

ED 400 107

PS 024 655

AUTHOR Schludermann, Shirin; And Others
 TITLE Family Background, Adolescent Coping Styles, and Adjustment.
 PUB DATE Aug 96
 NOTE 14p.; Paper presented at the Biennial Conference of the International Society for the Study of Behavioral Development (14th, Quebec City, Quebec, Canada, August 12-16, 1996).
 PUB TYPE Reports - Research/Technical (143) -- Statistical Data (110)
 EDRS PRICE MF01/PC01 Plus Postage.
 DESCRIPTORS Adolescents; *Coping; *Emotional Adjustment; Emotional Development; *Family Characteristics; Family Influence; Foreign Countries; *Locus of Control; Personality; Self Esteem; Social Development; Test Construction; *Well Being
 IDENTIFIERS Canada

ABSTRACT

This study explored the effects of family background variables on coping styles, and the contribution of coping styles and locus of control to the overall adjustment of older adolescents. The objectives of this study were to develop a Canadian adaptation of the Seiffge-Krenke Adolescent Coping Style Scale; to explore the influences of family and personality variables on coping styles; to explore the influences of coping styles on overall adjustment; and to compare the influences of coping styles and locus of control. The subjects were 611 male and female Canadian university students between ages 17 and 18, who were required to complete the coping-styles scale along with other scales, some of which were consolidated into factor scores or averaged z-scores. The results suggest that family background significantly influences adolescents' coping style and that coping style is a substantial contributor to overall adjustment. (MOK)

 * Reproductions supplied by EDRS are the best that can be made *
 * from the original document. *

ED 400 107

FAMILY BACKGROUND, ADOLESCENT COPING STYLES, AND ADJUSTMENT.

Shirin Schludermann, Eduard Schludermann, & Cam-Loi Huynh
Department of Psychology, University of Manitoba
Winnipeg, MB, Canada, R3T 2N2.

Poster session presented at the 14th Biennial Conference of the
International Society for the Study of Behavioral Development,
Québec City, Canada, 12-16 August, 1996.

ABSTRACT

This study explored the effects of family-background variables on coping styles, and the contribution of coping styles and locus of control to the overall adjustment of older adolescents. Factor analysis of a Canadian adaptation of Seiffge-Krenke's scale of coping styles yielded two strong factors (i.e., Active Coping, Withdrawal Coping) and a weak factor (Internal Coping). A sample of 611 Canadian university students (both genders, 17-18 years) completed the coping-styles scale along with other scales, some of which were consolidated into factor scores or averaged z -scores:

- (1) Family Adjustment factor (Olson's Family: Adaptation, Cohesion, Strength, Satisfaction);
- (2) Active Family Coping fac. (Ol.'s Social Support, Seeking Help, Spiritual Support);
- (3) Ol.'s Reframing scale;
- (4) Ol.'s Passive Appraisal sc.;
- (5) Turner's Provision of Social Relations sc.;
- (6) Emotionality (Eysenck's Neuroticism, Cattell's Anxiety);
- (7) Eysenck's Extraversion sc.;
- (8) Levenson's Internal Locus of Control;
- (9) Le.'s External L. of C. (Chance, Powerful Others);
- (10) Adjustment fac. (Self Esteem [Coopersmith, Worchel], Diener's Life Satisfaction, Greenberger's Individual Adequacy, Social Adequacy, Communication, Tyler's Psychosocial Competence).

Family, personality, and social relations were conceptualized as background variables, coping styles and locus of control as mediating variables, and adjustment as an outcome variable. Active Coping Style correlated with Family Adjustment (+.42), Active Family Coping (+.42), Reframing (+.39), Social Relations (+.43), and Adjustment (+.37). Withdrawal Coping correlated with Family Adjustment (-.32), Passive Appraisal (+.43), Emotionality (+.44), External L. of C. (+.46), and Adjustment (-.48). Stepwise regression analyses identified background variables as significant predictors of coping styles: (a) Active Coping ($R^2 = .333$) with Active Family Coping > Social

PERMISSION TO REPRODUCE AND
DISSEMINATE THIS MATERIAL
HAS BEEN GRANTED BY

Eduard Schludermann

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)

2

PS 06-055

Relations > Family Adjustment; (b) Withdrawal Coping ($R^2 = .326$) with Passive Appraisal > Emotionality. All mediating variables (- Withdrawal Coping - External L. of C. + Active Coping + Internal L. of C. + Internal Coping) were significant predictors of Adjustment ($R^2 = .502$). In other regression analyses, the three coping styles ($R^2 = .385$) and the two locus of control variables ($R^2 = .342$) accounted for a similar variance in adjustment.

