

# Methods of Coating with Physical and Mental Problems Encountered in Adolescence

## OPEN ACCESS

Volume: 11

Special Issue: 1

Month: July

Year: 2023

E-ISSN: 2582-1334

Received: 16.02.2023

Accepted: 20.05.2023

Published: 15.07.2023

Citation:

Erkan, M., & Gümüřdađ, H. (2023). Methods of Coating with Physical and Mental Problems Encountered in Adolescence. *Shanlax International Journal of Education*, 11(S1), 62–67.

DOI:

<https://doi.org/10.34293/education.v11iS1-July.6099>



This work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License

**Mert Erkan**

*Eskiřehir Technical University, Turkey*

<https://orcid.org/0000-0001-7715-4372>

**Hayrettin Gümüřdađ**

*Yozgat Bozok University, Turkey*

<https://orcid.org/0000-0002-1616-8671>

## Abstract

*There is an opinion about puberty that has some negative aspects. According to this view, he mentions that adolescence includes intense stress, pessimistic thoughts and inner turmoil. The aim of this study is to examine the methods of coping with physical and mental problems encountered in adolescence. It was applied to 8 high school students between the ages of 12-19 who are studying in Yozgat. Research data were obtained by semi-structured interview, one of the qualitative data collection tools. The data obtained as a result of the interviews with the participants were analyzed with descriptive analysis. At the end of the analysis of the data, themes were created in consideration of the literature. These themes are (1) stress, (2) mental problems, (3) physical problems, (4) coping with stress, and (5) environment. In this context, it is seen that family, friends and teachers play an important role in the psychological, physical and behavioral problems of adolescents and in the solution of these problems. The application of the research to a single high school type and the fact that the number of male students is more than the number of female students are among the limitations of the research. Based on the data obtained, trainings and seminars can be given by experts to families about the physical development and psychological problems of adolescence.*

**Keywords:** Adolescence, Sociology, Psychology

## Introduction

According to the definition of the World Health Organization, the adolescence period has been determined as a period covering the ages of 10-19 (řahin and Özçelik, 2016). The origin of the word adolescence comes from the Latin-based verb “adolescere”. The meaning of this word is ‘growing from childhood to adulthood’ (Loose et al., 2018). Adolescence, which begins with the end of childhood, expresses the transition of the individual from childhood to adulthood by maturing physically, spiritually, sexually, emotionally, morally and socially. Adolescence is the period in which an individual begins to develop both physically, sexually and socially, leaving behind the characteristics he brought from childhood (Kulaksızođlu, 2000). While puberty is seen at an early age in some people, it is seen at a late age in others (Santrock, 2017).

There is an opinion about puberty that has some negative aspects. According to this view, he mentions that adolescence includes intense stress, pessimistic thoughts and inner turmoil. In addition, this period, which comes after the last childhood in the development process and is also known as the youth period, has its own tasks (Yıldız, 2021). Increasing importance of relationships with peers and friends, making and implementing decisions for the future of individuals, being emotionally independent from the family, behaving in accordance with

their own gender role, choosing a profession according to their own interests, desires and abilities, planning to establish a family and choosing a spouse, identity Features such as acquisition are among the tasks of the adolescence period (Kara, 2020). Situations such as stress and turmoil occur when these tasks are not fulfilled. Adolescents need the support of their parents or an adult when they are stressed. Since the changes in family relations and the family's entering a new phase with the child begin with the adolescence period, it is important that the child is supported to form a healthy personality and integrate it into the society (Başargan & Kümbül, 2001).

Adolescents experience physical & sexual changes as well as psychological & social changes during this period, as they have the thought of belonging to a group and influencing them. Adolescents not only try to keep up with physical changes, but also have to make decisions about the future, set goals and strive to reach the goal (Çankaya & Meydan, 2018).

