated the experimental subjects' ability to cope with the life crises and reduce psychological distress levels. They found that a change in income raises the Psychological distress levels of the subjects.

Investigations conducted by Duli (2015) found that significant correlations existed between personal accomplishments, preventive coping and emotional support seeking. Preventive coping is a variable of proactive coping which means those cognitive and behavioral efforts made by an individual to tolerate and reduce the conflicts between their internal and external demands.

The above discussion encompassed the interrelationship between the demographic factors and coping strategies of individuals in varied situations. However, there are deliberations over the demographics and coping that bring significant gap in the literature to be studied in detail. The present study is an attempt in this direction by addressing the interrelationship between the demographics and the scales of coping.

Need of the Study

Coping is the life skill which has relatively broad applicability and thus different types of coping strategies may be necessary for the attainment of success in different life domains with academics, occupational and interpersonal relationships. Coping should lead to a problem resolution achieved by removal of the source of stress, as well as the successful reduction and management of the emotional impact that was caused by the stressful situation (Pearlin & Schooler, 1978).

Models of coping are found to be more or less superior to each other (Zeidner and Sakhofske, 1996). Thus the study has its implications to find out which strategy is more effective when dealing with stressful situation by the adolescent students of varying demographic factors. Problem focused coping tends to predominate when people feel that something constructive can be done, whereas emotion focused coping tends to predominate when people feel that the stressor is something that must be endured (Folkman & Lazarus, 1980). If coping strategies of adolescent students are properly developed in the adolescent age, it will become easier for them to meet the stressful events in life successfully and they can become the country's human capital (Malekar, 2011).

Research Design

Empirical Study is deployed in this research. About 1016 adolescent students of the age group 12 – 19 years were selected for the survey from schools and colleges in Maharashtra and this opinion were collected for further data analysis using statistical tools for the results.

Statement of the Problem

Every research starts with the problem, the basic element of which helps to transform an idea into a concrete research operation. A problem leads to a scientific inquiry to call for an answer. Thus the problem "A Study of Demographic factors Affecting Adolescent Students in Their coping Strategies".

The study represents the systematic attempt to find out the relation between the demographic factors i.e. age, gender, Boards, parent's education and annual family income and the Coping strategies used by adolescent students while dealing with stressful situations.

Objectives of the Study

The present research article is carried out with the objective:

1. To find out the type of coping strategies used by adolescent students in dealing with stressful situations.

2. To determine whether there exists any significant differences between the demographic factors age, gender, Boards, parent's education and annual family income and the Coping strategies.
3. To find out if there exists any significant relationship between coping and the demographic factors.

Methodology

Random sampling technique was used in the selection of the sample of the present study. The study was conducted on a sample of 1016 students (498 males and 518 females) from different schools and colleges in Maharashtra. The participants ranged from the age 12 years to 19 years studying in various types of Boards.

Measures

The following measure was used for the study:

The COPE is a 60-item self-report multi-dimensional inventory developed by Carver et al (1989) used to assess situational coping (response to specific situation) or dispositional coping (typical responses to stressors) or both. It consists of 15 subscales grouped into three scales in the following manner:

1. Problem focused coping- Use of Instrumental Social Support, Humor, Restraint, Suppression of Competing Activities, Planning.
2. Emotion focused coping- Positive Interpretation and Growth, Denial, Religious coping, Use of Emotional Social Support, Acceptance.
3. Avoidance coping- Mental Disengagement, Focus on Venting of Emotions, Humor, Behavioural disengagement, Substance use.

All of these subscales reflect different coping mechanism (4-item per subscale). Participants indicate how they perform a particular coping behaviour in response to stressful situations based on a 4-point Likert scale that ranges from "I (usually) don't do this at all" (1) to "I (usually) do this a lot" (4). Subscales are calculated while they range from 4 and 16. For each subscale, higher scores indicate higher incidence of using that type of coping mechanism while dealing with the typical stressors.

Data Analysis and Interpretation

The reliability and Cronbach alpha was found more than .60 which means that the data was reliable.