The results suggest that family background significantly influences adolescent's coping style and that coping style is a substantial contributor to overall adjustment.

INTRODUCTION

OBJECTIVES

- (1) To **develop** a Canadian adaptation of the Seiffge-Krenke Adolescent Coping Styles Scale;
- (2) To explore the influences of **family** and **personality** variables on coping styles;
- (3) To explore the influences of coping styles on overall **adjustment**;
- (4) To compare the influences of coping styles and **locus of control**.

BACKGROUND

* Using German samples Inge Seiffge-Krenke developed a research instrument which applied 20 **coping behaviors** to different **problem** areas. Factor analyses of the 20 coping behaviors revealed 3 distinct coping styles: **Active Coping**, **Withdrawal Coping**, and **Internal Coping**.

* **Cross-cultural** studies by Seiffge-Krenke and others revealed that the factor structures of coping styles differed somewhat between German and Israeli samples.

* The present study attempted to develop an adaptation of the coping styles scale which is appropriate for Canadian adolescents.

* There is some preliminary evidence which suggests that an **active** coping style contributes to **good adjustment** and that a **withdrawal** coping style contributes to **poor adjustment**, but that issue requires further clarification.

* The present study conceptualizes family and personality variables as **background** variables, coping style and locus of control as **mediating** variables and adjustment as an **outcome** variable.

* The present study **hypothesizes** that both **family** variables and **personality** variables influence an adolescent's selection of coping style. It is thus predicted that:

(a) a functional **family** background and effective coping by the family is predictive of an adolescent's **active** coping style;

(b) passive coping of the family is predictive of an adolescent's **withdrawal** coping style;

(c) **emotionally** unstable adolescents are expected to select a withdrawal coping style.

* The present study sees the mediating influences of **coping** style (what an adolescent does) to be analogous to that of **locus of control** beliefs (what an adolescent thinks). Thus, both an active coping style and internal locus of control are expected to promote good adjustment and a withdrawal coping style and an external locus of control are expected to promote poor adjustment.

METHOD

SAMPLE

- * 611 Introductory Psychology students;
- * from various faculties;
- * 297 males and 314 females;
- * 16 to 19 years;
- * in Winnipeg, Canada.

DEVELOPMENT OF A COPING SCALE

* Using a **German** sample I. **Seiffge-Krenke** developed a scale of coping styles: 20 coping behaviors applied to 8 problem areas (studies, teachers, parents, peers, opposite sex, self, future, leisure time). Items had 2 response categories (yes or no).

* E. and S. **Schludermann** adapted the coping styles scale for **Canadian** adolescents: 20 coping behaviors applied to 5 problem areas (academic work, parents and family members, same-sex friends, opposite-sex friends, myself). Items had 5 response categories (almost never to very often).

* Schludermann administered the Canadian version of the coping scale to 611 Canadian older adolescents and subjected the resulting data to **item and factor analyses**.

* The **results** of these analyses suggest the following:

(1) Adolescents tend to use a given coping behavior to a similar extent across different problem areas (average $r = .50$).

(2) When the 20 coping behaviors were factor analyzed separately for the five problem areas, the resulting factor structures were quite similar.

(3) The factor structures of data from male and female adolescents were very similar.

It was therefore appropriate to sum the scores of a given coping behavior across problem areas and to factor analyze the set of the 20 summary scores.

* The **factor analysis** of the summary scores of the 20 coping behaviors resulted in two strong factors (of eight items each) which were highly replicable across problem areas and genders. One of the factors corresponded to Seiffge-Krenke's **Active Coping** and the other factor corresponded to her **Withdrawal Coping**. There was also a weak factor of 2 items which was less replicable and which somewhat resembled Seiffge-Krenke's **Internal Coping**.