Since adolescents are in a rapid development and change process, the support received from the environment is very important for them. Family, teachers and friends take the first place in helping the adolescent. It can be said that individuals with a positive environment during adolescence have a healthier and more peaceful period, while those in negative environments are at risk. Situations such as the divorce of parents or the death of a family member cause the adolescent to feel stressed and negatively affect the adolescence period (Yıldız, 2021). The aim of this study is to determine the methods of coping with the problems experienced by revealing what kind of physical and mental problems the individual encounters during the transition from basic childhood to adolescence.

## Method

### Model of the Research

In this study, a questionnaire, which is one of the qualitative research methods, was used. According to Wolf (1998), the questionnaire is an information gathering tool used by the researcher to collect information about its variables. The questionnaire consists of items that the respondent can read and understand.

A literature review about the research was conducted and what high school students do to cope with the physical and psychological problems they encounter during adolescence has been the subject of the research. The aim of this research is to reveal the ways of coping with physical and mental problems of adolescents.

### Working Group

The research was applied to 8 high school students between the ages of 12-19 who are studying in Yozgat. The study group of the research was determined by using the criterion sampling method, which is one of the purposeful sampling methods. This criterion consists of people and situations in the study group that have the characteristics suitable for the purpose of the research (Büyüköztürk et al., 2016). The gender and age range of the participants were also taken into account. A total of 8 students, including 2 female and 1 male students aged 12-15, and 4 male and 1 female students aged 16-19 years, participated in the research on their own voluntary basis.

### Data Collection Tool

Open-ended unstructured questions were used to obtain the data. Arıkan (2013) described open-ended questions as questionnaires that aim to explain, interpret and obtain information, and in which the subjects are more free in their answers. He also noted that some thought and time are required to answer open-ended questions. In the survey, first of all, the consent of the participants was obtained and the participants were informed about the research. The survey consists of two parts. In the first part, the gender, age and educational status of the participants were asked. In the second part, open-ended questions that the participants were asked to answer were included.

### Data Collection

In the study, open-ended unstructured questions were used to determine the methods of coping with physical and mental problems in adolescence. Expert opinion was sought for the content and face validity of the questionnaire consisting of 8 questions, and the prescribed changes were made

on the form. After reviewing its correctness and comprehensibility in terms of language, the open-ended unstructured form was made ready for the main application. The survey questions include the following questions, respectively. What is stress to you? What can be done to cope with stress during adolescence? What kind of mental problems can an individual face during adolescence? Give examples. Do adolescents have difficulty coping with stress? From where? Do the effects of stress in adolescence vary according to family or circle of friends? Please explain. What can affect adolescents physically and mentally today? In general, how would you evaluate your physical and mental state during adolescence? Please explain. How did you feel when you noticed the bodily changes in your body? Have you shared and received information with someone? Do the people around you (family, friends, teachers) support you in making and making your own decisions? Please explain. (Give information about choosing a profession and choosing a university.) How would you describe your relationships with your friends?

Questionnaire forms were distributed to the students who agreed to take the survey, and preliminary information was given on both the subject and confidentiality.

### Analysis of Data

In the research, the data were analyzed and interpreted with the NVivo 10 program using the content analysis technique. It is aimed to reach concepts and relationships that can explain the data collected by content analysis. By going to the themes with the concepts, the facts are made more understandable. In other words, similar data are brought together around certain concepts and themes and organized and interpreted in a way that the reader can understand better (Yıldırım & Şimşek, 2013). Merriam (2015) also states that within the scope of content analysis, data are coded and categories are created based on the content of interviews or other documents such as documents and field notes. For the internal reliability of the research, direct quotations from the participants (Teachers and Faculty Members) were made. Quotations are given in italics and the code names of the participants are presented in parentheses.

