Coping Strategies in Adolescent Adjustment

Lianna Kowalke, Emma Burton, Brayden Langendoerfer, Daniella Reyes, Sarah K. Borowski, Ashley M. Groh, and Amanda J. Rose Department of Psychological Sciences, University of Missouri, Columbia, Missouri, USA



INTRODUCTION

- Coping strategies have important implications for adjustment during adolescence.
- The current project examines relations between positive and negative coping styles with: friendship adjustment, emotional adjustment, and physical health.
- Past research indicates that adolescents' positive coping strategies (e.g., active coping) are related to positive friendship quality, negative coping (e.g., avoidance) are related to having poorer friendship (Shih & Ryan, 2012).
- In addition, positive coping strategies tend to be related to positive emotional health, whereas engaging in negative coping strategies is related to poorer emotional health (Chow, 2016).
- Positive, active coping also have been found to be related to positive physical health (Wilson, Pritchard, & Reyalee, 2005).
- In the current project, positive coping strategies (e.g., problem-focused coping, problem solving) are expected to be related to positive friendship, emotional, and physical well-being and negative coping (e.g., emotion-focused coping, distraction, avoidance) to be related to poorer well-being.

Method

Participants and Procedure

- Participants were 106 youth (64 female, 37 male) in the 8th, 9th, and 10th grades, with an average age of 13.98 years.
- 3 chose not to disclose gender or did not identify as binary.
- Participants were over 90% European-American.
- · Participants completed online questionnaires.

Measures

- Coping: The Brief COPE includes items assessing 13 different cop (Carver, 1997)
- Emotional Adjustment:
 - Depression: The CES-D includes items rated on a 5-point scale (Radloff, 1977).
 - Anxiety: Revised Children's Manifest Anxiety Scale (RCMAS); included items rated on a 5-point scale (Reynolds & Richmond, 1978).
- Friendship Adjustment: Friendship Quality Questionnaire (Parker & Asher, 1993) included items rated on a 5-point scale and produced scores for Positive Friendship Quality and Friendship Conflict
- Physical Health: The Rand 36-Item Survey (SF-36) is a multi-item includes items assessing limitations and interference in activities due to health problems; items were rated on a 5-point scale (Ware, 1999).

RESULTS

Table 1. Correlations between coping strategies and emotional adjustment

	Depression	Anxiety
Self-distancing	0.16	0.22*
Active Coping	-0.29**	-0.26**
Denial	0.23*	0.33**
Emotional support	-0.00	-0.01
Instrumental support	-0.19	-0.18
Behavioral disengagement	0.52**	0.56**
Venting	0.22*	0.25*
Positive reframing	-0.15	-0.11
Planning	-0.12	-0.04
Humor	0.08	0.18
Acceptance	-0.20*	-0.13
Religion	-0.25**	-0.20*
Self-blame	0.65	0.67**

^{* *}p < 0.01, *p < 0.05, +p < 0.10

Table 2.

Correlations between coping strategies and friendship adjustment.

	Positive Friendship Quality	Friendship Conflict
Self-distancing	0.25*	-0.02
Active coping	0.18	-0.03
Denial	-0.02	0.11
Emotional support	0.33**	-0.13
Instrumental support	0.26**	-0.08
Behavioral disengagement	-0.18	0.26**
Venting	-0.00	0.10
Positive reframing	0.27**	0.04
Planning	0.18	-0.00
Humor	-0.03	0.14
Acceptance	0.29**	-0.00
Religion	0.10	-0.01
Self-blame	0.05	0.15

^{* *}p < 0.01, *p < 0.05, +p < 0.10

Table 3.

Correlations between coping strategies and health.

	Health Limitations	Health Interference	
Self-distancing	-0.18	0.03	
Active coping	-0.17	028*	
Denial	0.15	0.33*	
Emotional support	0.10	-0.12	
Instrumental support	-0.02	-0.32*	
Behavioral disengagement	0.30**	0.47	
Venting	0.13	0.08	
Positive reframing	0.05	-0.16	
Planning	-0.09	-0.18	
Humor	0.09	0.02	
Acceptance	-0.10	-0.21*	
Religion	-0.05	-0.06	
Self-blame	0.02	0.42	

^{* *}p < 0.01, *p < 0.05, +p < 0.10

Discussion

- For emotional adjustment/physical health, there was some overlap in correlates. Whereas denial and behavioral disengagement were related to greater depression/anxiety, and more physical health problems, active coping was related to better adjustment.
- There was a different pattern of correlates for friendship.
 Behavioral disengagement was related to friendship conflict;
 however, emotional/instrumental support, positive reframing,
 and acceptance were related to positive friendship quality.
 Coping styles characterized by support and positivity may
 foster the positive aspects of friendship.

References

- Carver, C. S. (1997). You want to measure coping but your protocol's too long: Consider the Brief COPE. *International Journal of Behavioral Medicine*, 4, 92-100.
- Chow, P. S. Y. (2016). Adolescent Development and Mental Health: Challenges and Opportunities. *Journal of Youth Studies* (10297847), 19(2).
- Parker, J. G., & Asher, S. R. (1993). Friendship and friendship quality in middle childhood: Links with peer group acceptance and feelings of loneliness and social dissatisfaction. *Developmental* psychology, 29(4), 611.
- Radloff, L. S. (1977). The CES-D Scale: A Self-Report Depression Scale for Research in the General Population. Applied Psychological Measurement, 1(3), 385–401.
- Reynolds, C. R., & Richmond, B. O. (1978). What I think and feel: A revised measure of children's manifest anxiety. *Journal of Abnormal Child Psychology*, 6(2), 271–280.
- Shin, H., & Ryan, A. M. (2012). How do young adolescents cope with social problems? An examination of social goals, coping with friends, and social adjustment. *The Journal of Early Adolescence*, 32, 851–875.
- Wilson, G. S., Pritchard, M. E., & Revalee, B. (2005). Individual differences in adolescent health symptoms: The effects of gender and coping. *Journal of adolescence*, 28(3), 369-379.
- Ware, Jr. J. E. (1999). SF-36 Health Survey.

Acknowledgements

We would like to thank the adolescents who participated in the Friendship Project. We would also like to thank the staff of the Peer Relations Lab, which is administered by the University of Missouri's Department of Psychological Sciences. Funding for this study was provided by the MU Arts, Social Sciences, and Humanities (ASH) Scholars Program.