* On the basis of the above factor analyses, Schludermann developed formulas for summing items produce **Active Coping**, **Withdrawal Coping**, and **Internal Coping** scores.

OTHER VARIABLES

In addition to the adapted coping styles scale, the students completed the following scales, some of which were consolidated into **factor scores** or **averaged z-scores**.

(1) **FAMILY ADJUSTMENT FACTOR:** factor score consolidating

(a) Fam. Adaptation from
Olson's FACES II;

(b) Fam. Cohesion from
Olson's FACES II;

(c) Olson's Fam. Strength;

(d) Olson's Fam. Satisfaction.

scales correlate from .72 to .79

(2) **ACTIVE FAMILY COPING FACTOR:**

factor score consolidating

three scales from Olson's Family Coping instrument:

(a) Acquiring Social Support;

(b) Mobilizing Family to Acquire and Accept Help;

(c) Seeking Spiritual Support;

scales correlate from .37 to .61

- (3) **REFRAMING SCALE:**
from Olson's Family Coping instrument.
- (4) **PASSIVE APPRAISAL SCALE:**
from Olson's Family Coping instrument.
- (5) **TURNER'S PROVISION OF SOCIAL RELATIONS SCALE:**
15 items measuring the amount of social support a person gets.
- (6) **EMOTIONALITY VARIABLE:**
av. z-score consolidating
(a) Neuroticism score of Eysenck Personality Questionnaire;
(b) Cattell's Anxiety scale, 12-items shortened version;
scales correlate .76.
- (7) **EXTRAVERSION SCALE:**
from Eysenck Personality Questionnaire.
- (8) **INTERNAL LOCUS OF CONTROL:**
scale from Levenson's Locus-of-Control Scale.
- (9) **EXTERNAL LOCUS OF CONTROL:**
av. z-score consolidating two scales from Levenson's Locus-of-Control Scale:
(a) Chance scale;
(b) Powerful Others scale.
scales correlate .65.
- (10) **ADJUSTMENT FACTOR:**
factor score consolidating:
(a) Self-Esteem variable
(av. z-score consolidating
10-item shortened version of Worchel's Self-Activity Instrument and 12-items shortened version of Coopersmith's Self-Esteem Inventory);
(b) Diener's Satisfaction with Life Scale;
(c) Individual Adequacy Summary of Greenberger's Psychosocial Maturity Inventory;
(d) Social Adequacy Summary of Greenberger's Psychosocial Maturity Inventory;
(e) Good Communication scale of Greenberger's Psychosocial Maturity Inventory;
(f) Psychosocial Competence score of Tyler's Psychosocial Behavioral Attribute Scale.
scales load from .50 to .88 on the first principal-axes factor.

RESULTS

ANALYSES

* **Background Variables:**

Family Adjustment, Active Family Coping, Reframing, Passive Appraisal, Provision of Social Relations, Emotionality, Extraversion.

* **Mediating Variables:**

Active, Withdrawal and Internal Coping; Internal and External Locus of Control.

* **Outcome Variable:**

Adjustment.

* Background and Outcome Variables were **correlated** with Mediating Variables. See Table.

CORRELATIONS

	COPING STYLES			LOC. OF CONTR.	
	ACTIVE	WITHDRAW	INTERNAL	INTERNAL	EXTERNAL
FAMILY ADJUST.	+.42	-.32	+.13	+.27	-.23
ACT. FAM COPING	+.42	+.04	+.11	+.12	+.03
RE-FRAMING	+.39	-.17	+.18	+.34	-.15
PASSIVE APPRAIS	-.16	+.47	+.00	-.21	+.43
PROVIS. SOC REL	+.43	-.30	+.19	+.39	-.33
EMOTIO-NALITY	-.06	+.44	-.28	-.14	+.36
EXTRA-VERSION	+.27	-.06	+.12	+.18	-.14
ADJUST-MENT	+.37	-.48	+.14	+.34	-.51

All correlations stronger than +.17 or -.17 are significant at $p < .0001$.

