situations, locus of control (LOC), pragmatism, and the need of social approval. The subjects were divided into four groups representing various levels of social exclusion risk as well as various, characteristic of each group, methods of coping in socially difficult situations. The tool applied in order to compare the average results of the above variables in individual groups endangered with social exclusion was the single-factor analysis of variance (ANOVA). Statistically essential differences were found with the scales of Coping ($F(118, 3) = 9.66; p < 0.001$) and LOC ($F(118, 3) = 7.02; p < 0.001$). The analysis of correlations between the variables revealed a strong relationship between preferred preventive behaviours in difficult situations and LOC: $r^2 = 0.75 (p < 0.001)$. In addition, during the research, it was possible to observe statistically essential correlation factors between: the group endangered with social exclusion and the variables of Coping $r^2 = 0.44 (p < 0.001)$; LOC $r^2 = 0.38 (p < 0.001)$ and Need of Social Approval $r^2 = 0.18 (p = 0.048)$, as well as between the Need of Social Approval and preferred preventive behaviours $r^2 = 0.56 (p < 0.001)$ and Locus of Control $r^2 = 0.54 (p < 0.001)$. The statistical analysis revealed that subjects of the group representing the highest risk of social exclusion are characterised by external LOC and escapist methods of coping in difficult situations. A very low or very high result on the self-monitoring scale reveals unadaptiveness of social behaviours, rigidity or excessive adaptation to social environment in isolation from one’s own needs. The subjects from the group representing the highest risk of social exclusion probably ignore social signals enabling social inclusion.

The discussion will be concerned with the ways of identification of such processes in endangered environments and the methods of therapeutic work.

Keywords: personality constructs, youth social exclusion, social approval need, locus of control, self-monitoring

Coping styles and family support as predictors of well-being in high school students

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This study examined family support as a mediator of the relations between coping styles (active and support seeking) and wellbeing in high school students. Participants were high school students ($N = 156$) aged 12 to 16 years ($M = 13.44$ years, $SD = .85$). Forty five percent of the sample was female. The measures used in the study included the WHO Well-Being Scale – 5 (Heun et al., 1999), the Child and Adolescent Social Support Scale (Malecki, et al., 1999) and the Children’s Coping Strategies Checklist (Ayers et al., 1996). Participants completed the measures in one testing session at school. Regression analyses, using the procedures outlined by Baron and Kenny (1996), investigated whether family support mediated the link between coping strategies (active and supportive) and wellbeing. Significant, positive linear associations were found between coping (active and support seeking) and wellbeing, between coping (active and support seeking) and family support, and between family support and wellbeing ($r = .43, p < .01$). Using mediation analyses, results show that when family support was entered into the regression equation with active coping, family support was the only significant contributor to the relationship with wellbeing ($z = 2.25, p = .02$). Similarly, when family support was entered into the relationship with support seeking coping, only family support remained a significant contributor to the relationship with wellbeing ($z = 3.28, p = .00$). This study examined the extent that coping styles (active and support seeking) and family support account for wellbeing in high school students. Mediation analyses found the effect of either active coping strategies or support seeking coping strategies on wellbeing occurred as a result of the relations between each of the different coping strategies and family support. The results of this study highlight the importance of supportive family relationships to coping styles and as predictors of wellbeing in high school students.

Keywords: support-seeking, well-being, support, child and adolescent social support, children’s coping skills

Coping styles, affective responses and examination performance of university undergraduates
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Previous research has shown that emotional intelligence has an indirect beneficial influence on exam performance among university students by reducing psychological distress and negative mood states. The present study sought to extend this line of investigation by assessing whether the coping styles of students also influenced the impact of affective responses on examination performance. A sample of 329 undergraduate students from an Australian university completed the Coping Orientation to Problems Experienced (Brief COPE) to establish coping styles. They then completed the Brunel Mood Scale (BRUMS) and the Depression, Anxiety and Stress Scale (DASS-21) on three occasions during a university semester to monitor affective responses. Examination performance at the end of semester was recorded. Affective responses showed that participants found university study to be stressful. They reported high levels of psychological distress throughout the semester, with mean values for all subscales above the ninetieth percentile. Similarly, mood responses were above the norm for negative mood dimensions. Exploratory factor analysis identified four coping factors, termed approach, avoidance, reframing and problem disengagement. Regression analysis showed that high scores for avoidance and problem disengagement predicted psychological distress and negative mood states over the three testing occasions. Psychological distress mediated relationships between coping styles and negative mood states at mid-semester and pre-examination. Coping styles and mood responses predicted examination performance, whereas psychological distress did not. Use of problem disengagement as a coping strategy was associated with poor exam performance, whereas higher mid-semester and pre-exam tension, higher pre-exam vigour, and higher mid-semester fatigue were all associated with good exam performance. Results showed that coping styles of university students predicted psychological distress, mood responses and exam performance during the course of a semester of study, and highlighted the negative effects of avoidance and problem disengagement coping. This raises the possibility of implementing programs for undergraduate students to encourage their use of adaptive rather than maladaptive coping strategies.

Keywords: exam performance, emotional intelligence, coping, problem disengagement, affective responses

Coping with chronic life threatening illness: The Filipino adolescent’s experience

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This study looks into the process of coping for the Filipino adolescent with chronic life threatening illness. A chronic illness is defined as a “a condition that lasts for a substantial period of time or that has symptoms that are debilitating for a long period of time” (Perrin, 1985, p. 2). It often involves the presence of multiple physical and psychological symptoms that are highly pervasive and emotionally stressful (Squirres, et. Al 2002). The life of an adolescent is generally made more difficult by the need to balance the developmental demands of adolescence and the challenges brought about by the diagnosis of chronic life threatening illness. Using a multiple case study design, the study documented the experiences, hardships, and coping of 10 chronically ill adolescents aged 14-19 years with an illness duration that ranged from 4 months to 19 years as reflected on their own narratives based on in-depth interviews. Results indicated that chronic illness changed the world of the adolescent and made living a challenge. The reactions of the adolescents to their condition varied greatly from disbelief to active acceptance, to denial and resignation. The study highlights some uniquely Filipino ways of coping with chronic illness such as the use of insights, reflections and the instrumental role of families in helping these adolescents to find unique ways to cope with their health conditions and live enriched lives with, and not despite of, their illness.

Keywords: coping strategies, chronic illness, adolescence, Filipino, case study