Possible Predictors of Self-Care among Adolescents

Seren Güneş, MSc & Sibel Kazak Berument, PhD
European Conference on Developmental Psychology
September, 2015
In this presentation...

1. Introduction
   1. Self-care: Definitions
   2. Self-care: Brief literature
   3. Possible Predictors of Self-care among adolescents
   4. Research Question & Hypotheses

2. Method
   1. Participants
   2. Measures
   3. Procedures

3. Results
   1. Results for Group Comparisons
   2. Results for Bivariate Correlations
   3. Results for Regression Analysis

4. Discussion
   1. Findings & Contributions
   2. Limitations & Suggestions
   3. Implications
1.1 Self-care: Definition of WHO

• Self-care is what people do for themselves to establish and maintain health, prevent and deal with illness.
• It is a broad concept encompassing:
  • hygiene (general and personal);
  • nutrition (type and quality of food eaten);
  • lifestyle (sporting activities, leisure etc.);
  • environmental factors (living conditions, social habits, etc.)
  • socioeconomic factors (income level, cultural beliefs, etc.)
  • self-medication.
• Self-care is considered as one of the single strong predictors of disease prevention (Jenner, Watson, Miller, Jones, & Scott, 2002).
1.1 Self-care: Operationalization for the current study

Self-care: hand-washing, brushing teeth, nail care, taking shower / having bath, changing the clothes, socks and underwear daily, armpit hair care, and deodorant use
1.2 Self-care: Brief Literature

• Rich literature on children & youth with
  • Atypical development & Chronic health conditions

• Specific behaviors such as hand wash, self-medication, and dental hygiene; but not overall picture.

• Descriptive studies of hygiene behaviors among university students; but;
  • Not among younger groups
  • Not with psycho-social variables
1.3 Possible Predictors of Self-care among Adolescents

Demographic Characteristics
- Adolescents’ age
- Adolescents’ gender
- Number of children & Sibling Status
- Mothers’ education

Mothers’ Characteristics
- Personality: Conscientiousness
- Mothers’ own Self-care
- Mothers’ expectations on Self-care

Adolescents’ Characteristics
- Temperament: Effortful Cont.

Parenting Characteristics
- Warmth
- Psychological Control
- Overprotection
- Comparison
1.4.1 Research Questions

• What are the predictors of adolescents’ self-care?
• Is there any difference in terms of self-care
  • a) among girls and boys?
  • b) among different age groups?
### 1.4.2 Hypotheses

<table>
<thead>
<tr>
<th>Step</th>
<th>Predictors</th>
<th>Adolescents’ Self-care</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1</td>
<td>Age (grade)</td>
<td>+</td>
</tr>
<tr>
<td></td>
<td>Gender (Girls:1, Boys: 0)</td>
<td>+</td>
</tr>
<tr>
<td></td>
<td>Number of children</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Birth order</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Mothers’ edu. level</td>
<td>+</td>
</tr>
<tr>
<td>Step 2</td>
<td>Conscient.</td>
<td>+</td>
</tr>
<tr>
<td></td>
<td>Mothers’ own SC</td>
<td>+</td>
</tr>
<tr>
<td></td>
<td>Mothers’ SC expectations</td>
<td>No Direction</td>
</tr>
<tr>
<td>Step 3</td>
<td>Effortful control</td>
<td>+</td>
</tr>
<tr>
<td>Step 4</td>
<td>Warmth</td>
<td>+</td>
</tr>
<tr>
<td></td>
<td>Psychological cont.</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Overprotection</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Comparison</td>
<td>-</td>
</tr>
</tbody>
</table>
2.1 Participants

• 338 adolescents (179 f, 159 m) and their mothers

• 3 age groups:
  • 4th graders - pre-adolescence ($N = 108, M_{age} = 10.02, SD = .14$),
  • 7th graders - early adolescence ($N = 115, M_{age} = 13.01, SD = .12$),
  • 11th graders - late adolescence ($N = 113, M_{age} = 17.08, SD = .27$).

• Various SES districts of Ankara, Turkey.

• Majority of mothers graduated from high school or an upper educational level.

• $M$ number of children: 1.99 (.79)
2.2 Measures

Mothers’ Pack
- Demographical Info Form
- Conscientiousness Scale
  - (9 items, $\alpha = .75$; Benet-Martínez & John, 1998; Sümer, Lajunen, & Özkan, 2005).
- Mothers’ Self-care Scale
  - (5 point-Likert scale, never --> always, 4 items, $\alpha = .66$)
- Mothers’ Expectations Scale
  - (5 point-Likert scale, never --> always, 9 items, $\alpha = .93$)

Youth’s Pack
- Effortful Control Scale
  - (13 items, $\alpha = .78$; Ellis & Rothbart, 2001; Bayram, 2014)
- Youth Self-care Scale
  - (9 items, $\alpha = .74$)
- Parenting Scales
  - (warmth: 8 items, $\alpha = .85$; psy.cont.: 8 items, $\alpha = .80$; overpro.: 7 items, $\alpha = .77$; comp.: 7 items, $\alpha = .84$)
  - (Barber 1996; Sayil et al., 2012; Sümer, Selçuk, & Günaydın, 2006; Sümer et al. 2009)
2.3 Procedure
3.1 Results for Group Comparisons

Estimated Marginal Means of Self-care

- Male
- Female

Graph showing the estimated marginal means of self-care by grade, comparing male and female students.
### 3.1 Results Bivariate Correlations

- **Youth self-care scores** were positively correlated to
  - adolescents’ age \( (r = .24, p < .001) \),
  - gender \( (r = .23, p < .001, \text{boy} = 0) \),
  - maternal conscientiousness \( (r = .13, p < .05) \),
  - maternal behaviors \( (r = .13, p < .05) \),
  - maternal expectations \( (r = .15, p < .01) \).