* **Hierarchical regressions analyses:**

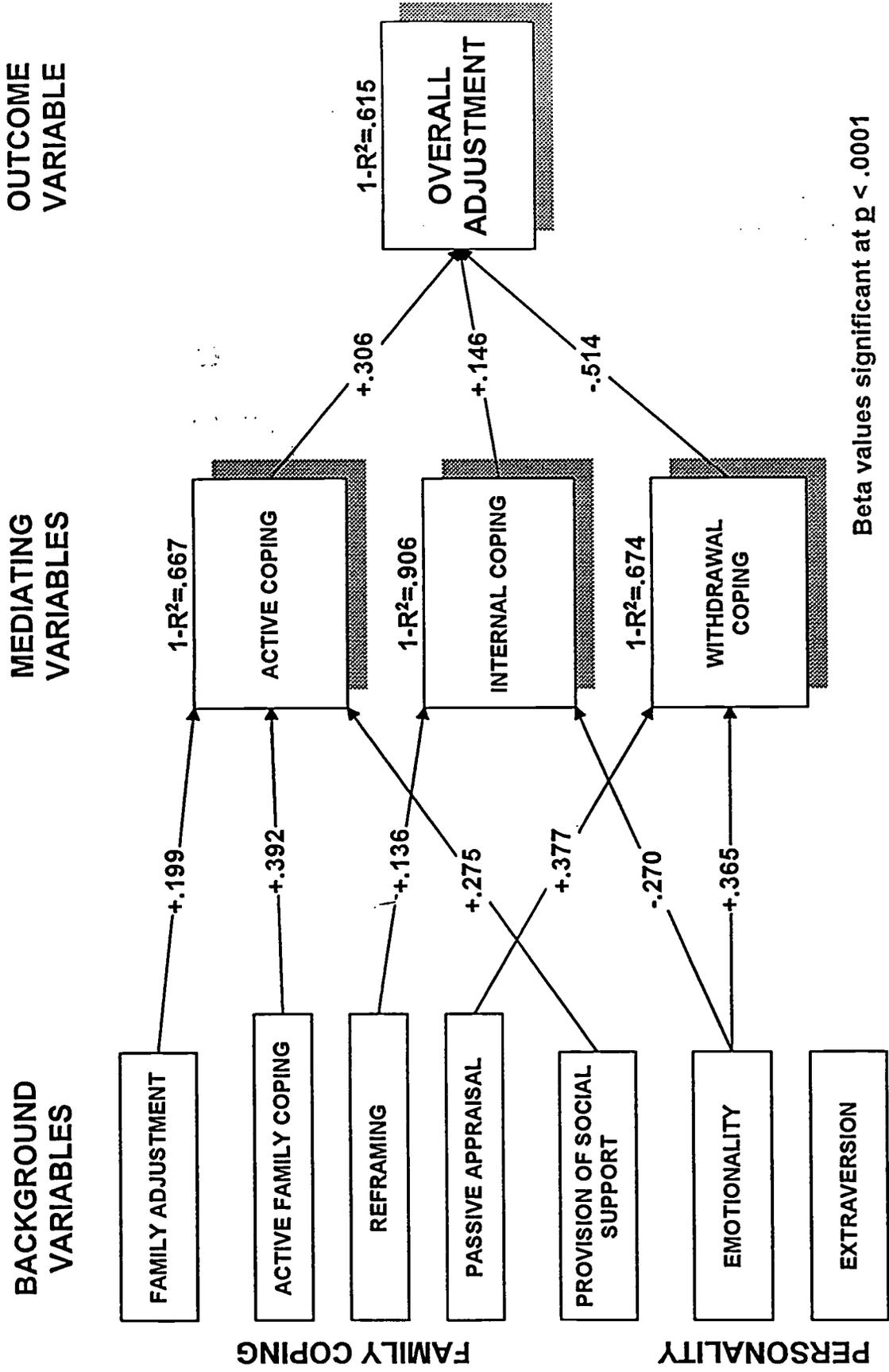
(a) with three coping styles as mediating variables;
 (b) with two locus-of-control variables as mediating variables;
 (c) with three coping styles and two locus-of-control variables as mediating variables.

All variables were in standard scores;

Cut-off points for stopping regressions were F-values at $p < .0001$.

See Figures.