Demographic profile of Respondents

The Demographic profile of the respondents is presented below.

Gender of Respondents			
<i>S. No.</i>	<i>Gender</i>	<i>Respondents</i>	<i>Percent</i>
1	Male	498	49.1
2	Female	518	50.9
Total		1016	100.0
Age of Respondents			
1	12 – 15 years	662	65.2
2	16 – 19 years	354	34.8
Total		1016	100.0
Boards of Respondents			
1	State Board	647	63.7
2	CBSE	261	25.7
3	ICSE	108	10.7
Total		1016	100.0
Annual Family Income of Respondents			
1	Below Rs. 1,90,000	363	35.7
2	Rs. 1,90,000 to Rs. 5 lac	491	48.3
3	Above Rs.5 lac	162	16.0
Total		1016	100.0
Qualification profile of father			
1	Below 10 th	108	10.6
2	Between 10 th and Graduation	753	74.1
3	Post graduation	24	2.4
4	Professional Qual.	131	12.9
Total		1016	100.0
Qualification profile of mother			
1	Below 10 th	192	18.9
2	Between 10 th and Graduation	746	73.4
3	Post graduation	26	2.6
4	Professional Qual.	52	5.1
Total		1016	100.0

Source: Compiled from primary data

The demographic profile of respondents presented above shows that among the select respondents 49.1% are males and 50.9% of females, 65.2% are in the age group 12 -15 years and 34.8% in the age group 16-19 years. As far as the Boards are considered, 63.7% of them are from State Board, 25.7% from CBSE Board and 10.7% from ICSE Board. It is seen from the table that the maximum students are from middle group of annual family income followed closely by low family incomes. The profile of parent's qualification shows that about 74% of the parents are those whose qualification range between 10th and Graduation.

RESULTS

Gender of the Respondents and Coping

Hypothesis 1: Ho: Gender has no significant influence on the type of coping strategy used in stressful situations by adolescent students.

H1: Gender has significance influence on the type of coping strategy used in stressful situations by adolescent students.

Table 1
ANOVA of difference in Coping strategies and Gender

	<i>Gender</i>	<i>N</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>T</i>	<i>Df</i>	<i>Sig. (2-tailed)</i>
Problem focused coping	Male	498	53.62	7.388	-2.303	1014	.021**
	Female	518	54.68	7.185			
Emotion focused coping	Male	498	54.09	7.505	-6.672	1014	.000**
	Female	518	57.11	6.909			
Avoidance or Appraisal coping	Male	498	44.09	7.253	-1.794	1014	.073
	Female	518	44.92	7.357			

Source: Compiled from Primary data

The gender difference is found among those who use Problem focused coping and Emotion focused coping. Females (M= 54.68) are more prone to use Problem focused coping than males (M= 53.62) and these gender differences are statistically significant ($p < .05$). Similarly where the Emotion focused coping is concerned females are better in using this as coping strategy (M=57.11) than the males (M=54.09). Surprisingly the data shows that gender difference does not

impact in any meaningful manner when it comes to Avoidance coping strategy. The results show that females show greater dependence on Emotional focused coping strategy but at the same time what is surprising is their preference for Problem focused coping strategy. Two coping strategies used by females exceed the male’s choices. Thus the null hypothesis is rejected and alternative hypothesis is accepted. It reveals that gender has a significant influence with coping strategies used by adolescent students in stressful situations.

Age of the Respondents and Coping

Hypothesis 2: Ho: Age has no significant influence on the type of coping strategy used in stressful situations by adolescent students.

H1: Age has significant influence on the type of coping strategy used in stressful situations by adolescent students.

