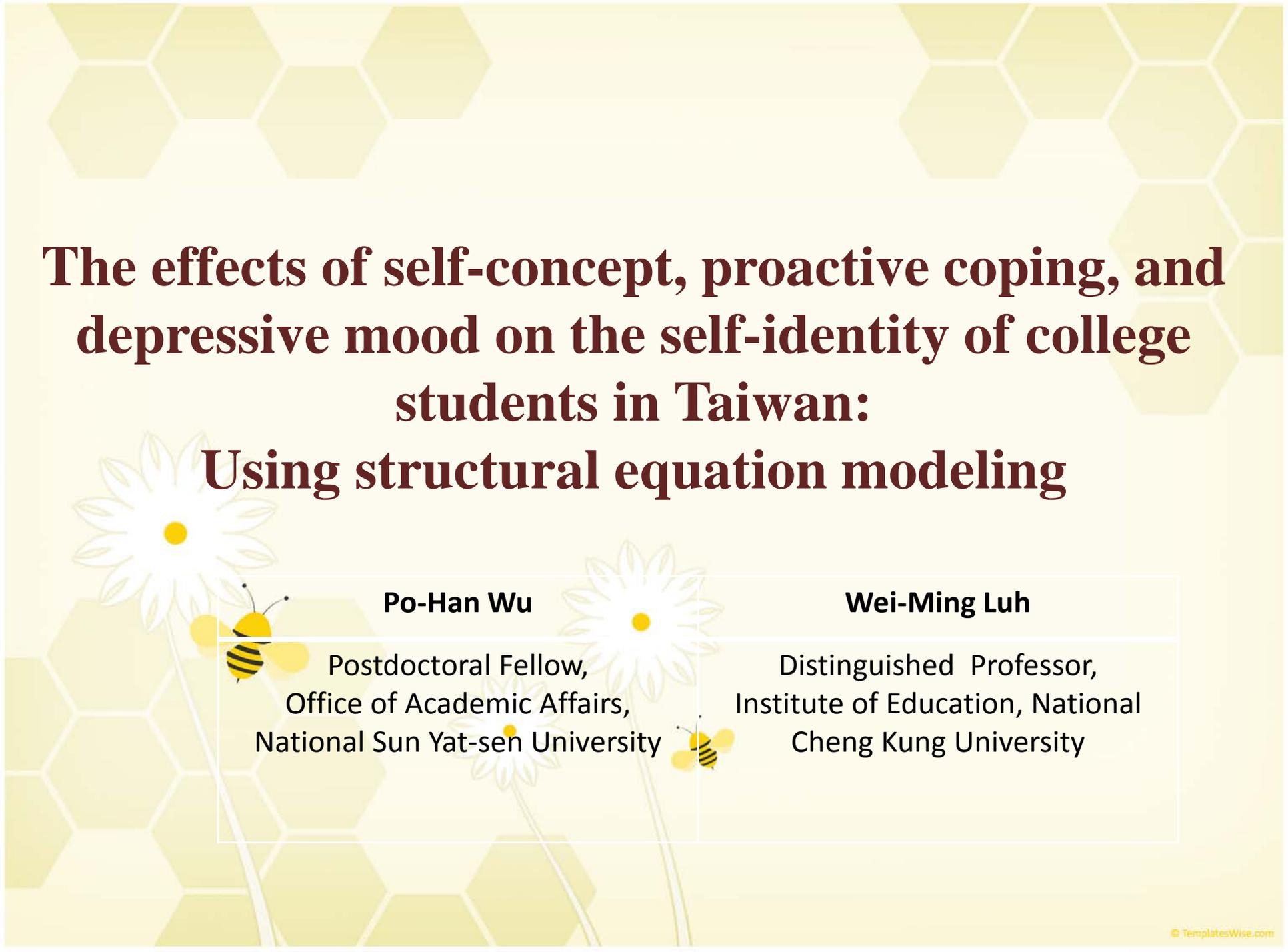# The effects of self-concept, proactive coping, and depressive mood on the self-identity of college students in Taiwan:
Using structural equation modeling

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The effects of self-concept, proactive coping, and depressive mood on the self-identity of college students in Taiwan
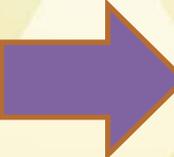
Introduction

Method

Results

Conclusions

Introduction

➢Self-identity is essential to the research study of career planning and career guidance, but there is few studying about the factors that influence college students' self-identity.

➢In response to the sharp changes of future world, global competition and challenges, and the implementation of the individual life development and ascension of employment ability, it is urgent to help assisting the younger generation to conduct self-identity effectively.

