Sources of stress, coping strategies and counselling needs, among university students In Kingdom of Bahrain

An Identification Study

A thesis submitted for the degree of Doctor of Philosophy

By

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Abstract

The aim of this study was: (1) to identify the main sources of stress that affect students' level of stress, students' coping strategies and their counselling needs. (2) To identify the relationship between sources of stress and coping strategies. (3) The effect of gender and Locality on sources of stress, level of stress, coping strategies and counselling needs.

This study utilised both quantitative and qualitative research methods.

Two hundred university students, represented by 80 female and 120 males, completed a constructed and standardised sources of stress questionnaire. A constructed and standardised questionnaire was used to measure students' needs for counselling. In addition, a translated and standardised Coping Strategies questionnaire by Lazarus and Folkman (1988) was used to measure the types of coping strategies used by the students. A translated standardised Perceived Stress questionnaire by Cohen et al. (1983) was used to measure the level of stress. Reliability analysis revealed that the overall instrument demonstrated high reliability and validity.

Findings revealed the different levels of importance that each source of stress and coping strategy was perceived to have had on students, this result indicated that students identified time management as the most frequent sources of stress, followed by religious and ethical, then the academic domains. The family domain was considered to be the source of least stress experienced by university students. In addition, the coping strategies reported to be used most by these students is accepting responsibility followed by positive reappraisal, then problem solving. Escape avoidance and distancing strategies were reported as less used strategies.

It was found that financial issues had a significant effect on social support and problem solving coping strategies. Religion had a significant effect on the strategy of accepting responsibilities. Personal issues had a significant effect on the escape avoidance strategy. While, academic stress, in particular, has a significant effect on several coping strategies.

Gender had a significant effect on level of stress from two sources of stress: Religious /Ethical and Personal stress, and one coping strategy: Escape avoidance. Females reported higher levels of stress, higher levels of sources of stress, and higher reported coping strategy use than males. Locality had a significant effect on counselling needs; Non- Home-students experience more need for counselling than Home- students. Locality had a

significant effect on. The mean use of coping strategies was greater for non- home students than Home- students.

The results from this study suggest that university students do experience a significant level of stressful life events. Therefore, it is important that counsellors and teachers address the impact of stressful life events on a university student's well being. Conducting ongoing assessments of the level of stress experienced by university students might help counsellors or teachers intervene earlier and hence target better services to the population of students. Also, considering the unique sources for minority students, counsellors or teachers more appropriately should target unique interventions to meet their needs.

The study also provides information that could help to reduce stress among university setting as it might be used as a reference point for counsellors, teachers, researcher when investigating university students stress and coping experience in Kingdom of Bahrain or any other Arabic country. The current constructed stress sources and counselling needs questionnaire could be also used by the researcher interested in this area.

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I DEDICATE THIS WORK

TO

My Mother and Father

Who give me love and support…

Table of Continents

List of Table

List of Figure

Chapter One The Research Labyrinth – A Contextual Russian Doll

1.1 Background of study

This study investigates the social and emotional issues that concern university students in universities in the Kingdom of Bahrain, particularly the stresses these cause, and students' methods of coping with them.

Research has long recognised the nature of stressful role on university setting (Shields, 2001). Some researchers have indicated that university students may be more prone to suffering from stress as a result of having psychological problems than their peers who do not attend university (Todd et al., 1997; Tyrrell, 1993). A university can be viewed as a distinctive socio-cultural system that contains a diversity of new experiences for students stimulate stress (Halamandaris, 1995; Tisdall, 2001).

Whereas, there are many transitions in an individual's lifetime; for many students entering university, this is the major transition in their lives. Indeed, the transition from high school to university can be seen as a complex life event for students since they encounter a new, stressful environment (Fisher, 1994; Ross et al., 1999) and face particular issues, such as dealing with academic pressure, developing new interpersonal relationships, organising their time, and managing their personal finances. Each one of these issues demands a degree of adjustment. In fact, the numbers of stressors are increasing. As we begin a new century, university students worldwide are challenged by the vast amount of knowledge available, which demands a high level of ability in sorting, evaluating and assembling (Simons et al., 2002). Most students will cope with all these challenges, but some find that

they are issues, which have become stressful problems (Fisher, 1994; Michie, 1998; Misra et al., 2000; Pereira, 1997; Tinto, 1975).

The objective of this study is to investigate the negative consequences of stress, such as physical illness, wasted potential, depression, declined academic performance, social isolation, and dropping out (Misra et al., 2000; Pereira, 1997). These negative effects occur when students become overwhelmed and unable to cope positively with the sources of stress. For instance, Al-Rihani and Hamdi (1998) found lower levels of productivity and difficulties in psychological adjustment being correlated with depression among Jordanian college students. Also, students with high levels of stress tend to perceive themselves as less healthy and more prone to practice a number of poor health habits (Gupchup et al.,2004; Hudd, 2000).

Sources of stress are not confined to situational factors. They are related to other predisposing factors, such as attachment, personality, lower self-esteem, gender, and age. Additionally, some of the social and emotional problems experienced by university students may, in part, be due to the particular characteristics of this stage of personal development (Simons et al., 2002). Erikson (1968) pointed out that the time of entering university is one that coincides with a huge physical and identity crisis resolution for many students. For most, it is a time of instability, when individuals are making life-affecting decisions, such as choosing a career, life partner, etc. (Samions et al., 2002; Shannon, 1999). Each individual must learn to cope with these conflicts as part of human development (Schultz, 1990). Empirical evidence suggests that a domain–specific coping style may play an important role in the way students manage stressful academic events and perform at college (Struthers, 2000). Student affairs administrators and counsellors in higher education have been concerned recently with an apparent increase in the number of difficult problems faced by students (Coll, 1995). Hence, a better understanding of how

2

students cope with their sources of stress is needed so that academic institutions and counselling services can provide effective help and guidance.

There has been a limited amount of research among university students in particular circumstances (Abouserie, 1994; Marcotte, 1994; Olpin, 1996). For example, Kariv and Heiman (2005) stated that little research have examined the effect of perceive stress on coping strategies. Further, most stress and coping research has been based on western culture, understanding of different culture such as Arab culture response to stress is limited. Accordingly, the current study attempted to explore and assess the levels of stress in students at two private universities (Al-Alahlia and Open University) in kingdom of Bahrain, in addition to identifying and describing the coping styles they developed to reduce stress, as well as their counselling needs.

1.2 Statement of the Problem

There is broad consensus that the number of university students presented to counselling and student health services has increased and that mental health problems can severely disrupt a student's academic and emotional development along with having a possible impact on the student's family peers and academic institution (Al-Bahrani, 2004; Ellis, 2004). Cherian and Cherian (1998) have emphasised that coping with a new environment, such as enrolling at university, can be quite problematic. In a study of sources of stress among college students in Midwestern University, the five top sources of stress among students were found to be changes in sleeping habits, vacations/breaks, changes in eating habits, increased work load, and new responsibilities (Ross et al., 1999). A further study by Abouserie (1994) indicated that preparation for examinations and examination results were

3

the greatest sources of stress among college students in the University of Wales college of Cardiff.

While many specific events and situations have been implicated as stress sources for university students, more research is needed to investigate the nature of these sources and which sources are most prevalent in university students' live. It is unclear whether most of these sources of stress result from interpersonal relationship or academic.

Further, a review of the published literature of university students' sources of stress in general, and Arab university students' sources of stress in particular, has led to the following conclusion.

It can be observed that research in this area has been classified within different approaches. For example, some of the studies focused on disposition approach to stress, e.g. the optimism and perceived control over stress (Fontaine et al., 1993). Others focused on a situational approach, such as the effects of cultural values on coping with stress (Essau and Trommsdorf, 1996). However, few studies shed the light on transactional approach.

Regarding Arab studies, Al-Zarad (1997) stated that most studies on Arab culture have depended on one type of research measure, such as a questionnaire or a fixed scale (e.g. The Money Problems Scale) and concentrated on quantitative methods to indicate students' problems. Other studies have focused more on qualitative methods. Very few studies have combined both methods of investigation.

Most Arab research studies have examined general problems of students such as study skills, values, personal, social and economic problems. These studies have rarely discussed the issue of sexuality, which can be sensitive in Arab culture. In contrast, the issues of sexuality and alcohol dependence have been discussed extensively in Western studies, as emphasised by Al-Masherif, 2000.

The effect of cultural values has been observed by determining students' ranking of problems, as well as the importance of problems. For example, Jordanian and Algerian students rank economic problems especially high, whereas these problems are not so highly rated by Gulf Arab Students (Al-Masherif, 2000). Al-Abdeen (2002) has asserted that most Arab studies have not discussed coping strategies or related personal variables such as awareness of future, present and past awareness; alienation, social and future problems or cultural changes and influences.

Researchers have begun to highlight the role of cultural factors, and suggested that the impact of cultural pressures on psychological well-being might be greater than any other factors (Workers' Compensation and Rehabilitation Commission (WCRC), 2000). For example, in his cross-cultural study, Hofstede (1991) found that strong uncertainty avoidance cultures were more likely to be exposed to higher stress levels than cultures with weak uncertainty avoidance. In the same context, cultures that value mediation and contemplation rather than competitiveness are probably less stressful than others (Helman, 2000).

In the same trend, the response to stress differs among students of different cultures. According to a cross-cultural study among college students, Americans reported more gastrointestinal stress symptoms, while French students reported more changes in mood, and Filipino students, especially women, tended to emphasise cardiovascular symptoms, such as rapid heartbeat and shortness of breath (Helman, 2000).

It can be argued that both quantitative and qualitative methods should be employed to build up a more complete and valid picture of students' problems. The quantitative method will

reflect the existence, percentage, frequency, level and amount of the determined problem, while the qualitative method would provide the depth, explanation and causes of both determined and undetermined problems.

Overall, this study will draw upon the conclusions derived from previous studies focusing on stress in relation to other variables such as effective coping style and using integration of methods qualitative and quantitative, to collect the data. For example, Bahraini students' sources of stress that are associated with level of stress and with coping strategies, as well as their counselling needs, will be identified. Furthermore, using different combined quantitative and qualitative methods will help fill in gaps in our understanding of the source of students' problems.

1.3 Study Aims

First, the study attempts to assess perceived levels of stress experienced by university students in Bahrain. Second, it aims to indicate the primary sources of stress among these students. Third, it identifies the ways of coping with stress among university students. Fourth, it aims to assess counselling needs. Finally, it examines any differences existing among selected demographic variables (gender, locality; home students vs. non-home students) and perceived stress levels, sources of stress and ways of coping with stress.

1.4 Research variables

The study will focus on four main variables. The first, source of stress, represents the independent variable, as it stimulates stress and counselling needs, and could determine

coping strategies. Demographic variables such as gender, academic year, martial status and specialisation are also independent variables.

Coping strategies are considered as intervening variables, since they play a role in predicting students' stress and counselling needs. In contrast, stress and counselling needs will be considered as dependent variables, since they result from the subject's response.

1.5 Rationale for study

Despite the fact that stress can have a negative impact on a university student's success, if students are unable to cope successfully with his or her difficulties, few models are available which help to explain these coping difficulties in terms of stress and coping relationships.

However, empirical data are not readily available to guide the interventions of counsellors who are working with university students. (Al-Banna, 2001; Kindreich, 2004; Marcotte, 1995). Taking into consideration, the counselling profession, as described by Al-Rowaie, (2001) is not as well established in Gulf States as in Western culture. There is as yet no sign of remarkable development in the field of counselling in Bahrain. Only a small number of studies have been conducted which recommended some solutions for some specific aspects of the students' problems. The need is for a study, which deals with all aspects of the student's life, identifying the source of problems in order to develop new ways for and prioritising and solving their problems. As Maslow (1971) stated that the good counsellor should help the whole person develop rather than allow that person to be squeezed by stress.

7

The outcomes of this study will increase awareness of students stress nature and provide appropriate interventions on dealing with students' stress. Another significant aspect of the research study lies in adding theoretical contribution to the body of multicultural stress and coping literature.

The study of students' sources of stress is the researcher's area of interest, since during the four years the researcher worked in the university as a staff academic member, the researcher observed students' needs to discuss their stress issues and learn the best way to manage their stress, and discussed this with her colleagues, who shared the same observation. As a result, the researcher was encouraged and advised by the psychology departmental authorities in university of Bahrain to address this issue, as identifying students' sources of stress can help high risk students to understand what sources of stress they can control, so that does not affect their learning performance and personal development. Furthermore, faculty members can play a key role in reducing students' stress if they are aware of it. Studies of college teaching support the view that frequent contact with students and quality of teaching encourage students' sense of belonging to the university community, and, in turn, help them to cope effectively with stress. While teachers are not counsellors, they can be helpful to stressed students by recommending a number of coping strategies, such as improving studying habits, time management, and disclosing their thoughts and feelings about the course work. In addition, counselling service intervention and stress reduction programmes among university students, can be based entirely on the sources of stress identified by students. A full understanding of the nature and extent of student problems is required, in order to meet the priority of the counselling centre in any university in the kingdom of Bahrain in order to identify students' problems and help them to resolve or cope with them. It is, thus, the task of the researcher

to contribute by offering an empirical basis for guiding the development of student life in the Kingdom of Bahrain.

1.6 Background about the Kingdom of Bahrain

Bahrain literally means two seas. The country probably got this name because of the sea surrounding the islands, and the fact that in some areas there are fountains of sweet water. Bahrain comprises an archipelago of thirty-six islands situated midway in the Arabian Gulf close to the shore of the Arabian Peninsula. Bahrain is the only island state of the five Arabian Gulf states. Bahrain's small size and central location among Arabian Gulf countries require it to play a delicate balancing act in foreign affairs among its larger neighbours. The kingdom of Bahrain is a member of Gulf cooperation Council (GCC).

The total area of the islands is about 706 square kilometres, with a population of 716,150. Manama (Al Manama), the capital, is located on the north-eastern tip of the island of Bahrain. Causeways and bridges connect Bahrain to adjacent islands and the mainland of Bahrain continues on to the Saudi mainland town of Al Khubar. The causeway has made Bahrain very accessible to the market of Saudi Arabia, Qatar, Kuwait UAE, Oman and other regional Middle East countries.

Al Muharraq is the second largest island, where the international airport is located. Arabic is the official language. However, English is widely used in Business and is compulsory in schools. The main exports of Bahrain are oil, petroleum products and aluminium. Bahrain can be considered a multicultural society. There are Bahrainis with Arab origins and non-Bahrainis with non-Arab origins e.g. Iranians, Indians and Pakistanis. Issues of culture are

of great interest when considering social issues because individuals' social or emotion behaviour is influenced by the cultural background of their society.

According to Hofstede (1994), Arab nations fall within the category of countries with large power distance, collectivism and among those nations with high uncertainty avoidance. As Hofstede (1984) indicated, individuals from uncertainty avoidance nations tends to feel higher stress levels in situations of uncertainty and ambiguity; on the other hand they prefer clear structures and directions. Those classified as low on uncertainty avoidance tend to be relatively tolerant and feel less stress due to uncertainty and ambiguity.

A study by Redmond (2000) showed that collectivist countries could be predicted to handle stress less effectively through social integration (initiating and forming relationships) than those who do not socially integrate. Researchers have also found cultural differences in coping. For example, North Americans and Europeans have been shown to use problem focused coping more than Asian and Hispanic people, who tend to favour emotion–focused coping and social support. (Essau & Trommsdorff, 1996). The manner in which particular coping strategies affect well-being under differing cultural conditions is an important topic for further research (Passer and Smith, 2004).

2.8 Research Questions

The following questions were considered for data gathering and analysis in this study, along with the qualitative approach study.

1. What do university students in Kingdom of Bahrain perceive to be the main sources of stress?

2. What strategies do university students in Kingdom of Bahrain use to cope with or reduce their stress?

3. Research Question 3: What is the stress level of university students in Kingdom of Bahrain?

4. Research Question 4: Do university students in Bahrain perceive a need for counselling?

5. Is there a relationship between sources of stress, levels of stress, managing stress and counselling needs?

6. What sources of stress affect levels of stress, counselling needs and coping strategies?

7. How do demographic characteristics (gender and locality) relate to: Sources of stress, Stress levels, Counselling needs and Coping strategies

2.10 Research Hypotheses

One could study stress independently of other variables, but the ways that an individual copes with stress affects the individual's well-being. Stress has been defined as that which exceeds individual's coping resources (Folkman and Lazarus, 1984).

The amount of stress experienced may be influenced by the individual's ability to effectively cope with stressful events and situation (Ross et al., 1999). Therefore, it is essential to include a discussion of coping in any exploration of stress. Hamart et al. (2001) found that combining a measure of perceived stress with a measure of effective coping provided a better predictor of life satisfaction among young adults than did perceived stress alone.

The opposite effect was also reported, i.e. effectiveness of the coping strategy depended on the characteristic of the situation or the sources of stress (Passer and Smith, 2004). On the other hand, the need for counselling services is vital when pain, anxiety and pressure reach

a point exceeding any stress that might be justified as encouraging effort and productivity (Strehle, 1992). Many students eventually end up needing help with their coping difficulties from counsellors and psychologists (Leong et al., 1997). Therefore, this study will try to identify sources of stress and stress levels in relation with coping strategies and counselling needs. The study will be guided by the following main hypotheses to be investigated using the quantitative method approach.

1. University students in the Kingdom of Bahrain experience a significant level of stress.

2. University students in the Kingdom of Bahrain experience a significant need for counselling.

3. There is variation in the sources of greatest stress found in university students in the Kingdom of Bahrain.

4. There is variation in the types of coping strategies used by university students in the kingdom of Bahrain.

5. There is a significant relationship between university students' coping style and sources of stress.

6. There is a significant effect of demographic characteristics such as gender and locality in their relation to:

   Sources of stress

   Stress levels

   Counselling needs

   Coping strategies

1.7 Organization of Study

The remainder of this thesis is organised into five chapters. Chapter 2 and 3 reviewed significant prior research and provided the theoretical underpinnings for the thesis. There were four major areas of literature discussed in these chapters: stress, sources of stress, coping strategies and counselling needs. The following chapter presented the study main questionnaire and hypotheses. Chapter 4 describes in detail the research methodology that will be employed in this study.

In addition, describes and justifies the rationale for using qualitative and quantitative approaches in the proposed study. This chapter further presents the finding of an exploratory study, which is considered as an initial step in constructing questionnaire items. Chapter 5 and Chapter 6 were based on the data collected and presented the results of the study and discussion, followed by the conclusion and suggestions for future research.

Chapter Two: The Emergence and Essence of the Stress and coping strategies

2.1 Introduction

The purpose of this study is to identify sources of stress among university students and the interrelationship evident between sources of stress, coping strategies and counselling needs. This chapter will present a review of the pertinent literature divided into the three main areas of this study: stress, and coping. Each area covers theoretical views and related research from which the conceptual framework study aims of the study will derive. Following, conclusion, study aims, study questions and study hypotheses.

2.2 Definition and disputation

It is recognised that stress is an inevitable factor in all our lives and the experience of stress is common to all people. In fact, some researchers, such as Fisher (1994), have associated the whole of the 20th century with stress.

This statement is supported by Twenge (2000) who found that Americans (college students and child samples) increased rapidly a full standard deviation in anxiety between 1952 and 1993. Correlation with social indices such as divorce and crime rates, suggest that decreases in social connectedness and increases in environmental threat may be responsible for the rise in anxiety. Societies with low levels of social integration produce adults prone to stress and anxiety Societies with high levels of environmental threat such as violent crime and war have the same effect. (Twenge, 2000). Nevertheless, Ebrahim (2001) argues that stress has been increasing rapidly in recent year. He claimed that that the concept of

stress was known and experienced by individuals through olden times. Therefore, the level of stress did not increased through periods of time.

These different perspectives could be explained as the sources of stress could vary over time, the sources of stress could be limited or differ with current one, while the stress, as an experience is common phenomenon over any period of time.

From reviewing the vast amount of published literature about stress, it is evident that stress and its positive and negative effects on the individual have received considerable attention by researchers.

Nevertheless, the concept of stress is difficult to define, although it is associated with many things in our daily expressions. The original definition of stress formulated by Selye (1983) was stated, "Stress *is a non-specific response of the body*" (p.2). Furthermore, Selye postulated that there were two types of stress. The first is "eustress" and viewed as positive stress, while the second is considered as negative stress and is thus named "distress". Clearly, this definition considered stress to be a physiological response. Indeed, most early work was based purely on this physical concept of stress.

Later research focused more on a psychological perspective of stress. Folkman and Lazarus (1984) defined stress as a relationship between the person and the environment, which is appraised by the person as taxing or exceeding the person's resources and thus threatening his or her well-being. This definition suggested that not only the stressor but also the person's perception of his or her ability to adapt to the stress are important in the describing stress.

More recently, these physical and psychological definitions have been integrated and expanded to create a more holistic conceptualisation of stress. For example, Seward (1994)

15

defined stress as the inability to cope with a perceived (real or imagined) threat to one's mental, physical, emotional and spiritual well being which result in a series of physical responses and adaptations.

The Oxford Dictionary (2002) identifies stress as *"physical and psychological strain or tension generated by physical, emotional, social, economic, or occupational circumstances, events or experiences that are difficult to manage or endure" (p. 711).*

From the above definitions, it could be concluded that there is disagreement about the concept of stress. Nevertheless, this disagreement could be explained in terms of researches' perspectives of the stress process. Some researchers perceive stress as a stimulus or a cause, while others perceive it as a response or an outcome. In turn, this response could also be analysed as a physical or psychological response.

Other researchers focus on the interpretation of the stress-producing events and how a person copes with them.

These varying perspectives of stress will be discussed in detail in the following section.

2.3 Theories of stress

A cursory survey of the available literature shows that theories of stress are categorised into three main groups. These theories discuss the status of stress and its occurrence, i.e. how it occurs and when it occurs Cox (1979); Snyder and Ford (1987); Folkman and Lazarus (1984); Fisher(1987) ; Passer and Smith, (2004).

The first group is recognised as a **stimulus–based group**. Its approach focuses on stimuli or situations that typically disturb or disrupt the individual. Thus, stress is treated as an independent variable; external stresses give rise to a stress reaction. In other words, it is considered as a set of causes and not as symptoms. Passer and Smith, (2004) present an

16

example of such stimulus statements such as; 'I have three exams next week', 'I lost my class notes', 'my car broke down' and 'I have got a lot of stress in my life'.

Stress is considered to be a condition of the environment, so it could be physical or psychosocial. It may be due to an intense level of everyday life such as high temperature, high noise levels, perceived high levels of threat and disrupted physiological functions, (e.g. as disease, sleep loss and so forth), group pressure and isolation.

Fisher (1987) maintains that, in this definition, what is stressful for one person would also be stressful for another person. Cut-off points between high and low level stresses may differ according to different individual's personality or experience. This approach assumes that people respond equally to the same potentially stressful situation.

This approach is illustrated in the following figure (Fig 2.1).

Figure 2.1. Group 1: Stimulus- Based theory of stress. Stress occurs as a stimulus.

Environment   Person
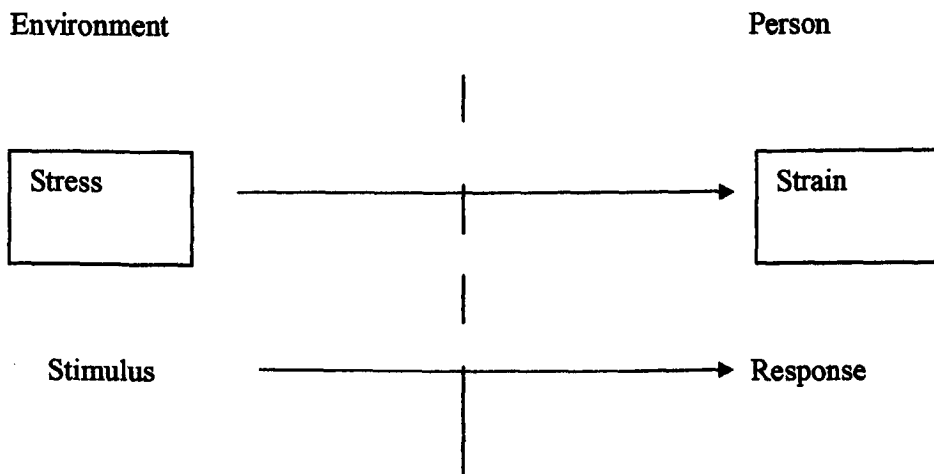
The second group of theories about stress is recognised as a **response–based group**. It emphasises a person's response to a disturbing or noxious environment. The response, or pattern of the response, is treated as the stress, i.e. the occurrence of the response syndrome is associated with the simultaneous occurrence of stress. This view of stress considers stress

17

as a dependent variable or an outcome of the stressor. Passer and Smith, (2004) present an example of such response statements such as; I am tensed up, I am having trouble concentrating on things, I am having all stressed out.

This concept is illustrated in Figure 2.2

Fig 2.2 Group 2 theory: Response-Based theory of stress. Stress occurs as a response.
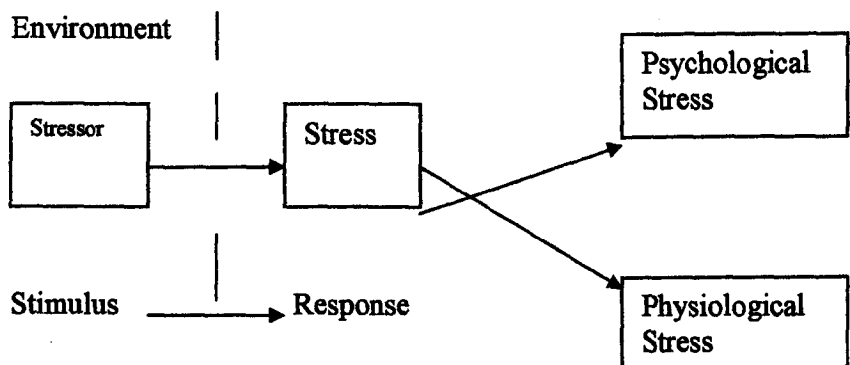
This particular view was adopted by researchers such as Hans Selye and Walter Canon. For instance, Canon was the first to describe the "fight or flight" response. This response is designed to prepare the body to react to a threat or a danger. The response prepared the body for enhanced muscle activity to either fight or flee from some current threat.

Selye explained how the body adapts to stress by the term General Adaptation

Syndrome (GAS). This adaptation process passes through three stages. During the first stage, the alarm reaction, the body responds immediately to the stress. Various physiological changes occur to enable the body to combat stress. If the stressor is stronger than the body's resistance, the body becomes more susceptible to infection and disease. In stage two, i.e. the resistance, the body makes a physiological change that enables it to adapt to long–term stress. Hence, its resistance is usually high. In the third stage, the necessary energy for adaptation may be exhausted and, thus, final collapse occurs.

Both the stimulus-based approach and the response-based approach ignored the active role of the person in his or her relationship to the environment. They viewed the person as taking a passive role in the operation of stress. However, a third group took into consideration the shortcomings of the previous groups and analysed stress within the process of interaction.

This third group of theories of stress is called the **interaction or intervening group**. This group expresses the view that stress arises through the existence of a particular relationship between the person and the environment. In addition, this model considered stress as an intervening or moderator variable that occurs between the stimulus situations that impinges on the individual and the potential response of the individual to that situation. In this model, stress could be analysed by mean of its antecedent factors and its effects.

Researchers such as Mackay, Cox and Lazarus adapted this particular view. For example, Cox and Mackay see stress as an individual perceptual phenomenon rooted in a psychological process which can be described as part of a complex and dynamic system between the person and his or her environment, as shown in Figure 2.3.

Fig 2.3 Intreaction group
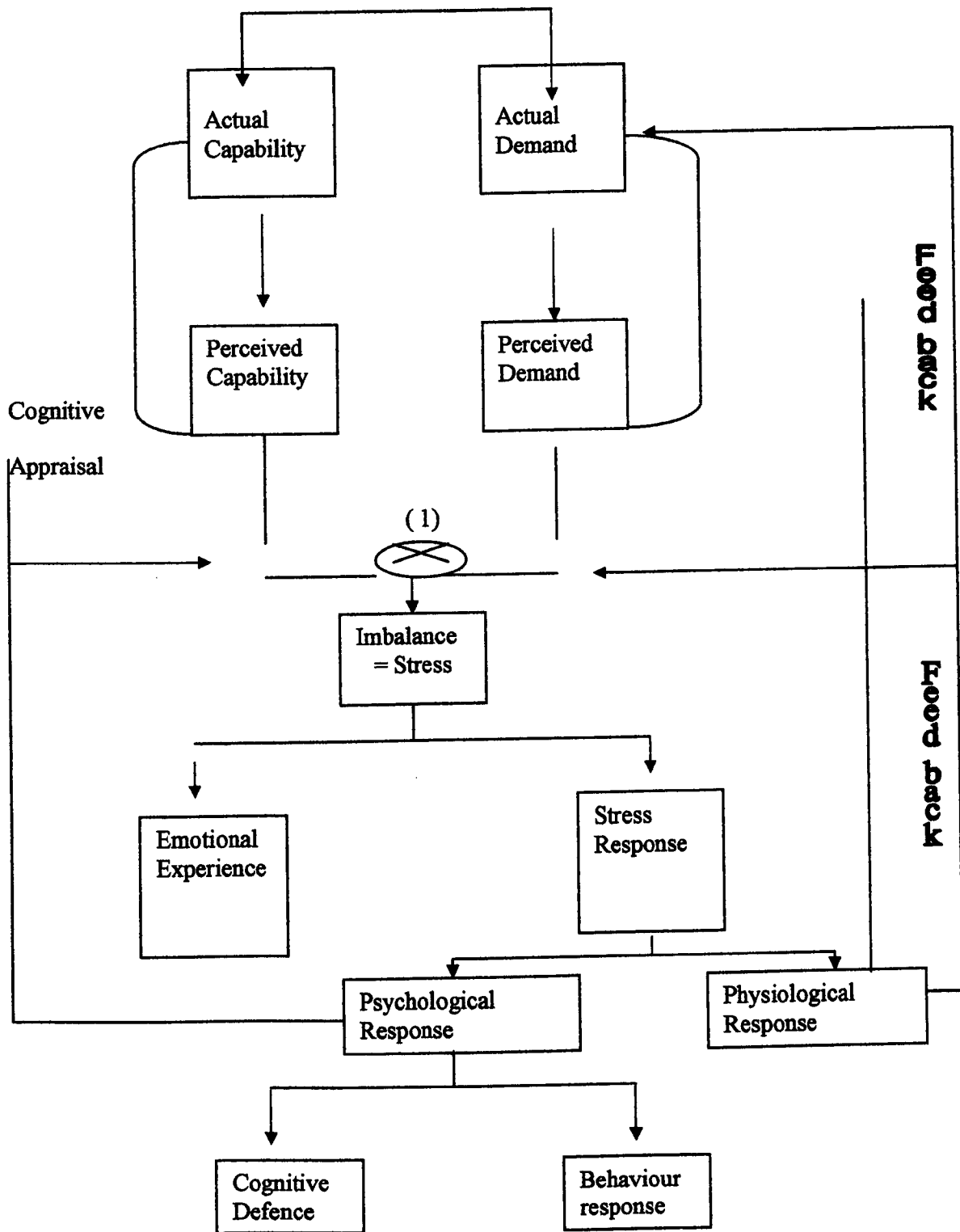
Fig 2.3 Diagrammatic illustration of the person and his/her environment (person environment model) (modified from Folkman and Lazarus, 1984).

There is a major conflict between the actual demand of a person and his /her actual capability to do that job. Furthermore, there is another conflict between the actual demand and perceived demand. As a result of these conflicts, an imbalance is formed, leading to stress. Stress is considered to be a response to the forces mentioned above. The response could be either physiological or psychological. The psychological response is further subdivided into behavioural and cognitive responses.

Whitman et al (1985) asserted that this third model (the person-environment model) is useful in understanding stress among students. When students appraise their education as a challenge, stress can bring them a sense of competence and an increased capacity to learn. When education is seen as threat (distress), the negative aspect of stress can bring forth feelings of helplessness and foreboding and a sense of loss. Therefore, approaches are needed to reduce students' distress, which lessen student's learning and performance by providing them with a feeling of control over their education and feed back information on what to expect and how to improve their performance. The researcher found the description of transactional theory consisted with the study nature, purpose, population and design.

2.4 Responses to Stress

Responses to stress related to the discussion of when and how stress occurs and is experienced are organised into two main sets: physiological and psychological responses. These responses aim to reduce or control the stress level. Thus, an examination of these responses helps pave the way to assessing the mechanism for coping with stress.

21

2.4.1 Physiological responses

A physiological response is considered to be a body coping mechanism. It is defined as a physiological condition from which relief is needed for physiological well-being. Examples include lack of food, oxygen and water, depletion of transmitters in the brain, physical diseases, exaggerated sympathetic adrenomedullary activity, exaggerated pituitary adrenocortical secretion, and so on (Snyder and Ford, 1987, pp. 376-377).