Table 2
ANOVA of difference in Coping strategies and Age

		<i>N</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
Problem focused coping	12 – 15 yrs	662	54.23	7.222				
	16 – 19 yrs	354	54.04	7.455	1	8.069	.151	.697
	Total	1016	54.16	7.301				
Emotion focused coping	12 – 15 yrs	662	55.45	7.206				
	16 – 19 yrs	354	55.96	7.639	1	59.402	1.097	.295
	Total	1016	55.63	7.360				
Avoidance or Appraisal coping	12 – 15 yrs	662	43.76	6.987				
	16 – 19 yrs	354	45.92	7.706	1	1067.111	20.327	.000**
	Total	1016	44.51	7.314				

Source: Compiled from Primary data

The age wise distribution of various coping strategies shows a unique pattern. Problem focused coping and Emotional focused coping are not significantly different among varying age groups. However, the strategy based on Avoidance or Appraisal focused has been found among elderly students, those who are in the age group of 16 -19 years (M=45.92) comparing with younger students of the age group 12 – 15 years (M=43.76).

The minor differences in Problem focused coping and Emotional focused coping show that age is not a major variable to deal with problems while selecting a particular coping strategy. However, age does matter to some extent, though not very significantly. Thus the null hypothesis is rejected and alternative hypothesis is accepted. It reveals that age has little significance with the type of coping strategy used by adolescent students.

Boards of the Respondents and Coping

Hypothesis 3: Ho: The Boards have no significant influence on the type of coping strategy used by adolescent students in stressful situations.

H1: The Boards have significant influence on the type of coping strategy used by adolescent students in stressful situations.

Table 3
ANOVA of difference in Coping strategies and Boards

		<i>N</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
Problem focused coping	State Board	647	53.69	7.093				
	CBSE	261	54.40	7.607	2	352.069	6.679	.001**
	ICSE	108	56.41	7.397				
	Total	1016	54.16	7.301				
Emotion focused coping	State Board	647	56.26	6.973				
	CBSE	261	54.82	7.855	2	402.270	7.522	.001**
	ICSE	108	53.77	7.926				
	Total	1016	55.63	7.360				
Avoidance or Appraisal coping	State Board	647	45.20	7.265				
	CBSE	261	42.16	6.632				
	ICSE	108	46.11	7.937	2	1013.952	19.650	.000**
	Total	1016	44.51	7.314				

Source: Compiled from Primary data

The coping mechanism vary among the students of different Boards with respect to the type of coping strategy, namely problem focused coping, Emotion focused coping and Avoidance or Appraisal coping. The State Board students are better in Emotional focused coping (M=56.26) followed by CBSE students

(M= 54.82) and ICSE Board students (M=53.77). The difference among students in various Boards is significant ($p < .01$). However, where Problem focused coping is concerned, ICSE Board students display a greater degree of using this strategy (M=56.41). The CBSE Board students using this strategy (M=54.40) is better than State Board students (M=53.69). The difference shown in Problem based coping is significant across Boards ($p < .01$). Similarly, when Avoidance focused or Appraisal style of coping is concerned, ICSE Board students are more prone to this strategy (M=46.11) followed by State Board students (M=45.20). The CBSE students show difficulty in the coping type by scoring lowest among other Board students (M=42.16). This type of coping across Boards is also significant at 0.01 level.

We see that the type of Board a student goes to plays a very significant role in the type of coping strategy used. Thus the null hypothesis is rejected and alternative hypothesis is accepted. It reveals that Boards have significant influence on the type of coping strategy used by adolescent students.

Annual Family Income of the Respondents and Coping

Hypothesis 4: Ho: The Annual Family Income has no significant influence on the type of coping strategy used by adolescent students in stressful situations.

H1: The Annual Family Income has significant influence on the type of coping strategy used by adolescent students in stressful situations.