### Results

#### 1 What is stress according to you? What can be done to cope with stress during adolescence?

S1 "Stress is the emotion that arises when we feel under pressure. Breathing exercises can be done to cope with it." S2 "For me, stress is a state of not being comfortable and it causes people to get nervous. It can be by acquiring more hobbies and habits and forming friendships." S3 "To me, stress is what happens in people's bad times. It could be listening to music." S4 "I think stress is the state of not being able to control oneself. It is necessary to be calm in coping." S5 "Stress is to rush into an event, not to think. It is necessary to take deep breaths and be calm while dealing with stress." S6 "The best way to cope with stress is to listen to music. According to the current situation, experiencing the emotion with different music is the most logical option in my opinion." S7 "Stress is a person's biological and psychological. It is a state of reaction to the disruption of balance. In order to cope with stress, one should try to spend time with activities in which he feels happy." S8 "Stress is emotional and spiritual problems. Controlled socialization during adolescence will minimize stress."

#### 2 What kind of mental problems can an individual face during adolescence? Give examples

S1 "Stress, sadness, sudden changes in mood." S2 "The feeling of being closed and lonely in general predominates, for example, one can give an example of feeling himself crushed and defeated for no reason." S3 "Oneself alone" S4 "There will be anxiety, inattention, there will be behavioral disorders." S5 "I think there will be loneliness and nervousness, a person may become withdrawn." S6 "Depression, sudden mood swings, extreme happiness or extreme sadness" S7 "May feel lonely. He wants no one to interfere with him." S8 "Disagreements in family, lesson and exam anxiety, peer pressure etc."

#### 3 Do adolescents have difficulty in coping with stress? From where?

S1 "Yes, because it is a difficult period in hormonal terms, they may have difficulty in controlling themselves." S2 "For me, the environment needs to be good for this, if he is alone, he will be in a

very difficult situation. The reason is that he always lowers his morale and cannot focus on anything. “ S3 “ He can push a little because his family may not support him. “ S4 “ Yes, because the adolescent cannot control himself. “ S5 “ Yes, because the adolescent person is indecisive and does not know what to do.” S6 “ So they usually have difficulties because the problems of Turkish youth are common (economy, friend environment, etc.) It is the period when they start, it is quite normal for them to have difficulties.”

**4 Do the effects of stress in adolescence differ according to family or circle of friends? Please explain**

S1 “Yes, it changes, stress increases in environments where you don’t feel comfortable and happy, when you feel under pressure and when you feel unhappy and you don’t know how to behave.” S2 “Having bad habits among friends and family unrest, of course, affects it, so he should choose his friend environment well.” S3 “Yes. It depends on their help.” S4 “Yes, the individual is more comfortable with his friends, but he cannot be comfortable in the family environment.” S5 “Yes, because bad events in the family can create more stress, even if there is pressure.” S6 “ Of course. It changes because if you are in an oppressive family, you have to deal with family pressure as if your own problems are not enough.” S7 “ If he does not feel pressured by the family, he can be psychologically comfortable. In his circle of friends, if there is a situation contrary to his wishes, he may be stressed and unhappy.” S8”Yes, adolescents get stressed more easily in oppressive and irresponsible families. It is the same with friends.”

**5 What can affect adolescents physically and mentally today?**

S1”It can affect the physical and mental aspects in many positive or negative ways.” S2 “Generally, adolescents are mostly affected psychologically today. It may be a blow, it may be a spiritual loneliness.” S5 “There is physical uncontrolled power and it can cause trouble in a fight. Spiritually, some family events can affect it.” S6 “Family fights, boyfriend-girlfriend problems, lessons, survival effort, future anxiety, etc. situations.” S7 “ The person always

tries to show himself physically beautiful and pay attention to his appearance. “ S8 “ Physically, family and friend attitudes; Psychologically, school anxiety, love, family problems are effective.”

**6 How would you evaluate the physical and mental state of adolescence in general? Please explain**

S1 “Generally, lessons are taught by family pressure etc. I feel stressed because of the stress, but spending time with my family or friends is good for me.” S2 “It wasn’t too much trouble for me, I don’t think I’ve had a change. I was touchy, I was sensitive in a small situation.” S5 “I had uncontrolled power and could hurt my friends unintentionally and I felt very introverted.” S6 “It is bad in general, that is, it is bad in physical and mental condition because nothing is going well It happens.” S7 “I try not to reveal anything to anyone spiritually.” S8 “If the necessary support is provided by the family, there will be no problems if the mental and interest is shown.”