Stress was first described as a biological response by Cannon and Selye, each of whom provided a physiological framework (Cox, 1979).

Canon initiated his work in 1927 with a description of animals' immediate response to stressful stimuli. His extensive research on cats led him to describe active patterns of sympathetic nervous system responses to the acute stress of threatening emergency situations, which was characterised as "flight or fight" reactions. When threatened, an organism prepares to "fight or flee" by producing a heightened state of arousal.

Later, Selye expanded Cannon's theory by explaining the mechanism of the body's physical response in adapting to stress, which he termed the general adaptation syndrome (GAS). Selye observed the fact that in all our diseases there seem to be common symptoms. These symptoms include fever, fatigue, and loss of appetite, aches and pains, which he termed the syndrome of being sick. Selye assumed that this type of disease results from a defective body or mental reaction to the stressors of everyday life. In addition, Selye believed that it is not what stresses us that count, but rather the way we react to stress.

On the whole, it could be concluded from Selye and Cannon studies that they both consider the physical response of stress as universal. However, their theory could be criticised, as it is limited to the laboratory and not intended for analysing peoples' general responses. It

22

does not take into account individual differences such as personal or process factors that influence or intervene in the response to stress.

2.4.2 Psychological Response

In contrast to the physiological response, the psychological response comprises subjective responses, involving emotion, cognitive processes, behavioural adjustment, and realignment of goals or denial (Lovallo, 1997). However, it essential to consider that a psychological response does not occur in the absence of a physiological response. Both could be present as responses to stress.

It is difficult to determine the most appropriate response to the situation because there are many potential responses and each has its cost, strength and weakness. (Lazaruas, 1984) proposed that the psychological responses based on the perception or interpretation of the event and the meaning for our lives.

The model of Folkman and Lazarus (1984) explained the psychological stress response in terms of two forms of cognitive appraisal. They suggested that we first evaluate events for their threat by means of our belief about how the world should work and our commitments and personal values. In other words, the primary appraisal evaluates threatening situations, while a secondary appraisal evaluates our options or available resources for coping with these situations. (Folkman and Lazarus, 1984)

Folkman and Lazarus classified the coping responses into problem-focused and emotional-focused. A problem-focused response attacks the problem with behaviour designed to gain information and to alter beliefs and commitment. It increases the person's awareness level of knowledge. On the other hand, emotion-focused strategies are designed primarily to limit the degree of emotional disruption caused by an event, with minimal effort to alter the event itself.

23

Emotional responses are expressed as anxiety, depression, guilt, hurt, anger, jealousy, shame/embarrassment and suicidal feelings.

In general, Palmer and Dryden (1997) listed types of psychological response. For example behaviour response such as; avoidance/phobias, sleep disturbances/insomnia, loss of appetite/over-eating, poor time management, compulsive behaviour and interpersonal response. Also, interpersonal response, which expressed by passive/aggressive relationships, being unassertive, competitive, having difficulty making friends and withdrawing.

Research has reported that the psychological stress response is associated with types of stress events. For example, Hill-Wheelen and Jones (1986) reported that depression is a common reaction to stressful life events. Furthermore, these responses may vary with differences in an individual's character or coping style. For example, Lu (1994) found that neurotic students experience university transition as more threatening than students with high locus of control.

Similarly, Misra and Michelle (2000) reported there was great association of stressors and reactions to stressors with time management, while Selabada (1990) maintains that student experience of stress may have a detrimental effect on their academic performance.

As well, academic stress has been related to counselling concerns such as anxiety and depression among university students. Furthermore, Chang (1998) reported that the more college students experience stress, the lower their level of life satisfaction and the higher the level of depression.

2.5 Demographic variables and stress

There are several demographic variables influencing and moderating stress such as: gender, culture, martial status, academic level and age. Here, only two main types of demographic variables, which are directly related to the study aims, will be discussed.

2.5.1 Gender and Stress

Demographic variables or social status such as gender, culture, age and marriage have been found to influence or moderate stress (Strehle, 1992).

With respect to gender, females show higher levels of academic and life stress than males (Abousereie, 1994). In addition, females have been reported to show different stress responses compared with males. For example, McKean (2000) reported that females experience higher self-imposed stress and more physiological responses to stress, such as sweating, stuttering and headaches than males do. Studies have also reported that men have an inexpressive, stoic style of responding to stress, whereas women have an emotional expressive style (Milkie and Thoits, 1993).

It seems that men deal with their problems by controlling their emotions, accepting the problem and engaging in problem-solving efforts, while women deal with their problems by seeking social support, distracting themselves, letting out their feelings, and turning to prayer (Thoits, 1995). These findings would indicate that women are more vulnerable than men to experiencing stress. Dwyer (2001) explained that these differences may be due to women being willing to report stress, as well as men and women appraising sources of stress differently due to socialization patterns, hence resulting in different socially derived needs or roles.

However, researchers need to consider what specific sources of stress lead women and men to respond differently.

2.5.2. Culture and Stress

Researchers have shown that not only gender but also culture will influence stress. Cultural factors may play a critical role in shaping various parameters of the stress process, including appraisals, perceptions and attributed to evaluative situations. (Zeidner, 1997).

Thus, researchers have begun to highlight the role of cultural factors, since it is suggested that the impact of cultural pressures on psychological well being might be greater than any other factors (WCRC, 2000). As an example of the influence of culture, Hofstede (1991) found in his cross-cultural study that strong uncertainty avoidance cultures such as France and German are likely to be exposed to higher stress levels than weak uncertainty avoidance cultures such as USA and China. In the same context, cultures that value mediation and contemplation rather than competitiveness are probably less stressful than others (Helman, 2000).

With respect to sources of stress, Stevens (1976, cited in Hofstede, 1984) pointed out that Germans view the time as a source of pressure and stress, while the French perceive it as resource which be controlled and utilized. However, for the British, time is seen as a tool for orienting oneself.

Culture could influence the perception of stress college students, in particular female college students (Hunter, 1998). Cross-cultural studies of university students have also revealed differences regarding stress. For example, a cross-cultural study of Canadian and Asian Indian students showed that Asian Indian students experience less stress than

Canadian students. Indian students were also shown to prefer emotional coping strategies, specifically, positive reappraisal, seeking social support and confrontation in dealing with stress (Sinha et al. 2000). In contrast, a cross culture study between Turkish and American students did not show any significant differences in sources of stress (Methew et al., 2002).

Other studies have shown different responses to stress across cultures. For example, Asian-Americans in general tend to present somatic concerns over emotional disorders more often than Americans and Western Europeans (Iwamasa and Koorman, 1995).

In addition, in a study among college students, Americans reported more gastrointestinal stress symptoms, while French reported more changes in mood and Filipinos, especially the women, tended to emphasise cardiovascular symptoms, such as rapid heartbeat and shortness of breath (Helman, 2000).

2.5.3 Stress and Academic level

While student's at all academic levels may share some of the same sources of stress and coping responses, they cannot be expected to be homogeneous in this regard. Students in the advanced stream are likely to have values and attitudes compatible with high exceptions for success, academic achievement, and personal control and autonomy while students in lower academic streams are characterized by less motivation for success, lower achievement expectation, and perceptions of less personal control and autonomy. Thus, various stressors and patterns of coping would be expected to differ across students' academic streams (Mates and Allison, 1991).

27

2.6 Sources of stress (stressors) and levels of stress among University students

Many researchers have reported that university students are faced with an increasing number of stressors that affect their daily life (Brown and Ralph, 1999; Simons et al., 2002; Lo, 2002). In particular, students in recent times are experiencing more stressful situations, as they confront huge challenges, such as absorbing enormous amounts of knowledge within a limited amount of time (Simons et al., 2002).

Stressors affecting students can be categorized as academic, financial, time management or self –imposed (McKean, 2000). Cherian and Cherian (1998) found that the main source of students' stress was related to the following categories (in descending order of frequency) (i) studies, university and lectures; (ii) work, career and future;(iii) sensitivity, and confidence; (iv) family; (v) economic problems and lack of facilities; (vi) mild neurosis; (vii) sex and marriage; (viii) self-schedule and independence; (ix) social problems; (x) health and physical matters; (xi) self and self image. Pereira (1997) categorised sources of stress within four main areas: Personal problems (homesickness, loneliness, suicide, shyness, family problems; academic problems (lack of motivation, examination stress, withdrawal and drop out, academic work, facilities, lectures, other students, ethnic problems); financial and housekeeping problems (financial problems, accommodation); and security problems (rape and sexual assault, violence at student social events, bullying, drugs and alcohol).

Wills and Shiffman (1985, cited in Mates and Allison, 1991) have classified three types of stressor according to the effects of their duration. The first is called major life events, which are acute but of relatively short duration, for example, an illness, a move to another school, or the death of loved one. The second type is the everyday problems of life, such as hassles in dealing with crowds on a bus, waiting on line, or having an argument with a store clerk.

A third type is enduring life strain - the chronic, long-term pressures associated with the performance of roles, such as being a student or teenage son or daughter. Mates and Allison (1991) have concluded that most research studies focus on major life events, while few have been conducted in the areas of everyday problems or enduring life strains.

With respect to Gulf Arab region stress studies, several studies have also been conducted. A study of problems of Kuwaiti youth aged 16-20 ranked problems according to importance, based on frequency and percentage (Al-Saraf, 1994). Out of 52 problems experienced by Kuwaiti students, this study identified five main problems: anxiety, defects in the curriculum, not feeling loved, lack of family adjustment, and fear of not finding a proper job or inability to establish a family in the future. Another study which looked at both problems and counselling needs of university students in Kuwait showed that the need for counselling and social support was ranked first, while values and conflicts ranked second, study skills was third, and health concerns ranked last (Al-Shareef and Muhammed, 1986). In a study of emotional problems among a sample of students in Bahrain universities (Abada and Al-Omran, 1992), factor analysis revealed that 35 problems out of 100 included in the scale were attributed to 8 factors: weak resolution, inability to take a decision, anxiety, inability to concentrate, emotional instability, loss of confidence, over-sensitivity, fear of failure and fear of making mistakes, in descending order according to their importance and frequency. With regard to the academic community in Bahrain, a few studies have highlighted university students' problems (e.g., Abada and Al-Omran, 1992; Al-Megdad and al-Motawah, 2004), while focusing only on students' adjustments to the new learning social environment.

2.7 Theories of Coping Strategies

Folkman and Lazarus (1984) have been the most influential in the conceptualisation of coping. They defined coping as: *"constantly changing cognitive and behavioural efforts to manage specific external and/or internal demands that are appraised as taxing or exceeding the resources of the person.`` (p.141).*

How people cope with a stressful situation appear to moderate a range of outcomes. Research indicates that style of coping is one moderating influence in the stress-distress relationship (Folkman and Lazarus, 1984). Selye (1976, p.5) concluded it is not what stresses us that count, but it is the way we respond to stress.

Pearlin and Schooler (1978, in (Mates and Allison, 1991) distinguish between types of coping responses. These include: (1) responses that change the situation out of which strain experiences arise, which might consist of active attempts to eliminate or reduce the effect of a given stressor; (2) responses that control the meaning of strain stressful experiences after they occur but before the emergence of stress, which are exemplified by such activities as cognitive restructuring; (3) responses that function more for the control of stress itself after it has emerged, including participating in diversionary activities, such as practicing relaxation techniques, using tobacco, watching television or engaging in sports and music.

Research has distinguished between problem-focused and emotion-focused coping. Problem-focused coping is directed at managing or altering the problem causing the distress when stressful encounters are appraised as amenable to change. Examples, include defining the problem, generating alternative solutions, weighing the alternatives, choosing among them, and acting or developing new standards of behaviour, and learning new skills or

procedures. By contrast, emotion-focused coping consists of actions or thoughts to control the undesirable feelings that result from stressful circumstances. Emotion–focused coping more often occurs through avoidance, distancing and selective attention. Researchers tend to perceive problem-focused coping as being more beneficial than emotion-focused coping.

2.7.1. University students and coping strategies

Adjusting to stressful college experiences relates to the ways students cope with their stress (Leong et al, 1997). A domain–specific coping style may play an important role in the way students manage stressful events (Struthers et al., 2000). For example, the results of the studies by Leong et al. and Struther et al. showed that active coping, which focuses on doing something positive to solve problems, was predictive of academic and personal/emotional adjustment. In addition, Mosley et al. (1994) concluded from their study that engagement coping efforts, such as cognitive –restructuring, problem solving, social support and express-emotion, are associated with low levels of depressive symptoms. While Misra et al., (2000) pointed that university students often attempt to control or reduce their stress through avoidance, religious, social support or positive reappraisal.

With regard to differences in coping strategies between genders, the Struther et al. study concluded that there were statistically significant differences in focus and venting of emotions, seeking social support for emotional reasons, and seeking social support for instrumental reasons, with females scoring higher on all three scales. On the other hand, White (2000) found no significant differences between female and males in their coping styles.

As to differences in coping with stress between cultures, Matheny et al. (2000) found that there were significant differences between American and Turkish students. Turkish students appeared to be better at organising and managing their time and energy and in

31

changing their thinking in the interest of reducing stress, while American students seemed more willing to disclose their feelings and thoughts. In the same trend, Sniha et.al. (2000) Found in his cross culture study that India students make a greater use of emotion –focused coping strategy such as; confronting, distance, seeking social support and positive reappraisal. Another study for Shwartz (1987) showed that Chinese students identified academic events as stressful and where likely to use active coping strategy, while Saudi students identified personal events as stressful and where likely to treat the symptom associated with stress. Shwartz concluded that individuals from different cultures are socialized to identify different types of events (sources) as stressful and appraise these events differently.

Both gender differences and cultural differences in styles for coping with stress will be examined in the present study of male and female university students in kingdom of Bahrain.

2.8 Summary

The recent Chapter has addressed the theoretical framework and related literature review related to the study concepts of perceived stress, coping strategies. In addition, the chapter has reviewed previous research studies. Based on a discussion of the literature review and previous research study; the present study has identified several aims. First, it attempts to assess perceived levels of stress experienced by University students in Bahrain. Second, it aims to indicate the primary sources of stress among these students. Third, the ways of coping with stress among these university students are identified. It also examines any differences existing among selected demographic variables (gender and locality) and perceived stress levels, sources of stress and ways of coping with stress.

Chapter three: The Emergence and Essence of counselling needs

3.1 Introduction

This chapter will detail an overview of the limited textual sources available on the contemporary counselling movement in an attempt to present current theoretical perceptions of counselling practice in both Western society and Kingdom of Bahrain.

The accounts presented in this chapter will be primarily normative. They will examine how various theorists have constructed their view points of counselling by examining what they propose ought to be its central constituents and aspects. There are many problems with current theoretical perceptions of counselling, and there are conflicting elements that continue to add to the existing confusion in the field.

3.2 Students' Counselling Needs

Counselling plays an important role in today's higher educational institutions. Its importance is derived from the role it plays in providing an adequate environment that, in turn, enhances students' academic performance (Al-Banna, 2001). Considering the increasing number of students' problems at colleges and universities nationwide, the role of counselling, therefore, is crucial (Sax, 1997).

As an example of these increased problems, a longitudinal study through three recent time periods [1988 -1992, 1992 - 1996, 1996-2001] in a Midwestern University Counselling Service, six problems areas showed a steep increase from the first time period to the second, then appeared to stabilize from the second to the third time period. Problems following this pattern included relationship problems, stress/anxiety, family issues, physical

problems, personality disorders, suicidal thought and sexual assault (Benton, 2003). Primarily, to fully understand students' need for counselling, it is vital to understand the concept of counselling, the structure of counselling and the role of counselling services in meeting student needs in higher education.

Accordingly, for university authorities to prepare for and respond best to the current counselling needs of their students, they need to know what these needs and how it effect students health, behaviour and achievement.

3.3 Definition of Counselling

Most attempts to define what counselling is begin with an explanation of what it is not. The British Association for Counselling (1993) offers this definition:

"The overall aim of counselling is to provide an opportunity for the client to work towards living in a more satisfying and resourceful way. The term 'counselling' includes work with individuals, pairs or group of people often, but not always, referred to as clients. The objectives of particular counselling relationships will vary according to the clients needs but may well be concerned with developmental issues, addressing and resolving specific problems, making decisions, coping with crisis, developing personal insights and knowledge, working through feeling of inner conflict or improving relationships with others. The counsellor's role is to facilitate the client's work but in ways which respect the clients' values, personal resources and capacity for self-determination" (p.6).

Feltham and Dryden (1993) define counselling as *"a principled relationship characterised by the application of one or more psychological theories and a recognised set of communication skills, modified by experience, intuition and other interpersonal factors, to clients' concerns problems or aspirations. Its predominant ethos is one of facilitation rather than of advice giving or coercion. It may be of very brief or long duration, take*

34

place in an organisational or private practice setting and may or may not overlap with practical, medical and other matters of personal welfare" in fact, this definition goes further, and emphasis that: *" counselling is a service sought by people in distress or in some degree of confusion who wish to discuss and resolve these in a relationship which is more disciplined and confidential than friendship, and perhaps less stigmatising than helping relationships offered in traditional medical or psychiatric setting."(p.20)*

It could be concluded that the aim of counselling could be summarised in three statements. First, counselling supplies support and understanding; Secondly, it creates trusting relationships in a positive atmosphere in order to permit clients to express their feelings. Third, counselling involves working with clients to clarify feelings and situations. "The task of counselling is to give the client an opportunity to explore, discover, and clarify ways of living more satisfying and resourcefully" (B.A.C. Code of Ethics, 1993).

Everyone's life has periods when help and support are necessary. Transition processes, live events, crises, specific or traumatic situations or problems with personal development are part and bundle of life (Pereira, 1997). For young adults in particular, Woolfe and Dryden (1996) indicated that the psychological problems of the young adult period, ranging from ages 18 to 25, are generally concerned with personal difficulties, which occur in relation to family, friends, feelings of anxiety or dissatisfaction with their own behaviour, a sense of failure to meet desired goals in life, and inability to function in the wider world.

3.4 The Role of Counselling Services in Higher Education

The degree of stress and anxiety experienced by students influences the need for a counselling service, as it has been shown to be one effective way to help students cope

better with stress, especially the high-level stress that limits performance (Al-Banna, 2001; Strehle, 1992).

Over the last century, the role of the college counselling service has developed significantly. Early counselling involved merely academic and career counselling. The mean focus was on the students' needs and their related problems. Modern counselling services focus on how to help students cope with college life, and include a wide variety of services to the college community, including individual, couple and group therapies for dealing with issues ranging from chronic and severe mental illness to the common adjustment issues of the average college students, crisis intervention services, consultation services for faculty, staff and students and outreach and education services for the campus and community at large (Al-Banna, 2001; Layla, 2003; Nelson, 2003). In summary, there are four main models for the role of counselling services at colleges: the career and academic counselling model, the psychotherapy model, the development model and the consultation/ outreach model.

3.5 University Students and counselling needs

According to Rana (2000), most students seek counselling when a crisis point is reached, when they cannot find a way of moving forward on their own and they recognise that they are in need of help. However, this generalisation could be argued against, as it mentioned by Flisher et al (2002) that less than one-third of a group of students who were assessed to be psychologically ill on the basis of annual systematic structural interviews used counselling services. In the same study, based on an examination of counselling service documents for students seeking counselling over three years, Flisher et al found that there are several groups of students who were more likely to seek counselling. For example, female students were more likely to receive counselling than males. Also, students in

36

faculties allied to the humanities were more likely to seek counselling. First–year study students were more likely to receive counselling services than more senior students. Furthermore, students eligible for financial assistance were more likely to receive counselling services. In addition, a study by Kahn and Nauta (1997) among undergraduate students concluded that students' attitudes toward seeking help are influenced positively by their problem–solving appraisal.

3.6 Counselling in Islamic context

The term Muslim World refers to the area whose inhabitants are predominantly Muslim. This area extends from Morocco to Indonesia, with two gaps filled by people who are predominantly Hindu in India and Thailand and the other co-extensive with China, Japan and Tibet.

The traditional centres of the Muslim world are Makkah and Medina in Saudi Arabia. Although people may not practise Islam with the kind of fervour that prevailed among Muslims in the early days of Islam, strong Muslim communities are still found in such places as Bahrain, Kuwait, Saudi Arabia etc., while there are also some countries or areas such as Turkey, where the ruling authorities have constitutionally replaced their norm of Islam by Secularism.

3.6.1 Man* in the Islamic viewpoint

The Muslims community believe in knowledge. This knowledge, although sincere and

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* Rogers use the term Man by meaning of human or individual, which refer to man and women. In Islam the term Man is a common word in Qur'an, which represent man and women.

genuine, is however, only partial, because it is only an individual's experience of reality, and as that individual is a human being, his experience can never be complete. The only source of complete knowledge is God or, in the Muslim term, "Allah". Nevertheless, as a person's experience continually expands, so his knowledge is also continually advancing and expanding. This expansion of knowledge means to Bahraini Muslims continued re-creation of the self, because knowledge of anything other than the self is a means of making anything other than the self a part of one's self (Almoshawah, 2001). It is through self-awareness that man becomes conscious of his relationship with God, with nature and with the world at large; furthermore, it is within this self that the essence of man lies hidden.

However, self-awareness is not easily accessible to every individual because of the nature granted to man by God. On the one hand, God has created man in the best possible image and given him divine spirit, and God has placed man in the world of matter and given him a passionate soul attached to his body, which tempts him towards the lowest of the low. Moreover, the great evil power has not been stopped by God from trying to tempt man from the path of righteousness.

Thus, man is constantly in conflict within himself and with forces surrounding him. Therefore, the norm of righteousness revealed or allow to man by God through his chosen Prophets (peace be upon them) can be responded to by the divine spirit which is within man; at the same time, there is a norm of selfishness which evil powers within himself and outside him tempt him to accept for his temporary gain in this world (Mawdudi, 1985).

The Muslim can use imagination to help him to see the inter-relationship among various experiences and perceptions. Furthermore, imagination can establish the relationship between the spirit and the self.

38

3.6.2 Bahraini community attitudes towards psychology and counselling

Religion is an important cultural factor that influences the decision to select a specific source of help and need for counselling in Muslim culture (Al-Bahrani, 2004).

Since Bahrain is Islamic region, the Qur'an is the foremost reference of the Bahraini community, and on that the religious scholar are unanimous. The Qur'an gives general guidelines on all aspects of conduct for the Islamic community. The second source of guidance in living is the Sunnah of the Prophet Muhammad (peace be upon him), which consists of all the narrations going back to the Prophet, that report his acts, sayings or things of which he tacitly approved. The tradition or Sunnah of the Prophet is support for the Qur'an; it testifies to its authority and enjoins the community to comply with it. It is most important to point out that Bahraini, like all Muslims, believe that the Prophet (peace be upon him) never spoke out of his own imagination or promulgated his own ideas, but only transmitted what God had revealed unto him (AL Zamil, 1997). However, in the Muslim community as a religious community there are still strong differences of opinion on various matters of philosophy and conduct, arising out of differences in interpretation of the Sunnah. There are four major schools of Sunnah in Islam which have together rendered a great service to the cause of Islamic life, especially jurisprudence.

There is a somewhat negative attitude in the Bahraini community towards counselling, not because it comes from the Western, modern world, but because of its links to philosophy. Whereas, Western philosophy and some Muslim countries accept Descartes, Leibwitz, Kant, Hume and Hegel, and moreover, in the ninth and tenth Islamic centuries, there were Muslim philosophers such AL-Farabi or Ibn Sina (known in the West as Avicenne), are

little known and understood in Bahrain. Some other Islamic countries such as Egypt have a positive attitude to counselling, psychology and philosophy.

Where the Bahraini community has a positive attitude is in using the Holy Qur'an and Sunnah to teach and understood counselling, and furthermore, using the Qur'an and looking to the Sunnah for interpretation and guidance on human character and personality (Rabia, 1998).

Regards university students in particular, Al-Bahrani (2004) concluded that religious values, such as fate and God's will, help university students to cope with stress, since these religious values rooted in the social and educational system. Accordingly, the religious paradigm offers an explanation for why some Arab Muslim people declined to pathologies some behaviour and thus did not use mental health services.

However, Al-Rowaie (2001) pointed out that other forms of counselling help prominent in Arab Muslim culture. For example, family is a very important source of support. While mentoring, in general, is a part of "informal counselling" philosophy. This form of informal counselling may be considered as a way of providing help or social support to individuals.

3.6.3 Person-Centred approach

The most widely used therapeutic approach in Britain is the person-centred, psychodynamic approach. The person-centred the most important part of humanistic improvement (Palmer et al., 1997). According to this approach, people have two primary needs: self-actualisation and love, the feeling of being valued by people around them.

Moreover, central to the person-centred theory is self-concept, which means how someone perceives all his attributes as a person. Rogers used the simple term 'conditions of worth' to

40

describe how the self-concept of the child is developed or shaped by parenthood (McLeod, 1998). Rogers' assumption is that human nature as basically good. The concept of an organism is the idea of real and unique self and the person has experience and the placing of kind of experience which focusing in his ability to become satisfied about actualising tendency (Jones, 1989)

However, Rogers described the person at the core as not terribly wrong; there is something positive underneath the hurt - a self, which can go in a positive way, without any hate (Rogers, 1961).

3.6.4 Rogerian Ideas and basic beliefs in Islam

There are many pivotal points, central to the understanding of person-centred theory, which can be interpreted in the light of Islam:

The basic belief of Islam creates an attitude of peace and contentment, purges the mind of jealousy, envy and greed and keeps away the temptations to resort to what is base and unfair to achieve success. Moreover, man's duty only to endeavour and to struggle fairly, knows that success and failure depend on God; if he wishes to give, no power can prevent him from so doing and if he does not, nothing will be achieved.

There are two things which make man cowardly:

i)   Fear of death and love of safety

ii)   The idea that there is someone else besides God who can take away life and that is man (Mawdudi, 1985)

Nevertheless, man has the capacity to acquire knowledge, the faculty to think and reflect, and the ability to distinguish right from wrong. God has granted him a certain amount of freedom of will and action.

The Bahraini community believe in faith as a Muslim community, which means a faith that makes them wholeheartedly submit to God. They follow the way of God, seeking to devote themselves heart and soul to seeking his pleasure by doing all that he likes and by avoiding all that he dislikes. Everyone in that community believes that one's faith should be given exclusively to God, which means to concentrate one's loyalties, concerns, affections and adoration on God and not to allow any attachments to strike such deep roots in one's heart that one may cease to be capable of sacrificing them for his sake.

The Rogerian in the person centred approach argues that people seek to fulfil two primary needs; first, the need for self-actualisation and second the need to be loved and held in high esteem by others (McLeod, 1998). In the Muslim community generally and in Bahraini especially, a person earns love and respect when he becomes a believer in God and faith. Furthermore, the Prophet (peace be upon him) said: *"None of you truly believes until he wishes for his brother what he wishes for himself"* (Bukari and Muslim).

The main point in this "Hadith" is that people's friendship or relationship should not be for materialistic or superficial things; they should value others for God's sake. On the authority of Ibn Umar *"The Prophet (peace be upon him) passed by man who was counselling his brother on modesty (he was advising him not to be shy or modest), the Prophet said: Leave him, and do not advise him like this, for modesty is a part of faith"*. (Bukhari and Muslim)

Thus, anyone who joins in the Islamic community will have the same rights and social status, and they will respect different attitudes or excuse each other for differences. Moreover, everyone believes in faith and according to this faith is worship, includes for instance, dealings with parents, relatives and friends, helping the poor and destitute and open, happy relationships between people . Each member in that community does these

things, just to seek the pleasure of God. Thus, worship is an all inclusive term for all that God loves of the external and internal sayings and action of a person. Furthermore, worship is everything one says or does for the pleasure of God, which includes not just rituals but also beliefs, social activities and the personal contribution to the welfare of one's fellow human beings.

Thus, a person in performing worship will become aware and genuine with himself and with others. This is in line with Rogers' important point in therapy, that the person should be aware of and fully experience his own feelings, including positive feelings, and be genuine with himself (Rogers, 1961). The Prophet (peace be upon him) said, "the new-born is born with innate disposition, and may become a Jew, a Christian or Magician by his parents" (Bukari and Muslim).

In the Muslim world there are different opinions about what is innate, and what Prophet (peace be upon him) meant by Innate. On the one hand, some Muslim writers go with faith and worship, which means God knows before a person's birth, whether he will become a Jew a Christian or Magician (AL Abdultife, 1975). On the other hand, there are those who think that what are innate is self-acceptance and the child's belief is influenced by his parents, in interaction with his environment (AL-Zamila, 1997). Apparently, Rogers argued that the child needs a strong feeling of being loved by his/her parents, but when they offer that to him, it may be conditional or unconditional (McLeod, 1998).

Bahraini culture has some elements which are consistent with the person centred approach. However, religion has set a goal for man in the Bahraini community, and he achieves his goal within the framework of the society in which he lives and has his being. The individual is thus seen in the context of his family, while the family always is seen in the context of society and society in the context of the world of humanity on this earth.

Rogers' theory and attitude, coming from a Christian background, and Bahraini values and attitudes coming from a Muslim background, share some affinity and can work together because the basic nature of man never changes, despite the different concepts and philosophical approaches to human personality. Thus, Bahraini counsellors need to understand Rogers' theory and explore the techniques of the person-centred approach, to see how the approach can be adapted to the Bahraini community.

3.7 Summary

The recent Chapter has addressed the theoretical framework and related literature review related to the study concepts of counselling needs. In addition, the chapter has reviewed previous research studies. Based on a discussion of the literature review and previous research study; the present study has identified several aims. First, it aims to assess counselling needs. It also examines any differences existing among selected demographic variables (gender, age, year of study, social status)

Chapter Four Methodology

4.1 Introduction

The term methodology in social research refers to the strategies, which contribute to how information is identified and analysed in relation to a research problem (Gilbert, 2001). Methodology reflects the science view as Nachmias *and* Nachmias (1992) pointed that: *"Science is not united by its subject but rather by its methodology" (p.14).*

This chapter describes and argues for the appropriateness of the research strategies for a study, which aims to identify and prioritise university students in Bahrain universities ' sources and levels of stress, coping strategies and counselling needs. First, the research methods that implied for this study are presented and justified. In the second and third sections, the methodological literature is reviewed in order to define and support the selection of the specific techniques, qualitative and quantitative, by which the data for the study are obtained and reported. Qualitative technique considered as study one, while quantitative technique considered as study two, In addition, an exploratory study result is presented, as it consider being an initial step to construct the questionnaire. Also, pilot study results are presented as it considers being pre-test step for the constructed questionnaire.

4.2 Research Methodology

Galliers (1994) reported that the selection of an appropriate research method to collect data is a major task during the research design process on the way to achieve the research aims. This is because there are multiple methodologies to choose from, so the selection of an

appropriate method is not an easy task. Psychologists, in particular, draw on a much wider range of research methods than any other science. (Hayes, 2000).

Indeed, the nature of the data to be collected and the research questions determine the research method or methods that should be followed in any research (Breakwell et al., 2000). In the present case, the need was first to survey a large number of university students in Bahrain universities in order to gain a greater understanding of the main sources of university students in Bahrain universities ' stress, and then to identify applicable requirements for coping with their stress. The survey approach is suggested to be the best, if not the only, method which, according to Cohen and Manion (1994), " *gathers data at a particular point in time with the intention of describing the nature of existing conditions, or identifying standards against which existing conditions can be compared, or determining the relationships that exist between specific events* " (p.83)

In psychological survey research, the first issue to be decided is which approach should be adopted for data collection, qualitative or quantitative, especially bearing in mind that, as Bryman (1996) put it *"Each has its own advantages and disadvantages" (p.46)*.

In distinguishing between qualitative and quantitative data, Verma and Mallik (1999) commented, *"These labels do not represent discrete categories or clusters, but are merely endpoints of a continuum"* (p. 43).

As remarked by Paton (1990), a combination of methods could help the researcher to tap the strengths of each of these data sources, and thereby reducing the weakness of a single method. Similarly, Van Dalen (1979) stated that to obtain the information required to solve a problem, several instruments must be employed, as feelings, beliefs, expectations, experience and behaviour differ from one individual to another. These differences have to be explored accordingly, but a single method approach may not give the researcher freedom

46

to explore the full complexity of human interaction and behaviour (Hanwood and Nicolson, 1995). Furthermore, the nature of the research questions in the present study requires a multifaceted approach incorporating both questionnaires and interviews. Last, using a combination of both quantitative and qualitative method provides the researcher with a number of sources of information, thus allowing data, which are not available through one method to be gathered through another. Although some writers, such as (Guba, 1985), argued against the reconciliation of both quantitative and qualitative method, in social science research where social behaviour or institutional aspects are explored, no strict rules regarding choice of methodology are maintained. Indeed, many scientists recognise that using many methods during research, or triangulation, are the most familiar approach in social research (Brewer and Hunter, 1989). Cohen and Manion (1985, p.254) describe triangulation in the following words: *"Triangular techniques in the social science attempt to map out, or explain more fully, the richness and complexity of human behaviour by studying it from than one stand point and, in so doing by making use of both quantitative and qualitative data"*.