MODEL WITH COPING STYLES AS MEDIATING VARIABLES



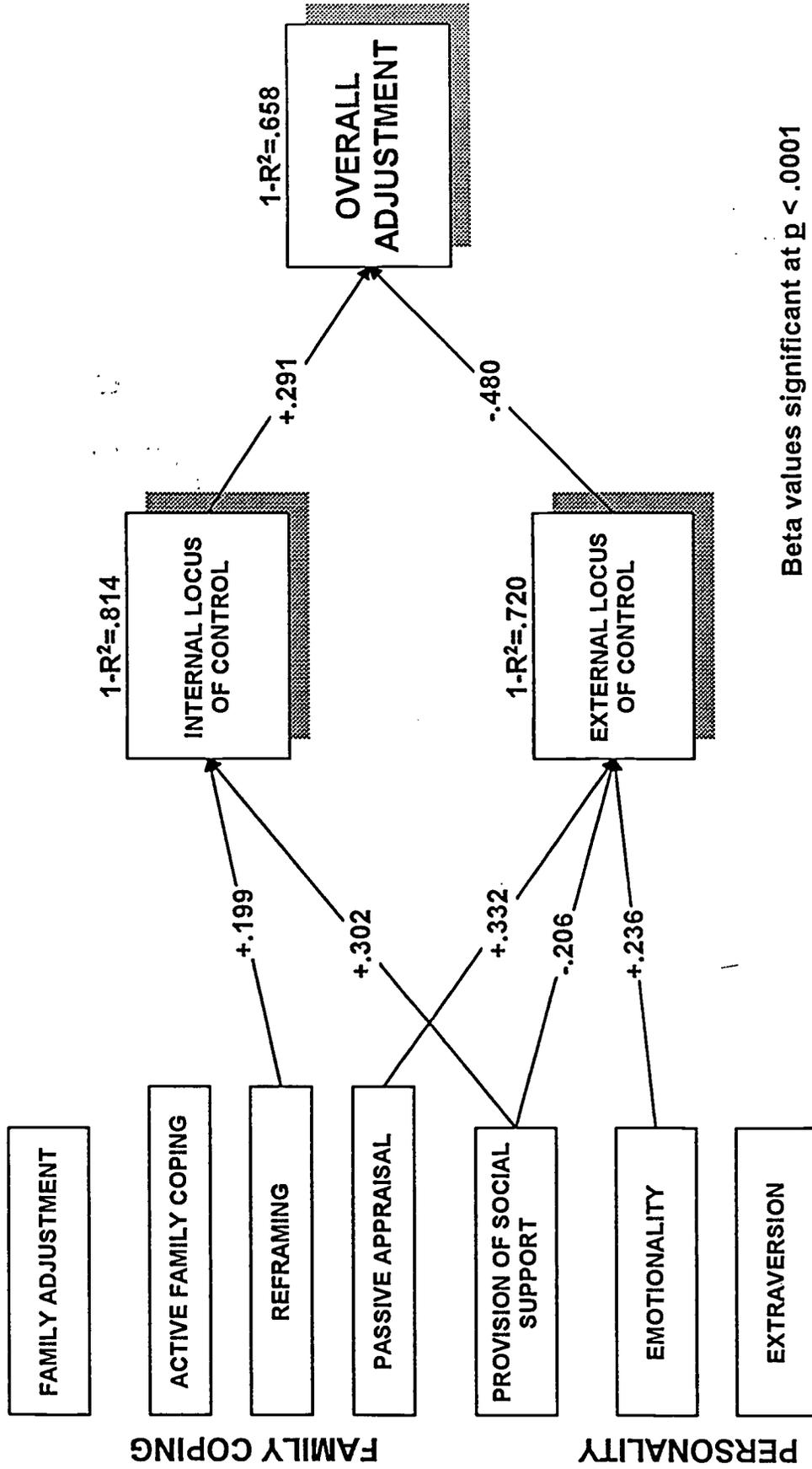
Beta values significant at $p < .0001$

MODEL WITH LOCUS OF CONTROL AS MEDIATING VARIABLES

OUTCOME VARIABLE

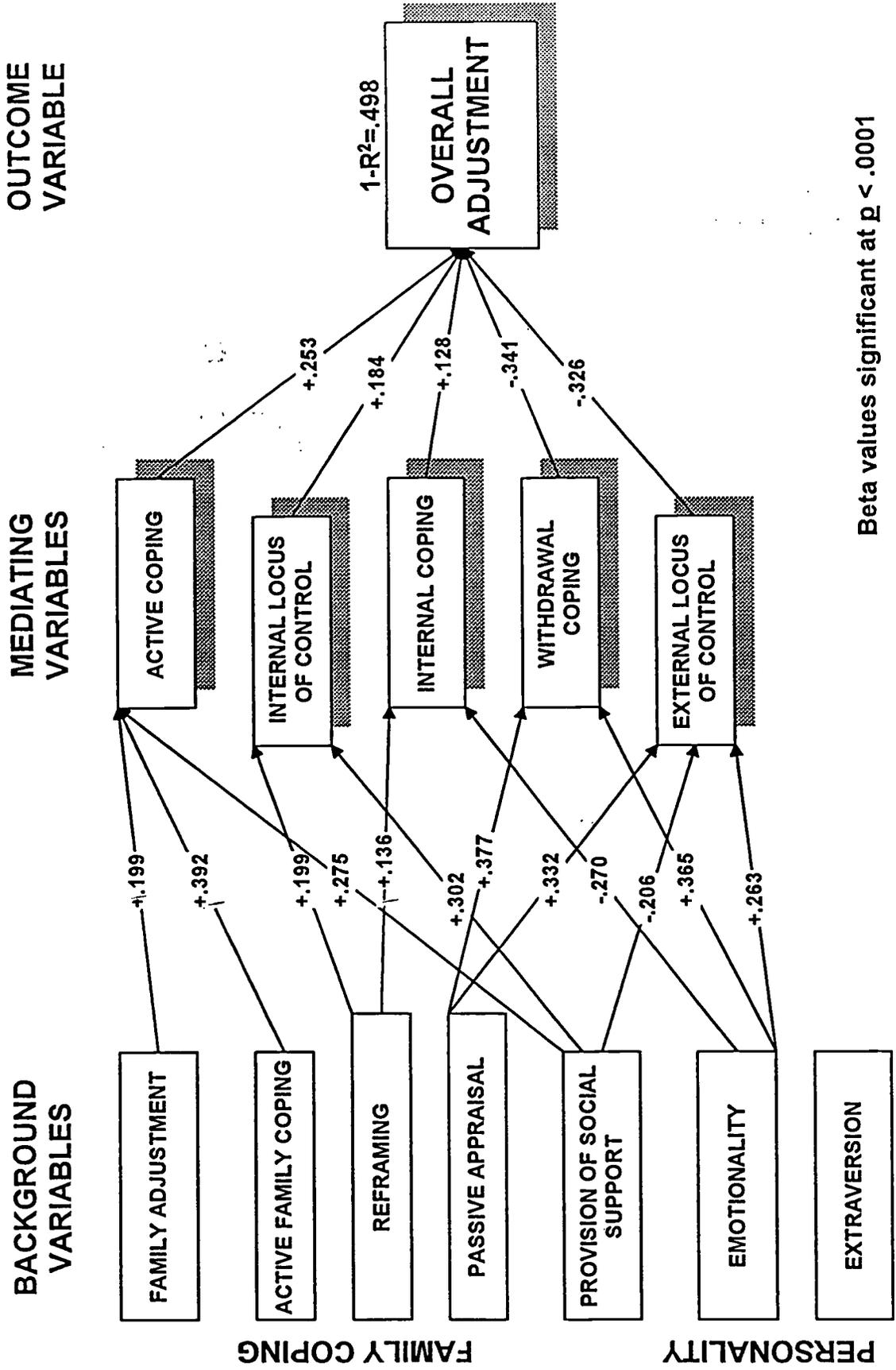
MEDIATING VARIABLES

BACKGROUND VARIABLES



Beta values significant at $p < .0001$

MODEL WITH COPING STYLES AND LOCUS OF CONTROL AS MEDIATING VARIABLES



Beta values significant at $p < .0001$

SUMMARY OF RESULTS

- * Active Coping and Internal Locus of Control are predictive of good Adjustment.
- * Withdrawal Coping and External Locus of Control are predictive of poor Adjustment.
- * Coping Styles and Locus of Control predict Adjustment to the same extent (about a third of variance). When combined, Coping Styles and Locus of Control predict about half of the variance of Adjustment.
- * The strongest predictors of Active Coping are: Active Family Coping, Provision of Social Support, and Family Adjustment.
- * The strongest predictors of Withdrawal Coping are Passive Appraisal (family coping) and Emotionality.

