

Self Concept and Coping Behaviour Among Adolescent

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The positive self concept and adaptive coping are interrelated and is needed for every adolescent to achieve a successful adolescent life and there after a more mature adulthood. The present study aimed to find out correlation between self-concept and coping behavior among adolescent group. In this study Descriptive Co relational survey and Random sampling techniques were used. Sample consist of school going adolescent between 15-19 years of age studying in 10th to 12th standard at selected school in Bhilai.C.G. Result indicates that there is a positive and significant correlation between self concept and coping behavior of adolescent.

Adolescence is the period from beginning of sexual maturity to completion of physical growth characterized by developmental transition from childhood to adulthood. Piaget asserts that psychologically adolescence is the age when individual becomes integrated into the society of adults, the age when the child no longer feels that he is below the level of his elders, but equal at least in right. In both developed and developing countries, adolescence faces overwhelming problems. In his studies on adolescence, Steinberg (1999) refers to 'puberty' as the period during which adolescents experience biological transformations that result in physical, emotional, social and behavioral changes. During adolescents' challenging developmental years, confrontations with demands, expectations and temptations occur. More importantly, personal

and social factors influence self concept development occurring at this stage. Self-concept formation, central during adolescence, tends to have profound effects on adolescents' education (Harter, 1999). In 2006, Santrock affirmed that family instability and unstable environments contribute to instability in adolescents. Some of these concerns, which can affect self-concept development, are evident among youths worldwide, regionally.

Lawrence (1996) defined self-concept by examining self-image of what a person is; ideal self, which the person desires to be; and self-esteem, what the person knows and feels about self and the struggle he or she faces in striving to become what he or she would like to be. Subsequently, Frydenberg (1997) expressed that "Self-concept, one's ideas and

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perceptions about oneself, is an important factor in determining human behavior. Self concept is a person's feeling about himself or herself. It includes individuals' perception or awareness of his/her body, abilities personality, traits and way of doing thing. Self concept are not static or unchanging but are shaped by experiences which are constantly navigating in ambiguity and uncertainty towards unknown future. Interpreting experiences help in shaping people's self concept, Andrew (2002) found that boys scored significantly lower on social self-concept than girls. In this study, it is expected that in case of girls physical and social self will influence their overall self-concept whereas in case of boys personal self will determine their overall self-concept.

Coping behavior is the process of managing taxing circumstances expending efforts to solve personal and interpersonal problems and seeking to master, minimize, reduce or tolerate stress or conflict. Hall (1972) has identified three types of coping behavior for dealing with inter role conflict. The three types of coping behavior were logically derived from three role components by Levinson (1959)-structurally imposed demands, personal role conception and role behavior. Type I coping (structural role redefinition) involves an active attempt to deal directly with role senders and lessen the conflict by mutual agreement on a new set of expectations. One way of changing structural demands would be to relocate and share one's role tasks (cleaning, washing, and child care, for example). Type II coping (personal role redefinition) involves changing one's personal concept of role demands received from others. It entails changing the expectations themselves. Type III coping (reactive role) behavior entails attempting to improve the quality

of role performance with no attempt to change the structural or personal definition of one's roles.

Adolescent's characteristic feature of risk taking and pleasure seeking compounded by ignorance make them vulnerable formal adaptive coping behaviors. An adaptive coping is essential to reduce negative behavior of adolescent and to establishing a positive self concept. Positive self concept and adaptive coping are interrelated and is needed for every adolescent to achieve a successful adolescent life and there after a more mature adulthood.

Objectives of the Study:

1. To find out the correlation between self concept and coping behavior.
2. To associate self concept among adolescent with selected demographic variables.
3. To associate coping behavior among adolescent with selected demographic variables.

Method

Sample:

Random sampling technique was used. In this study sample consist of school going adolescent between 15-19 years of age studying in 10th to 12th standard at selected school in Bhilai. Demographic data consisted of items pertinent to the demographic data of the student regarding their age, gender, education standard of father and mother, occupation of father and mother, area of residence, total monthly income, and presence of any mental illness in family and drug abuse in family.

Tools:

The tool was developed on the basis of the related literature. After preparation of blue print the opinions were taken from subject experts.

Assessment of level of self concept by using modified standard questionnaire on self concept. This section consisted of 48 items in six areas regarding assessment the level of self concept on adolescent group. Those were Physical area, social area, temperamental area, educational area, Moral area, intellectual area. This was a five point rating scale ranging from always, often, sometimes, rarely & often. The reliability of tool for self concept was found 0.91.

To assess the coping behavior of adolescent a structured questionnaire was used. This is consisted of 28 items in various areas like Home, Social, Health & emotional and school area. The items are analyzed by using three point rating scale option given are never, sometimes and often. The reliability of tool for coping behavior was found 0.95.

Study aimed to find out correlation between self-concept and coping behavior among adolescent group. In this study Descriptive Co relational survey is used.

Results

Area-wise distribution of self concept shows that 82% of adolescent scored high self concept. Area-wise distribution was assessed into six area of self concept. Highest mean scored for educational area was found 34.38. Mean score for moral, temperamental, physical, intellectual and social areas were found 33.68, 28.85, 28.82, 26.60 and 22.95 respectively. Highest mean score for educational area indicated, that there is high influence of education over society.

On the other hand 62% of adolescent have scored average coping, while 38% scored very good coping. Coping behavior was assessed into four areas. Mean score of social area is 18.13, school area received 17.04 mean

score, home area scored 16.47 and health and emotional area received 16.26 of mean score.

The findings reveal that coping behavior is increased when self concept is high, and coping is low when self concept is low. Both variables are correlated with each other. There was Positive correlation between self concept and coping behavior ($r = +0.8$.) seen.

Figure 1

Scattered diagram showing correlation between self concept and coping behavior

Gender and area of living is positively associated with self concept. Out of 54 male adolescent 42% scored above average and 10% scored high self concept. Out of 46 female participants 42% scored above average while 6% scored high self concept. Andrew (2002) also found that boys scored significantly lower on social self-concept than girls. Hence, association between self-concept and selected socio demographic variable was found.

The present study indicates the majority of adolescent had above average and high self concept and also average and excellent coping behavior in relation to various area, gender and area of living had a significant association with self concept and coping behavior. In this study it is found that there is a positive and significant correlation between self concept and coping behavior among adolescent.

Implication of the study :

1. Workshops on Positive thinking and modification of behavior should be arranged periodically to increase adolescences self concept.
2. Arrange counseling program for early identification and treatment of behavioral deviation among nursing students & other adolescence.
3. Health education sessions in relation to above topics can be arranged by nurse educator and nurse practitioner in order to promote their mental health.
4. Adopt effective policies to improve communication among the parents, teacher and adolescent, so that good communication may helpful to reduce adolescent anxiety during transition period.

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