In this study, both qualitative and quantitative methods employed Questionnaires used to generate quantitative data. Face – to – face interviews had been used to generate qualitative data, so as to develop a rounded analysis of University students' sources of stress and coping strategies. Therefore, the intention of this study was twofold. First, collecting quantitative data to indicate students' sources of stress, coping strategies and their counselling needs. The second aim of the study was to obtain qualitative data from participants (students), regarding students' experience of stress, coping with stress, counselling needs and coping strategies, the researcher used semi-structured interviews. This method facilitated the gaining of a sensitive detailed understanding of existing sources

of stress and incorporated a wider variety of suggestions of how it can be coped with, and inform the essential needs of a counselling service. Semi-structured interviews made it possible to gain a broader picture by asking further probing questions, should an initial response lack detail.

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The following Figure 4.1 gives a general picture of the overall design of the research strategies employed to address the aims of the study.

Figure 4.1 Research Design

Figure 4.1
Flow Diagram of Research Strategy


```
┌──────────────────────┐              ┌──────────────────────┐
│  Reviewing Related   │              │ The research         │
│  Literature          │              │ experience and       │
│                      │              │ interest             │
└──────────────────────┘              └──────────────────────┘

┌──────────────────┐  ┌────────────────────┐  ┌──────────────────────┐
│ Introduction     │  │ Reviewing the      │  │ Methodology          │
│ about Stress,    │  │ definition of      │  │ Exploratory /Pilot   │
│ Coping and       │  │ Stress, Coping     │  │ study                │
│ counselling      │  │ Strategies,        │  │ Main study           │
│ needs            │  │ Counselling need   │  │ (Chapter 4)          │
│ Chapter 1        │  │ and Counselling in │  └──────────────────────┘
└──────────────────┘  │ Islamic context    │
                      │ Chapter 2 and 3    │  ┌──────────────────────┐
                      └────────────────────┘  │ Constructing         │
                                              │ research instrument  │
                                              │ to obtain            │
                                              │ qualitative and      │
                                              │ quantitative data    │
                                              │ questionnaire.       │
                                              └──────────────────────┘

                    ┌──────────────────────────────────────────┐
                    │ Setting the research question (First      │
                    │ Version) for the main data                │
                    └──────────────────────────────────────────┘

                    ┌──────────────────────────────────────────┐
                    │ Piloting, amending and standardising the  │
                    │ questionnaire, Interview question validity│
                    │ and reliability.                          │
                    └──────────────────────────────────────────┘

                    ┌──────────────────────────────────────────┐
                    │ Designing research questionnaire for the  │
                    │ main data required                        │
                    └──────────────────────────────────────────┘

                    ┌──────────────────────────────────────────┐
                    │ Conducting main study Interview and       │
                    │ questionnaire                             │
                    └──────────────────────────────────────────┘

                    ┌──────────────────────────────────────────┐
                    │ Data Analysis                             │
                    └──────────────────────────────────────────┘

          ┌──────────────────┐          ┌──────────────────┐
          │ Discussion       │          │ Results          │
          └──────────────────┘          └──────────────────┘
```

4.3 Quantitative inquiry (Study 1)

Quantitative research refers to studies whose findings are mainly the product of statistical summary and analysis (Shaughnessy et al, 2000), which is exemplified by social surveys and experimental investigation (Bryman, 1996). However, the terms 'quantitative research' and 'qualitative research ' are not confined to the ways of gathering data; they have come to signify divergent assumptions about the nature and purposes of research in social sciences (Bryman, 1996). As asserted by Verma and Mallick (1999), the choice of a particular perspective *"has implications for the type of evidence to be collected and the mode of analysis used in the investigation of a research question or issue "* (p. 26).

In fact, Babbie, (1998) and Chadwick et al. (1984) have stated that survey research is probably the best known and most widely used research method in social science. It permits the collection of data from large numbers of respondents in a relatively short period and at a low cost. In addition, it is especially effective when combined with other methods. In addition, Babbie (1998) indicated three possible objectives for a research survey: it makes a descriptive assertion about some population, provides a useful device for a researcher who is only beginning inquiry into a particular topic and makes an explanatory assertion about some population.

There are basically two types of survey: the interview survey, in which the replies from the respondents are recorded by the researcher's collaborators, the interviewers, and the questionnaire survey, in which the respondents themselves are asked to record their responses on the instrument or form provided (Chadwick, 1984).

Wolf, 1990 defined the questionnaires as *"a self -report instrument used for gathering information about variables of interest to an investigator. It consists of number of questions of items on paper that the respondent reads and answers. " (p. 374).*

Since the researcher had to consider the time involved, bearing in mind that she hoped to gather information from at least two hundred students, survey research was chosen as the most appropriate method for this phase of the study. Furthermore, as the questionnaire enables the researcher to gather a substantial amount of data from a larger number of different categories in a short period of time, the questionnaire is one of primary tools for collecting data in this study.

4.3.1 Rationale for using a Questionnaire

Questionnaires are regarded as the most widely and frequently used data collecting instruments. They can be used to obtain information about current conditions and practices, and explore attitudes and opinions about certain issues, objects and situations (Ary et al., 1990). Some advantages of the questionnaire are the following.

First, it enables the researcher to gather data from a large number of respondents. A questionnaire provides enough time to help respondents think and answer accurately. In addition, data from questionnaires can be analysed easily (Henerson et al, 1987).

In the same context, Oppenheim (1997) advocates using a questionnaire, as it is both efficient and practical, since it allows for the gathering of a large and representative sample. Data can also be obtained from a questionnaire within a relatively short time and at a reasonably low cost.

However, the limitations of using a questionnaire must be recognized, as it does not allow the data collected to be viewed in much depth, compared with other methods (Hayes, 2000). Consequently, for the purpose of this study, and to add depth to the quantitative data obtained from the questionnaire, it was thought reasonable to combine the questionnaire with semi-structured interviews, which will be discussed later.

It was decided that the questionnaire would focus on the variables reflecting the study's main purpose and their dimensions: sources of stress, perceived levels of stress, and coping strategies among university students in Bahrain universities, and, finally, counselling needs.

4.3.2 Constructing the questionnaire

Questionnaire construction is the most crucial stage in doing a questionnaire-based survey. Bell (1993, p.75) made it clear that *"it is harder to produce a really good questionnaire than might be imagined"*. Verma and Mallick (1999, pp.117, 118) recommended that the first step in constructing the questionnaire is to identify clearly the general information needed and the objectives of the study, to afford a touchstone against which the first draft of the questionnaire can be tested. They added, *"Care should also be taken to ensure that, so far as can possibly be foreseen, the questions cover all aspects of the study. On the other hand, in designing a questionnaire, the researcher must be wary of making excessive demands on the people for whom it is intended (P.118)*.

In order to develop the questionnaire, the researcher first decided on the general types of information required based on the study objectives. Secondly, it was necessary to determine, in general, which people data would be obtained from. One category was suggested as sources of the information wanted: students studying in two of Bahrain private universities. More details about the categories and why they were selected will be given later. Thirdly, in accordance with the study aims, the main body of the questionnaire is arranged into four sections: 1) sources of stress; 2) levels of stress; 3); coping strategies 4) counselling needs.

4.3.3 Questionnaire procedures

Question selection, writing and procedures for administering the questionnaire should be considered carefully, as Bell (1993) advised, *"Care has to be taken in selecting questions type, in question-writing, in the design, piloting, distribution, and return of questionnaires"* (p. 75). A good deal of thought must go into each step, because, as Youngman, (1994, p. 249) explains *"for worthwhile results a much more rigorous procedure is necessary."*

Prior to constructing the questionnaire, identifying the sources of the questionnaire items or questions is very important. The first source for the questionnaire, as recommended by Youngman (1994), is relevant literature, which he described as `'the prime source`` (p. 249). He adds that the literature review will either *"have revealed specific questions, or more generally it will have suggested important areas needing more detailed investigation"*.

In the present study, four areas of the literature in fact were examined with the hope of collecting appropriate questions. First, the culture and belief systems in historical periods in Bahrain were surveyed. Secondly, official documents relating to Counselling Services for student problems were reviewed. Some of the information collected for the initial fieldwork comes from official sources, which are not published, however. Third, a review was made of published material, including books and articles that deal with the topic of this thesis, as well as newspapers, magazines and TV programmes which dealt with student problems, mainly Bahraini publications in these fields. These were recognised to be the most important sources in the literature for collecting the questionnaire items.

However, a shortage of information in published materials with regard to university students in Bahrain universities ' experiences led to the decision to seek another source of appropriate questions. This final and fourth source is the results from the initial exploratory study .

4.4 Exploratory Study

The exploratory study was conducted (April 2002) in order to identify university students' sources of stress in kingdom of Bahrain universities. The main aims of this exploratory study were: a) To get a sense of the feelings of university students in Bahrain universities with regard to their understanding of their sources of stress; b) To categorise these feelings among university students with respect to demographic variables; c) T suggest counselling needs or other remedies necessary to deal with the stress problems of students according to their seriousness. The analysis of this exploratory study contributed to the content of questionnaire. Bryman (2001) advocated conducting an exploratory study before constructing the main research questionnaire, as this approach helps to uncover any missing or unexpressed data in answering the questionnaires and to interpret students' expressions.

The data from the exploratory study have already been analysed. In this study, a random sample of 45 university students, 25 female students and 20 male students at different academic levels of study were selected randomly to answer open-ended questionnaire.

The researcher present the main aim of the questionnaire and give assurances on its confidentiality, and the participants then agreed to volunteer and participate in completing this questionnaire. The questionnaire was designed specifically to include two questions in form of open-ended. The first question asked participants to describe the problems they had at the moment and how these problems caused them stress. They were asked to rate the problems in order of importance (number 1 for the most important problem, number 2 for the next most important problem, etc.). The second question asked how they dealt with this problem or stressful situation. This open –ended questionnaire was reviewed by expert psychologists in Bahrain University to ensure it matches the ethical policies, regarding university students in kingdom of Bahraini universities. According to Robson (2002), there

are several advantages to using open –ended questions: they are flexible, encompass more depth and clear up any misunderstanding, produce unexpected or unanticipated answers and make a truer assessment of what the respondent really believes. Last, they encourage co-operation.

In this sense, the researcher observed that responses to this questionnaire were above research expectations, as most students were co-operative and discussed their feelings of stress fluently and in detail.

The researcher used content analysis to code the data. Content analysis is an approach to describe qualitative data, that is, data which do not appear in the form of numbers but as words or other kinds of meaningful information, in quantitative form. However, content analysis is not qualitative analysis, even though it is used with qualitative data Instead, it is a way of converting those data into quantitative information (Hayes, 2000). In addition, it is not a research method, even though it is usually treated as being so because considered a distinctive approach to analysis (Bryman, 2001). In a sense, content analysis is codified common sense (Robson, 2002)

Bryman (2001) alluded to the advantage of using content analysis, suggesting that it is an objective approach of analysis. The coding scheme is clearly set out easily for it to be followed.

Also, it is a highly flexible approach, which can be applied to a wide variety of different kinds of unstructured information that can be generated within social groups.

Robson (2002) has identified sex stages to carry out content analysis:

1. Start with research question

2. Determine sampling strategy

3. Define recording unit

4. Construct categories for analysis

5. Test coding on samples of text and assess reliability

6. Carry out analysis

For, Bryman (2001) there are two crucial stages in the content analysis process of doing content analysis. The first is designing a coding schedule: a form onto which all the data relating to an item can be coded and entered. The second is a coding manual, which contains statements of instructions to the coder that also includes all possible categories for each item being coded. In the present exploratory study the coding items were case number and gender. The coding manual contained the possible categories of sources of stress: family problems, social problems, interpersonal problems, academic problems, religious and ethical issues and general problems. These data were coded by computer, using Microsoft Excel software. Then these data were converted to numbers according to frequency. The sources of stress experienced by the students were analysed according to their frequency of mention. These were expressed as percentages, as shown in Table 4.1 below.

Table 4.1 Exploratory study: Sources of stress (n=45)

Domain	Frequency	Percentage	Rank Order
Study	90	19.7%	1
Family	75	16.4%	2
Social	65	14.2%	3
Personal and Emotional	49	10.7%	4
Health	44	9.6%	5
Economic	43	9.4%	7
Leisure	43	9.4%	7
Ethics	43	9.4%	7
Media	42	9.2%	9
Career	4	0.8%	10
Total	456	100%	

Table 4.1 and Figure 4.1 shows that the highest domain as a source of stress for students is Study followed by Family then social. This result indicates that students in the exploratory study identified the study domain as the most frequent source of stress.

Table 4.2: Exploratory study: Sources of Stress among students- Female (n=25)

Domain	Frequency	Percentage	Rank Order
Study	52	20%	1
Family	40	15%	2
Personal and Emotional	29	11%	3
Health	27	10%	4
Leisure	24	9%	5
Ethics	21	8%	7
Media	21	8%	7
Social	20	7.5%	7
Economic	19	7.1%	9
Career	1	0.37	10
Total	264	100	

Table 4. 2 show the frequency of sources of stress among female students. The results indicated that the study domain ranked highest as a source of stress among female students, followed by the family, then the health domains.

On the following, Table 4.3 shows the frequency of sources of stress among male students in the pilot study. The results show that the study domain was the main source of stress in this group, followed by the family, social and economic domains.

Table 4.3: Exploratory study: Sources of Stress among student-Male (n = 20)

Domain	Frequency	Percentage	Rank Order
Study	38	16.2%	1
Family	35	14.9%	2.5
Social	35	14.9%	2.5
Economic	24	10.2%	4
Ethics	22	9.4%	5
Media	21	8.9%	6
Personal and Emotion	20	8.5%	7
Leisure	19	8.1%	8
Health	17	7.2%	9
Career	3	1.2	10
Total	234	100%	

It has been concluded from the results of the exploratory study that study problems play a major role in student stress. This result is consistent with the findings in most studies conducted among university students, and is expected, since the demands of university study are the main preoccupation for students of this age, alongside new and different experiences for most of students, which can also lead to stress. There were no differences between males and females with regard to their main sources of stress, but the source of stress which ranked third was health and physical by females and economic issues by males. This difference could be attributed to the effect of the Bahraini culture, which conceives the role of the male as more concerned than the female with economic issues.

4.5 Constructing questionnaire

When starting to construct the questionnaire, a decision must be made regarding the type and the form of questions that would be asked based on the literature review and exploratory study analysis data. In the light of the nature of the investigation, closed questions were believed to be the appropriate form. This type of question was selected in

accordance with the advice of Oppenheim (1999) who suggested closed questionnaires are *"easier and quicker to answer, they require no writing, and quantification is straightforward; this often means that more questions can be asked within a given length of time and that more can be accomplished with a given sum of money"* (p. 114).

A large number of items and questions are assembled, and then require reviewing, refining and reducing. For each item, an examination is conducted against the following criteria suggested by Bell (1993, p. 88):

Is there any ambiguity, imprecision or assumption?

Are you asking respondents to remember? Will they be able to?

Are you asking for knowledge respondents may not have?

Are there any double, leading presuming, hypothetical or offensive questions?

Undoubtedly, it was a difficult process to select the most appropriate items and improve the questions. Therefore, in addition to the researchers' own refining, there was a great deal of consultation took place with the researchers' supervisors and with some colleagues who share the same interest.

4.5.1 Questionnaire Scale

A close-ended questionnaire with five point Likert scales is most commonly used in social research. In this study, the respondents were asked to mark a 5-point Likert -type scale from *strongly agree* (5 points) to *strongly disagree* (1 point), according to their experience of stress or coping strategies (see Appendix A). The highest achievable score for each item is 5 points, whereas the lowest achievable score is 1 point.

The participants were asked to answer four sections of the questionnaire. The first section was designed to obtain general background information on respondents, the second section

focused on the sources of stress with a scale rating from 1 to five to assess level of the mentioned stress sources.

The third section focused on level of stress, with a scale ranging from 1 (never), to 5 (very often). The fourth section identified which coping strategies student used when they feel stress, with a range from 1 to 5 for frequency of use The final section focused on the counselling needs, with a scale ranging from 1 to 5 to assess the level of counselling needs (see Appendix A)

4.5.2 Translation of instruments into Arabic

The questionnaire and interview were translated into the Arabic language, since the questionnaire had to be administrated in Arabic.

Brislin and Triandis (1980) recommended four steps for the translation process:

1. The original version may be translated into the target language.

2. The translation must be grammatically checked.

3. The target document must be translated back into the original language and checked with the original.

4. A pre-test is to be taken before the actual study is conducted.

For translation of the instrument in this study, the researcher has translated the questionnaire content to Arabic. The researcher asked three experts from psychology department in Bahrain University to check the translation. Also, two linguistic expert were asked to ensure the accuracy of this translation and its' grammatical correctness.

60

4.5.3 Reliability

Reliability is the extent to which the same measuring device, or a whole research project, would produce the same result if used on a different occasion with the same study aim (Robson, 2001). To maximise reliability, a multi-term indicator was used.

Questions were worded clearly, and there was no risk of ambiguity. The sample was selected statistically with the intention that the data obtained related directly to the study (De Vaus, 1986; Newell, 1993)

If the items of the questionnaire appear to have a strong correlation, as define statistically, this would imply that the data obtained related directly to the study (De Vaus 1986; Newell 1993).

In order to test the reliability of the questionnaire, a Cronbach alpha test was used.

In general, associations below 0.10 are not large enough to be important, and may even be due to sampling error. Relationships between 0.10 and 0.20 are small but consequential; relationships between 0.20 and 0.40 are moderate to strong, and definitely large enough to be substantial and important. Any relationship above 0.7 can usually be considered quite strong (Dometrius, 1992, P.314).

4.5.4 Validity of questionnaire

The most important criterion of research is validity (Bryman, 2001). It is the test of whether the research instruments really measures what it is supposed to measure (Pallant, 2001). There are several kinds of validity, among which: face validity and content validity. Holsti (1969) states that content validity, which emphasises whether the indicators are measuring different concepts, is most frequently relied upon. This can be assessed during the pilot study by asking colleagues or fellow students who are familiar with the purpose of

the study to consider the questions. De Vaus (1996) state that when conducting an attitudinal study using multiple indicators, the validity is proven more effective than if a single indicator had been used. Additionally, a study is more valid if the respondents are interested in the subject and if their anonymity is protected (De Vaus 1996). While the simplest form of validity is face validity. (Hayes, 2000), in which the test reflects the content of the concept.(Bryman, 2001)

Face and content validity were considered in this study. These were ascertained by asking members of academic staff to express opinions on the face and content validity of the items in the questionnaire according to the following points:

The clarity and appropriateness of the wording of each items, and whether the content of the questionnaire adequately reflected the stress and coping experience on university setting.

The referees were asked to determine whether the items belonged to their categories or not, by ticking one of the four options: not relevant, minimally relevant, fairly relevant or very relevant. Furthermore, they were invited to make any suggestions to improve the questionnaire.

The researcher collected all questionnaires. To obtain more views on the questionnaire, the researcher had invited additional referees to give comments about its content. The final version of the questionnaires was prepared for test its reliability and validity through a pilot study.

4.6 Questionnaire Testing

4.6.1 Pilot Study

It was decided to do a pilot study by distributing the questionnaires in order to ensure that the questionnaires worked as intended. By piloting the instrument with some staff and

student respondents, the instructions, answering categories, coding procedure and reliability of piloted items were evaluated in terms of content and format. In short, the pilot study was seen as an effort to reduce any difficulties that might otherwise have affected the main research study.

In order to measure its validity and reliability, the questionnaire, in its Arabic version, was piloted during a visit to both Bahrain Universities in May 2003. In this pilot study, a sample of 20 students, 10 male and 10 Female students at different academic levels of study were selected randomly to answer an open ended questionnaire .The research had presented the main aim of the questionnaire and gave assurance on its confidentially, and the students then agreed to participate in completing it.

Feedbacks from students were indicated if the questions were clear and understandable. Based on their positive feedback, the questionnaire deemed to be reliable. Any suggestions about the wording have been taken into consideration in the final version. Along the main purpose of this pilot result of its reliability, analysis of the pilot study was based mainly on descriptive statistic since it considers being a small sample.

4.6.2 Pilot result

The pilot study of the current constructed questionnaire proves a high reliability as follow.

Pilot Questionnaire Reliability

Table 4.4 Pilot Study: Reliability of questionnaire parts.

Sources of stress	Coding	Alpha
Family	Part A	0,8348
Social	Part B	0,9229
Religious and Ethical Domain	Part C	0,7176
Academic Domain	Part D	0,9124
Financial Domain	Part E	0.8423
Personal	Part F	0,9163
Health and Physical Domain	Part G	0,9213
Time management	Part H	0,9742
Other parts of the questionnaire	**Coding**	**Alpha**
Levels of stress	Total p2	0,8351
Coping	Totalp3	0,9705
Counselling needs*	Totalp4	0,9451

The results show that reliability of all the parts is over 0.7 that indicates that the reliability is high for all parts. Therefore the decision had been to use the same questionnaire within the main study.

Table 4.5 Pilot Study: Sources of students' stress (N=20)

Stress Sources	Mean	%	Rank	Minimum	Maximum	Sum	Std. Deviation
Time management	2.6306	15%	1	1.11	4.33	52.61	1.19348
Religious and Ethical Domain	2.5443	14.5%	2	1.00	4.00	50.89	.77325
Academic Domain	2.5378	14.46%	3	1.27	3.78	50.76	.85695
Personal	2.5000	14.25%	4	1.00	4.44	50.00	1.08238
Health and Physical Domain	2.1661	12.34%	5	1.00	4.20	43.32	1.02554
Social Domain	1.9706	11.23%	6	1.06	3.65	39.41	.73582
Family Domain	1.6500	9.4%	7	1.06	2.59	33	.47654
Financial Domain	1.5412	8.786%	8	1.00	3.00	30.82	.54550

Table 4.5 shows that the highest source of stress for students is time management followed by religious and ethical, then academic domain. This result indicates that students in pilot study identified the time management as the most frequent sources of stress.

Table 4.6 Pilot Study: Sources of student stress –Male (N=10)

Sources of Stress	Mean	%		Minimum	Maximum	Sum	Std. Deviation
Religious and Ethical Domain	2.2636	15.75	1	1.00	3.27	22.64	.84897
Personal	2.0667	14.38	2	1.00	3.67	20.67	1.11628
Academic Domain	2.0192	14	3	1.27	3.09	20.19	.67617
Time management	1.9056	13.25	4	1.11	3.50	19.06	.91851
Social Domain	1.6824	11.7	5	1.06	3.65	16.82	.80186
Health and Physical Domain	1.5722	10.93	6	1.00	3.10	15.72	.81138
Family Domain	1.4941	10.39	7	1.06	2.29	14.94	.48045
Financial Domain	1.3681	9.51	8	1.00	2.46	13.68	.51437
Total	14.3719	100					

Table 4.6 shows that the highest source of stress for male students is religious and ethical followed by personal, then academic domain. This result indicates that students in pilot study identified the religious and ethical domain as the most frequent sources of stress.

Table 4.7 Pilot Study: Sources of student stress Female (N=10)

	Mean		Rank	Minimum	Maximum	Sum	Std. Deviation
Time management	3.3556	16.2	1	1.89	4.33	33.56	.99767
Academic Domain	3.0565	14.758	2	2.04	3.78	30.57	.70377
Personal	2.9333	14.1	3	1.44	4.44	29.33	.89993
Religious and Ethical Domain	2.8250	13.64	4	1.92	4.00	28.25	.60534
Health and Physical Domain	2.7600	13.3	5	1.80	4.20	27.60	.88217
Social Domain	2.2588	10.9	6	1.35	3.12	22. 59	.56162
Family Domain	1.80591	8.72	7	1.29	2.59	18.06	.44111
Financial Domain	1.7143	8.277	8	1.14	3.00	17.14	.54502

Table 4.7 shows that the highest source of stress for female students is time management followed by academic, then personal domain. . This result indicates that students in pilot study identified the time management as the most frequent sources of stress.

Table 4.8 Pilot Study: Levels of students' stress and counselling needs (N=20)

	Mean	Minimum	Maximum	Mean	Std. Deviation
Total of sources of stress	2.1926	1.06	3.20	2.1926	.73485
Levels of stress	3.1714	2.07	4.07	3.1714	.62115
Counselling needs	2.8947	1.37	4.32	2.8947	1.02527

Table 4.8 shows that levels of stress are 3.1714, which considered as high regard 5 points Likert scale. While the extent source of stress is below average.

Table 4.9 Pilot study: Levels of students' stress and counselling needs- Male (N=10)

	Mean	Minimum	Maximum	Std. Deviation
Total of sources of stress	1.7965	1.06	3.01	.71712
Levels of stress	2.7643	2.07	3.50	.60333
Counselling needs	2.1789	1.37	3.63	.75711

Table 4.9 shows that levels of stress, extent source of stress and counseling needs are below average regard five points Likert scale.

Table 4.10 Pilot study: Levels of students' stress and counselling needs Female (N=10)

		Mean	Minimum	Maximum	Std. Deviation
Total of sources of stress	TOTALP1	2.5887	1.67	3.20	.52641
Levels of stress	TOTALP2	3.5786	3.14	4.07	.28661
Counselling needs	TOTALP4	3.6105	2.21	4.32	.71229

Table 4.10 shows that female students express high level of stress and needs of counselling.

Table 4.11 Pilot study: University students' coping rank (N=10)

		Mean	Rank	N	Minimum	Maximum	Sum	Std. Deviation
TCOPE5	Accepting responsibility	2.7375	1	20	1.50	4.00	54.75	.77999
TCOPE7	Plan full problem solving	2.6167	2	20	1.50	3.83	52.33	.65360
TCOPE1	Confronting coping	2.4250	3	20	1.50	3.67	48.50	.67424
TCOPE4	Seeking social support	2.4167	4	20	1.00	3.67	48.33	.89099
TCOPE3	Self-controlling	2.3534	5	19	1.14	3.14	44.71	.75197
TCOPE8	Positive Reappraisal	2.3500	6	20	1.38	3.13	47.00	.57583
TCOPE6	Escape Avoidance	2.2500	7	20	1.00	3.63	45.00	.74890
TCOPE2	Distancing	2.1083	8	20	1.17	3.00	42.17	.56526

Table 4.11 shows the highest rank of coping strategies accepting responsibilities followed by plan full problem solving.

Table 4.12 Pilot study: Coping Rank among university male students (N=10)

		Mean	N	Minimum	Maximum	Sum	Std. Deviation
TCOPE7	Plan full problem solving	2.3833	10	1.67	3.33	23.83	.65287
TCOPE5	Accepting responsibility	2.3000	10	1.50	3.50	23.00	.76194
TCOPE1	Confrontive coping	2.1500	10	1.50	3.17	21.50	.72201
TCOPE3	Self-controlling	2.0714	10	1.14	3.14	20.71	.81996
TCOPE8	Positive Reappraisal	2.0250	10	1.38	2.88	20.25	.55528
TCOPE2	Distancing	1.9500	10	1.17	3.00	19.50	.72882
TCOPE4	Seeking social support	1.8833	10	1.00	3.33	18.83	.88558
TCOPE6	Escape Avoidance	1.7750	10	1.00	2.75	17.75	.70415

Table 4.12 shows the highest rank of coping strategies accepting responsibility
Followed by plan full problem solving.

Table 4.13 Pilot study: Coping Rank among university female students (N=10)

		Mean	Rank	N	Minimum	Maximum	Sum	Std. Deviation
TCOPE5	Accepting responsibility	3.1750	1	10	2.50	4.00	31.75	.52770
TCOPE4	Seeking social support	2.9500	2	10	1.83	3.67	29.50	.50948
TCOPE7	Plan full problem solving	2.8500	3	10	1.50	3.83	28.50	.59551
TCOPE6	Escape Avoidance	2.7250	4	10	2.25	3.63	27.25	.43221
TCOPE1	Confront coping	2.7000	5	10	2.00	3.67	27.00	.51997
TCOPE8	Positive Reappraisal	2.6750	6	10	1.88	3.13	26.75	.39616
TCOPE3	Self-controlling	2.6667	7	9	1.57	3.14	24.00	.55328
TCOPE2	Distancing	2.2667	8	10	2.00	2.67	22.67	.29606

Table 4.13 shows the highest rank of coping strategies is accepting responsibility

Followed by seeking social support.

4.7 Main Study Sample

4.7.1 Sampling method

Before commencing any study, it is vital to be aware whether the nature of the sample will matter for any conclusion drawn from it (Breakwell, 2000, p.92). In this sense selecting a sample depends on the type of measurement the researcher wants to make, the nature of the population being studied, the complexity of survey design, and the resources available (Breakwell, 2000).

In general, there are several types of probability sampling: simple random, systematic, multistage, cluster and stratified sampling (Bryman, 2001). Stratified random sampling is considered to be the most appropriate procedure associated with the present research study, as it involves quantitative methodology. " *Stratified random sample involves dividing the population into a number of groups or strata, where members of group share a particular characteristic or characteristics*"(Robson, 2002, p. 262). In fact, stratified random sampling can be more efficient than simple random sampling, and the means of a stratified sample are likely to be closer to the population mean (Robson, 2002). In addition, it can be used when it is relatively easy to allocate units to one stratum or more (Bryman, 2001). For the purpose of this study, two strata would be determined, *Locality (home-students vs. non-home-students)* and *gender,* since these are the only demographic variables that were easily extracted from information about population distribution held at the registration office, while other variables were only extracted from the relevant questionnaire sections.

4.7.2 Sampling size

Regarding sample size, Robson (2002) pointed out that the larger the sample, the lower the likely error in generalising. However, it is not yet possible to apply a general rule as to

sample size in this case, as this will depend on variations in population with regard to certain characteristics of the study.

It has been suggested by De Vaus (1986) that a sample size of 10% of the population for comparable groups is a requirement for accuracy. However, Ary et al. (1990) state that although this is the belief of most researchers, it is an opinion, which is not necessarily accurate. The argument is that the sampling procedure, not the size of the sample, is more indicative of whether or not the sample is representative of the population.

Additionally, Dillman (1991) states that the selection criteria and substitution procedures are also contributory factors to the representations of the sample. Therefore, a purposive selection was employed in order to meet the criteria that directed this research.

The criteria used for the sample selection were 30.5% (200) of total number of students in two universities (656 students) in Kingdom of Bahrain, Al-Ahlia University and Open University, distribution of student by gender (80 female, 120 male), locality (home-student 97, non-home students103).

4.7.3 Questionnaire Distributions and Procedure

Questionnaires can be given to respondents directly (self-administered) who read the instructions and questions and then record their answers (Bryman, 2001). The decision as to which method is to be adopted, according to Bell (1993); and Bryman(2001) should be made at an early stage. Youngman (1994) emphasised that *"Cost, effort, delay and willingness are just a selection of the factors affecting choice of distribution method and therefore no single ideal procedure can be offered"(p. 263).*

In the light of such considerations, the plan before the distributaries had been made to adopt a self-administered method with all research categories the questionnaire, in its Arabic

version, was distributed to university students during a visit to both Bahrain Universities; Al-Ahlia and Open University in May 2004.

4.7.4 Main sample Reliability (Coefficients of Internal Consistency)

Reliability is the extent to which a measure produces consistent results (Rudestan, 1992) and how free it is from random error (Pallant, 2001). Internal consistency is the degree to which the items that make up the scale are all measuring the same underlying attribute (Pallant, 2001). Internal consistency is applied not to single items but to groups of items that are thought to measure different aspects of the same concept (Litwin, 1995). To test the instrument for internal consistency, the questionnaire was assessed using Cronbach's Alpha coefficient. A value of above 0.7 was obtained within all the variables on standardization sample, which consist of 200 responders; this indicated that the questionnaire was reasonably reliable.

Table 4.14 Main study: Questionnaire variables reliability among the entire sample

Questionnaire parts	Cronbach's Alpha	N of Items
Sources of stress	.959	113
Level of stress	.767	14
Coping strategies	.944	66
Counselling needs	.905	19
N=200		

Table 4.14 Show that Cronbach's Alpha coefficient was above .7 in all variables. This indicated that the questionnaire was reasonably reliable.

71

Table 4.15 Main study: Reliability among different Sources of stress domains

Sources of stress domains'	Cronbach's Alpha	N of Item
Family Domain	.876	17
Social Domain	.884	17
Academic Domain	.705	12
Religion Domain	.873	23
Health & physical appearance	.759	14
Financial Domain	.818	11
Personal Domain	.871	10
Time Management Domain	.898	9

Table 4.15 Show that Cronbach's Alpha coefficient was above .7 in most domains. This indicated that the source of stress questionnaire was reasonably reliable.