**7 How did you feel when you noticed the bodily changes in your body? Have you shared and received information with someone?**

S1 “Yes. The school and my family informed me about this issue.” S2 “I shared and received information with my family.” S3 “I didn’t care.” S4 “Yes. I was just getting to know some parts of me and I received psychological support.” S5 “I was very surprised and tried to understand what was going on. Yes, I received information from my parents.” S6 “I was not surprised when we noticed these changes thanks to the advance warnings I received at school and from the environment.” S7 “According to the current system, everything and every information can be accessed via the internet instead of a person.” S8 “ I was strange because I had knowledge beforehand.”

**8 Do the people around you (family, friends, teachers) support you in making and making your own decisions? Please explain.**

Give information about the choice of profession and university.

S1 “Yes, because when I make a decision, I consult people whose opinion I care about.” S2

“Of course they support me. I have always been interested in space and my family supports me in this aspect.” S3 “ Yes. ” S4 “ Yes, my family helps and supports me in making my decisions. I want to be a doctor as a profession, Biruni University as a university.” S5 “Yes, my family helped me with my decisions.” S6 “So, since I am not a person who can make decisions in general, they help me most of the time. Ege University, software engineering or medicine.” S7 “I make my own decision in my head and I make it after I question myself whether it is a conscious decision or not. There should definitely be a goal and efforts should be made in that direction.” S8 “ Supports respect because they know that you are on the path of adult individuals. Soldier can be MSU.”

### 9 How would you describe your relationships with your friends?

S1 “They are people with whom I have a good time and enjoy being with.” S2 “For me, there is no life without friendship, friendship is life.” S3 “Good.” S4 “-” “ S5 “ Also with those who do not have many friends We are very friendly, there is a respectful atmosphere.” S6 “So I am lucky that they are with me in good times and in bad times, but they are not less cucumber men themselves.” S7 “ Most of the time, we have a humorous relationship with my friends. In other words, we have always prioritized smiling without realizing it. But it is better that everything tastes good.” S8 “ Distant from those who need it. I am more sincere with those I find close.”

### Discussion and Conclusion

When the causes and solutions of stress were examined in terms of gender, no differentiation was observed. Individuals expressed the problems they encountered during adolescence and their causes in similar ways. Adolescent individuals stated that they were affected by factors such as unrest in the family, conflict with the family, lack of support from the family, unconsciousness of the family, and being in a bad friend environment. Eskin (2008) stated that the failure of the adolescent in his lessons prevents him from reaching his development goals, and the disappointment caused by not reaching the goals he set with his family also affects the young person

negatively. This is in parallel with our research result. In addition, it has been noticed that individuals supported by their families approach events more positively and accept themselves. Güçlüyeter (2003) determined that when the acceptability of adolescents by the environment and by themselves increases, their problem solving and using different strategies increase, and when the opposite is the case, they become withdrawn.

Young people expressed their physical problems as uncontrolled power and appearance change. When we look at the methods of coping with these problems, we can see that some of them are informed by the school and family beforehand, while others learn by consulting their families when they notice the symptoms, receive psychological treatment or do research using the internet. According to the data obtained from this research, it has been observed that adolescent individuals do not remain indifferent to the changes in their bodies, but look for solutions according to their gender. There are studies showing that there are differences in physical development in adolescence according to gender (Konstanski & Gullone, 1998). Girl adolescents stated that they experience stress related to physical growth more than male adolescents (Sayıl, Uçanok, & Güre, 2002). Harter (1990) emphasized that during adolescence, girls' self-esteem is lower than boys. The results of the study also support this view.

