

Coping Strategies and Psychological Wellbeing of older Adults in Relation to Education

Fouzia Gul* & Saima Dawood**

The present study explored the differences between Psychological Well Being and Coping Strategies used by older adults in relation to their educational qualification. The data was divided into three groups. The participants who were either illiterate or educated up to primary were classified as Minimally Educated; participants educated up till middle and matriculation were included in the Educated group; whereas, participants educated up till FA, BA, MA were classified as Highly Educated. 100 individuals over age 60 years were approached from six old homes. Coping Strategies and Psychological Well Being was assessed through Coping Strategies Questionnaire and Trait Well Being Inventory, respectively. Results, analysed through Analysis of Variance (ANOVA) and Multiple Stepwise Regression, revealed that Highly Educated group used more active practical coping, had higher level of life satisfaction, and reported satisfactory mood level than Minimally Educated group whereas Educated group used more active practical coping than Minimally Educated Group. Education emerged as significant predictor of life satisfaction, whereas, mood level was predicted by active practical and active distractive coping.

Keywords: education, life satisfaction, happiness, coping

This article can be cited as:

Gul. F & Dawood. S (2015) Coping strategies and psychological wellbeing of older adults in relation to education, *Journal of Arts and Social Sciences*, 2(2), 44-54.