Research Paper

Emotional Style and Student Subjective Well-Being: Towards A Conscious Future

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ABSTRACT

This study investigates the intricate relationship between emotional style and subjective well-being among students. Student subjective well-being is the overall mental, emotional, and social state in educational settings. It encompasses students' feelings of happiness, satisfaction, and fulfillment. Understanding and promoting student subjective well-being is essential for creating conducive learning environments that foster holistic development. While emotional style refers to the unique way in which individuals express, experience, and regulate their emotions. It embraces a broad spectrum of characteristics that influence how people perceive and interact with their emotions in various situations. The sample for the present study consisted of 106 undergraduate students. The psychological tools used were 'Students Subjective Well-being Questionnaire' by Renshaw (2020) and 'Emotional Style Questionnaire' by Kesebir, et al. (2019). Regression analysis was applied to compute the data. The results indicate that there is a positive and high significant correlation between Outlook, Resilience, Social Intuition, Self-Awareness, Sensitivity to context, Attention and Student Subjective Well-being, respectively. Moreover, the dimensions had a significant contribution in the determination of Student subjective well-being ($F = 9.807$, $p < 0.01$). Each of these factors play a crucial role in shaping an individual's overall well-being and can significantly impact their academic performance, mental health, and overall life satisfaction. Educators and policymakers should consider these factors when designing interventions and programs aimed at promoting student well-being towards their academic success.

Keywords: *Emotional Style and Student Subjective Well-Being*

I n the ever-evolving landscape of education, the focus on student well-being has emerged as a pivotal concern. While academic achievement remains a cornerstone, educators and researchers are increasingly recognizing the significance of emotional well-being in shaping students' overall success and fulfillment. This acknowledgment has sparked a growing interest in understanding the relationship between emotional style and Student subjective well-being among students, with the aim of fostering conscious future generation. Emotional style is a component of social intelligence that encompasses the ability to regulate both one's own emotions and those of others, distinguish between different emotions, and

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use this information to direct thoughts and actions. Similarly, it was asserted that mental processes associated with emotions involve evaluating and expressing emotions (Salovey and Mayer, 1990). The term emotional style encompasses an individual's habitual patterns of emotional expression, regulation, and perception. Emotions help people adapt to both social and physical environments, considering that humans are biological and psycho-social beings (Suberviola, 2020). Accurately perceiving emotions in others' faces is a crucial element of emotional intelligence (Mayer et al., 2020). Emotional style is viewed as a state of comfort where a person recognizes their abilities, manages daily stress, works productively, and contributes to society (World Health Organization, 2019). Within educational settings, students' emotional style plays a fundamental role in shaping their experiences, relationships, and academic outcomes. Student Subjective well-being, on the other hand, reflects individuals' evaluations of their own lives, encompassing both cognitive judgments of life satisfaction and affective experiences of positive and negative emotions. In the context of students, subjective well-being extends beyond mere academic achievement to encompass feelings of happiness, fulfillment, and overall life satisfaction: they embark on a journey towards a conscious future.

By examining current research findings, theoretical frameworks, and practical strategies, this paper aims to provide insights into how educators can nurture students' emotional well-being, enhance their academic performance, and ultimately, empower them to lead fulfilling and purposeful lives. This paper delves into the many dimensions of emotional style have been outlined by researchers (Kesebir, P., et al., 2019) advocating for a conscious approach towards nurturing the future generation. The outlook or mindset that students adopt significantly influences their response to challenges and setbacks. A positive outlook characterized by optimism and resilience can empower students to navigate academic and personal hurdles with greater ease, ultimately enhancing their subjective well-being. Conversely, a pessimistic outlook may predispose individuals to experience heightened stress and dissatisfaction. Resilience, often described as the ability to bounce back from adversity, plays a pivotal role in buffering against the negative effects of stressors on students' well-being. By cultivating resilience, students can develop coping strategies that bolster their mental and emotional fortitude, enabling them to thrive amidst academic pressures and life transitions. Social intuition and self-awareness are essential components of emotional intelligence that contribute to students' interpersonal relationships and self-perception. Students who demonstrate sensitivity to context exhibit greater flexibility and adaptability, which are essential for navigating the complexities of academic and social settings while maintaining a sense of well-being. Attention, as a cognitive faculty, plays a crucial role in regulating students' focus and engagement with academic tasks and social interactions. By honing their attention skills, students can better manage distractions, enhance learning outcomes, and cultivate mindfulness—a key component of subjective well-being. As one embark on the journey towards a conscious future, it is imperative to recognize the interconnectedness of these psychological factors and their collective impact on student subjective well-being.