4.7.5 Validity (Construct Validity)

Construct validity was measured by correlating the 8th sources of stress with its total, level of stress with its total, coping strategy with its total and counselling needs with its total. All were significant p= <0.01.(Appendix F)

4.8 Qualitative inquiry (study 2)

A qualitative approach refers to studies whose findings are not produced by statistical summary or analysis. The data of qualitative research are commonly obtained from interviews and observations, and can be used to describe individuals, groups and social movements (Shaughnessy et al., 2000).

Historically, since the 1960s, qualitative research as an alternative approach to human and social science inquiry has grown and developed steadily, and has now entered the practice of social research (Bryman, 1996). However, there has been a great deal of dispute and the controversy about the two kinds of research which are reflected in the literature of psychological research. For many researchers (e.g., Bryman, 2001; Creswell, 1998; Denzin and Lincoln, 1994; Grafanaki, 1996; Guba and Lincoln, 1981; McLeod, 1994) the controversy is not only related to the actual and potential advantages and disadvantages of quantitative and qualitative methods, but also involves a fundamental clash between two paradigms.

It has been argued that the application of a " scientific approach in the form of surveys and experiments fails to take into account the differences between people and the objects of natural science`` (Bryman, 1996).

Some researchers have asserted that it is a mistake to imitate the research strategies of the scientific approach, as human behaviour is different from the subject matter studied by the chemist, biologist and physicist (Chadwick et al., 1984).

While reading the Arabic research, in particular, regarding students' sources of stress, the researcher observed that most of it did not use qualitative methods to recognise students' sources of stress but was based only on quantitative approaches. Therefore, the researcher

73

felt that using a qualitative method within the Arabic culture would cover any data, which had been missed or not identified in previous research.

Grafanaki (1996) defines qualitative research as a *"process of systematic inquiry into the meanings which people employ to make sense of and guide their action*"(p.329) while Creswell (1998) remarks that qualitative research can be defined as *"an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. The researcher builds a complex, holistic picture, analyses words, reports detailed views of informants, and the study in a natural setting*"(p.15).

The aim of this research is in complete agreement with Bell (1993, p. 6) that *"Researchers adopting a qualitative perspective are more concerned to understand individuals' perceptions of the world. They seek insight rather than statistical analysis*". Furthermore, Vulliamy (1990) pointed out that *"Qualitative research is holistic, in the sense that it attempts to provide a contextual understanding of the complex interrelationships of causes and consequences*" (p. 11) ... *qualitative research can also play a useful role in identifying the most appropriate questions to address in larger-scale quantitative research studies*" (p. 25).

Bearing in mind the advantages of qualitative research mentioned earlier by Bell (1993; Creswell, 1998; Grafanaki, 1996; Vulliamy, 1990), the researcher realised that conducting qualitative study would be one of the most important strategies used in this stage of the research. The question emerges, then, as to which research instrument/s should be thought of and adopted for this qualitative part of the study. On which, Elliott (2000) points out that *"different qualitative researchers influenced by different research traditions have tended to develop quite idiosyncratic strategies for gathering and analysing data*" (p.58).

4.8.1 The semi-structured interview

Because the researcher believes that a qualitative approach is a good strategy for exploring a new area of research, it was decided that the semi-structured interview was the best method to be employed to yield qualitative data. It has the capacity to test hypotheses and predictions and is useful as a supplement to quantitative data. Moreover, this approach focuses on exploring the life experiences of people, the meaning they perceive in events (Miles and Hubermen, 1994). According to Vulliamy (1990, p.11): *"Qualitative research is holistic, in the sense that it attempts to provide a contextual understanding of complex interrelationships of causes and consequences"*. Borg and Gall (1983) reported that the interview situation usually permits much greater depth than other methods of collecting data. In the interview, a willing person will provide data readily and greater validity can be achieved than by filling in a questionnaire. Furthermore, an interview is more flexible and adaptable to the individual situation (Oppenheim, 1999).

Borg and Gall (1996) stated that there are three kinds of interview: the structured interview, the semi-structured interview and the unstructured interview. In the structured interview, the interviewer asks the respondent a series of questions, which have been structured in the interview guide, in a fixed order, and require short answers. It gives little space for new insights. People are limited to giving the information, which they think important. In the unstructured interview, the interviewer does not work an interview guide, but works to a general plan (Borg and Gall, 1996). In the semi-structured interview, the interviewer asks a variety of questions and then probes more deeply using open-form questions to obtain additional information. It is " *somewhere between the completely structured and the completely unstructured point in the continuum"*. (Bell, 1993. p.93).

Questionnaires tend to limit the responses of individuals and not to provide the depth of understanding that can be gained in an interview. In the interview, misunderstandings can be clarified and more extensive and honest data obtained (Ary et al., 1990; Brenner et al., 1985). The semi-structured interview is recommended by such writers as Borg and Gall (1996) for its ability to provide a desirable combination of objectivity and depth, and to permit the gathering of valuable data that may not have been obtainable by any approach.

A semi-structured interview was used in this study and conducted on an individual face-to-face basis aimed at university students. The interview schedule included two types of questions: closed questions where the respondent is asked to answer "yes" or "no" and open-ended questions. With closed questions, responses are easily coded, but they might limit responses. Open-ended questions leave the respondent free to give any appropriate answer in his/her own words and without limiting the range of responses. This type of question allows the interviewer to probe a greater depth and enables the interviewer to make a true assessment of what the respondent really believes.

The research also used *Thematic (Interpretive) Analysis*. The presentation of the results organised around the themes that emerged in the analyses form, these themes are based on the transformation and generalisation of transcript meaning units. Further, these themes were combined with evidence from participants in the form of reference text quotation (Coolican, 2004). An illustration of the present study interview schedule is as follows:

The interview covered the following issues(see Appendix C):

> Students' sources of stress.

> Students' level of stress.

> Students' coping strategies.

> Counselling needs

➢ Reactions to the questionnaire.

4.8.2 Interview Sample

The selection of which sample to be interviewed was guided by the need to interview samples from preventative category: students. There is a need for a proportional sample of this category, to get views toward the issue under investigation.

In the present study, the researcher conducted only 10 interviews (the final total). From within this sample, the researcher needs to include representatives with a variety of experience, background, year of study, gender, and so on. Therefore, 'purposive sampling' used to satisfy the research purposes. In purposive sampling, as Cohen and Manion (1994, p. 89) explain: `` *researchers handpick the cases to be included in the sample on the basis of their judgement of their typicality. In this way, they build up a sample that is satisfactory to their specific needs* ``.

Although the researcher is aware that getting such non random sample is unlikely, she used this procedure to ensure it will be representative, bearing in mind Neuman's (1994, p. 198) assurance that it is ``*an acceptable kind of sampling for special situations. It uses the judgment of an expert in selecting cases, or selects cases with a specific purpose in mind. ... It is used in exploratory research or in field research* ``.

4.8.3 Validity and reliability

Validity and reliability are always problematic and even more so in qualitative research (Bryman, 2001; Burman, 1994; Creswell, 1998; McLeod, 1996). About which, Gall et al. (1996) raise the question ``*How does a researcher arrive at valid, reliable knowledge if each individual being studied constructs his or her own reality?* `` (p.572). Moreover,

Wragg (1994) has stated, ``*These concepts apply to interviews as much as to any other data-gathering device*`` (p.278). It is thus essential, according to the research methodology, that the researcher must face and get some statement of validity and reliability for both qualitative and quantitative research methods.

Regarding the validity or the question of achieving validity, Cohen and Manion (1994, pp. 282-3) state that ``*Perhaps the most practical way of achieving greater validity is to minimize the amount of bias as much as possible. The sources of bias are the characteristics of the interviewer, the characteristics of the respondent, and the substantive content of the questions*``.

Qualitative research focuses on three types of validity: descriptive, interpretive, and theoretical or explanatory (Maxwell, 1992). Descriptive validity determines the obvious existence or occurrence of an act or event; interpretive validity is concerned with identifying the nature, quality, and meaning of an act or event; theoretical validity is established through theoretical constructs or causes that generate and explain the act or events (Maxwell, 1992 , 1996). On the other hand, Bryman (2001) describes two main types of validity "internal validity" which refers to the level of congruence between researcher and theoretical framework; and "external validity" which is concerned with the levels of findings in qualitative research and the degree of generalisability of these findings.

Bryman(2001) warns that ``*unlike internal validity, external validity represents a problem for qualitative researchers because of their tendency to employ case studies and small sample*`` (p.272). Additionally, Ratner (1997) defined the validity of qualitative research as a check on the objectivity of observations and concepts. Moreover, Ratner (1997)

78

explained that the different types of reasoning processes engrained in research methods structure the way the validity of the finding of a study gets established. Maykut and Morehouse (1994) stated that the validity of finding ``*ultimately rests on whether the participants or people who know them will see a recognizable reality in the propositions of the study*`` *(p.176).*

For the purposes of this research, validity is seen as the adequacy with which the researcher understands, interprets, and reports accurately participants' description of their experiences of sources of stress. Obviously, the participants (students, and teachers) become one of the instruments to establish the validity of the researcher's understanding and explanation of the semi-structured interview study. As Denzin and Lincoin (1998) explained ``*validity in qualitative research has to do with a description and explanation, and whether or not a given explanation fits a given description*``. *(p.50)*

A clear view of validity is given by Gee (1999): ``*Validity does not consist in how one tool of inquiry works on its own. Rather, validity primarily consists in how our various tools of inquiry work together. What we test when we worry about why we should trust the analysis of some data is not each claim or the result tool separately. We test the whole analysis in terms of how much data it covers, how well it works on new resources of data, how much agreement we can gather from others*``*(p.7).* He adds further, *"Validity is communal: if you take the risks and make mistakes, your colleagues will help you to clean up the mess- that is what they are for. The quality of a research often resides in how our mistakes are, that is, in whether they open up paths that others can then make more progress on than we have"(p.9)*

In traditional research, reliability is a scientific requirement (Bryman, 2001; Creswell, 1994; Huberman and Miles, 1994). Data obtained in traditional qualitative research methods should have *reliability* in two senses. Firstly, independent observers should agree in their description of what they find out (Bryman, 2001), which is called *internal reliability*. Secondly, *external reliability* refers to the successful replication of a study to determine consistency, stability, and dependability of the finding or observations (Bryman, 2001). Therefore, replication involves exploring the same issue in different events to reinterpret or analyse findings from a different points to establish reliability.

However, psychological research emphases that if there is no intent to develop generalisable results, then the study can address only the thoughts of a group of participants. In fact, the researcher in this study does not intend these findings to be generalised. Rather, this research is only meant to document how the participants experience stress, how they cope with it and what are their counselling needs. As Maykut and Morehouse (1994) explained ``*what can be discovered by qualitative research are not sweeping generalisations but contextual findings*`` (p.21). The contextual findings of this qualitative method were a recognisable reality, which combined with the quantitative results, to give the researcher confidence in the validity of her research. As Yin (1993, p. 3) confirmed, a study cannot rely on a single data collection method but will likely need to use a multiple sources of evidence. When multiple methods are used, the researcher can place more confidence in the relationships uncovered (Lin, 1976).

After the interview questions had translated into Arabic, the interviews reviewed and pre-tested to be sure that none of the questions were misunderstood or ambiguous. This review and pre-testing , as a part of pilot study, had been done with the help of some colleagues from the psychology department in the College of Education at the University of Bahrain.

80

This pre-testing was counselled by Borg and Gall (1989, p. 445), who advise that: ``*pre-testing will nearly always reveal flaws in your questions, inadequacies in your coding system, gaps in interviewer training, and other problems that must be solved before research data can be collected*``.

Although the semi-structured interviews planed to be recorded on tape, the interviewees did not feel comfortable with tape recorder. Accordingly, the decision then based on note taking. However, hand-written records are also necessary to use if tape-recording is refused, and to keep records of the exact details of the interviewees' responses.

4.9 Documents

As Yin (1994) states, except for studies of preliterate societies, documentary information is likely to be relevant to every organisation research topic. The usefulness of types of documents is not based on their necessity or lack of bias. In contrast, the documents must be carefully used and should not be accepted as literal recordings of events that have taken place. However, the most important use of documents is to corroborate and augment evidence from other sources.

Documents are helpful in verifying the correct history of mental health services in Bahrain. In addition they can provide other specific details. Also, inferences can be made from documents.

A document will be used as another source of data collection in this study. The annual report of the Counselling Service on students' general problems.

4.10 Statistical analysis

The study examined the relationship between sources of stress, levels of stress and coping styles. This study, therefore, used Multi-variate analysis of variance (MANOVA) alongside two-way analysis of variance (ANOVA) as two ways ANOVA allows simultaneous testing of the effect of each two independent variables and the dependent variable. It also identifies any interaction between the independent variables (Pallant, 2001).

Van de Vijver and Leung (1997) pointed out that analysis of variance is the most frequently reported statistical test to test level differences. It is the most popular because of its simplicity and availability in computer packages.

4.11 Ethical issues

To ensure the confidentiality of participating responses, the researcher had followed two approaches:

- A declaration had been made to the participants that their responses to any questions are given voluntarily, and they have the right to withdraw from this investigation whenever they which, without explanation.

- A cover sheet has been attached to the questionnaire, stating that the participants' responses will be treated strictly confidential, and that the researcher has permission from the university authority to conduct this research.

Previously, the researcher had signed an ethical form to use the current questionnaire and carry the fieldwork. The first super visor and the head of psychology department in Brunel University signed this form as well. (.Appendix E).

4.12 Summary

In this chapter the research methodology of this research was described, the first part of the chapter began with introduced the assumptions of research methods underlying the two main research paradigms, qualitative and quantitative, and the reasons for triangulation of the two approaches were given there followed a discussion of specific techniques chosen. The target populations and sampling considerations were also identified.

Second parts of the chapter, the research methods were reported. The first phase of the research involved questionnaire with key information. The questionnaire analysed and their findings set the base for the second stage of the study ʻwhich involved the interviews. The following chapter reports and analyses the questionnaire survey data which, presented and discussed, and in the next chapter, the results of the questionnaires and interviews and in the subsequent one. The last chapter was devoted to a summary of the study, conclusions and the implications for practice and further research.

Chapter Five Result

5.1 Introduction

This chapter presents an analysis of the data conducted for this research. As was considered in the previous chapter, two methods were used for collecting data: a questionnaire and semi- structured interview. The combination of these two approaches provided a more comprehensive analysis of the data.

Presentation and discussion of the findings are organised into three sections. Section one, presents the primary results and analysis of the data needed to answer the research questions. The second section presents secondary results, which consider the effect of gender and locality. The third section presents the analysis of the semi -structured interview.

The collected data are used to identify levels of stress experienced by university students in Bahrain. Second, they aim to indicate the primary sources of stress among these students. Third, to identify the ways of coping with stress among university students. Fourth, to assess counselling needs. They also examine any differences existing among selected demographic variables (gender, locality) and perceived stress levels, sources of stress, and ways of coping with stress.

5.2 Descriptive Analysis

The survey questionnaire was distributed to students in Al Ahlia University and Arabia Open University. The final response rate was 30.5%, a total of 200 students out of 656. The following Table 4.1 reveals the distribution of this major sample.

Table 5.1 Sample broken down by gender and locality

		National		Total
		Home-students	Non- Home students	
		B	G	
Gender	Male	60	60	120
		61.9%	58.3%	60.0%
	Female	37	43	80
		38.1%	41.7%	40.0%
Total		97	103	200
		48.5	51.5	100.0%
		100.0%	100.0%	

Table 5.1 shows that 61.9% of the sample was male, and 38% female. Also, 48.5% of the sample was home students who live in Bahrain and 51.5 % of the sample was non-home student who live in Non- Home countries.

Descriptive and inferential statistics were used to analyse the data. Means and standard deviations were used in the descriptive analysis. One-sample T-tests was used to define the significant differences between, also whether the observed mean is different from a set value. Correlation Multivariate analysis and Multiple regression were used in the results of the inferential statistics.

5.3 Data Analysis and Results

5.3.1 Research Question 1: What do university students in Kingdom of Bahrain perceive to be the main sources of stress?

Table 5.2 Main sources of stress experienced by students in two universities in Bahrain (N=200)

Sources of Stress	Rank	Mean	Std. Deviation
Time Management	1	2.9644	.97495
Religious and Ethical Domain	2	2.5021	.67806
Academic Domain	3	2.4970	.66917
Personal Domain	4	2.3615	.94697
Financial Domain	5	2.3227	.85770
Social Domain	6	1.9597	.69267
Health & Physical Domain	7	1.8239	.61298
Family Domain	8	1.5947	.56707

A table 5.2 show that the highest source of stress experienced by students is Time Management, followed by religious and ethical, then the academic domain. This result indicates that students in the main study identified Time Management as the most frequent source of stress; however, the Family domain was considered as the source of lest stress experienced by university students.

To ensure that the differences in ranking were not ranked by random of their means, T - tests for one sample were used to compare significant differences between each source of stress and others in pairs. Paired t-test was used to compare the mean scores for the same group of people in matched pairs as follows:

Table 5.3 Mean significant differences between sources of stress, using paired sample t- test using

		Mean	Std. Deviation	t	df	Sig. (2-tailed)
Pair 1	totala – totalb	-.36500	.55421	-9.314	199	.000
Pair 2	totala – totalc	-.90738	.77387	-16.582	199	.000
Pair 3	totala – totald	-.90225	.66990	-19.047	199	.000
Pair 4	totala – totale	-.22922	.67294	-4.817	199	.000
Pair 5	totala – totalf	-.72802	.80382	-12.809	199	.000
Pair 6	totala – totalg	-.76679	.81009	-13.386	199	.000
Pair 7	totala – totalh	-1.36974	.93299	-20.762	199	.000
Pair 8	totalb – totalc	-.54238	.71740	-10.692	199	.000
Pair 9	totalb – totald	-.53725	.60921	-12.472	199	.000
Pair 10	totalb – totale	.13578	.71472	2.687	199	.008
Pair 11	totalb – totalf	-.36302	.80587	-6.371	199	.000
Pair 12	totalb – totalg	-.40179	.76581	-7.420	199	.000
Pair 13	totalb – totalh	-1.00474	.83638	-16.989	199	.000
Pair 14	totalc – totald	.00513	.66912	.108	199	.914
Pair 15	totalc – totale	.67815	.73600	13.031	199	.000
Pair 16	totalc – totalf	.17936	.86737	2.924	199	.004
Pair 17	totalc – totalg	.14058	.89746	2.215	199	.028
Pair 18	totalc – totalh	-.46236	.90531	-7.223	199	.000
Pair 19	totald – totale	.67303	.63983	14.876	199	.000
Pair 20	totald – totalf	.17423	.79852	3.086	199	.002
Pair 21	totald – totalg	.13546	.79801	2.401	199	.017
Pair 22	totald – totalh	-.46749	.76329	-8.662	199	.000
Pair 23	totale – totalf	-.49880	.83914	-8.406	199	.000
Pair 24	totale – totalg	-.53757	.80944	-9.392	199	.000
Pair 25	totale – totalh	-1.14052	.87151	-18.507	199	.000
Pair 26	totalf – totalg	-.03877	.87872	-.624	199	.533
Pair 27	totalf – totalh	-.64172	.95300	-9.523	199	.000
Pair 28	totalg – totalh	-.60294	.79824	-10.682	199	.000

Since results revealed strong correlations between most sources of stress, significant level was considered within (p < or = 0.001).

Table 5.3 shows that Time Management (totalh) differs significantly from other sources of stress (p< 0. 001), which concluded that Time management, the highest mean, was not ranked by chance. Also, Family domain (totala) differ significantly from other sources of stress (p<0. 001), which concluded that the Family domain, the lowest mean, was not ranked by chance.

The Religious and ethical domain (totalc) did differs significantly (p<0.001) from the Health and Physical (totale) and Family issue (totale) domains. In conclusion , the mean ranking differences 2, 3, 4 and 5 did not differ by chance..

5.3.2 Question 2: What strategies do university students in Bahrain use to cope with or reduce their stress?

Table 5.4 Main coping strategies used by students (n=200)

Coping strategies	Rank	Mean	Std. Deviation
Accepting responsibility	1.	2.8337	.66748
Positive reappraisal	2.	2.7614	.63729
Problem solving	3.	2.7450	.64385
Self-controlling	4.	2.6457	.56692
Social support	5.	2.6383	.68832
Confronting	6.	2.5767	.60355
Escape avoidance	7.	2.4800	.61076
Distancing	8.	2.4558	.61651

Table 5.4 shows that the top coping strategies used by students are Accepting responsibility, followed by Positive reappraisal, then problem solving. However, escape avoidance, and then distancing strategies was considered the best used strategies.

To ensure that the means of these coping strategies were ranked regard their mean difference range, t –test for one sample were used to compare significant differences between each of these coping strategies and others in pairs. Since results revealed strong correlations between most strategies, the significance level was considered within $p < 0.001$.

Table 5.5 Coping strategies paired t-test significant differences

	Coping strategies significant differences	Mean	Std. Deviation	t	df	P
Pair 1	Confronting - distancing	.12083	.65205	2.621	199	.009
Pair 2	Confronting - Self-controlling	-.06905	.56589	-1.726	199	.086
Pair 3	Confronting - Social support	-.06167	.57354	-1.521	199	.130
Pair 4	Confronting - Accepting responsibility	-.25708	.59823	-6.077	199	.000
Pair 5	Confronting – escape avoidance	.09667	.58180	2.350	199	.020
Pair 6	Confronting – problem solving	-.16833	.57904	-4.111	199	.000
Pair 7	Confronting – positive reappraisal	-.18476	.57296	-4.560	199	.000
Pair 8	Distancing – self-controlling	-.18988	.56307	-4.769	199	.000
Pair 9	Distancing – social support	-.18250	.70088	-3.682	199	.000
Pair 10	Distancing – accepting responsibility	-.37792	.68326	-7.822	199	.000
Pair 11	Distancing – escape avoidance	-.02417	.65233	-.524	199	.601
Pair 12	Distancing - problem solving	-.28917	.63941	-6.396	199	.000
Pair 13	Distancing - positive reappraisal	-.30560	.62226	-6.945	199	.000
Pair 14	Self-controlling – social support	.00738	.60039	.174	199	.862
Pair 15	Self-controlling – accepting responsibility	-.18804	.56408	-4.714	199	.000
Pair 16	Self-controlling – escape avoidance	.16571	.58297	4.020	199	.000
Pair 17	Self-controlling - problem solving	-.09929	.51244	-2.740	199	.007
Pair 18	Self-controlling – positive reappraisal	-.11571	.47161	-3.470	199	.001
Pair 19	Social support – accepting responsibility	-.19542	.64936	-4.256	199	.000
Pair 20	Social support - escape avoidance	.15833	.66102	3.387	199	.001
Pair 21	Social support – problem solving	-.10667	.65271	-2.311	199	.022
Pair 22	Social support – positive reappraisal	-.12310	.61856	-2.814	199	.005
Pair 23	accepting responsibility – escape avoidance	.35375	.62294	8.031	199	.000
Pair 24	Accepting responsibility - problem solving	.08875	.60717	2.067	199	.040
Pair 25	Accepting responsibility – positive reappraisal	.07232	.62199	1.644	199	.102
Pair 26	escape avoidance - problem solving	-.26500	.68092	-5.504	199	.000
Pair 27	Escape avoidance – positive reappraisal	-.28143	.58577	-6.794	199	.000
Pair 28	problem solving – positive reappraisal	-.01643	.48909	-.475	199	.635

Table 5.5 show that Accepting responsibility (Rank 1) was significantly different (p<0.001) from all coping strategies except problem solving (rank 2) and Positive reappraisal (rank3). This indicated that Accepting responsibility rank might be closer to ranks 2 and 3, or there might be interaction between the first three ranks. However, Accepting reasonability still ranked within the highest used strategies among university students.

5.3.3 Research Question 3: What is the stress level of university students in Bahrain?

To determine whether university students experience a significant level of stress above average, single- sample t-test is used. The single- sample t-test, which is the most sample t-test, determines whether the observed mean is different from a set value.

As the respondents were asked to mark a 5-point Likert -type scale from *strongly agree* (5 points) to *strongly disagree* (1 point), according to their experience of stress or coping strategies. Mean values for the questionnaire therefore, have a maximum value of 5 (strongly agree), whereas the lowest minimum value 1 (strongly disagree). While 2.5 represent median average.

Table 5.6 Level of stress among students (female and male) using one sample t-tests analysis

	Mean	Test Value = 1					
		t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
						Lower	Upper
Total sources of stress	2.2533	31.738	199	.000	1.25326	1.1754	1.3311
Total level of stress	3.2282	59.644	199	.000	2.22821	2.1545	2.3019

Totalpa1= Total sources of stress; Totalpa2=Total Levels of stress

Table 5.6 shows that university students experience a significant level of stress (p=<0.05) within the total level of stress mean=3.22882, which considered as above average. In addition, the total source of stress level (totalpa1) was also significant (p<0.05)

5.3.4 Research Question 4: Do university students in Bahrain perceive a need for counselling?

To determine whether university students experience a significant need for counselling, single- sample t-test is used.

Table 5. 7 show the significance of counselling needs of students, using one-sample t-test analysis

Counseling needs		Test Value = 1					
.		T	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of Difference	
Counselling needs	M					Lower	Upper
Totalp4	2.6352	49.081	199	.000	1.63515	1.5695	1.7008

Totalp4=Counselling needs

Table 5.7 shows that university students experience a significant need for counselling (p<0.05). Within the counseling needs level mean=2,6352 , which indicate an average or slightly over median value.

5.3.5 Research Question 5: Is there a relationship between sources of stress, levels of stress, managing stress and counselling needs?

The Pearson correlation coefficient was used to determine if there were any correlations between sources of stress, levels of stress, coping strategies and counselling need

Table 5.8 Correlation between sources of stress, levels of stress, managing stress and counselling needs

	Confronting	Distancing	Self controlling	Social support	Accepting responsibility	Escape avoidance	Problem solving	Positive reapprai sal
totala	.117	.128	.059	.125	.087	.222(**)	.087	.114
P	.099	.071	.407	.078	.223	.002	.219	.108
totalb	.157(*)	.160(*)	.143(*)	.208(**)	.184(**)	.353(**)	.114	.233(**)
P	.026	.023	.043	.003	.009	.000	.107	.001
totalc	.279(**)	.206(**)	.315(**)	.330(**)	.365(**)	.377(**)	.279(**)	.376(**)
P	.000	.003	.000	.000	.000	.000	.000	.000
totald	.184(**)	.279(**)	.285(**)	.226(**)	.270(**)	.397(**)	.192(**)	.216(**)
P	.009	.000	.000	.001	.000	.000	.006	.002
totale	.220(**)	.195(**)	.104	.137	.192(**)	.341(**)	.073	.142(*)
P	.002	.006	.141	.053	.006	.000	.307	.045
totalf	.196(**)	.219(**)	.227(**)	.285(**)	.240(**)	.315(**)	.222(**)	.227(**)
P	.005	.002	.001	.000	.001	.000	.002	.001
totalg	.192(**)	.146(*)	.230(**)	.259(**)	.275(**)	.491(**)	.108	.280(**)
P	.007	.040	.001	.000	.000	.000	.127	.000
totalh	.266(**)	.235(**)	.234(**)	.234(**)	.322(**)	.420(**)	.185(**)	.223(**)
P	.000	.001	.001	.001	.000	.000	.009	.002
totalp al	.276(**)	.265(**)	.278(**)	.312(**)	.336(**)	.502(**)	.216(**)	.311(**)
P	.000	.000	.000	.000	.000	.000	.002	.000
P	200	200	200	200	200	200	200	200
totalp 2	.448(**)	.380(**)	.516(**)	.468(**)	.488(**)	.446(**)	.441(**)	.493(**)
P	.000	.000	.000	.000	.000	.000	.000	.000
P	200	200	200	200	200	200	200	200
totalp 4	.761(**)	.679(**)	.825(**)	.754(**)	.731(**)	.724(**)	.795(**)	.845(**)
P	.000	.000	.000	.000	.000	.000	.000	.000
P	200	200	200	200	200	200	200	200

** Correlation significant at 0.01 level (2-tailed).
"Correlation significant at 0.05 level (2-tailed).

Table 5.8 shows that there was a significant positive correlation p<0.01 between Religious/ethical, Academic, Financial, Time management, and all coping strategies.

In addition, there was a significant positive correlation (p<0.01) between Personal domain and some coping strategies: Confronting, Social support, Accepting responsibility, Escape avoidance, and Positive reappraisal. And there was a significant positive correlation (p<0.05) between Personal domain and Distancing strategy.

Further, there was a significant positive correlation (p<0.01) between Health /Physical domain and some coping strategies: Confronting strategy, Distancing, Accepting responsibility, Escape avoidance and Positive reappraisal (p<0.05). There was however no significant correlation with Problem solving, social support and self-controlling. In addition, Family domain had a significant positive correlation p<0.01 with Escape avoidance.

In general, it could be observed that problem solving was a strategy less correlated with different domains of sources of stress. Family domain stress, ranked as least mean value correlated less significantly with different types of strategies.

5.3.6 Research Question 6: What sources of stress affect levels of stress, counselling needs and coping strategies?

To answer this question, regression analyses were used to determine which sources of stress had significant effect on level of stress, counselling needs, and coping strategies.

Table 5.9 Significant effects of sources of stress on level of stress

Model		Unstandarised Coefficients		Standardized Coefficients	t	Sig.
	Sources of stress	B	Std. Error	Beta		
1	(Constant)	2.386	.162		14.750	.000
	Family	.021	.081	.022	.254	.800
	Social	-.043	.076	-.056	-.564	.574
	Academic	.092	.061	.117	1.495	.136
	Religious/ethical	-.086	.075	-.109	-1.138	.257
	Health and Physical	.062	.069	.072	.900	.369
	Financial	.048	.050	.078	.970	.333
	Personal	.045	.056	.080	.794	.428
	Time Management	.185	.052	.341	3.584	.000

Dependent Variable: totalp2= level of stress

Table 5.9 displays regression results, which show that only Time Management has a significant effect on level of stress.

Table 5.10 Significant effect of sources of stress on counselling needs

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.773	.144		12.335	.000
	Family	-.045	.072	-.054	-.621	.536
	Social	-.038	.068	-.056	-.567	.571
	Academic	.191	.054	.275	3.509	.001
	Religion	.060	.067	.085	.894	.372
	Health and Physics	-.023	.061	-.029	-.369	.713
	Financial	.063	.044	.114	1.419	.158
	Personal	.053	.050	.107	1.071	.286
	Time Management	.051	.046	.105	1.103	.271

Dependent Variable: totalp4= Counselling needs

Table 5.10 displays regression results, which show that only Academic stress has a significant on counselling needs.

96

Table 5.11 Significant effect of sources of stress on coping strategies (divided into 8 sub tables representing every each strategy separately)

Coefficients

Mode	Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
1 (Constant)	1.893	.180		10.515	.000
totala	-.083	.090	-.083	-.920	.359
totalb	-.096	.085	-.118	-1.138	.256
totalc	.185	.068	.221	2.715	.007
totald	.170	.084	.200	2.021	.045
totale	-.111	.077	-.120	-1.438	.152
totalf	.069	.055	.104	1.243	.215
totalg	.076	.063	.127	1.217	.225
totalh	.017	.057	.029	.293	.770

a. Dependent Variable: selfcontrolling

Coefficients

Mode	Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
1 (Constant)	1.695	.219		7.731	.000
totala	-.052	.110	-.043	-.470	.639
totalb	-.011	.103	-.011	-.105	.917
totalc	.247	.083	.244	2.980	.003
totald	.004	.102	.004	.035	.972
totale	-.076	.094	-.068	-.816	.416
totalf	.136	.067	.169	2.016	.045
totalg	.081	.076	.112	1.067	.287
totalh	.017	.070	.025	.250	.803

a. Dependent Variable: socialsupport

Coefficients

Model	Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
1 (Constant)	1.793	.209		8.594	.000
totala	-.082	.105	-.070	-.788	.432
totalb	-.083	.096	-.086	-.848	.398
totalc	.264	.079	.268	3.346	.001
totald	.033	.097	.033	.337	.736
totale	-.016	.089	-.015	-.184	.854
totalf	.057	.064	.074	.895	.372
totalg	.063	.072	.089	.864	.389
totalh	.115	.067	.168	1.726	.086

a. Dependent Variable: acceptingresponibility

Coefficients

Model	Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
1 (Constant)	1.312	.177		7.407	.000
totala	-.095	.089	-.088	-1.069	.286
totalb	.023	.083	.026	.279	.780
totalc	.132	.067	.147	1.973	.050
totald	.072	.083	.079	.875	.383
totale	.053	.076	.053	.699	.485
totalf	.012	.054	.017	.222	.825
totalg	.212	.062	.329	3.447	.001
totalh	.046	.057	.074	.817	.415

a. Dependent Variable: escapeavoidance

Coefficients

Model	Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
1 (Constant)	1.939	.209		9.273	.000
totala	.046	.105	.041	.441	.660
totalb	-.093	.096	-.100	-.948	.344
totalc	.233	.079	.246	2.946	.004
totald	.064	.096	.067	.656	.513
totale	-.080	.089	-.077	-.900	.369
totalf	.126	.064	.168	1.963	.051
totalg	-.076	.073	-.112	-1.049	.296
totalh	.069	.067	.105	1.037	.301

a. Dependent Variable: problemsolving

Coefficients

Model	Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
1 (Constant)	1.890	.201		9.426	.000
totala	-.082	.100	-.073	-.816	.414
totalb	.047	.094	.051	.493	.622
totalc	.295	.076	.313	3.881	.000
totald	-.031	.094	-.033	-.332	.740
totale	-.062	.086	-.060	-.728	.467
totalf	.049	.062	.066	.797	.427
totalg	.122	.070	.181	1.745	.083
totalh	-.012	.064	-.018	-.189	.851

a. Dependent Variable: positivereappraisel

Coefficients

Model	Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
1 (Constant)	1.754	.196		8.971	.000
totala	.030	.098	.028	.309	.758
totalb	-.049	.092	-.056	-.532	.595
totalc	.187	.074	.210	2.531	.012
totald	-.070	.091	-.078	-.768	.443
totale	.108	.084	.110	1.299	.196
totalf	.045	.060	.063	.742	.459
totalg	-.037	.068	-.057	-.538	.591
totalh	.122	.062	.197	1.963	.052

a. Dependent Variable: confrontive

Coefficients

Model	Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
1 (Constant)	1.603	.201		7.973	.000
totala	.036	.101	.033	.353	.725
totalb	-.058	.095	-.066	-.609	.543
totalc	.069	.076	.076	.909	.365
totald	.169	.094	.184	1.806	.072
totale	.066	.086	.066	.766	.450
totalf	.082	.062	.114	1.321	.188
totalg	-.090	.070	-.138	-1.290	.199
totalh	.073	.064	.116	1.143	.254

a. Dependent Variable: distancing

Table 5.11 shows that Academic stress (totalc) has a significant effect on Self-controlling, Social support, Accepting responsibility, Escape avoidance, Problem solving and Positive reappraisal coping strategies.

