

# **Patterns of Coping Strategies and Coping Styles among School Adolescents of Kathmandu: A Cross sectional Study**

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# Outline

- Introduction
- Rationale & Aim
- Methods
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- Discussion & Conclusion
- Prospects for future researches

# Introduction

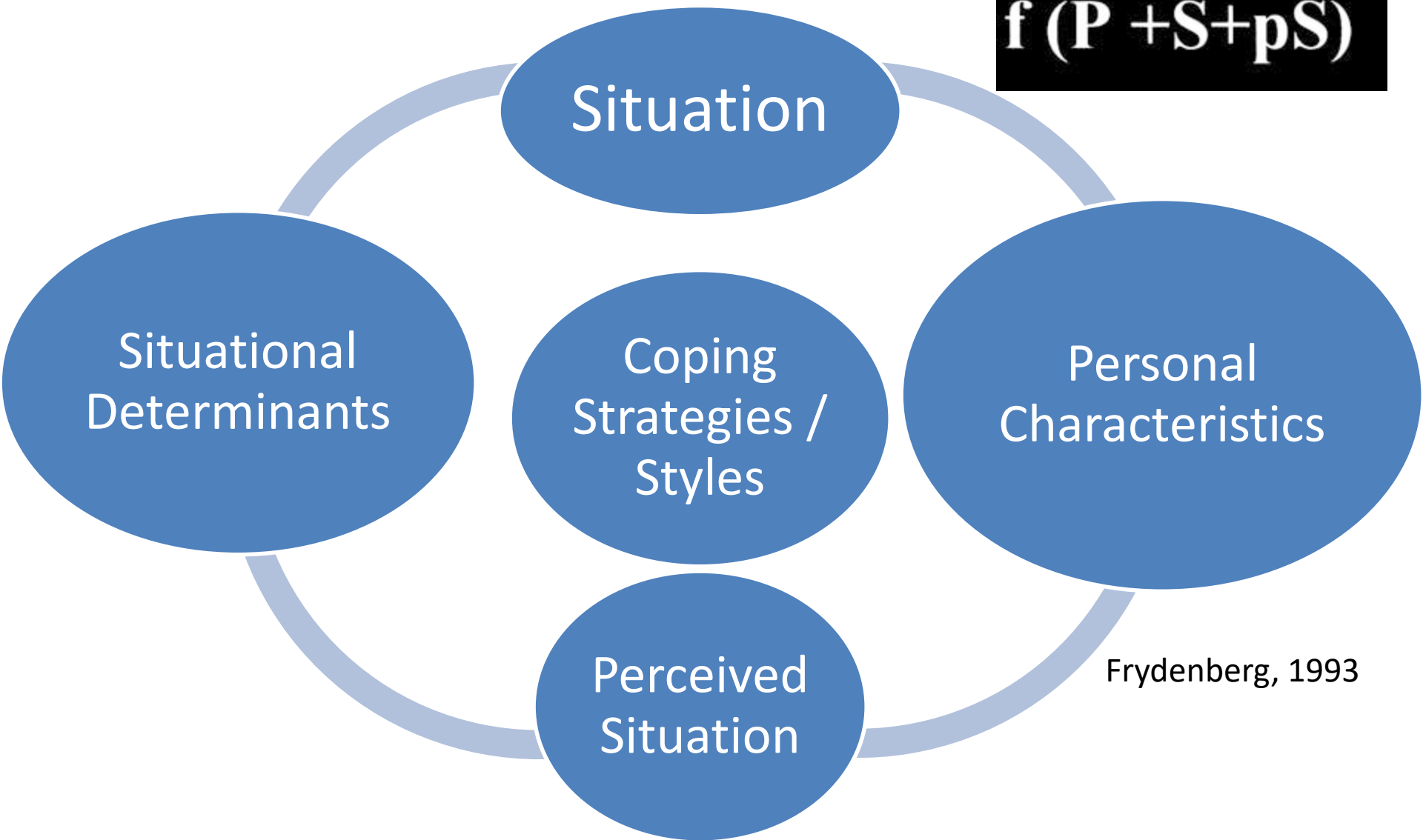
- Around 1.2 billion people (1 in 6 of the world's population) are adolescents. (WHO, May 2017)
- Adolescence: Age between 10 to 19 yrs
  - 10-14 yrs (younger), 15-19 yrs (elder)
  - About 22% (6.38 million): 10-19 yrs  
(Nepal Multiple Indicator Cluster Survey, 2014)
- 1/2 of all mental health disorders in adulthood start by age 14, but most cases are undetected and untreated. (WHO, 2017)
- Adolescents have different concerns / stressors to deal with: Normative & Non normative

# Introduction (Contd...)

- Suicide and accidental death from self-harm -the 3<sup>rd</sup> cause of adolescent mortality in 2015, resulting in an estimated 67,000 deaths.
- Self-harm largely occurs among older adolescents, and globally 2<sup>nd</sup> leading cause of death for older adolescent girls, esp. in Europe and South-East Asia. (WHO, May 2017)
- A number of emotional behavioral problems are observed in clinical adolescents samples.