Table 4
ANOVA of difference in Coping strategies and Annual Family Income

		<i>N</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
Problem focused coping	Below Rs. 1,90,000	363	53.54	7.371				
	Between Rs. 1,90,000 – 5 Lacs	491	54.39	7.269	2	123.673	2.326	.098
	Above Rs. 5 Lacs	162	54.86	7.178				
	Total	1016	54.16	7.301				
Emotion focused coping	Below Rs. 1,90,000	363	55.24	7.447				
	Between Rs. 1,90,000 – 5 Lacs	491	55.95	7.393	2	54.085	.998	.369
	Above Rs. 5 Lacs	162	55.51	7.055				
	Total	1016	55.63	7.360				

Avoidance or Appraisal coping	Below Rs. 1,90,000	363	45.41	7.792				
	Between Rs. 1,90,000 – 5 Lacs	491	44.26	7.225	2	286.812	5.408	.005**
	Above Rs.5 Lacs	162	43.28	6.191				
	Total	1016	44.51	7.314				

Source: Compiled from Primary data

The Annual family income does not seem to impact the choice of students' coping strategy, especially with respect to Problem focused coping and Emotion focused coping. The difference found is very small and is not significant. However, when Avoidance focused coping strategy is concerned, the Annual income of the family seems to have an effect. This coping strategy was found mainly among the students from lesser income families ($M=45.41$), followed by those students who come from families who earn between Rs. 1,90,000 and Rs. 5 lacs ($M=44.26$) and lastly by highest income group studied ($M= 43.28$). The ANOVA table supports that the preference of Avoidance coping strategy has been statistically significant ($p<.05$). It is thus found that the null hypothesis is rejected and alternative hypothesis is accepted. It reveals that Annual family income has significant influence on the type of coping strategy used by adolescent students while solving a difficult situation.

Fathers' education of the Respondents and Coping

Hypothesis 5: Ho: Fathers' education has no significant influence on the type of coping strategy used by adolescent students in stressful situations.

H1: Fathers' education has significant influence on the type of coping strategy used by adolescent students in stressful situations.

Table 5
ANOVA of difference in Coping strategies and Fathers' education

		<i>N</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
Problem focused coping	Below 10th	108	53.26	7.217				
	Between 10th& Graduation	753	54.10	7.284				
	Pos .Graduate	24	55.75	7.491	3	77.812	1.462	.223
	Professional Qualification	131	54.95	7.393				
	Total	1016	54.16	7.301				

Emotion focused coping	Below 10th	108	54.40	8.373				
	Between 10th& Graduation	753	55.70	7.165				
	Pos .Graduate	24	55.63	8.505	3	70.106	1.295	.275
	Professional Qualification	131	56.20	7.338				
	Total	1016	55.63	7.360				
Avoidance or Appraisal coping	Below 10th	108	45.97	7.053				
	Between 10th& Graduation	753	44.49	7.377				
	Pos .Graduate	24	42.63	8.707	3	129.304	2.427	.064
	Professional Qualification	131	43.77	6.749				
	Total	1016	44.51	7.314				

Source: Compiled from Primary data

The table 5 shows that the Problem focused coping strategy is being adapted by students of more educated fathers which means fathers' education has a direct impact on the preference of this type of coping strategy. If the fathers' education is more the children adapting to this strategy is more.

Similarly, the Emotion focused coping scores show a direct relation with father's education. The more the father is educated, the children's choice of this strategy is more. As per the Avoidance or Appraisal coping is concerned it is found that if fathers' education is more, the child's chances of using this strategy is less, as expected. If the father's education is more the children's choice of this type of coping is least likely. In other words the children of lesser educated fathers are prone to adapt Avoidance as a coping strategy. However, the statistical analysis does not show any significance. Hence the null hypothesis is accepted. It reveals that fathers' education does not have significant influence on the type of coping strategy used by adolescent students.

Mothers' education of the Respondents and Coping

Hypothesis 6: Ho: Mothers' education has no significant influence on the type of coping strategy used by adolescent students in stressful situations.

H1: Mothers' education has significant influence on the type of coping strategy used by adolescent students in stressful situations.

