Abstract

The contribution presents new findings concerning the relationship between self-concept and resistance in terms of “hardiness” in university students. It points to the influence of self-concept on coping with stress in life.

Keywords: self-concept, resistance, hardiness, challenging life situations

The generally known definition of self-concept denotes a summary of ideas and evaluative judgements that one has about oneself (Blatný, Plháková, 2003). Van der Werff (1990) defines self-concept as a vision or mental representation of oneself, and other authors (Shavelson, Hubner, Stanton, 1976) talk, in a broader sense, about self-perceptions formed through experiences with one's environment.

Markus and Wurf, and Suls and Sanders say that self-concept is a product of social learning in the process of a person's interaction with the world (Blatný, Plháková, 2003).

Some authors (Brehm and Kassin, Greenwald and Pratkanis in: Blatný, Plháková, 2003) consider self-concept as an attitude towards oneself that may be characterized by three aspects: cognitive (content, organisation, structure), affective (relationship with oneself) and conative (emotional and rational processing, feedback and experience, motivational function). It is the last of the aspects, involved in self-regulation of behaviour, which is the subject of our interest.

The above shows that self-concept is a complex construct implying a cognitive structure, consisting, albeit not exclusively, of verbally or semantically coded generalizations, into which new data and obviously also behavioural patterns of