

Sebahodnotenie a zvládanie študijnej záťaže u adolescentov študujúcich na Stredných odborných školách pedagogických

Self-Esteem and Coping Strategies of Educational High School Adolescents

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Psychologie a její kontexty 11 (1), 2020, 27–37
<https://doi.org/10.15452/PsyX.2020.11.0002>



Abstrakt Príspevok je venovaný problematike zvládania záťažových situácií v kontexte sebahodnotenia adolescentov. Výskumu sa zúčastnilo 154 respondentov. Stratégie zvládania záťaže boli zisľované pomocou Tobinovho dotazníka – Coping strategies inventory (CSI) a úroveň sebahodnotenia pomocou Rosenbergovej škály sebahodnotenia. Hlavným cieľom bolo analyzovať špecifiká zvládania záťaže i sebahodnotenia v skupine stredoškôľakov študujúcich na Stredných odborných školách pedagogických. Rovnako nás zaujímali najčastejšie zdroje školskej záťaže, ktoré respondenti uvádzali za posledné 2 mesiace ich života, kde sme zistili, že týmto zdrojom je práve skúška. Špecifické bolo pôsobenie vlastnej sebaaprezentácie v rámci praktických výstupov týchto žiakov. V oblasti súvislostí s preferenciou konkrétnej zvládacej stratégie a sebahodnotenia sme zistili, slabé signifikantné korelačné vzťahy – medzi odklonovou stratégiou vyhnutia sa problému a sebaapodnižovaním a celkovým sebahodnotením a negatívny vzťah medzi odklonovou stratégiou zameranou na emócie sebaobviňovaním a sebahodnotením adolescenta.

Kľúčové slová zvládanie záťaže, sebahodnotenie, adolescenti, stres.

Abstract The present study deals with the issue of coping with stressful situations in the context of adolescents' self-evaluation. The dynamic period of adolescence is characterized by complex maturation, which primarily shows in reaching the balance between subjective understanding of the world and the real external world itself. The period of

adolescence is full of changes that can potentially lead to stress, while the school environment is important for the formation of self-awareness and self-esteem. The number of 154 respondents participated in the research presented in this paper, whose coping strategies were explored through the Tobin questionnaire. The coping strategies inventory (CSI) and the level of self-assessment were researched using Rosenberg's self-esteem scale, which enabled to determine the level of self-esteem, self-degradation, and the overall level of the respondents' self-esteem. The main objective of the study was to analyze the specifics of coping with burden and self-evaluation in a group of secondary school students studying at secondary schools of education. Also, we were interested in the most common sources of stress that the respondents reported for the past 2 months of their lives, where we found that the main such source was testing. The effect of self-presentation within the practical output of these students was very specific. In relation to the preference of a particular coping strategy and self-evaluation, we discovered weak significant correlation relationships – between the diverse strategy of avoiding the problem and self-degradation and overall self-evaluation, and a negative relationship between the diversion strategy focused on the emotions of self-blame and self-evaluation in adolescents. The starting concept is the three-level model of coping strategies (Tobin, 2001). This model integrates the situation, which is important from the point of view of the analysis of particular stressful situations, as well as the influence of dispositional personality characteristics on the choice of a coping strategy. Respondents participating in the research made most use of the diverse strategy for an escape to the imagination, or the inclination strategy to focus on the problem of cognitive restructuring. The strategies which showed the lowest values were diverse ones – the strategy for avoiding the problem and for social isolation. It is obvious that the respondents reach higher values than the average in global self-evaluation. According to the results, adolescents have no problem with their self-esteem, which means they are aware of their value and can recognize their own qualities. However, the results show that the level of self-humiliation is above the average in adolescents, too, which thus confirms that this is an emotionally dynamic period. In adolescence, the self-assessment rate gradually stabilizes, and the individual is less likely to be subject to situational changes. That is why an adolescent who values and appreciates himself and trusts himself achieves above-average results in self-esteem, chooses inclination strategies and actively solves problems, uses cognitive restructuring, expresses his emotions, or seeks social support. The limit of this research is the size and gender distribution of the research sample. The questionnaire methods used also have limitations; on the other hand, the main reason for their choice was, especially in the case of CSI, the situation, where they enabled us to analyze the sources of adolescents' burdens and coping with them.

Keywords coping strategies, self-esteem, adolescents, stress.