

## THE DEVELOPMENT AND THE FUNCTIONING OF MEASUREMENT INSTRUMENTS

Chair: **Edit Katalin Molnár**

*Institute of Education, University of Szeged*

### PSYCHOMETRIC PROPERTIES OF THE HUNGARIAN VERSION OF THE ACADEMIC COPING SCALE

**Éva Bank**

*Doctoral School of Education, University of Szeged*

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School plays an important role in the lives of children and adolescents. The continuous fulfilment of school tasks could be a major stressor for students. The way how children and adolescents deal with academic demands influences their academic success (Pitzer & Skinner, 2016; Vierhaus, Lohaus & Wild, 2016). Despite this, we have not enough knowledge about students' coping with academic stress. Researches on coping usually do not separate different kinds of stressors, even though it is well known that the kind of stressor is a major factor in the way of coping (Zimmer-Gembeck & Skinner, 2015). Thus it can be difficult to generalize the results of studies on coping (Sullivan, 2010). In Hungary there is not available any coping questionnaire in the academic domain, so the goal of our ongoing pilot study is to examine the psychometric properties of the Hungarian version of the Academic Coping Scale. We have adapted this self-report instrument by Skinner, Pitzer & Steele (2013) which has 55 four-point Likert-scale items. Five adaptive (strategizing, help-seeking, comfort-seeking, self-encouragement, commitment) and six maladaptive (confusion, escape, concealment, self-pity, rumination, projection) ways of coping are included. Each of the 11 coping subscales consists of five items. According to the international results, the instrument showed satisfactory internal consistency (Cronbach's  $\alpha=0.86$ ) and cross-time reliability (Pitzer & Skinner, 2016). Self-report data are being collected from fourth, sixth and eighth grade students ( $N=120$ ). After the data collection (which is still in process) we examine the reliability of each subscale and also the factor structure of the instrument. We investigate how the questionnaire works in each grade. Our results will provide more information about the functioning of the Academic Coping Scale in a Hungarian sample, which includes a comparison of the results in different age groups. These findings will also be important for developing the instrument for future studies, because the coping process in the academic domain is an as yet unexplored area in Hungary.