Reflecting on the research literature**, Oliveira et al. (2024)** found that students with a Low Emotion Regulation Profile had the lowest subjective well-being and the highest levels of repetitive negative thinking and internet addiction. Students with a Low Insight Profile also had low subjective well-being but experienced less repetitive negative thinking than those with a Low Emotion Regulation Profile. **Garay et al. (2022)** study reflected that women exhibit higher levels of emotional style than males, and correlations with these results indicated that it has been crucial to recognize gender variations in emotional style in order to

suggest solutions for enhancing emotional style and rumination. In a study by **Mahasneh (2022),** the gender variable did not significantly affect the level of subjective well-being, but demonstrated that there are significant differences between genders in satisfaction with academics and school connectedness. Additionally, the results demonstrated a positive correlation between social support and subjective well-being. **Ravindra and Babu (2021)** investigated the correlation between *Tri Guna (Sattva, Rajas, Tamas)* and emotional styles (attention, self-awareness, outlook, resilience, social intuition, context, sensitivity). With the exception of resilience, every emotional type correlated positively with *sattva* and negatively with *rajas* and *tamas*. *Sattva guna* has been linked to emotional style that supports the development of a positive emotional pattern. **Datu and King (2018)** longitudinal study showed that initial life satisfaction positively influenced later academic engagement, while initial negative affect negatively influenced it, even after accounting for previous levels of engagement. Additionally, the study found that academic engagement could also predict later well-being. **Cunsolo (2017)** paper reviewed the literature on adolescents' subjective well-being (SWB), focusing on their emotional and cognitive evaluations of their lives and identifying key factors related to SWB. The findings highlighted the crucial role of social factors in shaping adolescent SWB, with parenting support, school environments, and school connectedness being significant predictors of academic achievement and SWB.

METHODOLOGY

Aim

The aim is to study the relationship of Outlook, Resilience, Social Intuition, Self-Awareness, Sensitivity to context and Attention with Student Subjective Well-Being and among the dimensions of emotional styles, respectively. Also, to study the relative contribution of the six dimensions of emotional style in the determination of Student Subjective Well-Being.

Hypotheses

1. There would be a positive significant relationship between Outlook, Resilience, Social Intuition, Self-Awareness, Sensitivity to context and Attention with Student Subjective Well-Being, respectively.
2. There would be a positive significant relationship among the dimensions of emotional style (Outlook, Resilience, Social Intuition, Self-Awareness, Sensitivity to context and Attention), respectively.
3. The various dimensions of emotional style would have positive and significant contribution in the determination of Student Subjective Well-Being, respectively.

Variables

Predictor Variable(s):

1. Emotional style
   i) Outlook,
   ii) Resilience,
   iii) Social Intuition,
   iv) Self-Awareness
   v) Sensitivity to context
   vi) Attention

Criterion Variable

1. Student Subjective Well-Being

Sample
A sample of 106 students between 17 to 21 years of age, which included both male and female undergraduate students from Agra, UP, India, was selected through convenient sampling technique. Consent was obtained by respondents and confidentiality and trust was ensured, thus ethical considerations were also safeguarded.

Tools
1. **Emotional style Questionnaire** (ESQ), developed by Kesebir et al. (2019) was used to measure healthy emotional life.
2. **Student subjective well-being questionnaire (SSWQ)** developed by Renshaw (2022) was used to measure the level of Student subjective well-being.

Data Analyses and Interpretation
Regression analysis was used for statistical analysis of the data for the current study.

Table-1: Descriptive Statistics

	Mean	Std. Deviation	N
Student Subjective Well being	83.028	12.849	106
Outlook	17.736	3.709	106
Resilience	16.594	3.854	106
Social Intuition	18.415	3.903	106
Self-Awareness	16.481	4.189	106
Sensitivity to context	14.915	3.960	106
Attention	16.2075	3.975	106

Table-1 shows the mean and standard deviation of all the dimensions of emotional styles as predictors of Student Subjective Well-Being. Table-2 reflects the inter correlations among the proposed variables, and Student Subjective Well-Being.