As a result, in their study titled “Examination of the Relationship Between Problematic Behaviors in Adolescence and Family Problems”, they draw more attention to the importance of the family in correcting the problematic behaviors of young people (Arslan & Balkıs, 2014). In the research, it is seen that the family, friends and teachers play an important role in the psychological, physical and behavioral problems of the adolescent and in the solution of these problems. The application of the research to a single high school type and the fact that the number of male students is more than the number of female students are among the limitations of the research. Based on the data obtained, trainings and seminars can be given by experts to families about the physical development and psychological problems of adolescence.



## References

- Arıkan, R. (2013). *Surveys and Survey Questions*. Ankara: Nobel Publishing House.
- Arslan, G., & Balkıs, M. (2014). Examining the relationship between problem behaviors and family problems in adolescence. *SDU International Journal of Educational Studies*, 1(1), 11-23.
- Başargan, N. H., & Kümbül, B. (2001) *A Perspective on the Problem of Working Children from the Perspective of Families: Seminar on Working Children in Turkey*. Die Publications.
- Büyüköztürk, Ş., Kılıç Çakmak, E., Akgün, Ö., E., Karadeniz, Ş., & Demirel, F. (2016). *Scientific Research Methods*. Ankara: Pegem Academy.
- Çankaya, Z. C., & Meydan, B. (2018). Happiness and hope in adolescence. *Electronic Journal of Social Sciences*, 17(65), 207-222.
- Eskin, M., Ertekin, K., Harlak, H., & Dereboy, Ç. (2008). Prevalence of and factors related to depression in high school students. *Turkish Journal of Psychiatry*, 19(4), 382-389.
- Güçüyeter, N. (2003). *The Relationships between High School Students' Coping Strategies and Self-Acceptance Levels*. Dokuz Eylül University.
- Harter, S. (1990). Developmental differences in the nature of self-representations: implications for the understanding, assessment and treatment of maladaptive behaviour. *Cognitive Therapy and Research*, 14, 113-142.
- Kara, B. (2020). *Investigation of the Relationship Between Parental and Peer Attachment Levels of Adolescents and Depression*. Istanbul Gelisim University.
- Kostanski, M., & Gullone, E. (1998). Adolescent body image dissatisfaction: Relationships with self-esteem, anxiety, and depression controlling for body mass. *The Journal of Child Psychology and Psychiatry and Allied Disciplines*, 39(2), 255-262.
- Kulaksızoğlu, A. (2000). *Adolescent Psychology*. Remzi Bookstore.
- Loose, C., Graaf, P., & Zarbock, G. (2018). *Schema Therapy for Children and Adolescents* (N. Azizlerli, Trans.). Istanbul: Psychonet Publications.
- Merriam, S. B. (2015). *Qualitative Research: A Guide to Design and Implementation* (S. Turan, Trans.). Ankara: Nobel Publishing.
- Santrock, J. W. (2017). *Puberty* (D.M. Siyez, Trans.). Ankara: Nobel Publishing.
- Sayıl, M., Uçanok, Z., & Güre, A. (2002). Emotional needs, conflict areas with family and self-concept in early adolescence: A descriptive review. *Journal of Child and Youth Mental Health*, 9 155-166.
- Şahin, Ş., & Özçelik, Ç. (2016). Adolescence and socialization. *Cumhuriyet Nursing Journal*, 5(1):42- 49.
- Wolf, R. M. (1988). Questionnaire. In J. P. Keeves (Ed.), *Educational Research Methodology and Measurement: An International Handbook*, Pergamon.
- Yıldırım, A., & Şimşek, H. (2013). *Qualitative Research Methods in the Social Sciences*. Ankara: Seçkin Publishing.
- Yıldız, H. (2021). *An Investigation of Adolescents' Strategies for Coping with Stress in Terms of Family Relations*. Maltepe University.

## Author Details

**Mert Erkan**, Eskişehir Technical University, Turkey, **Email ID:** merkan@eskisehir.edu.tr

**Hayrettin Gümüşdağ**, Yozgat Bozok University, Turkey, **Email ID:** hgumusdag06@hotmail.com