Also, financial sources have a significant effect on Social support and Problem solving coping strategies, while, Religious/ethical has a significant effect on Accepting responsibilities strategy.

Personal sources, has a significant effect on Escape avoidance strategy.

Last, Time management source has a significant effect on Confront strategy.

5.3.7 Question 7: How do demographic characteristics (gender and locality) relate to: Sources of stress, Stress levels, Counselling needs and Coping strategies?

To answer this question, regression analysis was used to determine the significant effect of gender and locality (Table 5.12), followed by Bonferroni corrected F-test p<0.003

Table 5.12a Effect of gender and locality using multivariate tests of between-subjects effects analysis

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	Family Domain	1.310(a)	3	.437	1.365	.255
	Social Domain	1.009(b)	3	.336	.698	.554
	Religious and Ethical Domain	5.948(c)	3	1.983	4.543	.004
	Academic Domain	1.114(d)	3	.371	.827	.480
	Health & Physical Domain	3.928(e)	3	1.309	3.622	.014
	Financial Domain	1.681(f)	3	.560	.759	.518
	Personal Domain	6.584(g)	3	2.195	2.503	.061
	Time Management	5.818(h)	3	1.939	2.073	.105
	Total Sources of stress	1.497(i)	3	.499	1.615	.187
	Total Level of Stress	2.049(g)	3	.683	2.502	.061
	Total Counselling needs	1.686(j)	3	.562	2.593	.054
	Confronting	3.320(k)	3	1.107	3.136	.027
	Distancing	3.474(k)	3	1.158	3.145	.026
	Self-controlling	1.863(l)	3	.621	1.960	.121
	Social support	4.600(m)	3	1.533	3.351	.020
	Accepting responsibility	2.244(n)	3	.748	1.697	.169
	Escape avoidance	6.015(o)	3	2.005	5.761	.001
	Problem solving	.200(p)	3	.067	.159	.924
	Positive reappraisal	2.230(q)	3	.743	1.854	.139
Intercept	Family Domain	478.761	1	478.761	1497.042	.000
	Social Domain	727.979	1	727.979	1510.377	.000
	Religious and Ethical Domain	1228.510	1	1228.510	2814.771	.000
	Academic Domain	1200.099	1	1200.099	2673.073	.000
	Health & Physical Domain	647.534	1	647.534	1791.427	.000
	Financial Domain	1018.275	1	1018.275	1379.169	.000
	Personal Domain	1091.715	1	1091.715	1244.992	.000
	Time Management	1701.146	1	1701.146	1818.643	.000
	Total Sources of stress	978.105	1	978.105	3165.526	.000
	Total Level of Stress	2012.477	1	2012.477	7372.935	.000
	Total Counselling needs	1335.648	1	1335.648	6161.545	.000
	Confronting	1263.815	1	1263.815	3581.112	.000
	Distancing	1141.423	1	1141.423	3100.153	.000
	Self-controlling	1346.533	1	1346.533	4250.318	.000
	Social support	1347.055	1	1347.055	2943.933	.000
	Accepting responsibility	1549.987	1	1549.987	3515.543	.000
	Escape avoidance	1198.178	1	1198.178	3442.575	.000
	Problem solving	1446.213	1	1446.213	3444.418	.000
	Positive reappraisal	1464.875	1	1464.875	3653.312	.000

Table 5.12b Effect of gender using multivariate tests of between-subjects effects analysis

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Gender	Family Domain	.791	1	.791	2.474	.117
	Social Domain	.252	1	.252	.522	.471
	Religious and Ethical Domain	4.333	1	4.333	9.928	.002
	Academic Domain	.251	1	.251	.559	.455
	Health & Physical Domain	1.085	1	1.085	3.000	.085
	Financial Domain	1.377	1	1.377	1.865	.174
	Personal Domain	4.368	1	4.368	4.981	.027
	Time Management	1.305	1	1.305	1.395	.239
	Total Sources of stress	.288	1	.288	.931	.336
	Total Level of Stress	1.014	1	1.014	3.714	.055
	Total Counselling needs	.446	1	.446	2.060	.153
	Confronting	.027	1	.027	.078	.781
	Distancing	.321	1	.321	.873	.351
	Self-controlling	.419	1	.419	1.322	.252
	Social support	1.932	1	1.932	4.221	.041
	Accepting responsibility	1.084	1	1.084	2.458	.119
	Escape avoidance	3.205	1	3.205	9.209	.003
	Problem solving	.077	1	.077	.182	.670
	Positive reappraisal	.416	1	.416	1.037	.310

Table 5.12c Effect of locality using multivariate tests of between-subjects effects analysis

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig*
Locality	Family Domain	.222	1	.222	.693	.406
	Social Domain	.766	1	.766	1.589	.209
	Religious and Ethical Domain	.154	1	.154	.352	.554
	Academic Domain	.307	1	.307	.684	.409
	Health & Physical Domain	.860	1	.860	2.379	.125
	Financial Domain	6.314E-06	1	6.314E-06	.000	.998
	Personal Domain	1.920	1	1.920	2.190	.141
	Time Management	1.393	1	1.393	1.489	.224
	Total Sources of stress	.522	1	.522	1.691	.195
	Total Level of Stress	.340	1	.340	1.247	.266
	Total Counselling needs	1.171	1	1.171	5.401	.021
	Confronting	3.274	1	3.274	9.278	.003
	Distancing	3.152	1	3.152	8.562	.004
	Self-controlling	1.299	1	1.299	4.101	.044
	Social support	1.714	1	1.714	3.747	.054
	Accepting responsibility	.049	1	.049	.111	.740
	Escape avoidance	2.501	1	2.501	7.186	.008
	Problem solving	.033	1	.033	.079	.779
	Positive reappraisal	1.655	1	1.655	4.128	.044

Table 5.12d Effect of gender and locality using multivariate tests of between-subjects effects analysis

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig*
Gender * Locality	Family Domain	.192	1	.192	.600	.440
	Social Domain	.001	1	.001	.002	.968
	Religious and Ethical Domain	1.311	1	1.311	3.004	.085
	Academic Domain	.383	1	.383	.853	.357
	Health & Physical Domain	1.433	1	1.433	3.965	.048
	Financial Domain	.245	1	.245	.332	.565
	Personal Domain	.004	1	.004	.004	.949
	Time Management	2.240	1	2.240	2.395	.123
	Total Sources of stress	.439	1	.439	1.422	.235
	Total Level of Stress	.492	1	.492	1.801	.181
	Total Counselling needs	.048	1	.048	.222	.638
	Confronting	.031	1	.031	.088	.767
	Distancing	.437	1	.437	1.187	.277
	Self-controlling	.004	1	.004	.012	.912
	Social support	1.164	1	1.164	2.543	.112
	Accepting responsibility	1.056	1	1.056	2.396	.123
	Escape avoidance	.003	1	.003	.008	.927
	Problem solving	.067	1	.067	.161	.689
	Positive reappraisal	.263	1	.263	.655	.419

* Significant red denote

o Table 5.12 shows that Gender had a significant effect on level of stress (p<0.05) , and as table 5.13 shows, female level of stress mean is higher than male mean. However , Benferroni corrected test did not approved any significant (p<0.003).

o Gender had a significant effect (p<0.05) on two sources of stress: Religious /Ethical (totalc) and Personal stress (totalg). As Table 4.13 shows, female means are higher than male. In addition, Benferroni corrected test did approved this significant (p<0.003) .

o Gender had a significant effect (p<0.05) on two coping strategies: Social support and Escape avoidance. As Table 4.14 shows that females' social support and Escape avoidance coping means are higher than males. However, Benferroni

101

corrected test did not approved gender significant (p<0.003) except for escape avoidance.

o Locality had significant effect on Counselling needs (totalp4), As Table 5.13 shows Non- Home students' means are higher than those of Home- students. In addition, Benferroni corrected test did approved Locality significant effect on counselling needs (p<0.003).

o Locality had significant effect on six coping strategies: Confronting strategy, Distancing strategy, and Social support, self-controlling, Escape avoidance, and Positive reappraisal. As Table 5.14 shows that Non- Home students' coping means are higher than those of Home- students. However, Benferroni corrected test did approved Locality significant effect only on self-controlling (p<0.003).

o There are only one significant effects (p<0.05) between the interaction of Gender * Locality on the Health and Physical source of stress. As Table 4.13 shows, male Non- Home students' mean is higher than that of Home- students, while female Non- Home students' mean is less than that of female Home- students. . However, Benferroni corrected test did not approved this significance (p<0.003)

Table 5.13 Sources of stress means cross gender and locality

Gender	Locality	Family Domain	Social Domain	Religious /ethical Domain	Academic Domain	Health Physical and Domain	Financial Domain	Personal Domain	Time Management Domain	Total sources of Stress	Total Level of Stress	Total of Counselling needs
Male	Home	1.5804	1.9255	2.2722	2.3833	1.6107	2.3561	2.1417	2.7056	2.1219	3.0774	2.5313
	None-Home	1.7118	2.0480	2.4944	2.5529	1.9179	2.4273	2.3333	3.0926	2.3223	3.2631	2.6561
	Total	1.6461	1.9868	2.3833	2.4681	1.7643	2.3917	2.2375	2.8991	2.2221	3.1702	2.5937
Female	Home	1.5151	1.8490	2.7387	2.5452	1.9344	2.2580	2.4351	3.0871	2.2953	3.3243	2.5962
	None-Home	1.5198	1.9795	2.6298	2.5359	1.8953	2.1860	2.6442	3.0413	2.3040	3.3073	2.7844
	Total	1.5176	1.9191	2.6802	2.5402	1.9134	2.2193	2.5475	3.0625	2.3000	3.3152	2.6973
Total	Home	1.5555	1.8963	2.4502	2.4451	1.7342	2.3187	2.2536	2.8511	2.1881	3.1716	2.5561
	None-Home	1.6316	2.0194	2.5510	2.5458	1.9085	2.3266	2.4631	3.0712	2.3146	3.2816	2.7096
	Total	1.5947	1.9597	2.5021	2.4970	1.8239	2.3227	2.3615	2.9644	2.2533	3.2282	2.6352

Table 5.14 Coping strategies means cross gender and locality

Gender	Locality	Confronting	Distancing	self controlling	social support	Accepting responsibility	Escape avoidance	Problem solving	Positive reappraisal
Male	Home	2.4639	2.4028	2.5190	2.5361	2.8292	2.2625	2.6972	2.6643
	None-Home	2.7000	2.5639	2.6929	2.5694	2.7125	2.4833	2.7611	2.7762
	Total	2.5819	2.4833	2.6060	2.5528	2.7708	2.3729	2.7292	2.7202
Female	Home	2.4144	2.2252	2.6216	2.5811	2.8311	2.5135	2.7748	2.6834
	None-Home	2.7016	2.5775	2.7774	2.9264	3.0116	2.7500	2.7636	2.9435
	Total	2.5688	2.4146	2.7054	2.7667	2.9281	2.6406	2.7688	2.8232
Total	Home	2.4450	2.3351	2.5582	2.5533	2.8299	2.3582	2.7268	2.6716
	None-Home	2.7006	2.5696	2.7282	2.7184	2.8374	2.5947	2.7621	2.8460
	Total	2.5767	2.4558	2.6457	2.6383	2.8337	2.4800	2.7450	2.7614

5.6 Section2: Secondary results

This section presents the sample analysis result regard gender and locality.

5.6.1 Sources of stress regarding Gender

Table 5.15 Sources of by gender (male and female)

Male	Sources of stress	Rank	Mean	Std. Deviation	Female	Sources of stress	Rank	Mean	Std. Deviation
totalh	Time management	1.	2.8991	1.02839	totalh	Time management	1.	3.0625	.88604
totald	Religious and ethical	2.	2.4681	.68448	totalc	Academic	2.	2.6802	.57711
totalf	Financial	3.	2.3917	.89164	totalg	Personal	3.	2.5475	.93929
totalc	Academic	4.	2.3833	.71567	totald	Religion end ethic	4.	2.5402	.64736
totalg	Personal	5.	2.2375	.93549	totalf	Financial	5.	2.2193	.79840
totalb	Social	6.	1.9868	.71140	totalb	Social	6.	1.9191	.66593
totale	Health and physical	7.	1.7643	.64705	totale	Health and physics	7.	1.9134	.54985
totala	Family	8.	1.6461	.60409	totala	Family	8.	1.5176	.50031
Valid N =120	120				Valid N =80				

In general, Table 5.15 shows that there were similarities in four mean rankings: rank 1, Time management; rank 6 ,Social domain; rank 7 Health and Physical domain; and rank 8, Family domain. In addition, females perceived Academic domain as second high stress source, while, males' perceived Academic domain as medium stress source.

Table 5.16 Sources of stress paired significant differences among male students , using one sample t-test

	Gender		Mean	Std. Deviation	Std. Error Mean	t	df	sig
Male	Pair 1	totala - totalb	-.34069	.50116	.04575	-7.447	119	.000
	Pair 2	totala - totalc	-.73725	.79451	.07253	-10.165	119	.000
	Pair 3	totala - totald	-.82204	.66973	.06114	-13.446	119	.000
	Pair 4	totala - totale	-.11821	.64586	.05896	-2.005	119	.047
	Pair 5	totala - totalf	-.74559	.84670	.07729	-9.646	119	.000
	Pair 6	totala - totalg	-.59142	.75458	.06888	-8.586	119	.000
	Pair 7	totala - totalh	-1.25300	.95981	.08762	-14.301	119	.000
	Pair 8	totalb - totalc	-.39657	.72560	.06624	-5.987	119	.000
	Pair 9	totalb - totald	-.48135	.61468	.05611	-8.578	119	.000
	Pair 10	totalb - totale	.22248	.69949	.06385	3.484	119	.001
	Pair 11	totalb - totalf	-.40490	.84201	.07686	-5.268	119	.000
	Pair 12	totalb - totalg	-.25074	.72686	.06635	-3.779	119	.000
	Pair 13	totalb - totalh	-.91231	.85375	.07794	-11.706	119	.000
	Pair 14	totalc - totald	-.08478	.69513	.06346	-1.336	119	.184
	Pair 15	totalc - totale	.61905	.80193	.07321	8.456	119	.000
	Pair 16	totalc - totalf	-.00833	.84433	.07708	-.108	119	.914
	Pair 17	totalc - totalg	.14583	.92518	.08446	1.727	119	.087
	Pair 18	totalc - totalh	-.51574	.93376	.08524	-6.050	119	.000
	Pair 19	totald - totale	.70383	.64929	.05927	11.875	119	.000
	Pair 20	totald - totalf	.07645	.81842	.07471	1.023	119	.308
	Pair 21	totald - totalg	.23062	.79026	.07214	3.197	119	.002
	Pair 22	totald - totalh	-.43096	.77892	.07111	-6.061	119	.000
	Pair 23	totale - totalf	-.62738	.85402	.07796	-8.047	119	.000
	Pair 24	totale - totalg	-.47321	.77907	.07112	-6.654	119	.000
	Pair 25	totale - totalh	-1.13479	.90728	.08282	-13.701	119	.000
	Pair 26	totalf - totalg	.15417	.82772	.07556	2.040	119	.044
	Pair 27	totalf - totalh	-.50741	.94570	.08633	-5.878	119	.000
	Pair 28	totalg - totalh	-.66157	.82149	.07499	-8.822	119	.000

To ensure that the means of male sources were ranked by their mean difference range, t-test for one sample was used to compare significant difference between each of these sources of stress and others in pairs. The result in Table 5.13 shows that Time management (totalh) was significantly different from other sources of stress ($p<0.0001$), which concluded that Time management, the highest mean, was not ranked by chance. In addition, Family domain (totala) was significantly deference from most sources of stress ($p<0.0001$).. This could be concluded that Family domain, the lowest mean, was not ranked by chance, whereas there might be some intervention or closeness between the lowest ranks 7 and 8 Health and Family.

Social (totalb) mean differs significantly from all other sources of stress mean. This indicated that Social domain was not ranked 6 by chance.

In addition, Academic domain (totald) did differs significantly ($p<0.001$) from Personal (totalg), Social (totalb) Health (totalb) and Family (totala).

Table 5.17 Sources of stress paired significant differences among female students, using one sample *t-test* for

	Gender		Mean	Std. Deviation	Std. Error Mean	t	df	sig
2.00 Female	Pair 1	totala - totalb	-.40147	.62700	.07010	-5.727	79	.000
	Pair 2	totala - totalc	-1.16256	.66916	.07481	-15.539	79	.000
	Pair 3	totala - totald	-1.02257	.65601	.07334	-13.942	79	.000
	Pair 4	totala - totale	-.39575	.68233	.07629	-5.188	79	.000
	Pair 5	totala - totalf	-.70167	.73927	.08265	-8.489	79	.000
	Pair 6	totala - totalg	-1.02985	.82376	.09210	-11.182	79	.000
	Pair 7	totala - totalh	-1.54485	.86791	.09703	-15.921	79	.000
	Pair 8	totalb - totalc	-.76109	.65008	.07268	-10.472	79	.000
	Pair 9	totalb - totald	-.62110	.59489	.06651	-9.338	79	.000
	Pair 10	totalb - totale	.00572	.72193	.08071	.071	79	.944
	Pair 11	totalb - totalf	-.30020	.74918	.08376	-3.584	79	.001
	Pair 12	totalb - totalg	-.62838	.77123	.08623	-7.288	79	.000
	Pair 13	totalb - totalh	-1.14338	.79481	.08886	-12.867	79	.000
	Pair 14	totalc - totald	.13999	.60764	.06794	2.061	79	.043
	Pair 15	totalc - totale	.76682	.61852	.06915	11.089	79	.000
	Pair 16	totalc - totalf	.46089	.82915	.09270	4.972	79	.000
	Pair 17	totalc - totalg	.13271	.85990	.09614	1.380	79	.171
	Pair 18	totalc - totalh	-.38229	.86043	.09620	-3.974	79	.000
	Pair 19	totald - totale	.62682	.62657	.07005	8.948	79	.000
	Pair 20	totald - totalf	.32090	.74894	.08373	3.832	79	.000
	Pair 21	totald - totalg	-.00728	.79312	.08867	-.082	79	.935
	Pair 22	totald - totalh	-.52228	.74069	.08281	-6.307	79	.000
	Pair 23	totale - totalf	-.30593	.78251	.08749	-3.497	79	.001
	Pair 24	totale - totalg	-.63411	.84876	.09489	-6.682	79	.000
	Pair 25	totale - totalh	-1.14911	.82048	.09173	-12.527	79	.000
	Pair 26	totalf - totalg	-.32818	.87844	.09821	-3.342	79	.001
	Pair 27	totalf - totalh	-.84318	.93386	.10441	-8.076	79	.000
	Pair 28	totalg - totalh	-.51500	.75860	.08481	-6.072	79	.000

Table 5.17 shows that Time management (totalh) was significantly different from other sources of stress (p<0. 001), which concluded that Time management, the highest mean, was not ranked by chance. Also, Family domain (totala) differed significantly from other sources of stress p<0.001. This could be concluded that Family issue, the lowest mean, was not ranked by chance.

Further, Financial domain (totalf) mean differs significantly (P<0.001) from all other sources of stress means. This indicated that financial domain was not ranked 5 by chance.

In addition, the conclusion is that the mean ranking differences might differ by chance, or there might be some interaction or closeness between ranks 2, 3 and 4.

5.6.2 Sources of stress regard Locality

Table 5. 18 Mean Sources of stress main by locality

Home-= B	Sources of stress	Rank	Mean	Std. Deviation	Non-Home = G	Sources of stress	Rank	Mean	Std. Deviation
totalh	Time Management	1.	2.8511	1.02901	totalh	Time Management	1.	3.0712	.91332
totalc	Religion and ethics	2.	2.4502	.68430	totalc	Religion and ethics	2.	2.5510	.67178
totald	Academic	3.	2.4451	.67323	totald	Academic	3.	2.5458	.66489
totalf	Financial	4.	2.3187	.82229	totalg	Personal	4.	2.4631	.96852
totalg	Personal	5.	2.2536	.91618	totalf	Financial	5.	2.3266	.89376
totalb	Social	6.	1.8963	.67507	totalb	Social	6.	2.0194	.70691
totale	Health & physics	7.	1.7342	.56805	totale	Health & physics	7.	1.9085	.64382
totala	Family	8.	1.5555	.56460	totala	Family	8.	1.6316	.56966
Valid N (n=97)					Valid N (n=103)				

In general, Table 5.18 shows that there were similarities in all mean rankings between Home-Students and non- Home students in all mean rankings except for ranking 4 and 5 Personal and Financial domains. In addition. There were similarities in all mean rankings

109

between this table which represents locality main sources of stress ranking and Table 5.2 that represent students' sources of stress ranking in general. Therefore, there is no need to use main paired t-test as it were analysed in Table 5.3.

Table 5.19 Main coping strategies used by Gender

Male = 1.00	Rank	Mean	Std. Deviation	Female =2	Rank	Mean	Std. Deviation
Accepting responsibility	1.	2.7708	.70605	Accepting responsibility	1.	2.9281	.59692
Problem solving	2.	2.7292	.67849	Positive reappraisal	2.	2.8232	.62425
Positive reappraisal	3.	2.7202	.64513	Problem Solving	3.	2.7688	.59149
Self controlling	4.	2.6060	.61703	Social support	4.	2.7667	.63953
Confronting	5.	2.5819	.62734	Self controlling	5.	2.7054	.47968
Social support	6.	2.5528	.70875	Escape Avoidance	6.	2.6406	.61346
Distancing	7.	2.4833	.62488	Confronting	7.	2.5688	.56981
Escape avoidance	8.	2.3729	.58742	Distancing	8.	2.4146	.60529
Valid N (n=120)				N=(80)			

Table 5.19 shows that both male and female students perceive Accepting responsibility as the most used strategy. Male students rank Escape avoidance as the least used strategy, while, females ranked Distancing strategy as the least used strategy.

110

Table 5.20 Coping strategies paired significance. T-test differences, considering Gender (Male) variable.

Gender		Coping Paired	Mean	Std. Deviation	t	df	sig
1.00 male	Pair 1	Confronting - distancing	.09861	.62192	1.737	119	.085
	Pair 2	Confronting – self controlling	-.02401	.53571	-.491	119	.624
	Pair 3	Confronting – social support	.02917	.56122	.569	119	.570
	Pair 4	Confronting – accepting responsibility	-.18889	.57174	-3.619	119	.000
	Pair 5	Confronting – escape avoidance	.20903	.52909	4.328	119	.000
	Pair 6	Confronting – problem solving	-.14722	.55935	-2.883	119	.005
	Pair 7	Confronting – positive reappraisal	-.13829	.53265	-2.844	119	.005
	Pair 8	distancing – self controlling	-.12262	.54502	-2.465	119	.015
	Pair 9	distancing – social support	-.06944	.64008	-1.188	119	.237
	Pair 10	Distancing – accepting responsibility	-.28750	.57399	-5.487	119	.000
	Pair 11	Distancing – escape avoidance	.11042	.54358	2.225	119	.028
	Pair 12	Distancing – problem solving	-.24583	.63067	-4.270	119	.000
	Pair 13	Distancing – positive reappraisal	-.23690	.58402	-4.444	119	.000
	Pair 14	Self controlling – social support	.05317	.55144	1.056	119	.293
	Pair 15	Self controlling – accepting responsibility	-.16488	.52502	-3.440	119	.001
	Pair 16	Self controlling – escape avoidance	.23304	.52111	4.899	119	.000
	Pair 17	Self controlling – problem solving	-.12321	.50634	-2.666	119	.009
	Pair 18	Self controlling – positive reappraisal	-.11429	.39444	-3.174	119	.002
	Pair 19	Social support – accepting responsibility	-.21806	.64786	-3.687	119	.000
	Pair 20	Social support – escape avoidance	.17986	.61309	3.214	119	.002
	Pair 21	Social support – problem solving	-.17639	.59929	-3.224	119	.002
	Pair 22	Social support – positive reappraisal	-.16746	.54009	-3.397	119	.001
	Pair 23	Accepting responsibility – escape avoidance	.39792	.57568	7.572	119	.000
	Pair 24	Accepting responsibility – problem solving	.04167	.59291	.770	119	.443
	Pair 25	Accepting responsibility – positive reappraisal	.05060	.55236	1.003	119	.318
	Pair 26	Escape avoidance – problem solving	-.35625	.67558	-5.777	119	.000
	Pair 27	Escape avoidance – positive reappraisal	-.34732	.55771	-6.822	119	.000
	Pair 28	Problem solving – positive reappraisal	.00893	.46885	.209	119	.835

111

Table 5.20 shows that Accepting responsibility (rank 1) was significantly statistically different (p>0.001)) from all coping strategies except problem solving (rank 2) and Positive reappraisal (rank 3), .This indicated that Accepting responsibility ranks may be closer to rank 2 and 3, or there might be interaction between the first three ranks. However, Accepting reasonability still ranked within highest used strategies among male university students.

Escape avoidance was significant different (p<0.001) with other coping strategies except from distancing strategy (rank7). This indicated that Escape avoidance strategy (rank 8) might be closer to Distancing strategy (rank 7) or there might be interaction between the lowest two ranks. However, Escape avoidance strategy (rank 8) still ranked within the lowest used strategies among male university students.

Table 5.21 Coping strategies paired significance T. Test differences considering Gender (Female) variable

	Pair 1	Confronting - distancing	.15417	.69748	1.977	79	.052
2.00= Female	Pair 2	Confronting – self controlling	-.13661	.60553	-2.018	79	.047
	Pair 3	Confronting – social support	-.19792	.56820	-3.115	79	.003
	Pair 4	Confronting – accepting responsibility	-.35938	.62566	-5.138	79	.000
	Pair 5	Confronting – escape avoidance	-.07188	.61890	-1.039	79	.302
	Pair 6	Confronting - problem solving	-.20000	.60958	-2.935	79	.004
	Pair 7	Confronting – positive reappraisal	-.25446	.62560	-3.638	79	.000
	Pair 8	Distancing – self controlling	-.29077	.57793	-4.500	79	.000
	Pair 9	Distancing – social support	-.35208	.75613	-4.165	79	.000
	Pair 10	Distancing – accepting responsibility	-.51354	.80538	-5.703	79	.000
	Pair 11	Distancing – escape avoidance	-.22604	.74703	-2.706	79	.008
	Pair 12	Distancing – problem solving	-.35417	.65085	-4.867	79	.000
	Pair 13	Distancing – positive reappraisal	-.40863	.66609	-5.487	79	.000
	Pair 14	Self controlling – social support	-.06131	.66482	-.825	79	.412
	Pair 15	Self controlling – accepting responsibility	-.22277	.61990	-3.214	79	.002
	Pair 16	Self controlling – escape avoidance	.06473	.65562	.883	79	.380
	Pair 17	Self controlling – problem solving	-.06339	.52259	-1.085	79	.281
	Pair 18	Self controlling – positive reappraisal	-.11786	.57087	-1.847	79	.069
	Pair 19	Social support – accepting responsibility	-.16146	.65420	-2.207	79	.030
	Pair 20	Social support – escape avoidance	.12604	.72986	1.545	79	.126
	Pair 21	Social support – problem solving	-.00208	.71673	-.026	79	.979
	Pair 22	Social support – positive reappraisal	-.05655	.71900	-.703	79	.484
	Pair 23	Accepting responsibility – escape avoidance	.28750	.68621	3.747	79	.000
	Pair 24	Accepting responsibility – problem solving	.15938	.62504	2.281	79	.025
	Pair 25	Accepting responsibility – positive reappraisal	.10491	.71635	1.310	79	.194
	Pair 26	Escape avoidance – problem solving	-.12812	.66995	-1.711	79	.091
	Pair 27	Escape avoidance – positive reappraisal	-.18259	.61590	-2.652	79	.010
	Pair 28	Problem solving – positive reappraisal	-.05446	.51865	-.939	79	.350

Table 5.22 shows that Accepting responsibility (rank 1) was not significantly different (p >0.001) with, while it was significantly different (p<0.001) with all coping strategies except Positive reappraisal (rank 2), Problem solving (rank 3) and Social support. This indicated that Accepting responsibility rank may be closer to ranks 2, 3 and 4, or there might be interaction between the first three ranks. However, Accepting reasonability still ranked within the highest used strategies among university students.

Table 5.23   Main coping strategies used by locality

Home (n=97)	Mean	Rank	Std. Deviation	Non-Home (n=103)	Mean	Rank	Std. Deviation
Accepting responsibility	2.8299	1.	.68422	Positive reappraisal	2.8460	1.	.61744
Problem solving	2.7268	2.	.65713	Accepting responsibility	2.8374	2.	.65465
Positive reappraisal	2.6716	3.	.64884	Problem solving	2.7621	3.	.63383
Self controlling	2.5582	4.	.58868	Self controlling	2.7282	4.	.53546
Social support	2.5533	5.	.72030	Social support	2.7184	5.	.65013
Confront	2.4450	6.	.59206	Confront	2.7006	6.	.59058
Escape avoidance	2.3582	7.	.63779	Escape avoidance	2.5947	7.	.56351
Distancing	2.3351	8.	.62105	Distancing	2.5696	8.	.59295
Valid N =97				Valid N =103			

Table 5.24 shows that both Home-Students and Non- Home students ranked the four lowest coping strategies similarly, wile the first four coping strategies were ranked differently. In addition, Home- students perceive Accepting responsibility as the most used strategy, but Non- Home students perceive Positive reappraisal as the most used strategy.

Table 5.25 shows coping strategies paired significance T. Test differences considering Locality variable (Home- Students).