Therefore, it is necessary to investigate the internal factors that affect college students' self-identity.

Introduction

- The individuals in teenage doubt and reposition their childhood-build sense of self, and based on the identity connotation of the past to conduct review and decision toward self-concept, aptitude, view of life and career. It is for the purpose of seeking their positioning and pursuit of the future direction in life.

- The college students in career exploration are in their crucial stage for future orientation. The result of self-identity is essential to individual development, so to explore the factors influencing self-identity is an important topic.

Introduction

- Although there have been some research studies investigating the influences of self-concept toward self-identity (Super, 1980, 1990), there has no study exploring about how self-concept, proactive coping, and depressive mood influence self-identity.

- Therefore, this study intends to cut from the psychological perspective of functional adaptation, to build the theory modelling of college students' self-identity.

- To speak in details, the research study aims to investigate the correlation and mechanism of self-concept, proactive coping, depressive mood, and self-identity of junior year students, and also the mediating effect of self-concept through proactive coping, depressive mood toward self-identity.

- The research questions are listed below:

1. What are the influences of self-concept toward proactive coping, depressive mood and self-identity?
2. What are the influences of proactive coping toward college students' depressive mood and self-identity?
3. What are the influences of college students' depressive mood toward self-identity?
4. The theoretical model used in this study fits the observed data of Taiwanese college students?

Hypotheses

Hypothesis 1. The theoretical model used in this study fits the observed data of Taiwanese college students.

Hypothesis 2. The self-concept can predict proactive coping and depressive mood.

Hypothesis 3. The proactive coping can predict depressive mood and self-identity.

Hypothesis 4. The depressive mood can predict self-identity.

Method

Data source

- The research data are captured from the surveys and data that are released by Taiwan Higher Education Database (台灣高等教育資料庫).

- The database is reliable and representative. Furthermore, it also has rigorous and excellent performance on questionnaire's design, the overall design, and even on the collection and procession of data. The collected research topics are really suitable for variable uses on this study, and that is the reason of using the empirical data from the database.

Participants

- The main participants are the juniors of Taiwan's universities in year 2005.

- The samples are picked through stratified sampling design according to university, departments, and identities. There are 49,609 people being chosen in total but 26,307 samples are being withdrawn. By excluding the incomplete samples, it comes to 25,012 samples could be used to analyze.
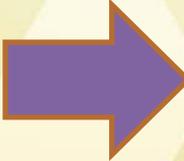
Data analysis

•This study conducted statistical analysis using LISREL8.52 and tested the four hypotheses using Structural Equation Modeling (SEM).

Results

Overall model fit

$[\chi^2 (22, N = 25{,}012) = 8875.83, p < 0.05$	
GFI = 0.93	>.90
NFI = 0.92	>.90
NNFI = 0.87	>.90
CFI = 0.92	>.90
IFI = 0.92	>.90
PNFI = 0.656	> .50

⇨ All of these indicators reveal that the theoretical model provided an excellent overall fit of the observed data

Fit of the internal structure of the model

變項	factor loadings	individual item reliabilities	composite reliabilities
Self-concept			0.62
self-concept-1	0.58	0.34	
self-concept-2	-0.75	0.56	
Proactive coping			0.74
proactive coping-1	0.84	0.71	
proactive coping-2	0.84	0.71	
Depressive mood			0.65
depressive mood-1	0.89	0.79	
depressive mood-2	0.58	0.34	
depressive mood-3	0.78	0.61	
Self-identity			0.32
self-identity-1	0.52	0.27	
self-identity-2	-0.32	0.10	