Table 6
ANOVA of difference in Coping strategies and Mothers' education

		<i>N</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
Problem focused coping	Below 10th	192	53.19	7.096				
	Between 10th& Graduation	746	54.14	7.336	3	247.503	4.694	.003**
	Pos .Graduate	26	55.65	6.331				
	Professional Qualification	52	57.27	7.211				
	Total	1016	54.16	7.301				
Emotion focused coping	Below 10th	192	54.49	7.488				
	Between 10th & Graduation	746	55.72	7.301				
	Pos .Graduate	26	56.12	7.845	3	202.918	3.777	.010**
	Professional Qualification	52	58.21	6.872				
	Total	1016	55.63	7.360				
Avoidance or Appraisal coping	Below 10th	192	45.90	7.330				
	Between 10th & Graduation	746	44.23	7.257				
	Pos .Graduate	26	41.50	6.970	3	227.366	4.291	.005**
	Professional Qualification	52	45.04	7.546				
	Total	1016	44.51	7.314				

Source: Compiled from Primary data

The above table shows that more the Mothers' education, more are the chances of their children resorting to Problem focused coping and Emotion focused coping strategies. However, where Avoidance focused coping is concerned, the students whose mother is lesser educated resort to this type of coping strategy.

The ANOVA table shows that the difference between the groups is statistically significant $p < .01$ in all the three types of coping strategies among students.

Hence the difference in Mothers' education level affects the type of coping strategy used by the students. Thus the null hypothesis is rejected and alternative hypothesis is accepted. It reveals that Mothers' education has significant influence on the type of coping strategy used by adolescent students.

DISCUSSION

In this study we tried to understand the relationship between the demographic factors and the coping strategies of adolescent students. The analysis done shows that Emotional focused coping is the most common type of strategy across students of various Boards (M=55.63) followed by Problem focused coping (M=54.16) then by Avoidance focused coping (M=44.51) which is the least preferred type of coping by students. The differences may be explained from the fact that the socio-economic background of the parents vary. The students of ICSE Board are mainly from the families where the annual family income is comparatively more which may be a reason for them taking up Problem focused coping as a type of strategy. Where age difference is considered among adolescent students, it is found that Avoidance focused coping with its subscales. Mental disengagement, Focus on and Venting of Emotions, Humor and behavioral disengagement is significant ($p < .01$). Which means that as children grow, they add value to life by understanding what should be avoided to handle life.

The results of gender differences show that females have greater dependence on Emotion focused coping and Avoidance focused coping as compared to males. However, Annual family income and educational levels of parents play an important role in Avoidance focused coping as a coping strategy. The Annual family income is an important variable on which an individual can depend while dealing with difficult situations (both emotional and psychological). The parenting style may vary according to the difference in income. But, it is found that high income does not affect the type of coping strategy. However lower income group works as an indicator of choosing Avoidance focused coping as a strategy while dealing with problems which may be due to its subscales.

In case of parents' educational profile, Problem focused coping and Emotion focused coping are more resorted to by the children where the parents are more educated which may be due to the positive environment at home created by the parents from the early childhood.

In the study, ANOVA and correlation was done and it was found that annual family income is not a significant variable whereas gender, age, Boards, parents' education are more significant variables.

Table 7
Correlation coefficient of various coping strategies

		<i>Problem focused coping</i>	<i>Emotion focused coping</i>	<i>Aviodance or Appraisal coping</i>
Problem focused coping	Pearson Correlation	1		
	Sig. (2-tailed)			
	N	1016		
Emotion focused coping	Pearson Correlation	.616**	1	
	Sig. (2-tailed)	.000		
	N	1016	1016	
Avoidance or Appraisal coping	Pearson Correlation	.444**	.415**	1
	Sig. (2-tailed)	.000	.000	
	N	1016	1016	1016

** Correlation is significant at .01 (2-tailed)

Source: Compiled from primary data

The examination of correlation coefficient among the coping types shows that Problem focused coping is highly correlated with Emotion focused coping ($r=.616, p<.01$) and Avoidance focused coping ($r=.415, p<.01$). The inter correlation between the coping strategies give way to an assumption that those who use coping strategies tend to use all the three types. Thus, the types of coping strategies are the tools which can be interchangeably used according to the stressful situations. All the coping strategies are interconnected.

Further studies with more diverse samples may illuminate the assumption that there are still more variables affecting the type of coping strategies used by adolescent students when they are in difficult stressful situations.

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