		Home- students	Mean	Std deviation	Std error mean	t	sig
B=Home- Students	Pair 1	Confronting - distancing	.10997	.62864	.06383	1.723	.088
	Pair 2	Confronting - Self-controlling	-.11316	.55155	.05600	-2.021	.046
	Pair 3	Confronting - Social support	-.10825	.57082	.05796	-1.868	.065
	Pair 4	Confronting - Accepting responsibility	-.38488	.55034	.05588	-6.888	.000
	Pair 5	Confronting - Escape avoidance	.08677	.55557	.05641	1.538	.127
	Pair 6	Confronting - Problem solving	-.28179	.61207	.06215	-4.534	.000
	Pair 7	Confronting – positive reappraisal	-.22656	.59050	.05996	-3.779	.000
	Pair 8	Distancing - Self-controlling	-.22312	.58720	.05962	-3.742	.000
	Pair 9	Distancing - Social support	-.21821	.68396	.06945	-3.142	.002
	Pair 10	Distancing - Accepting responsibility	-.49485	.69345	.07041	-7.028	.000
	Pair 11	Distancing - Escape avoidance	-.02320	.68012	.06906	-.336	.738
	Pair 12	Distancing – problem solving	-.39175	.63193	.06416	-6.106	.000
	Pair 13	Distancing – Positive reappraisal	-.33652	.61761	.06271	-5.366	.000
	Pair 14	Self-controlling - Social support	.00491	.60942	.06188	.079	.937
	Pair 15	Self-controlling – accepting responsibility	-.27172	.55440	.05629	-4.827	.000
	Pair 16	Self-controlling - Escape avoidance	.19993	.54798	.05564	3.593	.001
	Pair 17	Self-controlling - Problem solving	-.16863	.53542	.05436	-3.102	.003
	Pair 18	Self-controlling – Positive reappraisal	-.11340	.48705	.04945	-2.293	.024
	Pair 19	Social support – Accepting responsibility	-.27663	.60303	.06123	-4.518	.000
	Pair 20	Social support - Escape avoidance	.19502	.60181	.06110	3.192	.002
	Pair 21	Social support - Problem solving	-.17354	.68123	.06917	-2.509	.014
	Pair 22	Social support – Positive reappraisal	-.11831	.61858	.06281	-1.884	.063
	Pair 23	Accepting responsibility - Escape avoidance	.47165	.59389	.06030	7.822	.000
	Pair 24	Accepting responsibility - Problem solving	.10309	.55274	.05612	1.837	.069
	Pair 25	Accepting responsibility – positive reappraisal	.15832	.59434	.06035	2.624	.010
	Pair 26	Escape avoidance - Problem solving	-.36856	.66257	.06727	-5.478	.000
	Pair 27	Escape avoidance – Positive reappraisal	-.31333	.55230	.05608	-5.587	.000
	Pair 28	Problem solving – positive reappraisal	.05523	.47497	.04823	1.145	.255

Table 5.25 show that Accepting responsibility (rank 1) was significantly difference (p <0.001) from all coping strategies except from Problem solving (rank 2) and Positive reappraisal (rank 3). This indicated that Accepting responsibility rank may be closer to ranks 2 and 3 or there might be interaction between the first three ranks. However, Accepting reasonability still ranked within highest used strategies among university students.

Table 5.26 Shows Coping strategies paired significance T. Test differences considering Locality variable (Non- Home-Students).

		Locality	Mean	Std deviation	Std error mean	t	sig
G=Non- Home Students	Pair 1	Confronting - Distancing	.13107	.67626	.06663	1.967	.052
	Pair 2	Confronting - Self-controlling	-.02751	.57867	.05702	-.482	.631
	Pair 3	Confronting - Social support	-.01780	.57542	.05670	-.314	.754
	Pair 4	Confronting - Accepting responsibility	-.13673	.61888	.06098	-2.242	.027
	Pair 5	Confronting - Escape avoidance	.10599	.60804	.05991	1.769	.080
	Pair 6	Confronting - Problem solving	-.06149	.52704	.05193	-1.184	.239
	Pair 7	Confronting – positive reappraisal	-.14540	.55595	.05478	-2.654	.009
	Pair 8	Distancing - Self-controlling	-.15858	.54036	.05324	-2.978	.004
	Pair 9	Distancing - Social support	-.14887	.71816	.07076	-2.104	.038
	Pair 10	Distancing - Accepting responsibility	-.26780	.85800	.06483	-4.131	.000
	Pair 11	Distancing - Escape avoidance	-.02508	.62838	.06192	-.405	.686
	Pair 12	Distancing - Problem solving	-.19256	.63433	.06250	-3.081	.003
	Pair 13	Distancing – Positive reappraisal	-.27647	.62822	.06190	-4.466	.000
	Pair 14	Self-controlling - Social support	.00971	.59473	.05860	.166	.869
	Pair 15	Self-controlling - Accepting responsibility	-.10922	.56442	.05561	-1.964	.052
	Pair 16	Self-controlling - Escape avoidance	.13350	.61504	.06060	2.203	.030
	Pair 17	Self-controlling - Problem solving	-.03398	.48334	.04763	-.713	.477
	Pair 18	Self-controlling – positive reappraisal	-.11789	.45897	.04522	-2.607	.011
	Pair 19	Social support - Accepting responsibility	-.11893	.68427	.06742	-1.764	.081
	Pair 20	Social support - Escape avoidance	.12379	.71352	.07030	1.761	.081
	Pair 21	Social support - Problem solving	-.04369	.62141	.06123	-.714	.477
	Pair 22	Social support – positive reappraisal	-.12760	.62154	.06124	-2.084	.040
	Pair 23	Accepting responsibility - Escape avoidance	.24272	.63203	.06228	3.898	.000
	Pair 24	Accepting responsibility - Problem solving	.07524	.65674	.06471	1.163	.248
	Pair 25	Accepting responsibility – positive reappraisal	-.00867	.63928	.06299	-.138	.891
	Pair 26	Escape avoidance - Problem solving	-.16748	.68674	.06767	-2.475	.015
	Pair 27	Escape avoidance – Positive reappraisal	-.25139	.61683	.06078	-4.136	.000
	Pair 28	Problem solving – positive reappraisal	-.08391	.49466	.04876	-1.721	.088

Table 5.26 shows that Positive reappraisal (rank 1) was only significantly different (p<0.001) from Escape avoidance, Social support, Self-controlling and Distancing coping strategies. This indicated that Positive reappraisal rank may be closer to ranks 2 or 3 or, there might be interaction between the first three ranks. However, Positive reappraisal was still ranked within the highest used strategies among Non- home university students.

Table 5.27 Significance level of stress among female and male students using one paired one paired sample t-tests

Male	Mean	Test Value = 1				95% Confidence Interval of the Difference	
		t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
Totalpa1	2.2221	22.646	119	.000	1.22210	1.1152	1.3290
Totalp2	3.1702	42.206	119	.000	2.17024	2.0684	2.2721

Female	Mean	Test Value = 1				95% Confidence Interval of the Difference	
		t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
Totalpa1	2.3000	23.006	79	.000	1.29999	1.1875	1.4125
Totalp2	3.3152	44.928	79	.000	2.31518	2.2126	2.4177

Totalpa1= Total sources of stress; Totalpa2= Levels of stress

Table 5.27 shows that both female and male university students experienced a significant level of stress ($p < 0.05$) within the total level of stress score (totalp2). In addition, the total source of stress level (totalpa1) was also significant ($p < 0.05$) for both female and male students.

Table 5.28 Significance level of stress among Home- and non Home- students by using one paired sample t- test

Home-student	Test Value = 1						
						95% Confidence Interval of the Difference	
	Mean	t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
Totalpa1	2.1881	20.926	96	.000	1.18807	1.0754	1.3008
Totalp2	2.1716	38.074	96	.000	2.17158	2.0584	2.2848
=Non-Home-student	Test Value = 1						
						95% Confidence Interval of the Difference	
	Mean	t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
Totalpa1	2.3146	24.108	102	.000	1.31464	1.2065	1.4228
Totalp2	3.2816	47.101	102	.000	2.28155	2.1855	2.3776

Totalpa1= Total Sources of stress; Totalpa2= Levels of stress

Table 5.28 shows that both Home and Non- Home university students experience a significant level of stress ($p<0.05$) within total level of stress score (totalp2). In addition, the total source of stress level (totalpa1) was also significant ($p=<0.05$) among Home- and Non- Home students.

Table 5.29 Significance level of counselling needs for students using one sample *t-test* considering Gender

Male	Mean	Test Value = 1					
		t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
						Lower	Upper
totalp4	2.5937	34.019	119	.000	1.59369	1.5009	1.6864

Female	Mean	Test Value = 1					
		t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
						Lower	Upper
totalp4	2.6973	38.446	79	0.000	1.69735	1.6095	1.7852

Totalp4=counselling needs

Table 5.29 shows that both female and male university students experience a significant need for counseling (p <0.05).

Table 5.30 Significance level of counselling needs for students, using one sample *t-test* considering locality (Home- and non-Home- students)

Home- students	Mean	Test Value = 1					
		t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
						Lower	Upper
Counselling needs totalp4	2.5661					1.4547	1.6574
		30.470	96	.000	1.55608		

Non- Home students	Mean	Test Value = 1					
		t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
						Lower	Upper
Counseling needs =totalp4	2.7096	30.470	96	.000	1.55608	1.4547	1.6574

Table 5.30 shows that both Home and Non- Home university students experience a significant need for counselling (p<0.05)

5.7 Students Interview

5.7.1 Introduction

The interview is the second source of data interviews that are intended to complement the questionnaire data. A total of 10 purposive selected university students agreed to be interviewed individually. The participants were 5 males and 5 females, ranging in age from 20 to 24. One male and one female participant are married but not to each other. Three of them were in their first year of their study, two in their second, three in their third and two in their fourth year.

Table 5.31 sample categories:

Categories	Frequency	Percent
Female	5	50%
Male	5	50%
Total	10	100%

Table 5.31 shows the interviews was semi-structured (see Appendix C). That is, the researcher prepared a set of questions that would enable her to cover the following areas:

- General background
- Students' sources of stress
- Coping strategies
- Counselling needs

There was sufficient flexibility in the interview structure to enable relevant issues to be explored in greater detail than a rigidly structured interview would allow.

5.7.2 Conduct of interviews

As has previously been stated, 10 students from two universities were interviewed, male interviews lasted around 45 to 55 minutes each. The interviews were typically conducted in the private room. Where respondents did not wish to be recorded, the researcher took notes during the meeting, or immediately after it.

All the interviews took place in a relaxed atmosphere and the respondents talked freely without appearing nervous. Each interview was prefaced by an explanation of the purpose of the study. After each interview a revision for the notes were placed to full any missing comments. A transcription then was made, and any necessary corrections made.

5.7.3 Interview Analysis

The focus of the analysis is to discover the perspectives of ten university students, in the data analysis process; the qualitative research method was used to elicit data from twenty samples. The raw data derived from the transcripts of the interviews were read and reviewed carefully to identify ideas reflective of their practice.

The data analysis involved identification of patterns through redundancy and data saturation, in order to discover credible, confirmable, and meaningful themes when appropriate. The process of data analysis described by Huberman and Miles (1994) was followed. It began with the lower level of analysis of raw data (i.e. words and sentences) and descriptors, followed by the identification of recurrent patterns, and, when appropriate, the generation of the most comprehensive and abstract themes. Coolican (2004) identified this process as *Thematic (Interpretive) Analysis*. The presentation of the results was organised around the themes that emerged in the form of analyses. These themes are based on the transformation

121

and generalisation of transcript meaning units. Further, these themes were combined with evidence from participants in the form of reference text quotation (Coolican, 2004).

However, the analysis was not made *a priori*, but obtained from informants in their natural environment. The descriptive categories or abstraction of themes, which constituted the last stage of content analysis, involved identifying all the views that emerged from the sample. That is, the whole responses were used to identify a theme or a descriptive category. In this way no data were excluded. However, in this study, the themes represented the practices of students and university lecturers.

The following results relate to the data, which emerged, reflective of the interviewees' views of their practice.

5.7.4 Procedure

Prior to conducting the interviews, the researcher explained verbally the aim of the study and the importance of looking at the interviewee's perceptions. Each interview lasted from 30 to 50 minutes. As the interviewees did not agree to be tape - recorded, note- taking was initially planned to be used for data recording. However, it was difficult for the researcher to note all the words while listening to the interviewees. Therefore, after each interview, the researcher added further comments in writing to supplement what was noted during the interview.

5.8 Interview finding

All interviews were conducted in Arabic and translated by the researcher.

5.8.1 Aspects of stress

All interviewees were asked in *what ways they viewed or described stress*.

It was surprising to the researcher that all participants view stress as a negative force, they feel stress is negative because it impacts on their lives, health, mood and social relations. Yet, they identified stress as **"a result of an unsolvable problem."** None of them perceive stress as a positive force that motivates them.

Almost all female students emphasise the physical and emotional symptoms of stress, such as having **high blood pressure, tension, headaches,** and **depression,** while male students emphasise **emotional** and **cognitive** symptoms of stress, such as **anger** and **unwanted** or **repetitive thoughts.** One interviewee stated: **"When I am under stress I feel very angry and need to break things and cannot control my nerves or anger towards others. I need to pull my stress out."** Another interviewee commented: **"When I am stressed, I cannot listen to what the teacher is saying; I am sitting in the class but my mind is absent; I cannot concentrate on what the teacher is saying."**

5.8.2 Sources of stress

All participants placed **academic issues** as the main sources of stress. For example, fear of failing, getting lower grades than they hoped for, uninteresting majors, changing their major, arguments with instructors, heavy workload and having too many things to do in too short a time, and preparing for exams, could cause a lot of pressure. One interviewee stated: **"Studying for the exams is very stressful to me. In particular, having two exams in one day, this would make stress worse; I would have trouble sleeping."**

The interviewees further pointed out those academic issues have **negative consequences** on their social life. Five students commented that they are not able to **balance** their time satisfactorily between **study** and **social activities.** One married interviewee expressed how he suffers trying to balance his **family obligations** with his **academic demands.** Male interviewees spoke about **financial problems** as being one of their greatest concerns. For example, one interviewee stated: **"My scholarship does not cover all my expenses; I work part- time. I cannot balance between my academic demands and my work; furthermore, I do not have enough sleep".** In addition, female interviewees consider **family issues,** for example, **conflicts with family members** and **solving family problems,** as other sources of stress.

5.8.3 Experience of stress

Most male interviewees spoke about their experiences of stress in the present, their need for someone who can **listen** to their problems **"I have a lot of things in my heart and I need to take them out; I need to talk about them to alleviate my stress, but I need someone to listen to my problem."** Another interviewee pointed out that **"it is not the problem itself that causes stress but when I cannot find a solution for the problem."**

All female students are reserved about speaking openly of any experience of stress. In fact, some of them deny any experience of stress in their present or past. Two of them stated that they are able to control stress, and only a very high level of stress can negatively affect their lives or their health.

5.8.4 Managing stress

Three female interviewees indicated that they manage their stress by **thinking about its causes, and trying to analyse them,** trying to change their view towards the problem they face and simplifying it. In addition, they did emphasise the role of **prayer** and **religious beliefs** to relieve stress. **"I feel comfortable whenever I pray to God, my prayer can provide me with strength and security"**

Four males mentioned that **talking** to friends and relatives is the best way to help them to cope better. A male student stated: **"It is important to have friends in your program whom you can share the stress with, so that you do not feel isolated when you are feeling overwhelmed"** In general, male students express their need for others to share their stress or talk to about it, while female interviewees express their dependence on solving their own problems.

5.8.4 Counselling Needs

Almost all female interviewees **disagree** with the idea of seeking help from a **counsellor.** They empathically express some reluctance about telling their secrets to a stranger person, as he /she might spread them. Rather, they perceived themselves as capable of solving their own problems. **"I have to try to solve my problems myself, because I am mature enough to deal with my problem".** Another female student mentioned: **"I do not need a counsellor; I do not trust strange people. Beside, I would not want to share my personal feelings with someone connected to my university."** In addition, two participants had never come across counselling services **"I never heard about a counselling service."**

All male students expressed their agreement with the need for a counselling service in the university. **"We need someone to listen to our personal and academic problems. The advisors do not have time to listen to us."** Another male interviewee stated: **"Counselling could be used to help students to alleviate their stress."** Yet another said: **"I need to share my stresses and thoughts with an expert, but I am not sure the counsellors in our university are qualified."** Regarding personal experience with counselling, only two male interviewees (both in their junior year) said that **they had been to a counsellor.** Both of them were **satisfied** with this experience. Another interviewee stated ,**"If I need to meet a counsellor I would rather express my problem by saying that it's my friend's problem and not mine; I think in this way I will not feel any embarrassment"**

5.8.5 Role of the Counselling service

All students suggested more involvement from academic counselling services in **advising** during the selection of a major, and during orientation, and a stronger focus on the quality of relationships between the students and faculty. Male interviewees emphasised counselling for **financial** problems. Several students suggested that the counselling service should **provide workshops** for **self-understanding, study skills,** and **stress management.** In addition, they stated that they need consultation about financial problems and part-time jobs.

5.9 Summary

The aim of this study, as stated in chapter 1, was to identify the main sources of stress that affect students' level of stress, students' coping strategies and their counselling needs. The main overall findings were revealed from research survey questionnaires and interviews.

This chapter reported the results of data analysis procedures in this research. First, the results of the survey process were presented. The rank order of mean scores for each source of stress and coping strategies were presented. Next, the response rate and the demographic characteristics of study participants were reported, and the results of the data analysis to answer each of the research questions were reported.

Results from the interviews were summarised. These resulted in the generation of a questionnaire that represented the perceived experience of stress, which answered the research questions. The interviewees stated that academic issues and time pressure were their main sources of stress. Furthermore, males revealed more awareness of a need for counselling than females.

Results from analysis of the completed surveys answered the research questions. In addition, reliability analysis revealed that the overall instrument demonstrated high reliability and validity.

Results from the rank ordering of perceived sources of stress and coping strategies revealed the different levels of importance that each source of stress and coping strategy was perceived to have had on students This result indicated that students identified time management as the most frequent sources of stress, followed by religious and ethical, then the academic domains. The family domain was considered to be the source of least stress experienced by university students. In addition, the coping strategies reported to be used

most by these students is *accepting responsibility* followed by *positive reappraisal*, then *problem solving*. *Escape avoidance* and *distancing* strategies were reported as less used strategies.

Gender had a significant effect on level of stress from two sources of stress: Religious /Ethical and Personal stress, and one Escape avoidance. Females reported higher levels of stress, higher levels of sources of stress, and higher reported coping strategy use than males. Locality had a significant effect on counselling needs; Non- Home-students experience more need for counselling than Home- students. Locality had a significant effect Self-controlling, Escape avoidance, and positive reappraisal. The mean use of coping strategies was greater for Non- Home students than Home- students.

Chapter Six Discussion and Recommendations

6.1 Introduction

This chapter discusses and summarises the study result as related to its hypotheses. This will be followed by a discussion of the contribution this study makes to the field of counselling. The third section will note the limitations of the study and give suggestions for future research.

Based on the results of the analysis, an attempt will then made to provide some useful recommendations that ideally will become points of action for educators and counsellors in the kingdom of Bahrain.

6.2 Discussions

The purpose of this study, as stated in chapter one, was to identify the main sources of stress that affect students' levels of stress, how students cope with the university experience and their counselling needs. Particularly, the focus of this study was on the relationship between stress and coping strategies among university students and their needs for counselling. The main overall findings were derived from research survey questionnaires and interviews.

Standardised questionnaire were used to measure students' sources of stress as well as students' needs for counselling. In addition, a translated version of the Coping Strategies questionnaire designed by Folkman and Lazarus (1988) was used to measure the types of coping strategies used by the students. A translation of the Perceived Stress questionnaire created by Cohen et al. (1983) was used to measure the level of stress. A total of 200

university students responded to the questionnaire. Another 10 university students agreed to be interviewed. The results from the interviews, in conjunction with the quantitative data, provide the following findings concerning these hypotheses:

7. University students in the kingdom of Bahrain experience a significant level of stress.

8. University students in the kingdom of Bahrain experience a significant need for counselling.

9. There is variation in the sources of greatest stress found in university students in the kingdom of Bahrain.

10. There is variation in the types of coping strategies used by university students in the kingdom of Bahrain..

11. There is a significant relationship between university students' coping style and sources of stress.

12. There is a significant effect of demographic characteristics such as gender and locality in their relation to:

    Sources of stress

    Stress levels

    Counselling needs

    Coping strategies

6.3 Level of Stress and Counselling Needs

The study supported research hypothesis one, as results indicate that university students experience a significant level of stress ($p<0.05$) mean=3.22882 which considered as above

median point. Statistically this result could be argued since the minimum value =1, the median level of stress could be expected within this range. However, it is naturally expected that all human at least will experience such feeling of stress in order to motivate human behavior .As some researchers concluded that not feeling stress is equal to death (Kairallah, 1988). Therefore, the least value of stress considered as 1 and not zero. In addition, the aim of counselling role not confined when students reach a crises point of stress, however, it started from prevention level, which consider as a risk level.

In general, this finding is associated with those of Abouseri (1994) and Al-Rowaie (2001) that the majority of university students experienced stress. Accordingly, counsellors and those responsible for education should take this result into consideration, since several studies have associated stress with negative consequences such as less health status (Hudd et al., 2000), decreased academic performance, dropping out

(Misra et al., 2000; Pereira, 1997). This effect was underscored by the interview sample that stated that even medium levels of stress could negatively affect their lives. This result was not surprising, since several interviewees perceive stress as a threat rather than a challenge.

Although not all students experiencing stress need professional or counselling help (Lucas and Berkel, 2005) the result of current study indicated a significant level of counselling needs, which supported research hypothesis two. Along with this finding, there is a positive correlation between the level of stress and the extent of counselling needs. This result is supported by several researchers who reported an increased demand on counselling services (Al-Banna, 2001; Al-Rowaie, 2001; Benton, 2003; Al-Bahrani, 2004; Lucas and Berkel, 2005). The interviewees in this study expressed the same needs, particularly the need to express their problem to a trusted person. One interviewee stated, *'I have a lot of things in my heart and I need to take them out, I need to talk about them to alleviate my stress, but I*

need someone to listen to my problem '. Describing stress in terms of its effect on the heart is likely a common cultural expression, as it has also been expressed by Omani university students, describing their inner stress as a hit on their heart (Al-Bahrani, 2004).

The interviewees also suggested there was a need for more involvement from academic counselling services in the selection of a major and during orientation. In addition, they felt workshops should be provided for self-understanding, study skills and stress management.

Over all, the role of counselling intervention is crucial (Sax, 1997). As Abromouitch et al. (2000) stated, among university students who use and express their needs for counsellor services, a psychological counsellor helped them to cope effectively with their stress.

Over all, the role of counselling intervention is crucial (Sax, 1997). As Abromouitch et al. (2000) stated that university students who use and express their needs for counsellor services, psychological counsellors helped them to cope effectively with their stress.

6.4 Sources of Stress

The study supported research hypothesis three, in which the rank ordering of perceived sources of stress revealed the different levels of importance that each source of stress was perceived to have had on students. This result indicated that students identified *time management* (i.e. not having time to revise all exams period, feeling as if I am hurrying all the time, having too many things to do at once, not having time to engage in one of my favourite hobbies or activities) as the most frequent sources of stress followed by *religious and ethical* (i.e. being concerned about some issues in our society, such as social solidarity, lack of religious beliefs and the spread of drugs), then the *academic domains* (i.e. ' it takes a lot of effort to get ahead'; 'being afraid of getting a warning notice if my GPA is low';

courses are too demanding). The family domain was considered to be the source of least stress experienced by university students.

Interviewees reported a similar view when they placed academic issues and pressure of time as the main sources of stress. One interviewee stated, " *Studying for the exam is very stressful to me. In particular, having two exams in one day; this would make stress worse; I would have trouble sleeping.* "

This result is also associated with Simons (2002) finding that absorbing enormous amounts of knowledge within a limited amount of time was the main sources of stress among university students. In addition findings by Kohn et al. (1996) supported time management as a common stress source for students. Murph and Archer (1996) also presented the major academic stress in descending order as follows: tests, grades, competitions, time demands, class environment and future success. Ross et al. (1999) found that the top five sources of stress were changes in sleeping habits, vacations/breaks, changes in eating habits, new responsibilities and work load. These differences in prevalence of sources of stress may well be explained by the nature of the interaction of an individual's stress experience and his or her own expression of it. As Pereira (1997) stated, an individual's problems or sources of stress could not be viewed independently of other stress problems. One problem could lead an individual to other, bigger or smaller problems.

In the light of the finding that time management provides the highest source of stress experienced by students; university administrators and counsellors should consider incorporating stress management training in orientation activities.

6.5 Coping Strategies

The study supported research hypothesis four, as the results indicated that coping strategies varied in their highest mean, which differ significantly from each other. The three top coping strategies reported to be used most by these students are *accepting responsibility* followed by *positive reappraisal*, then *problem solving*, while *escape avoidance* and *distancing* strategies were reported as less used strategies. *Accepting responsibility* indicated that students acknowledge their own role in their problems with the concomitant theme of trying to put things right. On the other hand, *positive reappraisal* describes the effort to create positive meaning for the situation and involves a religious dimension. *Problem solving* describes deliberate problem–focused efforts to alter the situation, coupled with an analytic approach to solving the problem. In general, students are likely to use cognitive and behaviour strategies to reduce their stress. This finding is slightly different from the finding of Mesra et al. (2000) that revealed students frequently employ *emotion* and *cognitive* approaches to dealing with stress while *behaviour* approaches such as problem solving occur less often. The result of the current study is partly aligned with those of Kindreich (2004), who found that the top coping strategies used by university students were social support, plan full problem solving and the confronting strategy. However, the distinction here is related to the situation that coping correlates with. As Folkman and Lazarus (1988) pointed out, coping varied according to the type of situation. Work related situations, for example, elicited more problem–focused coping than did health or family related situations, and health related situations elicited more emotion–focused coping than did work or family related situations (Folkman and Lazarus, 1988).

6.6 Relationships among level of stress, sources of stress and coping strategies

The study result supported research hypothesis five as it is apparent that the use of each coping strategy was associated with the students reporting a higher level of stressful life events. This finding was consistent with the findings of research by Kindreich (2004). This result is expected because individuals need a defence mechanism to confront the stress experience. Thus, whenever students feel a lot of stress there will be a greater need for using coping strategies in order to reduce the stress.

On the other hand, *problem solving* was the strategy less associated with different domains of stress. The *family domain*, which was ranked as the least responsible for students' mean stress, was less associated with different types of coping strategies, while time management was the strategy with highest mean stress and correlated significantly with all types of coping strategies. This result is consistent with the previous result. It is likely that students used different type of coping strategies when encountering a stressful situation. The more stressful a situation is perceived to be, the greater the need for using different types of coping strategies. This finding is associated with most of the findings of Kindreich (2004), who concluded sources of stress were correlated with confrontation, accepting responsibility, escape avoidance and plan full problem solving.

In identifying which source of stress had an effect on particular coping strategies, it was found that financial issues (i.e. depending on my family support) has a significant effect on social support and problem solving coping strategies. This could be expected since financial demands could be solved by the financial support of others or other plan strategies, such as working or taking out a bank loan. Religion has a significant effect on the strategy of accepting responsibilities. Personal issues had a significant effect on the

escape avoidance strategy. When students encounter personal problems they tend to escape or avoid the situation, or they might use wishful thinking to solve their problem.

While the above-mentioned sources of stress had a significant effect on one or two coping strategies, academic stress, in particular, has a significant effect on several coping strategies, such as self-controlling, social support, accepting responsibility, escape avoidance, problem solving and positive reappraisal coping strategies. The findings of Karive and Heiman (2005) do not support this result, since they found that higher levels of academic stress predicted the use of an emotion–oriented strategy. Finally, *time management* had a significant effect on the confront strategy which means that students' difficulties with managing their time could lead them to use aggressive effort and some degree of risk taking to alter the situation.

6.7 Demographic differences

The study supported research hypothesis six, in that gender had a significant $p<0.05$ effect on level of stress and for two sources of stress, religion /ethics and personal stress, as well as on two coping strategies: social support and escape avoidance. However, these significant did not emerge when using Bonferroni corrected F-test, $p<0.003$ except for religion /ethics and personal stress and escape avoidance strategy, which approved to be significant.. In general, females reported higher levels of stress, higher levels of sources of stress and higher coping strategy use than males.

However, these results are not consistent with the interview findings in which females expressed less stress and needs for counselling than males. These differences in findings might relate to cultural factors. Females in Arab culture are likely to be more reticent about

expressing their stress problems. They are more sensitive to how others think about them when expressing their inner beliefs and thoughts. Accordingly, they might freely express their inner experience if security is assured and their identity is hidden, such as when answering a questionnaire. Taking this into consideration, the researcher is likely to rely on quantitative results; since several researchers reported that females express greater stress than males (Abousreie, 1994; McKean, 2000; Misra et al., 2000).

The results for coping strategies are consistent with the findings of Roe et al. (2000) that female tend to use social support emotion and escape avoidance, while males mostly use active coping. Misra et al. (2000) explained why males use emotion expression less than female in terms of socialization, which teaches males it is an admission of weakness to use emotion strategy. However, Folkman and Lazarus (1988) suggested that these gender differences in coping may have been confounded with gender differences in sources of stress. The interview findings contradict the quantitative results in this strategy. Males reported reducing their stress by seeking social support, while females reduced their stress by praying. Again, the cultural factor might influence female answers, as it was explained earlier that female are more conservative toward revealing their inner thoughts and experience. Accordingly, further research should consider cultural factors before relying on interview findings in particular.

Regarding locality differences, non-home students were found to have had a significantly greater need for counselling in comparison with home students. Being a non-home student had a significant effect on six coping strategies: confront strategy, distancing strategy, social support, self-controlling, escape avoidance and positive reappraisal. The mean use of coping strategies was greater for non-home students than home students. This finding can be associated with the findings of Halamandaris (1995) which explained that non-home

students experience higher levels of stress and counselling needs because not only do they experience the same problems which home students report but also a number of additional difficulties which are closely related to cultural differences.

There was only one significant effect regarding the interaction of gender with home status of students, which related to the health and physical source of stress; male non-home-students experienced higher levels of physical source of stress than home students, while female non-home students experienced lower levels of physical sources of stress than female home students. However, this result was not approved by Bonferroni Correction.

A summary of the results from the interviewees showed that academic issues and time pressure were their main sources of stress. Furthermore, males revealed more awareness of a need for counselling than females. This result is consistent with the conclusion of Al-Mesharaf (2000) that male students experience more stress problems and counselling needs than females. However, Al-Bahraini (2004) pointed out that Arab female students are more conservative when expressing their own stress problems compared with male students, especially during open interviews. Accordingly, questionnaire results may reveal different responses compared with interviews.

Over all, the findings of this study support the transactional model of stress and coping, which proposed that the stress experience is a transactional between the person and the situation (sources of stress). The emphasis within the theory is on the importance of the situation, which stimuli the choice to select an appropriate coping strategy to adapt with. Accordingly, the use of coping strategies changes from situation to situation and from environment to environment. The role of coping, as distinguished from trait or style, is defined as a process which attempt to reduce or eliminate the threat situation (sources of stress) . Folkman and Lazarus (1984).

It was concluded, based on this study that university students had a preference in the way they use specific coping strategy to encounter specific sources of stress or situations. As result revealed (discussed in section 6.6), *Family domain*, was less associated with different types of coping strategies. While *Time Management*, was correlated significantly with all types of coping strategy. In addition, results concluded that such source of stress predict the use of particular coping strategies. For example, financial issues (i.e. Depending on family support) had a significant effect on social support and problem solving coping strategies. Religion had a significant effect on accepting responsibilities strategy. Personal issues had a significant effect on escape avoidance strategy. While the above-mentioned sources of stress had a significant effect on one or two coping strategies, Academic stress, in particular, has its' significant effect on several coping strategies such as; self-controlling, social support, accepting responsibility, escape avoidance, problem solving and positive reappraisal coping strategies. Last, Time management has its' significant effect on confront strategy which means that students' difficulties with managing their time could lead them to use aggressive effort and some degree of risk taking to alter the situation.

These results indicated that students used different type of coping strategies when encountering stressful situations, which coincided with the concepts of Folkman and Lazarus (1984) transactional theory. Further, the finding of gender differences in stress level, sources of stress and preference for using specific coping strategy is again supported the assumption of this theory that gender influence the appraisal of the events or stress situation . Last , the variation in sources of greatest stress found in university students revealed that students determined to which sources or events considered as high threat or

less threat (stress), which associated with Folkman and Lazarus (1984) assumption of individual cognitive appraisal role to the situation he or she confront.

6.8 Limitations of the Study

In interpreting the findings of the study, care should be exercised to take account of its limitations, which include the following:

a) This study was conducted in Manama, Bahrain among local students and non-local students who originally lived in the non-home countries. Due to limited resources the researcher was unable to survey students in their non-home (e.g. Arabian Gulf) countries. Thus, the results cannot be generalised as the views of all students in non-home settings, but it can be assumed that there are some similarities in their views because of their centralised nature of the education system.

b) While coping with university experience is challenging for all students, the experience reported in this study at only two small private universities may be unique. The findings cannot be generalised to the experience of all government or private universities.

c) The experience of stress among university students was not compared with non-university students to ensure if the causes are related to university experience and not the effect of a developmental stage.

d) The literature recommends that the views of parents and teachers be taken into account in the students' problems. Due to resource constraints, those groups could not be included in the study. It is recommended that such categories be included in future studies.

e) The research sample was limited to those who are studying in the universities. Other practitioners, such as counsellors, staff in private colleges and other specialists or educators working outside of the universities were not surveyed in this study.

f) Since all questionnaires were administered at the end of the semester (before the final exam), it is possible that students' levels of stress could have been higher than if questionnaires had been administered at another, less stressful time during the semester.

The limitations of the study need to be considering before generalising the results obtained.