Table-2: Correlation Matrix

Dimensions of Emotional Style	Outlook	Resilience	Social Intuition	Self-Awareness	Sensitivity to context	Attention	Student Subjective Well-being
Outlook	1	0.299**	0.209*	0.382**	0.250**	0.441**	0.342**
Resilience		1	0.050	0.185	0.028	0.304**	0.355**
Social Intuition			1	0.131	-.0.106	-.092	0.256**
Self-Awareness				1	0.318**	0.342**	0.471**
Sensitivity to context					1	0.361**	0.152
Attention						1	0.381**
Student Subjective Well-being							1

** Significant at the 0.01 level
* Significant at the 0.05 level

The matrix of coefficient of correlation (Table-2) indicates a positive significant correlation between Outlook (r = 0.342, p < 0.01), Resilience (r = 0.355, p < 0.05), Social Intuition (r = 0.256, p < 0.01), Self-Awareness (r = 0.471, p < 0.01), Attention (r = 0.381, p < 0.01) with

Student Subjective Well-Being. The only variable which is not significantly correlated to Student Subjective Well-Being is Sensitivity to context (r = 0.152), though the relationship is positive. Hence, the first hypothesis that there would be a positive relationship between Outlook, Resilience, Social Intuition, Self-Awareness, Sensitivity to context and Attention with Students Subjective Well-Being respectively is partially accepted. Table-2 also depicts a positive and significant correlation between the following dimensions - Outlook and Resilience (r = 0.299, p < 0.01), Outlook and Social Intuition (r = 0.209, p < 0.05), Outlook and Self-Awareness (r = 0.382, p < 0.01), Outlook and Sensitivity to context (r = 0.250, p < 0.01), Outlook and Attention (r = 0.441, p < 0.01). No significant correlation was observed between Resilience and Social Intuition (r = 0.050, p > 0.05), Resilience and Self-Awareness (r = 0.185, p > 0.05), Resilience and Sensitivity to context (r = 0.028, p > 0.05), Positive and high significant correlation was found between Resilience and Attention (r = 0.304, p < 0.01). Social Intuition and Self-Awareness (r =0.131, p > 0.05) was not found to be significant. Negative and not significant correlation between Social Intuition and Sensitivity to context (r = -0.106, p > 0.05) and Social Intuition and Attention (r = -0.092, p > 0.05) was found. Positive and significant correlation between Self-Awareness and Sensitivity to context (r = 0.318, p < 0.01), Self-Awareness and Attention (r =0.342, p < 0.01) and between Sensitivity to context and Attention (r = 0.361, p < 0.01) can be observed in Table 2. Hence, the second hypothesis stating that, "There would be a positive significant relationship among the dimensions of emotional style (Outlook, Resilience, Social Intuition, Self-Awareness, Sensitivity to context and Attention) respectively" is partially accepted.

Further, the multiple regression analysis was done to examine the extent to which predictor predict criterion variable, respectively. For interpreting the results obtained from Multiple Regression Analysis, the variance caused by the combined effect of all predictor variables is seen by the obtained R square (Table-3).

Table-3: Multiple Regression Analysis for Student Subjective Well being

Regression Statistics	
Multiple R	0.611
R Square	0.373
Adjusted R Square	0.335
Standard Error	10.479
Observations	106

Table-3 shows that the calculated Multiple R value is 0.611, indicating that the direction of the relationship is positive. This also specifies that the larger the value; the stronger the relationship. The above Table-3, shows that the obtained value for R square = 0.373, which means that about 37% of contribution is jointly accounted for by all the predictor variables (Outlook, Resilience, Social Intuition, Self-Awareness, Sensitivity to context and Attention) in causing variation in the criterion variable (Student Subjective Well-Being). The remaining variation of 67% is due to other factors. The statistical test for the significance of R is an F ratio. Table-4 shows the F value for Student Subjective Well-being.

Table-4: Showing The F-Value for Student Subjective Well-being

	df	SS	MS	F	Significance F
Regression	6	6462.436	1077.073	9.807	.000
Residual	99	10872.479	109.823		
Total	105	17334.915			

The value of F = 9.807 (Table-4) is significant at p < 0.01 level of significance, indicating that there is significant contribution of Outlook, Resilience, Social Intuition, Self-Awareness, Sensitivity to context and Attention in determining Student Subjective Well-Being.