- Negatively correlated to
  - perceived comparison on marginally significant level \( (r = -.10, p < .06) \).
## 3.2 Results for Regression Analysis

<table>
<thead>
<tr>
<th>Step</th>
<th>Variable</th>
<th>B(SE)</th>
<th>B</th>
<th>R²</th>
<th>ΔR²</th>
<th>F</th>
<th>F_inc</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step 1</strong></td>
<td>Age (grade)</td>
<td>.05(.01)</td>
<td>.29***</td>
<td>.12</td>
<td>.12</td>
<td>8.29***</td>
<td>8.29***</td>
</tr>
<tr>
<td></td>
<td>Gender</td>
<td>.19(.06)</td>
<td>.18**</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Child no.</td>
<td>-.004(.05)</td>
<td>-.01</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Birth order</td>
<td>.01(.05)</td>
<td>.02</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mat. edu.</td>
<td>-.001(.02)</td>
<td>-.003</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Step 2</strong></td>
<td>Conscient.</td>
<td>.08(.06)</td>
<td>.08</td>
<td>.14</td>
<td>.03</td>
<td>6.44***</td>
<td>3.09*</td>
</tr>
<tr>
<td></td>
<td>Mat. beh.</td>
<td>.08(.06)</td>
<td>.08</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mat. exp.</td>
<td>.04(.03)</td>
<td>.07</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Step 3</strong></td>
<td>Effort. Cont.</td>
<td>-.01(.05)</td>
<td>-.01</td>
<td>.14</td>
<td>.000</td>
<td>5.71***</td>
<td>.03</td>
</tr>
<tr>
<td><strong>Step 4</strong></td>
<td>Warmth</td>
<td>.13(.06)</td>
<td>.13*</td>
<td>.17</td>
<td>.02</td>
<td>4.63***</td>
<td>2.02</td>
</tr>
<tr>
<td></td>
<td>Psy. cont.</td>
<td>.04(.07)</td>
<td>.04</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Overprot.</td>
<td>.04(.05)</td>
<td>.06</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Compar.</td>
<td>-.08(.05)</td>
<td>-.11</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

***p ≤ .001, **p ≤ .01, *p ≤ .05, a p ≤ .06, b p ≤ .07. Boy = 0, Girl = 1.
### 4.1 Findings & Contributions

<table>
<thead>
<tr>
<th></th>
<th>Ado beh</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Hyp.</td>
</tr>
<tr>
<td><strong>Step 1</strong></td>
<td></td>
</tr>
<tr>
<td>Age (grade)</td>
<td>+</td>
</tr>
<tr>
<td>Gender</td>
<td>+</td>
</tr>
<tr>
<td>Child no.</td>
<td>-</td>
</tr>
<tr>
<td>Birth order</td>
<td>-</td>
</tr>
<tr>
<td>Mat. edu.</td>
<td>+</td>
</tr>
<tr>
<td><strong>Step 2</strong></td>
<td></td>
</tr>
<tr>
<td>Conscient.</td>
<td>+</td>
</tr>
<tr>
<td>Mat. beh.</td>
<td>+</td>
</tr>
<tr>
<td>Mat. exp.</td>
<td>ND</td>
</tr>
<tr>
<td><strong>Step 3</strong></td>
<td></td>
</tr>
<tr>
<td>Effort. Cont.</td>
<td>+</td>
</tr>
<tr>
<td><strong>Step 4</strong></td>
<td></td>
</tr>
<tr>
<td>Warmth</td>
<td>+</td>
</tr>
<tr>
<td>Psy. cont.</td>
<td>-</td>
</tr>
<tr>
<td>Overprot.</td>
<td>-</td>
</tr>
<tr>
<td>Compar.</td>
<td>-</td>
</tr>
</tbody>
</table>
4.1 Findings & Contributions

- Demographics: sibling numbers, birth order, maternal educational level
- Mothers’ characteristics: Conscientiousness, Expectations & Behaviors
- Parenting
4.2 Limitations & Suggestions

• Data collection
  • Data collection method – self-reports, cross-sectional data
  • Data collection tools – new scales, psychometric properties

• Wider range of
  • demographical,
  • mothers’,
  • adolescents’, and
  • parenting characteristics

• Analyses
  • Only direct effects; no interactions
4.3 Implications

• Interventions on
  • Adolescents’ self-care
  • Mothers’ expectations
  • Parent – adolescent conflict on self-care

• Conclusion: Context matters.
Selected References

  http://dx.doi.org/10.5014/ajot.2014.010454


Questions & comments?