# Coping

$$f(P + S + pS)$$



# On going Debate

- Is coping (productive / non productive) the **cause or consequence** of health and illness (physical & mental)?
- Researches say: **Both**

## Rationale of the Study:

- Extensive researches on coping and its different correlates in adults but not in adolescents.
- Few researches on adolescents' concerns or stressors and coping in Nepalese sample recently.
- No specific and validated tools and inadequate research data

# Aims of the Study:

- To explore the adolescents' concerns or stressors and perceptions of their coping strategies.
- To examine the gender differences in the patterns of coping

# Methods:

- A cross sectional study, Purposive sampling
- **Universe of the study** : Private schools of Kathmandu
- **Sample Size**: 100 adolescents (50 males and 50 females)
- Selected from three representative schools of Private and Boarding Schools' Association of Nepal

		Name of the School			Total
		GHS	NBHS	SBHS	
Sex of the Participants	Female	35	9	6	50
	Male	30	9	11	50
Total		65	18	17	100



# Tools

- Semi-structured Pro-forma
- Adolescent Coping Scale (Frydenberg & Lewis, 1993): 80 items, 18 Subscales, 3 Coping Styles
  - Internal consistency ranged 0.45 to 0.85.
  - Test Retest Reliability coefficients : 0.44 to 0.84
  - Permission for test use was taken from the author.
  - Translated and validated in different languages.
- Statistical analysis was done using SPSS 16.

# Tools (Contd...)

## Sample Item:

Talk to others to see what they would do if they had the problem

Doesn't apply or don't do it	Used very little	Used sometimes	Used often	Used a great deal
1	2	<b>3</b>	4	5

# Ethical Issues

- Ethical Clearance was taken from Research Committee of the Central Department of Psychology, TU.
- Consent from the school administration and respective participants was taken.

# Results : Socio-demographics

S.N.	Variables	Female (n=50)		Male (n=50)		Total (N=100)
		N	%	n	%	
1	<b>Age</b>					
a.	13	2	4	1	2	3
b.	14					
c.	15					
d.	16					
2	<b>Mean Age</b>					9
	Std. Dev.					5
3	<b>Type of the Family</b>					
a.	Nuclear	34	68	40	80	74
b.	Joint	16	32	10	20	26
4	<b>No of Siblings</b>					
a.	-	3	6	7	14	10
b.	1	32	64	32	64	64
c.	2	13	26	9	18	22
d.	3	2	4	2	4	4

Mean age : 14.69 yrs  
 Nuclear family: 74%  
 One Sibling: 64%

# Adolescents' Major Concerns / Stressors

S.N.	Concerns / Stressors	%
1	Academic Performance & Achievement	31
2	Leisure Time Activities & Dress Up	39
3	Peer Relations & Peer Pressure	12
4	National, Environmental , Social & Future	6
5	Sexuality, Self Image	4
6	Familial, Parental & Financial	3
7	Culture, Religion & Spiritual	3
8	Anger Control & Sibling Relation	2
	Total	100

## Rank Ordered Means of the 18 Coping Strategies

Total (N=100)

Rank	Coping Strategies	Mean	SD
1	Seek Relaxing Diversions	4.04	0.79
2	Work Hard	3.7	0.77
3	Focus on the Positive	3.68	0.85
4	Wishful Thinking	3.61	0.82
5	Focus on solving the Problem	3.58	0.68
6	Seek to Belong	3.37	0.76
7	Worry	3.33	0.89
8	Physical Recreation	3.32	1.04
9	Invest in Close Friends	3.31	0.89
10	Seek Social Support	3.26	0.81
11	Keep to Self	3.23	0.89
12	Seek Spiritual Support	3.17	0.94
13	Self Blame	3.11	1.01
14	Seek professional Help	3.07	1.2
15	Ignore the problem	2.91	0.83
16	Social Action	2.53	0.78
17	Not Cope	2.31	0.68
18	Tension Reduction	2.23	0.81