6.9 Contribution

This study is believed to be one of the first academic studies, as best of research knowledge, to determine university students' experiences of stress in the Kingdom of Bahrain. It provides information about the sources of students' stress and their coping strategies profile. As such, this information is an initial step in designing any counselling intervention or prevention program. Better comprehension of the mechanisms by which university students cope with stress may lead to improvements in psychological counselling.

The study also provides information that could help to reduce stress in university settings. Thus, it might be used as a reference point for teachers, counsellors, and other researchers when investigating university students' stress and coping experiences in the Kingdom of

Bahrain or any other Arabic country. In the same way, the questionnaires about sources of stress and counselling needs constructed for the current study might also be used by other researchers interested in this area. In addition, the two translated standardised questionnaires for determining coping strategies and stress levels have not, to the best of the researcher's knowledge, been used within Arab culture. Accordingly, they may be of benefit for comparison with results in other cultures within the same context.

Furthermore, the studies lend support to the theoretical basis of Folkman and Lazarus transactional theory, which states that the preferred use of coping strategy is based upon stress situation (sources of stress) and gender differences. Although there are several investigations of the stress or coping phenomenon in relation to other variables, there is less research combining the whole experience of stress in its relation with sources, levels and the coping strategy used to reduce it, as well as predicting the effect of particular sources on preferring a particular coping strategy. Overall, the study provides a result consistent with previous research in terms of highest stress level, sources of stress, counselling needs and gender differences. Finally, the study results can be considered as an essential element for constructing any student's curriculum, which should include training in elements of problem solving. Since the students, females in particular, revealed that social support strategy is the best approach to deal with personal stress; a peer-counselling program would be considered as an appropriate counselling intervention in this regard.

6.10 Recommendations

The results from this study suggest that university students do experience a significant level of stressful life events. Therefore, it is important that counsellors and teachers are sensitive

142

to the impact of stressful life events on a university student's well being. Conducting ongoing assessments of the level of stress experienced by university students might help counsellors or teachers intervene earlier so that they are better able to target services to this client population. Also, considering the unique sources of stress for minority students may help counsellor or teachers more appropriately target interventions to meet their needs. As for the current study, since the leading sources of stress were revealed to be time management and academic demands, this suggests the university has a role in providing e training workshops or seminars for students relating to these areas, specifically for incoming freshmen. In reality, stress in a university setting cannot be eliminated, but we should do better if we prepare students to manage it. Unquestionably, time management is not limited to the academic setting but is a process that extends to the end of individual's life.

The result of this study also shed light on the types of coping strategies (i.e., confront, accepting responsibility, escape avoidance, and plan full problem solving) that university students use to deal with stressful life events. Counsellors and teachers can use this information to better educate students on the long- and short-term effects of these strategies. For example, the use of escape avoidance strategies includes smoking or taking drugs. While it may be considered developmentally normal for young adults to experiment with smoking, education about the harmful side effects of this strategy may help students consider other types of coping. Additionally, incorporating a stress management course in a university student's curriculum could be beneficial for students. It was found that problem solving was the strategy least associated with students' stress; however, it is one of the most positive cognitive strategies that an individual can use to solve any problem in an analytical approach. Therefore, it would be recommended to provide training courses or seminars in how to use this strategy. Furthermore, non-home students revealed higher stress

levels and counselling needs than home students; accordingly, it would be helpful to give more attention to their needs and stresses. Finally, a lack of training in counselling has been observed among universities in the kingdom of Bahrain. Therefore, it is vital, as an initial step, to provide staff development training that includes a paradigm shift from a teacher–centred to a positive supportive student–centred environment based on mutual respect, efficacy and character education. Along with this, appropriate counselling or psychological staff should be provided to implement the assessment program, to assist in the training program and conduct research on students' coping problems, which would help counsellors to deal directly with this issue in order to serve a large number of students with increasing common complex problems.

6.11 Suggestions for Further Studies and Research

Conducting this study has opened the view to the possibility or even the necessity of conducting some other studies to develop the work that has already taken place and extend it to other areas. The researcher suggests conducting the following studies.

a) Due to the limit of resources and time other categories of study such as teachers did not included in this study, therefore it would be beneficial for future to take into account teachers perceptions of students stress. As teachers considered the closet observer of students' experience of stress.

b) Study findings revealed some culture influence on students' experience of stress and coping; therefore, it is vital to shed the light on stress experience with different culture.

c) Future studies should consider other variables influence on stress and coping experience such as martial status, year of study, major of study and students' grade average.

d) The student supporting system in kingdom of Bahrain is so long established and those who are involved, especially practitioner, have not been knowing and so cannot recognise any other system such as students problem solving. Therefore, it is suggested that an extensive study should be made, regarding the number of students' problems and the effect on their life.

e) The university environment and staff have a strong effect on the level of students' problem solving. It is suggested that an investigation be carried out to make recommendations for improvement of the university environment and staff levels in relation to the students' problems.

f) Future research using larger sample sizes is definitely needed in order to more fully understand the impact of stress on the well being of university students. In addition, researchers need to investigate the influence of different types of coping methods on the stress level of university students.

g) More research could be done to investigate the influence of personality types on preferring specific methods of coping .

h) Although the findings revealed that university prefer to use problem solving to reduce stress, additional survey could be done to insure that students select problem-solving regard their knowledge in how to implicate problem-solving strategy in reality and not only for their general awareness of problem solving beneficial.

i) A study to detect whether those who perceive less stress in their life expected to be successful in their life would beneficial.

145

6.12 Conclusion

This study examined the relationship between recent life experiences, sources of stress, levels of stress, the use of coping techniques, and counselling needs among a sample of university students in the kingdom of Bahrain. The results suggest that some university students are at risk for high stress. There is also a crucial need to establish a counselling service to meet university students' personal needs.

This study also examined the influence of gender and locality on recent stressful life experiences and coping strategies. Time management was found to provide the highest source of stress. Furthermore, the study results show that particular sources of stress can predict particular coping strategy. For example, personal issues have a significant effect on the escape avoidance strategy, while time management has a significant effect on the confront strategy. In addition, academic stress, in particular, has a significant effect on several types of coping strategies such as self-controlling, social support, accepting responsibility, escape avoidance, problem solving and positive reappraisal.

The importance of this study cannot be diminished because university students represent a large group of human being whose emotional and academic life can be dramatically improved if stress and coping research is allowed to progress.

Finally, it is hoped that this study will be of practical use for those involved in making decisions about students' stress and their life. It is hoped that it will stimulate a review of

the problem and a reform of student counselling practices in universities in Bahrain or at least raise particular questions about the current situation and how to improve it.

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APPENDICES

APPENDIX A

Informed Consent Sheet
Stress, Coping and counselling needs

The Department of Human Sciences at Brunel University requires that all persons who participate in psychology studies give their written consent to do so. Please read the following and sign it if you agree with what it says.

I freely and voluntarily consent to be a participant in the research project entitled " Stress, Coping and Counselling Needs". to be conducted at some universities in Kingdom of Bahrain, with Dr. Stanley O.Gaines. as principle investigator. The broad goal of this research is to explore how students cope with their stress. Specifically, I have been told I will be asked to complete a questionnaire in which I answer several pages of questions. The completion should take no longer than 40 minutes.

I have been told that my response will be kept strictly confidential. I also understand that if at any time during the session I feel unable or unwilling to continue, I am free to leave without negative consequences. That is, my participation in this study is completely voluntary, and I may withdraw from this study at any time. My withdrawal would not result in penalty, academic or otherwise. My name and my student identification number will not be linked with research material, as the researchers are interested in exploring students' sources of stress and coping strategies in general –not any particular individual's sources of stress and coping strategies.

I have been given the opportunity to ask questions regarding the procedure, and my questions have been answered to my satisfaction. I have been informed that if I have any questions about this project, I should feel free to contact Amani Al-Sheerawi, e-mail:amani.al-shirawi@brunel.ac.uk .If I have any comments or concerns about the study or informed consent procedures, I can contact Dr.Stanley O.Gaines at e-mail:

I have read and understand the above and freely and voluntarily consent to participate in this study. My signature of this informed consent form for my participants in the research is not a waiver of any legal rights. Furthermore, I understand that I will be able to keep a copy of the informed consent form for my records.

_____   _____

Participant's signature   Date

I have explained and defined in detail the research procedure in which the student has consented to participate.

_____   _____

Principal Investigator Signature   Date

1

Dear Student

This is survey is part of a study being conducted by Amani A.A , An Mhil/Phd candidate at Brunel University. UK. Stress is a problem faced by many students during their study. The purpose of the survey is to collect information with stress as it occurs in your life and what you to handle stress.

Your responses may help in the development of stress management activities, services and programmes for college students.

Please complete the attached questionnaire, which should take you approximately 40 minutes, and return it in the envelope provided. There are no right or wrong answers, and anonymity is assured The questionnaire will provide information, all of which is confidential and will be known only by the researcher.

The result of this research will constitute part of the researcher theses and may be published in journals, presented at professional conferences.

I would be most happy to answer any question you might have. Feel free to call me on my or sends me a letter at my address ………………………..

Your co-operation will be much appreciated.

Thank you

To assist analysis of the data, it is vitally important to have the following information about you. So, please complete the following items, by ticking or writing the response appropriate for you.

Gender:

Male ☐

Female ☐

Faculty_____ Department_____Nationality____

Current year of study:

a. Freshmen ☐

b. Sophomore ☐

c. Junior ☐

d. Senior ☐

Marital Status:

a. Non-married ☐

b. Engaged ☐

c. Married ☐

d. Divorced ☐

e. Widowed ☐

Section 1 (Sources of stress):

Here are some statements about problems you might have had as a student during the past six months. Please select the option that best describes how stressful that problem has been for you, and indicate this by placing a tick (√) in the appropriated column provided.

Part 1(Family Domain)

Statement	Not at all	A little bit	Moderately	Quit a bit	Extremely
1. I have felt a Lack of communication					
2. I have felt that I have Major disagreement with my family members					
3. I have felt that the financial situation is the main causes of family problem					
4. I have felt that my House or apartment being too small to accommodate					
5. I have felt that my parents do not treat me equally to my brothers and sisters					
6. I have felt that my parents treat the male in my family better than female.					
7. I have felt that my family has a restrictive attitude towards me that limit my freedom					
8. I have felt that I have difficulties to discuss my personal issue with my family members					
9. I have felt loneliness at home					
10. I have felt I am burden on my family					
11. I have felt my parents do not understand me					
12. I have felt I do not have any privacy at home					
13. I have felt I should be living away from home					
14. I have felt respect is missing between my family member					
15. I have felt Lack of coherence in family.					
16. I have felt generation gap between me and my parents					
17. I have felt my family obligation do not allow to establish relations with friends					

Part 2(Social Domain)

Statement	Not at all	A little bit	Moderately	Quit a bit	Extremely
1. Having recently ended an old relationship(s)					
2. Not having anyone sharing my interest/ thoughts/ problems					
3. I am shy to talk or express myself in front of others					
4. Being suffering from society discrimination					
5. Being concerned about some issues in our society					
6. I feel different from everyone else in my society					
7. Not being able to balance between my study and time I spent with my friends or my friends needs.					
8. The interaction between males and females in the University causes a great problems in relations					
9. .I am uncomfortable in social situation					
10. I do not have close or trust friends					
11. Feeling difficulties coping with academic environment					
12. Others not accepting me					
13. Have difficulties interacting with male(female)					
14. Others not understanding me					
15. Not being social with others					
16. Not having social skills					
17. The amount of entertainment places in our country is limited and doesn't satisfying youth needs					
18. Being unable to express myself in front of others					

Part 3 (Religion and Ethics Domain)

Statement	Not at all	A little bit	Moderately	Quit a bit	Extremely
1. Current availability of video and open media do not match our moral values.					
2. Feeling that my religious knowledge is limited					
3. Problems in our society is caused by blind imitation to western culture					
4. I am confused about my religious believes and our culture's custom and traditions					
5. Feeling guilty about not praying on time/going to mosque					
6. Previous emotion relationship having given me a bad reputation					
7. Some female students attracting male students by their improper way of dressing and behaviour.					
8. Being concerned about some issues in our society such as: social solidarity, lack of religious beliefs and the spread of drugs					
9. Being concerned about being accepted /abandoned by god					
10. Feeling guilty about gossiping about others					
11. Being forced to wear veil against my will.					
12. Our busy life does not allowing us to be well-read and broaden our war of thinking					

Part 4 (Academic Domain)

Statement I have felt the following...	Not at all	A little bit	Moderately	Quit a bit	Extremely
1. Being afraid my GPA will be low./I will get a warning notice					
2. My specialisation not fiting my desire or my ability.					
3. Being panic /stress on exam					
4. Not having good study habits					
5. I do not have the motivation or courage to study					
6. Teachers being unable to convey the information clearly to the students.					
7. Teachers not following basic principles of evaluation					
8. Teachers not following the course plan and its content.					
9. The large number of students enrolled causing problems of difference students' academic levels.					
10. Being worried about the market value of my specialisation in the future.					
11. Not being able to balance between my study and my work.					
12. The teachers do not care to develop students' personality.					
13. Teachers angry stresses us, so we lose concentration for the lecture.					
14. Cheating Some times on exams					
15. Not having confidence in my ability to achieve well					
16. Having some difficulties in understanding some of the subjects					
17. My classmate seams smarter than me.					
18. I do not get along with other students in the class.					
19. Feeling difficulties in coping with academic environment.					
20. I do not get along with teachers					
21. I find courses too demanding					
22. It takes a lot of effort to get ahead					
23. My study not allowing me to establish relationships with friends					

Part 5 (Health & Physical Domain)

Statement	Not at all	A little bit	Moderately	Quit a bit	Extremely
1. My health stopping me from getting engaged					
2. Being too thin/ over weight					
3. Being too tall/too short					
4. Having a chronic illness					
5. Suffering from sleeplessness/oversleep					
6. Suffering from irregular painful period					
7. Feeling exhausted, tired					
8. Having unattractive face/ have pimples					
9. Smoking too many cigarettes					
10. Having health problems					
11. Drinking caffeine beverages to help keep awake specially during exams					
12. Taking an appetite suppressant to help me loose weight					
13. Skipping breakfast					
14. Being afraid that I will suffer from some disease					

Part 6 (Financial Domain)

Statement I have felt the following..	Not at all	A little bit	Moderately	Quit a bit	Extremely
1. Not having have enough money for education funds					
2. Depending on my family support					
3. Not having enough money to buy things I need					
4. Wasting most of time is wasted waiting for the buses because I can not afford to buy a car					
5. Not being able to support my family because I am still student					
6. Not having to meet the main market expense					
7. I do not have a steady income					
8. Not being able to save money					
9. Borrowing and lending and money to others					
10. Having unpaid bells					

Part 7(Personal Problems)

Statement	Not at all	A little bit	Moderately	Quit a bit	Extremely
1. Feeling depressed or sad					
2. Feeling anxious and pressure					
3. Feeling that I can not control my anger					
4. Being over sensitive, my feelings are easily hurt by others					
5. Being afraid of not getting married					
6. Feeling not having enough attention and understanding from parents and teachers					
7. Feeling unable to stop worrying about things in my life					
8. Feeling fear from ending my relation with my partner/friends					
9. Feeling I am crying without real reason					
10. Feeling afraid about choosing suitable spouse					

Part 8 (Time management)

Statement I have felt the following...	Not at all	A little bit	Moderately	Quit a bit	Extremely
1. Not seeming to have time to do everything that needs to be done					
2. Not being able to manage or organise my time					
3. Feeling time pressure					
4. Not having enough time to take the rest I need					
5. Not having time to revise all subjects during exams period					
6. Feeling as if I am hurrying all the time					
7. Not having time to engage in one of my favourite hobbies or activities					
8. Having too many things to do at once					
9. Being interruption of friends or family					

Section 2 (Perceived Stress Scale)
Over last month

The questions in the scale ask you about your feelings and thoughts over last month.

In each case, you will be asked to indicate how often you felt or thought a certain way. Although some of the questions are similar, there are differences between them and you should treat each one as a separate question. The best approach is to answer fairly quickly. That is do not try to count up the number of times you felt particular way; rather indicate the alternative that seems like a reasonable estimate.

Statement In the last month...	Never	Almost never	Sometimes	Fairly often	Very often
1. How often have you been upset because of something that happened unexpectedly?					
2. How often have you felt that you were unable to control the important things in your life?					
3. How often you felt nervous and stressed?					
4. How often you dealt with irritating life hassles?					
5. How often you felt that you were effectively coping with important changes that were occurring in your life?					
6. How often have you felt confident about your ability to handle your personal problems?					
7. How often have you felt that things were going your way?					
8. How often have you found that you could not cope with all the things you had to do?					
9. How often have you been able to control irritations in your life?					
10. How often have you felt that you were on top of things?					
11. How often have you been angered because of things that happened that were outside of your control?					
12. How often have you found yourself thinking about things that you have to accomplish?					
13. How often have you been able to control the way you spend your time?					
14. How often have you felt difficulties were piling up so high that you could not overcome them?					

(Section 3)
WAYS OF COPING

Please read each item below and indicate, by using the following rating scale, to what extent you used it in the situation you have just described in the above sections.

	Not used	Used somewhat	Used Quit a bit	Used a Great deal
1. Just concentrated on what I had to do next – the next step.				
2. I tried to analyze the problem in order to understand it better.				
3. Turned to work or substitute activity to take my mind off things.				
4. I felt that time would make a difference – the only thing to do was to wait.				
5. Bargained or compromised to get something positive from the situation.				
6. I did something which I did not think would work, but at least I was doing something.				
7. Tried to get the person responsible to change his or her mind.				
8. Talked to someone to find out more about the situation.				
9. Criticized or lectured myself.				
10. Tried not to burn my bridges, but leave things open somewhat.				
11. Hoped a miracle would happen.				
12. Went along with fate; sometimes I just have bad luck.				
13. Went on as if nothing had happened.				
14. I tried to keep my feelings to myself.				
15. Looked for the silver lining, so to speak; tried to look on the bright side of things.				
16. Slept more than usual.				
17. I expressed anger to the person(s) who caused the problem.				
18. Accepted sympathy and understanding from someone.				
19. I told myself things that helped me to feel better.				
20. I was inspired to do something creative.				
21. Tried to forget the whole thing.				

	Not used	Used somewhat	Used Quit a bit	Used a Great deal
22. I got professional help.				
23. Changed or grew as a person in a good way.				
24. I waited to see what would happen before doing anything.				
25. I apologized or did something to make up.				
26. I made a plan of action and followed it.				
27. I accepted the next best thing to what I wanted.				
28. I let my feelings out somehow.				
29. Realized I brought the problem on myself.				
30. I came out of the experience better than when I went in.				
31. Talked to someone who could do something concrete about the problem.				
32. Got away from it for a while; tried to rest or take a vacation.				
33. Tried to make myself feel better by eating, drinking, smoking, using drugs or medication, etc.				
34. Took a big chance or did something very risky.				
35. I tried not to act too hastily or follow my first hunch.				
36. Found new faith.				
37. Maintained my pride and kept a stiff upper lip.				
38. Rediscovered what is important in life.				
39. Changed something so things would turn out all right.				
40. Avoided being with people in general.				
41. Didn't let it get to me; refused to think too much about it.				
42. I asked a relative or friend I respected for advice.				
43. Kept others from knowing how bad things were.				
44. Made light of the situation; refused to get too serious about it.				
45. Talked to someone about how I was feeling.				
46. Stood my ground and fought for what I wanted.				
47. Took it out on other people.				
48. Drew on my past experiences; I was in a similar situation before.				

	Not used	Used somewhat	Used Quit a bit	Used a Great deal
49. I knew what had to be done, so I doubled my efforts to make things work.				
50. Refused to believe that it had happened.				
51. I made a promise to myself that things would be different next time.				
52. Came up with a couple of different solutions to the problem.				
53. Accepted it, since nothing could be done.				
54. I tried to keep my feelings from interfering with other things too much.				
55. Wished that I could change what had happened or how I felt.				
56. I changed something about myself.				
57. I daydreamed or imagined a better time or place than the one I was in.				
58. Wished that the situation would go away or somehow be over with.				
59. Had fantasies or wishes about how things might turn out.				
60. I prayed.				
61. I prepared myself for the worst.				
62. I went over in my mind what I would say or do.				
63. I thought about how a person I admire would handle this situation and used that as a model.				
64. I tried to see things from the other person's point of view.				
65. I reminded myself how much worse things could be.				
66. I jogged or exercised.				

Section 4(Counselling needs)

Statement	Strongly agree	agree	Don't Know	Disagree	Strongly Disagree
1. .I need someone to help me know my standard of intellectual ability/interests and tendency					
2. .I need someone to help me know my self (weakness and strength)					
3. .I need someone I can trust to discuss my personal issue.					
4. I would like to learn to improve my time management scale					
5. I would like to learn to improve my study skills					
6. I would like to learn to improve my self confidence					
7. I would like to talk with an advisor when I feel overwhelmed					
8. I would like to learn stress management					
9. I like to learn how to use my learning style to my advantage					
10. I need to learn how to accept others' feedback or view					
11. I would like to learn to set goals for myself and develop an action plan to achieve them					
12. I would like to learn to be more assertive					
13. I would like to learn to better interpersonal skills					
14. I would like to learn to improve communication with my family					
15. I would like to learn to improve my communication with members of staff					
16. I would like to learn to improve my communication with friends					
17. I would like to learn to deal with other gender.					
18. .I do not want to go to counsellor because I would not want to share my personal feelings with some one I do not know					
19. .I am afraid of information leaking out about my personal life if I express it to a counsellor.					

OPTIONAL FEEDBACK SHEET:
Stress, Coping and Counselling needs

Name (optional):_____

Identification number (optional): _____

Telephone number (optional): _____

We were informed of the purpose and the nature of this study once you complete the

questionnaire?

(Please tick appropriate response)

	Yes	No
Written	─────	─────
Oral	─────	─────

Any Comments?

_____

_____

_____

_____

_____

_____

_____

DEBRIEFING FORM

Stress, Coping and Counselling Needs

The primary goal of the current study will explore and assess the levels of stress in university students at Bahrain University, in addition to identifying and describing the coping styles they develop to reduce stress, as well as their counselling needs.

Relevant studies showed that University students are faced with different stressful issues such as dealing with academic pressure, developing new interpersonal relationships, organizing their time, and managing their personal finance...etc.

In fact, the number of stressful challenges worldwide are increasing. Most students will cope with these challenge but some find that these issues become stressful problems alongside negative consequences on their health and achievement. Accordingly, the role is to identify students' sources of stress, effective coping strategies and their necessity needs for counselling in order to provide students with such programmes or information that would help them cope successfully with their stress issues.

The following studies might be of interest to you:

Al-Zarad, F.M. (1997) *Adolescence and Youth Problems.* Lebanon: Dar-An-Nafaes for Printing, Publishing & Distribution.

Folkman, S. and Lazarus, R. (1984) *Stress Appraisal and Coping.* New York: Springer.

Abada, A. and Al-Omran, J. (1992) Emotional problems among a sample of Bahrain University students. *Journal of Education Studies*, 4,19-48.

Once again, we thank you for talking part in the present study .Please feel free to contact Amani Al-Sheerawi ,E-mail: amani.al-shirawi, Dr,Stanley O. Gains.

Section 4(Counselling needs)

Statement	Strongly agree	agree	Don't Know	Disagree	Strongly Disagree
1. I need someone to help me know my standard of intellectual ability/interests and tendency					
2. I need someone to help me know my self (weakness and strength)					
3. I need someone I can trust to discuss my personal issue.					
4. I would like to learn to improve my time management scale					
5. I would like to learn to improve my study skills					
6. I would like to learn to improve my self confidence					
7. I would like to talk with an advisor when I feel overwhelmed					
8. I would like to learn stress management					
9. I like to learn how to use my learning style to my advantage					
10. I need to learn how to accept others' feedback or view					
11. I would like to learn to set goals for myself and develop an action plan to achieve them					
12. I would like to learn to be more assertive					
13. I would like to learn to better interpersonal skills					
14. I would like to learn to improve communication with my family					
15. I would like to learn to improve my communication with members of staff					
16. I would like to learn to improve my communication with friends					
17. I would like to learn to deal with other gender.					
18. I do not want to go to counsellor because I would not want to share my personal feelings with some one I do not know					
19. I am afraid of information leaking out about my personal life if I express it to a counsellor.					

OPTIONAL FEEDBACK SHEET:
Stress, Coping and Counselling needs

Name (optional):_____

Identification number (optional): _____

Telephone number (optional): _____

We were informed of the purpose and the nature of this study once you complete the

questionnaire?

(Please tick appropriate response)

	Yes	No
Written	-----	-----
Oral	-----	-----

Any Comments?

_____
_____
_____
_____
_____
_____
_____

DEBRIEFING FORM

Stress, Coping and Counselling Needs

The primary goal of the current study will explore and assess the levels of stress in university students at Bahrain University, in addition to identifying and describing the coping styles they develop to reduce stress, as well as their counselling needs.

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In fact, the number of stressful challenges worldwide are increasing. Most students will cope with these challenge but some find that these issues become stressful problems alongside negative consequences on their health and achievement. Accordingly, the role is to identify students' sources of stress, effective coping strategies and their necessity needs for counselling in order to provide students with such programmes or information that would help them cope successfully with their stress issues.

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Abada, A. and Al-Omran, J. (1992) Emotional problems among a sample of Bahrain University students. *Journal of Education Studies,* 4,19-48.

Once again, we thank you for talking part in the present study .Please feel free to contact Amani Al-Sheerawi ,E-mail: amani.al-shirawi, Dr,Stanley O. Gains.

APPENDIX B

*عزيزي الطالب / الطالبة :

هذا الاستبيان المسحي هو جزء من الدراسة الخاصة بالأستاذة (أماني الشيراوي) لنيل شهادة الدكتوراة في جامعة بروئل بالمملكة المتحدة.

يواجه الطلاب خلال مرحلتهم الجامعية العديد من مواقف ومصادر القلق. والهدف مــن هذا البحث هو معرفة كيف يتكيف الطلاب مع صور القلق التي يواجهونها في حياتهم وكيف يتعاملون مع قلقهم ،لا توجد إجابة صحيحة أو خاطئة . إنما إجاباتكم ستسهم فــي تطــوير البرامج الخاصة بكيفية خفض القلق لدى الطلاب وإنشاء برامج تدخّل تساعد الطلاب علــى تطوير مهاراتهم لمواجهة مشكلاتهم الحياتية وبالأخص في المرحلة الجامعية.

ـــ من فضلك اكمل الاستبيان المرفق ، الذي سوف يستغرق ٦٠ دقيقة تقريباً. الإجابات ستكون سرية تماماً ولن يسمح لأحد بالاطلاع عليها خلاف الباحث.

ـــ نتائج الدراسة الكلية ستنشر ضمن رسالة الدكتوراة الخاصة بالباحثة.

ـــ سأكون سعيدة للإجابة على أي استفسار ، يمكنكم إرسال استفساراتكم واقتراحاتكم على بريدي الإلكتروني التالي: Amani.al-shirawi@brunel.ac.uk

* تعاونكم سيكون محل تقديرنا *
شكراً جزيلاً لكم

القلق/ التكيف والحاجة للإرشاد النفسي

بيان بالموافقة على إجابة الاستبيان

تبعاً للوائح قسم علم النفس بجامعة برونل بالمملكة المتحدة ، على كـل مشـارك فـي الاستبيان أن يوقع بالموافقة على إجابة الاستبيان. من فضلك اقرأ ما يلي ووقع بالموافقـة على إجابة هذا الاستبيان . "أقر بالموافقة على إجابة الاستبيان الخـاص بموضـوع القلـق والتكيف والحاجة للإرشاد النفسي لدى طلبة الجامعة في (جامعة البحرين)" وفق إشراف الدكتور Dr.Stanley O.Gaines.as principle investigator

الهدف العام من هذا الاستبيان هو تحديد كيف يتكيف طلبة الجامعـة مـع مشـكلاتهم ومصادر القلق لديهم .هذا الاستبيان سوف يستغرق تقريبـاً ٦٠ دقيقـة ويتضـمن عـدة صفحات للإجابة .

الإجابة ستكون سرية تماماً ولن يسمح لأحد خلاف الباحث بالاطلاع عليها، كما أخبرت بأنه يمكنني الانسحاب من الإجابة في حال لم أشعر بالارتياح من الإجابة بدون أن يتسـبب ذلك في أي عواقب. وليس مطلوباً مني أن أدون اسمي أو رقم الطالـب (فقـط تـوقيعي) وسوف يتم تحليل النتائج بصفة كلية وليست فردية.

مسموح لي أن أطرح أي سؤال يتعلق بالاستبيان. بالإمكان توجيه السؤال إلـى الأسـتاذة (أماني الشيرواي) على البريد الإلكتروني التالي:

e-mail :amani.al-shirawi@brunel.ac.uk

وإذا كان لدي أي تعليق أو تحفظ يمكنني الاتصال بالمشرف : Dr.Stanley O.Gaines
لقد قرأت وفهمت التعليمات السابقة وتوقيعي ليس له شكل قانوني ولكن سـيكون لـه صلة ضمنية مرتبطة بالتطبيق .

ــ توقيع (الطالب) المشارك : ـــــــــــــــ

ــ التــاريـــخ : ـــــــــــــــ

• لقد فسرت للطالب / للطالبة متطلبات الإجابة وسيحتفظ بهذه الورقة ضمن متطلبات التطبيق.

ــ أماني الشيراوي : ـــــــــــــــ

ــ التــاريــخ : ـــــــــــــــ

لطبيعة التحليل الخاصة بالاستبيان يرجى تحديد المعلومات الأولية المدونة في التالي وذلك بوضع إشارة أمام الإجابة الصحيحة :

ـ النوع :

☐ ذكر

☐ أنثى

ـ الكلية: ---------------------- / **القسم :** ----------------------------

ـ السنة الدراسية :

☐ الأولى

☐ الثانية

☐ الثالثة

☐ الرابعة

☐ النهائية

ـ الحالة الاجتماعية :

☐ غير مرتبط

☐ خطبة

☐ زواج

☐ طلاق

☐ أرمل / أرملة

الجزء الأول : (مصادر القلق)

فيما يلي بعض العبارات التي تصف مواقف قد تكون واجهتها خلال الست شهور السابقة . اختر أحد الاختيارات المعبرة عن الموقف الذي واجهته وضع إشارة (√) في الاختيار المناسب للعبارة المقروءة :

الفرع ١ : (مجال الأسرة)

لا ينطبق تماماً	لا ينطبق غالباً	ينطبق بشكل متوسط	ينطبق بشكل قليل	ينطبق كثيراً	ينطبق تماماً	العبـــــارة
						١. شعرت بالافتقار للاتصال بين أفراد الأسرة .
						٢. لقد شعرت بعدم الاتفاق في الآراء بيني وبين أفراد الأسرة .
						٣. لقد شعرت بأن النواحي المادية هي سبب المشاكل الرئيسة لأفراد الأسرة
						٤. لقد شعرت بأن المنزل لا يتسع لجميع أفراد الأسرة .
						٥. لقد شعرت بأن الأهل يفرقون في المعاملة بيني وبين أخوتي .
						٦. شعرت أن الأهل يعاملون الأبناء أفضل من البنات .
						٧. لقد شعرت بأن تحفظ عائلتي يقيد حريتي
						٨. لقد شعرت بصعوبة مناقشة أموري الخاصة مع أفراد أسرتي .
						٩. لقد شعرت بالعزلة والوحدة في داخل الأسرة .
						١٠.لقد شعرت بأني عبء على أسرتي .
						١١. لقد شعرت بأن والداي لا يفهمانني .
						١٢. لقد شعرت بأن ليس لدي أية خصوصية بالمنزل .
						١٣.لقد شعرت بأن عليّ أن أعيش بعيداً عن منزلي .
						١٤.شعرت بأن والداي يعاملانني كطفل .
						١٥.لقد شعرت بعدم وجود احترام بين أفراد الأسرة .
						١٦.لقد شعرت بعدم وجود ترابط وتماسك بين أفراد الأسرة
						١٧.شعرت باللهجوة الجيلية بيني وبين والداي .
						١٨.لقد شعرت بأن الالتزام الأسري لا يسمح لي بإقامة صداقات اجتماعية .