➡ this theoretical model exhibited a good fit to the internal structure of the model.
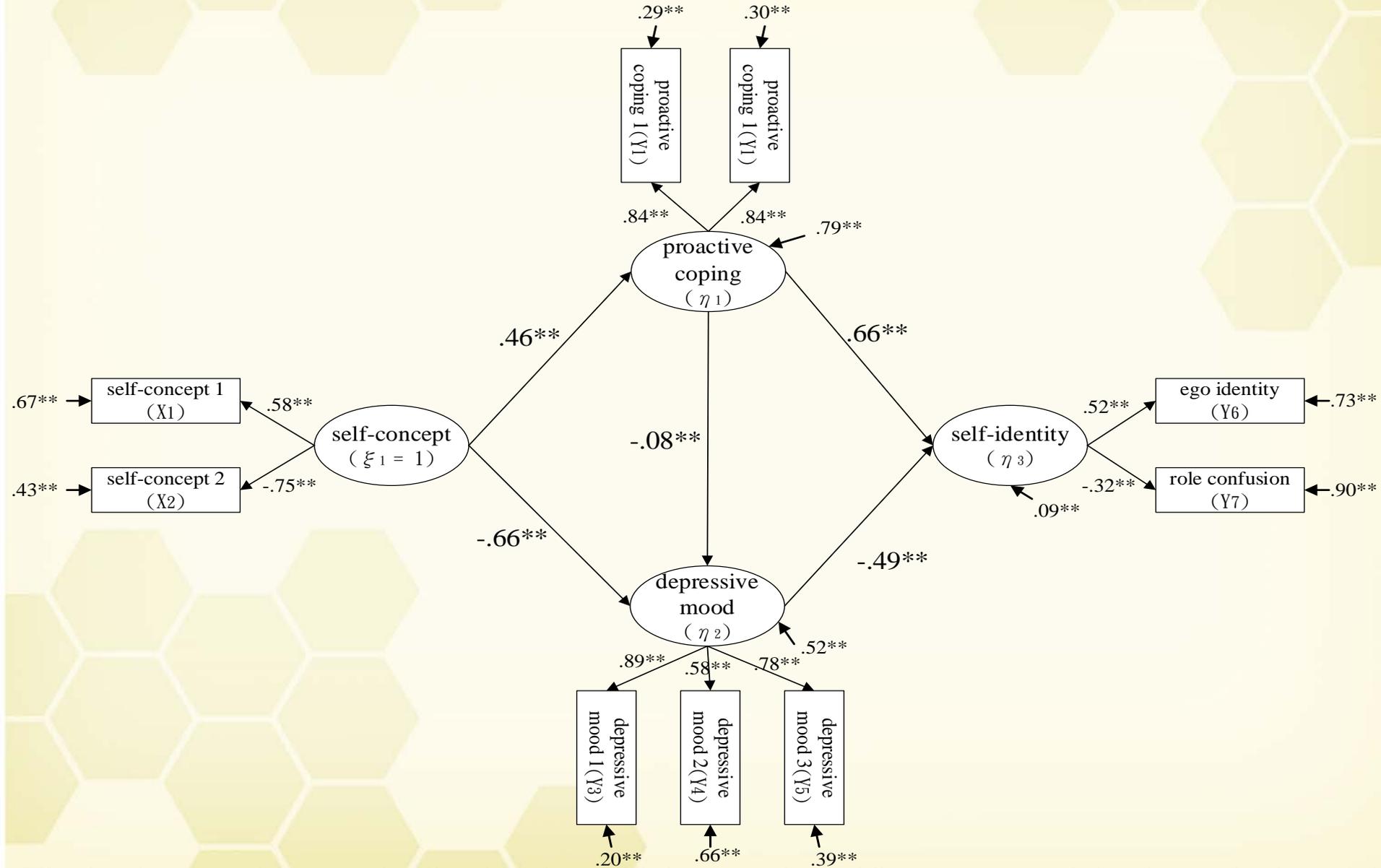
Fig 1. The complete standardized path coefficients and significance tests of the theoretical model.

Conclusions

Conclusions

➢The result shows that proactive coping had direct negative effect on depressive mood. In brief, proactive coping can be considered as a protective factor to constrain depressive mood.

➢Second, it is the most important finding that proactive coping also has outstanding positive effect to the direct effect of self-identity. Students with high proactive coping could expect or aware of underlying and potential pressure and crisis. They could even take positive actions like adjusting emotions, creating resources, managing goals to prevent negative emotions from self-identity.

➢Thirdly, it has another finding that proactive coping can generate indirect effect to self-identity through the mediating of depressive mood.

Conclusions

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Conclusions

➢This research also found that depressive mood has negative and direct effect to self-identity.

➢Lastly, Self-concept not only had direct effects on proactive coping and depressive mood, but also had an indirect effect to self-identity through proactive coping and depressive mood.

Recommendations on education and counseling practice-1

➢School education should help individuals in understanding themselves, establishing a high supportive learning environment, and assisting them to build positive self-acceptance intentions to prevent negativity and doubts about their ability.

➢Also, by providing suitable counselling and feedback, the students can build positive self-concept to enhance their self-identity.

Recommendations on education and counseling
practice-2

➢School education should focus more on cultivating the ability of proactive coping, and integrating the relevant knowledge into teaching and counselling. These are the only way to nip students' evil in the bud and can even combine internal and external resources to prevent and resist potential depression effectively.

➢It is suggested that school should establish a complete counselling mechanism and conduct evaluation of students' depressive mood. Moreover, students' emotion regulation is committed to be enhanced too to assist students to get rid of negative emotions.

Thanks for your attention