Table-5: Regression Coefficient of Predictor Variables for Student Subjective Well-Being

S. No.	Dimensions of Emotional Style	Regression Coefficient (b)	Standard Error of Coefficient	Correlation Coefficient	t-value	B	Coefficient of Determination
1.	Outlook	0.045	0.336	0.299	0.133	0.013	0.044
2.	Resilience	0.704	0.286	0.209	2.457	0.211	0.128
3.	Social Intuition	0.721	0.278	0.382	2.590	0.219	0.133
4.	Self-Awareness	1.002	0.279	0.250	3.595	0.327	0.199
5.	Sensitivity to context	-0.061	0.289	0.441	-0.212	-0.019	0.011
6.	Attention	0.733	0.315	0.342	2.322	.227	0.169

Regression equation between Student Subjective Well-Being and Predictor Variables:
Y = 0.045X1 + 0.704X2 +0.721X3 + 1.002X4 + (-0.061) X 5+ 0.733X6 + 29.807

Table-5 reveals that the predictor (Outlook, Resilience, Social Intuition, Self-Awareness, Sensitivity to context and Attention) has accounted for 68% of the contribution in determining the criterion variable i.e., Student Subjective Well-Being and the remaining 32% is accounted for by other variables. A careful study of the regression equation reveals that 1 unit variation in X_1 i.e. Outlook will bring about a variation of 0.044 units (b = 0.045) in the Student Subjective Well-Being. The predictor variable X_1 holds for about 04% of the contribution to Student Subjective Well-Being. The second predictor variable, Resilience contributes 13% in Student Subjective Well-Being and 1 unit variation in X_2 will bring about 0.704 unit variation in the Students Subjective Well-Being. The third predictor variable, Social Intuition contributes 13% in Students Subjective Well-Being and 1 unit variation in X_3 will bring about 0.721 unit variations in the Student Subjective Well-Being.The fourth predictor variable, Self-Awareness contributes 20% in Student Subjective Well-Being and 1 unit variation in X_4 will bring about 1.002-unit variation in the Student Subjective Well-Being. The fifth predictor variable, Sensitivity to context contributes 01% in Student Subjective Well-Being and 1 unit variation in X_5 will bring about -0.061unit variation in the Student Subjective Well-Being. The sixth predictor variable, Attention contributes 17% in Student Subjective Well-Being and 1 unit variation in X_5 will bring about 0.733 unit variation in the Student Subjective Well-Being. The third hypothesis which stated that, "The various dimensions of emotional style would have positive and significant contribution in the determination of Student Subjective Well-Being, respectively", has been accepted.

DISCUSSION

By unraveling the complexities of human emotions and well-being within educational contexts, rich environments can be cultivated to foster empathy, self-awareness, and social connectedness, thus laying the foundation for a generation of individuals equipped to thrive personally, academically, and socially in an ever-changing world. Various studies support the result of the present investigation. **Gawali (2020)** investigated the relationship between Emotional Intelligence (EI) and Subjective well-being (SWB) in degree college students.

There was a notable and positive link between emotional intelligence (EI) and subjective well-being (SWB) (r = 0.337, p< 0.01). Additionally, EI was found to be a predictor of SWB, as individuals with higher emotional intelligence are more adept at understanding and managing their emotions during stressful situations and excel in problem-solving. and interpersonal relationship. In a study by **Garay et al. (2020),** findings demonstrated that emotional style significantly influences university students' academic aspirations (72.1%), and the logistic model's plausibility (p< 0.05) is supported by the data (Deviation with p< 0.05). In another study by **Malhotra and Kaur (2018**), it was found that the different domains of emotional intelligence are significantly and positively correlated with subjective well-being. Self-development, self-awareness, empathy, self-motivation and managing relations, except emotional stability, integrity, value orientation, commitment and altruistic behaviour were found to be the significant predictors of subjective well-being with 18.6% variance. So, various studies including the present one proves that SWB is more or less correlated with various domains of emotionality. As educational institutions strive to cultivate environments that foster holistic growth, understanding the intricate interplay between various psychological factors and subjective well-being has become paramount. By fostering a nurturing educational environment that prioritizes the development of domains of emotions can empower to thrive academically, emotionally, and socially. Through targeted interventions and holistic approaches, the way can be paved for a generation of resilient, self-aware individuals who are equipped to navigate life's challenges with grace and optimism, thereby fostering a more conscious and compassionate society.

CONCLUSION

Hence, the exploration of emotional style and its impact on student subjective well-being reveals profound implications for fostering a conscious future in education. By prioritizing holistic approaches to education that enhances students emotional well-being alongside academic achievement, can cultivate a more inclusive, supportive, and flourishing learning environment in envisioning a conscious future for education. The study suggests that interventions to improve health and well-being among university students should be tailored to their specific emotion regulation difficulties rather than focusing on particular strategies.

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