# Comparison of Rank Ordered Means by Sex

Rank	Coping Strategies	Female	Coping Strategies	Male
1	Seek Relaxing Diversions	3.84	Seek Relaxing Diversions	4.24
2	Focus on the Positive	3.66	Work Hard	3.84
3	Wishful Thinking	3.64	Physical Recreation	3.8
4	Work Hard	3.56	Focus on the Positive	3.7
5	Focus on Solving the Problem	3.54	Focus on Solving the Problem	3.62
6	Seek to Belong	3.32	Wishful Thinking	3.58
7	Worry	3.32	Seek to Belong	3.42
8	Keep to Self	3.28	Invest in Close Friends	3.4
9	Invest in Close Friends	3.22	Seek Social Support	3.38
10	Seek Spiritual Support	3.2	Seek Professional Help	3.36
11	Self Blame	3.2	Worry	3.34
12	Seek Social Support	3.14	Keep to Self	3.18
13	Ignore the Problem	2.86	Seek Spiritual Support	3.14
14	Physical Recreation	2.84	Self Blame	3.02
15	Seek Professional Help	2.78	Ignore the Problem	2.96
16	Tension Reduction	2.52	Social Action	2.72
17	Not Cope	2.36	Not Cope	2.26
18	Social Action	2.34	Tension Reduction	1.94

## Comparison of the Means and Standard Deviations by Sex

Coping Styles and Related Strategies	Total (N=100)		Female (N=50)		Male (N=50)		t score	p value
	M	SD	M	SD	M	SD		
<b>Solving the Problem</b>	<b>3.61</b>	<b>.51</b>	<b>3.50</b>	<b>.54</b>	<b>3.72</b>	<b>.45</b>	<b>-2.196</b>	<b>.030*</b>
Focus on the Positive	3.68	.85	3.66	.94	3.7	.76	-.234	.816
Focus on Solving the Problem	3.58	.68	3.54	.76	3.62	.60	-.583	.562
Physical Recreation							-5.163	.000*
Seek Relaxing Diversions							-2.603	.011*
Work Hard							-1.835	.070
<b>Reference to Others</b>							<b>-1.348</b>	<b>.181</b>
Seek Social Support							-1.487	.140
Invest in Close Friends							-1.005	.317
Seek to Belong							-.655	.514
Seek Spiritual	3.17	.94	3.2	.90	3.14	.99	.317	.752
Seek Professional Help	3.07	1.22	2.78	1.15	3.36	1.23	-2.443	.016*
Social Action	2.53	.78	2.34	.77	2.72	.76	-2.485	.015*
<b>Non Productive</b>	<b>2.96</b>	<b>.56</b>	<b>3.06</b>	<b>.62</b>	<b>2.86</b>	<b>.49</b>	<b>1.783</b>	<b>.078</b>
Worry	3.33	.89	3.32	.94	3.34	.85	-.112	.911
Wishful Thinking	3.61	.82	3.64	.83	3.58	.81	.366	.715
Ignore the Problem	2.91	.83	2.86	.86	2.96	.81	-.601	.550
Tension Reduction	2.23	.82	2.52	.84	1.94	.68	3.793	.000*
Keep to Self	3.23	.89	3.28	.95	3.18	.85	.555	.580
Self Blame	3.11	1.01	3.2	1.07	3.02	.94	.896	.373
Not Cope	2.31	.68	2.36	.72	2.26	.63	.737	.463

Significant gender differences were found in:  
 physical recreation, Seek Relaxing diversions,  
 Seek Professional help, Social Action and  
 Tension Reduction strategies and  
 'Solving the Problem' Coping Style



# Correlations between the Coping Styles

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	<b>Solving the Problem</b>	<b>Reference to Others</b>	<b>Non - productive</b>
<b>Solving the Problem</b>	1		
<b>Reference to Others</b>	.362	1	
<b>Non Productive</b>	-.171	.098	1

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# Discussion and Conclusion

The study revealed more use of 'solving the problem' compared to 'reference to others' and 'non productive' coping style among adolescents.

Indicates that wide range of coping behaviors are available to adolescents to deal with their concerns.

Knowing adolescent's concerns / stressors and coping skills helps to promote positive health activities during school years for smooth transition into adulthood.

Assessment of positive strengths by shifting some of the focus from treatment to prevention before its too late.

# Limitations of the Study

- Coping can be better understood in longitudinal study design.
- Small sample size
- Sampling method & tool translation
- Being self report scale, high chances of socially desirable responses and lacks Lie Scale

# Prospects for future researches

- ACS - an useful tool to school psychologists, teachers or parents, to guide their efforts towards using some differential coping training program.
- Early identification and planning intervention through Individualized attention, group activities and family focused intervention.
- High Need for the development and validation of such tool in Nepali language for use in Gov. Schools.

- Questions / Comments

Thank You

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