CONCLUSIONS

- (1) An adolescent's coping style is significantly influenced by the adolescent's family background, especially the family's coping pattern.
- (2) Emotionally unstable adolescents tend to select a withdrawal coping style which in turn tends to lead to poor adjustment.
- (3) The results support the view that family background significantly influences an adolescent's coping style and that coping style is a substantial contributor to overall adjustment.



U.S. Department of Education
Office of Educational Research and Improvement (OERI)
Educational Resources Information Center (ERIC)



REPRODUCTION RELEASE

(Specific Document)

I. DOCUMENT IDENTIFICATION:

Title: <i>Family background, adolescent coping styles, and adjustment</i>	
Author(s): <i>S. SCHLUDERMANN, E. SCHLUDERMANN, C-L, HUYNH</i>	
Corporate Source:	Publication Date:

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic/optical media, and sold through the ERIC Document Reproduction Service (EDRS) or other ERIC vendors. Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following two options and sign at the bottom of the page.



Check here
For Level 1 Release:
Permitting reproduction in microfiche (4" x 6" film) or other ERIC archival media (e.g., electronic or optical) and paper copy.

The sample sticker shown below will be affixed to all Level 1 documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

Level 1

The sample sticker shown below will be affixed to all Level 2 documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN OTHER THAN PAPER COPY HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

Level 2



Check here
For Level 2 Release:
Permitting reproduction in microfiche (4" x 6" film) or other ERIC archival media (e.g., electronic or optical), but not in paper copy.

Documents will be processed as indicated provided reproduction quality permits. If permission to reproduce is granted, but neither box is checked, documents will be processed at Level 1.

"I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche or electronic/optical media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries."

Sign here → please

Signature: <i>Edward H. Schludermann</i>	Printed Name/Position/Title: PROFESSOR OF PSYCHOLOGY	
Organization/Address: <i>Dep of Psychology University of MANITOBA WINNIPEG, MB, CANADA, R3T 2N2</i>	Telephone: <i>(204) 474-2614</i>	FAX: <i>(204) 269-3597</i>
	E-Mail Address:	Date: <i>17 Oct 1996</i>

XIVth Biennial Meetings of the International Society for the Study of Behavioural Development (Quebec City, Quebec, August 12-16, 1996).

02-055
ERIC
Full Text Provided by ERIC

University of Illinois
at Urbana-Champaign



Clearinghouse on Elementary and Early Childhood Education

805 West Pennsylvania Avenue
Urbana, IL 61801-4897

217 333-1386
217 333-3767 *fax*
800-583-4135
ericeece@uiuc.edu *e-mail*

August 16, 1996

Dear Colleague:

The ERIC Clearinghouse on Elementary and Early Childhood Education is increasing its efforts to collect and disseminate information relating to all aspects of children's development, care, and education. Your presentation at the **XIVth Biennial Meetings of the International Society for the Study of Behavioural Development** held in Quebec City, Quebec, on August 12-16, 1996, is eligible to be considered for inclusion in the ERIC database and microfiche collection, **IF:**

- * it is at least 8 pages long;
- * it has not been published elsewhere; and,
- * you will give us your permission to include it in ERIC.

ERIC, the world's largest database on education, is built from the contributions of its users. We hope you will consider submitting to ERIC/EECE your presentation or any other papers you may have completed within the last two years related to this educational level.

Documents are reviewed for contribution to education, timeliness, relevance, methodology, and reproduction quality. We will let you know within six weeks if your paper has been accepted. Please complete the reproduction release on the back of this letter and return it to ERIC/EECE with your paper by July 31, 1997. If you have any questions, please contact me by fax 217-333-3767, or by e-mail <ksmith5@uiuc.edu> .

Sincerely,

A handwritten signature in cursive script that reads "Karen E. Smith".

Karen E. Smith
Acquisitions Coordinator