<u>**الفرع ٢ : (مجال المجتمع)**</u>

لا ينطبق تماما	لا ينطبق بشكل	ينطبق بشكل متوسط	ينطبق بشكل كبير	ينطبق تماما	العبـارة
					١. انتهاء علاقة اجتماعية قديمة (صداقة ، زواج ، .....إلخ) .
					٢. ليس لدي من يشاركني أفكاري ومشاكلي واهتماماتي .
					٣. أخجل من التعبير عن نفسي أمام الآخرين .
					٤. أعاني من التمييز الاجتماعي .
					٥. تقلقني بعض القضايا الاجتماعية .
					٦. أشعر بأني مختلف عن الآخرين في المجتمع .
					٧. لا أستطيع تنظيم الوقت بين المذاكرة وبين اجتماعي مع أصدقائي أو حاجتهم لي .
					٨. الاختلاط بين الطلاب والطالبات في الجامعة هو سبب كثير من المشكلات .
					٩. لا أشعر بالارتياح في المواقف الاجتماعية .
					١٠.ليس لدي أصدقاء قريبين مني أستطيع الوثوق فيهم .
					أشعر بصعوبة التكيف مع البيئة الأكاديمية .
					١٢.أشعر بعدم تقبل الآخرين لي .
					١٣.أشعر بصعوبة الاختلاط مع أفراد من الجنس الآخر
					١٤.أشعر بأن الآخرين لا يفهمونني .
					١٥.لست اجتماعياً مع الآخرين .
					١٦.ليس لدي مهارات اجتماعية .
					١٧.أماكن التسلية في بلادي محدودة ولا تلبي حاجات الشباب .

الفرع ٣ : (المجال الديني والأخلاقي)

لا ينطبق أبداً	ينطبق قليلاً	ينطبق إلى حد ما	ينطبق كثيراً	ينطبق تماماً	العبـــارة
					١. الانفتاح الإعلامي وانتشار الفيديو لا يتناسب مع تقاليد وأخلاقيات المجتمع .
					٢. أشعر بأن معلوماتي الدينية محدودة .
					٣. التقليد الأعمى للغرب يتسبب في كثير من المشكلات الاجتماعية .
					٤. أشعر أن هناك فاصل بين معتقداتي الدينية من جهة و بين الأعراف والتقاليد الاجتماعية من جهة أخرى .
					٥. أشعر بالذنب لعدم التزامي بالصلاة في مواعيدها والذهاب إلى المسجد .
					٦. علاقاتي العاطفية سابقاً تسببت في الإساءة إلى سمعتي بالحاضر .
					٧. بعض الطالبات يلفتن نظر الطلبة إليهن بطريقة اللبس والسلوك غير المناسب .
					٨. تقلقني بعض القضايا الاجتماعية كالتماسك الاجتماعي ، نقص التمسك بالدين ، وانتشار المخدرات .
					٩. يقلقني مدى رضا الله عني .
					١٠. أشعر بالذنب عند الكلام عن الآخرين .
					١١. رغماً عن إرادتي لبست النقاب .
					١٢. زحمة الحياة لا تسمح لنا بأن نزيد من ثقافتنا وقراءتنا .

الفرع٤ : (المجال الأكاديمي)

لا ينطبق نهائياً	ينطبق قليلاً	ينطبق بشكل متوسط	ينطبق بشكل كبير	ينطبق نهائياً	العبــــارة
					١. الخوف من انخفاض معدلي التراكمي والحصول على إنذار .
					٢. تخصصي الأكاديمي لا يتناسب مع ميولي وقدراتي .
					٣. الخوف أو القلق أثناء الامتحان .
					٤. ليس لدي عادات استذكار صحيحة .
					٥. ليس لدي دافع أو تشجيع للاستذكار .
					٦. لا يستطيع المحاضر توصيل المعلومة جيداً إلى الطلبة .
					٧. لا يتبع الأساتذة المبادئ الأساسية في تقويم الطلبة .
					٨. لا يتبع الأساتذة الخطة الدراسية والمحتوى الدراسي .
					٩. هناك اختلاف كبير متفاوت في مستوى استيعاب الطلبة في الفصل نتيجة لعددهم الكبير
					١٠.يقلقني مدى حاجة السوق المحلي لتخصصي الدراسي .
					١١.لا أستطيع الموازنة بين عملي ومتطلبات الدراسة
					١٢.لا يهتم الأساتذة بتطوير قدرات الطلاب .
					١٣.عصبية بعض الأساتذة أثناء الفصل تؤثر على تركيزنا للمحاضرة .
					١٤.يضايقني الغش أثناء الامتحان .
					١٥.ليس لدي الثقة في قدرتي على التحصيل بشكل جيد
					١٦.الشعور ببعض الصعوبة في فهم بعض المقررات الدراسية .
					١٧.زملائي في الفصل يبدون أكثر ذكاءً مني .
					١٨.لا أستطيع الاندماج مع زملائي في الفصل .
					١٩.أشعر بصعوبة التكيف مع المناخ الأكاديمي الجامعي .
					٢٠.لا أستطيع التوافق مع الأساتذة .
					٢١.أجد أن المقررات تتطلب واجبات متعددة .
					٢٢.يتطلب التقدم في التحصيل الكثير من الجهد .
					٢٣. متطلبات الدراسة لا توفر الوقت لإقامة علاقات اجتماعية .

<u>الفرع ٥ : (المجال الصحي والشكلي)</u>

لا ينطبق نهائياً	لا ينطبق غالباً	ينطبق بشكل متوسط	ينطبق بشكل كبير	ينطبق نهائياً	العبـــــارة
					١. وضعي الصحي لا يسمح لي بالارتباط .
					٢. شديد(ة) النحافة / شديد(ة) السمنة .
					٣. طويل(ة) جداً / قصير جداً (ة) .
					٤. لدي مرض مزمن .
					٥. أعاني من قلة النوم (الأرق) / زيادة النوم .
					٦. أعاني من آلام الدورة الشهرية وعدم انتظامها .
					٧. أشعر بالتعب والإرهاق .
					٨. لا أتسم بالجاذبية الشكلية / حب الشباب .
					٩. أدخن بزيادة عن المعدل الطبيعي .
					١٠. أعاني من مشاكل صحية .
					١١. أتناول بعض المنبهات كالقهوة والشاي لكي أبقى متيقظاً خصوصاً خلال فترة الامتحانات .
					١٢. أتناول بعض الحبوب خافضة للشهية لكي أخفف من وزني .
					١٣. لا أتناول الفطور .
					١٤. الخوف من إصابتي ببعض الأمراض المزمنة .

الفرع ٦ : (المجال الاقتصادي)

لا ينطبق تماماً	ينطبق قليلاً	ينطبق بشكل متوسط	ينطبق بشكل كبير	ينطبق تماماً	العبــارة
					١. ليس لدي المال الكافي لتأمين مصاريف الدراسة .
					٢. أعتمد على دعم الأسرة المادي لي .
					٣. ليس لدي المال الكافي لشراء المستلزمات التي أحتاجها .
					٤. عدم قدرتي على شراء سيارة خاصة بي يؤدي إلى ضياع كثير من الوقت في انتظار الباص .
					٥. لا أستطيع مساعدة أسرتي من الناحية المادية لأنني لا زلت طالباً .
					٦. تكاليف المعيشة تفوق مستواي المادي .
					٧. ليس لدي دخل ثابت .
					٨. ليس لدي القدرة على الادخار .
					٩. لا أستطيع استدانة المال أو قرض المال للآخرين .
					١٠. لدي فواتير غير مدفوعة .

الفرع ٧ : (المجال الشخصي والنفسي)

لا ينطبق تماماً	ينطبق قليلاً	ينطبق بشكل متوسط	ينطبق بشكل كبير	ينطبق تماماً	العبــارة
					١. الشعور بالحزن أو الاكتئاب .
					٢. الشعور بالضغط النفسي وأي اضطراب .
					٣. لا أستطيع التحكم في غضبي .
					٤. لأني شديد الحساسية فمن السهل جرحي من قبل الآخرين .
					٥. القلق من عدم الزواج .
					٦. أشعر بأني لا أحصل على الاهتمام الكافي من قبل المحيطين من الأهل والمدرسين .
					٧. لا أستطيع التوقف عن القلق عن بعض الأشياء في حياتي .
					٨. الخوف من انتهاء علاقتي مع شريك حياتي أو أصدقائي .
					٩. أشعر بالرغبة في البكاء بدون سبب محدد .

لا ينطبق تماماً	ينطبق قليلاً	ينطبق بشكل متوسط	ينطبق كثيراً	ينطبق تماماً	العبــــارة
					١٠.الخوف من عدم قدرتي على اختيار شريك حياة مناسب .

الفرع ٨ : (مجال التعامل مع الوقت)

لا ينطبق تماماً	ينطبق قليلاً	ينطبق بشكل متوسط	ينطبق كثيراً	ينطبق تماماً	العبــــارة
					١. يبدو لي أنه ليس لدي الوقت الكافي لإنجاز بعض المهام الضرورية .
					٢. ليس لدي القدرة على تنظيم واستغلال الوقت .
					٣. أشعر بضغط الوقت .
					٤. ليس لدي الوقت الكافي للاسترخاء .
					٥. ليس لدي الوقت الكافي لمراجعة كل المقررات الدراسية أثناء مدة الامتحان .
					٦. أشعر كأنني في عجلةٍ معظم الوقت .
					٧. ليس لدي الوقت الكافي لممارسة هواياتي أو أنشطتي .
					٨. يجب عليّ إنجاز الكثير من الأشياء في وقت واحد .
					٩. أتعرض للكثير من المقاطعة في الوقت من قبل الأهل والأصدقاء .

الجزء الثاني : (مستوى القلق خلال المدة السابقة)

* السؤال التالي يستفسر عن مشاعرك و أفكارك خلال الشهر السابق :

في كل حالة ، سوف تسأل كم مرة تشعر أو تفكر بأسلوب معين ، وبالرغم من تشـابه الأسئلة إلا أنها في المضمون مختلفة . وعليك أن تتعامل مع كل سؤال بصورة مستقلة ، والأفضل أن تجيب عن كل سؤال بسرعة وكأنك تمّر فيه للتو :

لم يحدث ابداً	نادر	بعض الأحيان	كثير من الأحيان	دائماً	العبارة في الشهر السابق ....
					١. كم من المرات كنت متضايقاً بسبب شيء قد حدث بصورة غير متوقعة؟
					٢. كم من المرات أحسست بعدم قدرتك على التحكم في أي شيء مهم وأساسي في حياتك؟
					٣. كم من المرات أحسست بالقلق والعصبية ؟
					٤. كم من المرات تعاملت مع صعوبات ومضايقات الحياة ؟
					٥. كم من المرات شعرت بقدرتك على التكيف بإيجابية مع تحولات وتغيرات أساسية في حياتك؟
					٦. كم من المرات شعرت بالثقة في قدرتك على معالجة مشكلاتك النفسية ؟
					٧. كم من المرات شعرت أن الأمور تسير وفق رغبتك؟
					٨. إلى أي مدى شعرت بأنه لا يمكنك التكيف مع كل الأمور الواجب القيام فيها ؟
					٩. كم من المرات استطعت التحكم في المضايقات التي تمر في حياتك؟
					١٠.كم من المرات شعرت بأنك فوق هذه الصعاب ؟
					١١.كم من المرات شعرت بالغضب من أشياء حدثت بطريقة خارجة عن إرادتك؟
					١٢.كم من المرات شعرت بنفسك تفكر في أشياء عليك إنجازها؟
					١٣.كم من المرات شعرت بأنك قادر على التحكم في كيفية تبديد أو قضاء وقتك؟
					١٤.كم من المرات شعرت بأن المصاعب كبيرة بدرجة لا يمكنك اجتيازها ؟

الجزء الثالث : (الحاجة للإرشاد النفسي)

لا ينطبق تماماً	ينطبق بشكل قليل	ينطبق بشكل متوسط	ينطبق بشكل كبير	ينطبق تماماً	العبــــارة
					١. أحتاج إلى شخص يساعدني على التعرف على مستوى قدراتي العقلية واهتماماتي وميولي .
					٢. أحتاج إلى شخص يساعدني على فهم نفسي (من حيث نقاط القوة والضعف في شخصي) .
					٣. أحتاج إلى شخص يمكنني الوثوق فيه لمناقشة مواضيع خاصة بي .
					٤. أرغب في تعلم كيفية تنظيم مهارات تنظيم الوقت لدي .
					٥. أرغب في تعلم كيفية تطوير مهارات الاستذكار لدي .
					٦. أرغب في تعلم كيفية رفع ثقتي بنفسي .
					٧. أرغب بالتكلم إلى مستشار عندما أشعر بالضغط أو العجز .
					٨. أرغب في تعلم كيفية تنظيم وخفض مستوى القلق .
					٩. أرغب في معرفة ماهية أسلوب التعلم المناسب لي لكي استثمره بصورة مفيدة .
					١٠.أحتاج إلى تعلم كيفية تقبل وجهات نظر الآخرين وآرائهم بالنسبة لي .
					١١.أرغب في وضع أهداف خاصة بي ثم تطوير خطط فعلية لتحقيقها .
					١٢.أرغب في تعلم كيف أكون أكثر تأكيداً لذاتي .
					١٣.أرغب في تعلم تطوير مهاراتي النفسية والشخصية .
					١٤.أرغب في تطوير الاتصال والتفاعل مع أفراد أسرتي .
					١٥.أرغب في تطوير مهاراتي في الاتصال والتفاعل مع المدرسين والعاملين في الجامعة .
					١٦.أرغب في تطوير قدرتي على الاتصال والتفاعل مع الأصدقاء .
					١٧.أرغب في تطوير قدرتي على الاتصال والتفاعل مع أفراد الجنس الآخر .
					١٨.لا أرغب في الذهاب إلى مرشد نفسي حيث لا أريد أن يشاركني شخص لا أعرفه أحاسيسي ومشاعري الخاصة.
					١٩.أخاف أن تتسرب خصوصيتي الخاصة إذا أخبرت المرشد النفسي

* الجزء الرابع : (أسلوب التكيف)

الرجاء اقرأ كل عبارة ثم حدد إلى أي مدى استخدمتَ هذا الأسلوب مع الموقف أو الخبرة المقلقة التي مررت بها.

لا ينطبق تماماً	ينطبق قليلاً	ينطبق بشكل متوسط	ينطبق بشكل كبير	العبارة
				١. فقط أركز في ماذا أفعل في الخطوة القادمة .
				٢. أحاول أن أحل المشكلة لفهمها بشكل أفضل .
				٣. أشغل نفسي بالعمل أوبأي نشاط آخر .
				٤.أحسست أن عامل الوقت من الممكن أن يؤثر وأفضل شيء فعله هو الانتظار .
				٥. حاولت أن أكون رابحاً وفكرت بشيء إيجابي ينتج عن هذا الموقف .
				٦. فعلت شيئا ولم أكن متوقعاً أنه من الممكن ألا ينجح ، على الأقل فعلت شيئا وهذا كل شيء .
				٧. حاولت أن أقنع الشخص المسؤول عن هذا الوضع وأغير رأيه .
				٨. كلمت شخصاً لأعرف المزيد من الأفكار والمعلومات عن هذا الموقف.
				٩. واجهت وانتقدت نفسي .
				١٠. حاولت ألا أقطع كل السبل ، لكني تركت المجال مفتوحاً لفعل أي شيء .
				١١. تمنيت أن تحدث معجزة لحل الموقف .
				١٢. انصعت للقدر، لقد كان حظي سيئاً وهذا كل شيء .
				١٣. لم أعر أي اهتمام لما حدث .
				١٤. حاولت الاحتفاظ بمشاعري لنفسي .
				١٥. نظرت إلى الموضوع من جانبه المضيء .
				١٦. النوم أكثر من المعتاد.
				١٧. عبرت عن غضبي للأشخاص الذين تسببوا بهذه المشكلة .
				١٨. تلقيت بعض المواساة والتفهم من بعض الأشخاص .
				١٩. أعزز(أخاطب) نفسي بكلمات تشعرني بالارتياح .
				٢٠. أوحي لي بأن أقوم بفعل إبداعي .
				٢١. حاولت نسيان الشيء كله .

لا ينطبق تماماً	ينطبق قليلاً	ينطبق بشكل متوسط	ينطبق كثيراً	العبارة
				٢٢. سألت مساعدة شخص متخصص .
				٢٣. تغيرت أو نضجت إلى شخص أفضل .
				٢٤. انتظرت حتى أرى ما سيحدث قبل أن أفعل أي شيء.
				٢٥. اعتذرت أو حاولت إصلاح الموقف .
				٢٦. أعددت خطة واتبعتها .
				٢٧. تقبلت الحل البديل لما أردته .
				٢٨. حاولت التنفيس عن مشاعري بطريقة ما .
				٢٩. أدركت أني جلبت المشكلة لنفسي .
				٣٠. لقد خرجت من هذه التجربة بخبرة أفضل .
				٣١. تحدثت مع بعض الأشخاص الذين يستطيعون القيام بدور أساسي لحل المشكلة .
				٣٢. ابتعدت عن الموضوع ، حاولت الاسترخاء أو السفر .
				٣٣. حاولت أن أجعل من شعوري لنفسي أفضل من خلال اللجوء إلى الأكل والتدخين والمسكنات ...
				٣٤. جازفت لحل المشكلة بفعل شيء غير مضمون النتائج .
				٣٥. لقد حاولت ألا أتصرف بتهور أو اتبع أول خاطر لي .
				٣٦. تغيرت معتقداتي وما أؤمن به من أفكار .
				٣٧. حافظت على كبريائي وثباتي .
				٣٨. أعدت اكتشاف ما هو مهم في الحياة .
				٣٩. غيرت بعض الأمور حتى تسير الأمور بالاتجاه الصحيح .
				٤٠. أتجنب أن أكون برفقة الآخرين .
				٤١. لم أدع الموضوع يؤثر في نفسي بشكل كبير، رفضت التفكير فيه أكثر من اللازم .
				٤٢. سألتُ / عرضتُ نصيحة أحد الأقارب أو الأصدقاء .
				٤٣. أخفيت المشكلة عن الآخرين حتى لا يعلموا مدى سوئها .
				٤٤. قللت من أهمية الموضوع ، لم آخذ الموضوع بجدية .
				٤٥. تكلمت مع بعض الأشخاص عما أشعر به .
				٤٦. ثبتُّ على موقفي وحاربت لأجله .
				٤٧. حاولت أن أنفس غضبي في مَنْ حولي .
				٤٨. استرجعت خبرة سابقة ، لقد مررت بخبرة مشابهة بالسابق

لا ينطبق تماماً	ينطبق قليلاً	ينطبق بشكل متوسط	ينطبق كثيراً	العبارة
				٤٩. أدركت ما يجب فعله لذا ضاعفت جهودي لأجعل الأمور تسير بشكل أفضل .
				٥٠. رفضت تصديق أو تقبل ما حدث .
				٥١. قطعت وعداً على نفسي بأن الأمور ستسير بشكل أفضل في المرة القادمة .
				٥٢. وصلت لأكثر من حل للمشكلة .
				٥٣. تقبلت الوضع ، حيث لا يمكن فعل أي شيء .
				٥٤. حاولت ألا أجعل عواطفي تتداخل وتؤثر على أمور أخرى .
				٥٥. تمنيت أن أكون قادراً على تغيير ما حدث أو ما قد شعرت به .
				٥٦. غيرت عدة أمور خاصة بي .
				٥٧. حلمت وتخيلت أنني بمكان أو زمان آخر أفضل مما أنا فيه حالياً
				٥٨. تمنيت أن يزول هذا الموقف بطريقة أفضل .
				٥٩. كانت لي خيالاتي وأمنياتي في إمكانية تحول الأمور
				٦٠. صليت .
				٦١. أعددت نفسي للأسوأ .
				٦٢. فكرت مراراً لما يمكن أن أقوله أو أفعله .
				٦٣. فكرت كيف يفكر شخص أعتز به بمثل هذا الموقف وقلدته .
				٦٤. حاولت أن أرى الموضوع من وجهة نظر الشخص الآخر .
				٦٥. ذكرت نفسي بأن الأمور ممكن أن تكون أسوأ .
				٦٦. مارست التمارين الرياضية والجري .

صفحة اختيارية للتعليق

ــ الاسم ــــــــــ ------------------------ (اختياري)

ــ رقم الطالب ------------------------ (اختياري)

ــ رقم الهاتف أو البريد الإلكتروني=================== (اختياري)

* لقد تم إعلامي بطبيعة هذه الدراسة وهدفها عند تطبيق هذا الاستبيان ؟

	نعم	لا
كتابياً		
شفهياً		

* تعليق أو ملاحظات :

الخلاصـــــة

القلق / التكيف والحاجة للإرشاد النفسي

الهدف الأولي من الدراسة الحالية هو اسكتشاف وقياس مستوى ومصادر القلق لدى طلاب الجامعة في جامعة البحرين ، بالإضافة إلى تحديد أسلوب التكيف المستخدم لتخيفض مستوى القلق وكذلك الحاجة للإرشاد النفسي.

الدراسات السابقة خلصت إلى أن طلاب الجامعة بالتحديد يتعرضون لضغوطات مختلفة ومقلقة كالضغط الدراسي ، وإنشاء علاقات اجتماعية جديدة ، تنظيم الوقت ، وتنظيم المصاريف المالية بحيث تتناسب مع احتياجاتهم،.......... إلخ .

في الواقع إن هذه الضغوط أصبحت تزداد مع التحديات الجديدة التي يواجهها الطلاب عالمياً بشكل عام.

كثير من الطلبة يستطيع التكيف مع مشكلاته لكن البعض يرى أن هذه المشكلات لها آثار سلبية على جوانب حياته المختلفة وتحصيله الدراسي، لهذا من الأهمية معرفة ماهيّة هذه المشكلات ، حدثها ، وكيفية التعامل الأمثل لمواجهتها والدور الإرشادي في كيفية السيطرة عليها .

* يمكن الاستزادة بهذا الموضوع من خلال بعض المراجع التالية :

1- Al-Zarad, F.M. (1997) *Adolescence and Youth Problems.* Lebanon: Dar-An-Nafaes for Printing, Publishing & Distribution.

2- Folkman, S. and Lazarus, R.(1984) *Stress Appraisal and Coping.* New York: Springer.

3- Abada, A. and Al-Omran, J. (1992) Emotional problems among a sample of Bahrain University students. *Journal of Education Studies*, 4,19-48.

Once again, we thank you for talking part in the present study. Please feel free to contact Amani Al-Sheerawi ,E-mail: amani.al-shirawi @brunel.ac.uk, Dr,Stanley O. Gains.

APPENDIX C

Interview Schedule (Students)

١.   If you had to describe what the term "stress" means to you, what would you say? Prompts:

•   What words come to mind?

•   What images?

٢.   If a Bahrain University student is expressing stress-related problems such as: Academic, Social ,Personal, Family and Financial

        What would be in your view the greatest cause of stress?

٣.   What sort of problem would most likely make you to feel irritated or to need help? Why?

٤.   Do you see yourself experiencing stress:

            (yes/no)..(his/her own definition)? Prompts : always ,some times , rarely,..

٥.   At what level of stress (severe/ moderate/ mild) did you feel your problem(s) was/were at the time it/they has an impact or effect your domestic/ academic/ social lives/ and relationships?.

٦.   How long had the problem(s) existed prior to causing stress? (Weeks/ Months / Years?)

٧.   In the last month, how often have you experienced stress ?

•   Never

•   Almost never

•   Sometimes

•   Fairly often

Why?   What was its cause?

٨.   How do you feel when you are in a problem (his/her expression)? Prompts:
Physically, emotionally and mentally.

٩.   How does this situation affect your everyday life? Prompts :

•   Study,

•   Interests,

•   Relationships,

•   Social life.

١٠.   Please can you describe the steps you would undertake in handling or dealing
with this stressful situation? Prompts:

•   How do you face it?

•   How do you reduce your stress?

•

١١. What would you have done to solve your problem(s) without the help you received?

١٢. If you had to describe you self, what sort of person are you?

- I have good abilities in dealing with the problems.

- I need more abilities in dealing with the problems

- I need help.

١٣. Have you had any reservations or fears about using your University counselling service?

- If yes, what were these?

- If no, why not?

  -

١٤. Did you tell any of your fellow students that you felt stressed?

١٥. If you encounter a problem to whom do you refer to discuss it?

١٦. Do you seek help elsewhere for the problem(s) that caused you stress?

١٧. Have you ever been to a counsellor?

١٨. What was the location of the counselling session? (**Explore**: acceptability; expectations).

١٩. Would you recommend the counselling service to a fellow student whom you know to be in some distress?

- If yes, why?

- If not, why not?

٢٠.   Are there any other views or comments that you would wish to make concerning your experience of stress?

٢١.   I would now like to finish by getting some background details from you.

٢٢. Could you tell me what age you are?

٢٣. Are you married/ single/ divorced/ widowed?

٢٤. Have you any children? How many do you have?

٢٥. How many years have you been a student at the University of Bahrain?

Thank you very much for giving this time to sharing your views and experiences with me. Would you like to ask me any questions?

APPENDIX D

الأسئلة الخاصة بمقابلة الطلبة
الضغوط النفسية

١. ماذا تعني كلمة الضغوط النفسية بالنسبة إليك ، ماذا يتبادر إلى ذهنك من معاني او مرادفات او صور ذهنية مرتبطة بهذه الكلمة؟

٢. إذا ما واجه الطالب الجامعي بعض المشكلات المرتبطة بالضغوط النفسية مثل المشكلات الأكاديمية، الاجتماعية ، الأسرية ، النفسية والعادية . من وجهة نظرك ما هي أكثر المشكلات التي تسبب أعلى ضغط نفسي للطالب؟

٣. باعتقادك ما هي أهم المشكلات التي غالبا ما تتسبب في الشعور بعدم الارتياح والانزعاج ؟ولماذا؟

٤. هل ترى نفسك تعاني من الضغط النفسي: نعم /لا ، (تعريفها /تعريفه للضغط) ، دائما، بعض الاحيان، قليلا، نادرا

٥. ما هو مستوى الضغط النفسي الذي تتعرض له؟(مرتفع ، متوسط ، منخفض)

٦. عند أي مستوى من الضغط النفسي شعرت ان مشكلتك او مشكلاتك لها تأثير على جوانب حياتك النفسية او الاجتماعية او الصحية او الاكاديمية؟

٧. ماهي المدة التي استمرت فيها المشكلة قبل ان تشعر بشدة الضغط نفسي؟(أيام /اسابيع /شهور)

٨. في الشهر الماضي كم مرة شعرت بالاجهاد والضغط النفسي؟(لم تشعر على الاطلاق، غالبا، بعض الاحيان،قليلا) لماذا؟ هل يمكنك ذكر الاسباب؟

٩. ماذا تشعر عندما تمر بمشكلة ما(تعبير الطالب من الناحية الفيزائية، الانفعالية، العقلية) كيف اثر هذا الوضع على حياتك اليومية؟مثال:دراستك، هوايتك، صحتك....

١٠. من فضلك ،هل يمكنك وصف الخطوات التي تتبعها لخفض الضغط النفسي ؟ كيف تتعامل مع الضغوط؟ او تقللها؟

١١. ماذا تفعل لحل مشكلاتك عندما لا تجد من يساعدك؟

١٢. اذا كان بالامكان ان تصف نفسك ؟ أي نوع من الافراد تقيم او تصنف نفسك:

- لدي المهارة العالية للتعامل مع المشكلات
- احتاج الى مزيد من المهارة للتعامل مع المشكلات
- أحتاج الى المساعدة

١٣. هل لديك تحفظ او تخوف تجاه مركز الإرشاد بجامعتك؟ اذا كان

- نعم فما هي هذه التحفظات
- لا

١٤. هل أخبرت أحد من زملائك الطلبة بشعورك بالضغط النفسي والاجهاد؟

١٥. عندما تواجه مشكلة الى من تلجأ في حلها؟

١٦. هل تلجأ للمساعدة من جهة أخرى؟

١٧. هل ترغب بأن يتولى مركز الإرشاد متابعة الطلبة الذين يشعرون بالإجهاد والضغط النفسي؟

- نعم لماذا
- لا لماذا

١٨. هل لديك وجهة نظر او تعليق تضيفه فيما يتعلق بخبرتك بالاجهاد والضغط النفسي الذي يتعرض له الطالب الجامعي؟

اود ان انهي هذه الأسئلة ببعض المعلومات العامة لو أمكن ملأها منك:

الحالة الاجتماعية: متزوج /غير متزوج

عدد الأبناء: (اذا وجد)

السنة الدراسية (اولى ،ثانية، ثالثة ، رابعة)

شكرا جزيلا لعطائك من وقتك وفيما يخص الضغط النفسي هل لديك أي استفسار؟

APPENDIX E

Department of Human Sciences, Brunel University

Research Student Research Proposals: Ethical Monitoring Form

I) DESCRIPTION

Name of proposer: *Amani Al-Sheerawi*   Supervisor: *Dr. Stanley O. Gains*

Title of Project: *"Stress, Coping and Counselling needs"*

Brief Summary of Project a) aim(s) of the study / research question b) nature of the participants, if applicable, and how accessed or recruited c) the research method(s)

Attached in separate paper.

II) SUMMARY OF ETHICAL ISSUES: (to be completed by proposers)
(First complete the section over the page; then turn back to this section to identify any issues and say how they will be addressed):

III) ETHICAL COMMENTS AND REQUIREMENTS OF REVIEWERS (to be completed by reviewers).

Proposal to be resubmitted?   Yes   No

IV) REVIEW OF ETHICAL ISSUES CONCERNING PARTICIPANTS

Have you read the documents outlining the ethical guidelines for the relevant discipline(s)? (BPS: Ethical Principles for Conducting Research with Human Participants, 1993; BSA: Statement of Ethical Practice, 1996; ASA: Ethical Guidelines for Good Research Practice, 1999)

(Yes)   No

Please CIRCLE the relevant response to the questions below. If a circle appears in the RIGHT HAND column, provide an explanatory note in the Ethical Issues section over the page (precautions, permissions obtained etc).

Will participants be informed of the general objectives of the study, and their consent obtained? BPS3.1, BSA1b, ASA4a-f   (Yes)   No

Will the research involve any of the following? BPS3.2-3.5, BSA1e

   Animals   (No)   Yes

   Persons under the age of 16 years *   (No)   Yes

   Persons with special needs   (No)   Yes

   Persons with mental disorders   (No)   Yes

   Detained persons   (No)   Yes

   Other persons disadvantaged in any way   (No)   Yes

Will some sort of deception be practised? (Withholding information or misleading becomes unacceptable if the participants are likely to object or show unease once debriefed). BPS4.1-4.3   (No)   Yes

Will a debriefing be given to participants, to complete their understanding of the nature of the research or to obtain informed consent where this cannot be obtained in advance? BPS5.1-5.3   (Yes)   No

Will participants be informed of their right to withdraw from the study at any point? BPS6.1-6.2, BSA1bi   (Yes)   No

Will research records remain anonymous, and confidential to the researcher concerned? BPS7.1, BSA1bii, 3, ASA4f,5a-e   (Yes)   No

Will research involve possible harm or stress, physical or mental, to the participants? BPS8.1-8.4, BSA1a,1d, ASA2a-b

(No)   Yes

Will research involve undue intrusion or encroach on privacy? BPS8.3, ASA3a-b

(No)   Yes

If observation is employed, without the explicit consent of those observed, is this a public place and would they normally expect to be observed here by strangers? BPS9.1, ASA5a

Yes   (n/a)   No

If observation is employed, without the explicit consent of those observed, will the anonymity of participants be safeguarded? BSA2

Yes   (n/a)   No

Are there any other matters which might give rise to ethical concern and to which the Department Ethics Committee's attention should be drawn?
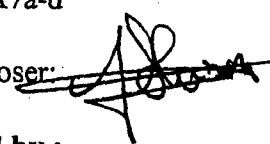
(No)   Yes

Have you submitted or will you submit the proposal to another Ethical Monitoring body? If so, which body? NO

*When researching children under 16 years of age, it is essential that researchers are accompanied or that research is carried out in a public space. You must ensure that consent is obtained in advance from parents or those in loco parentis. NO
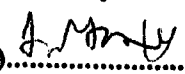
The researcher should inform interviewees of the use to which the interview will be put and should clarify the extent to which participants will have access to and be able to comment upon the data, and the degree of consultation and feedback in relation to publications. ASA7a-d

Signature of Proposer: _____ Date: 30.03.04

Form scrutinised by :

(reviewer 1)............................ Date: 30 March 2004

(reviewer 2)............................ Date: 31 March 2004

Reviewers: normally supervisor and Head of Discipline. Copy of form to be held on file by the Departmental Research Administrator.

CR 20/11/01

Study Aims

This study has several aims. First, it attempts to assess perceived levels of stress experienced by Bahraini university students. Second, it aims to indicate the primary sources of stress among these students. Third, the ways of coping with stress among university students are identified. Fourth, it aims to assess counselling needs. It also examines any differences exist among selected demographic variables (gender, age, year of study, social status) and perceived stress levels, sources of stress and ways of coping with stress.

Research Questionnaire

The following questions were considered for data gathering and analysis in this study:

1. What do Bahraini university students perceive to be the main sources of stress?
2. Do Bahraini university students perceive a need for counselling?
3. What is the stress level of Bahraini University students?
4. What strategies do Bahraini university students manage to cope with or reduce their stress?
5. Is there a relationship between sources of stress, levels of stress and managing stress and counselling needs?
6. How do demographic characteristics (age, gender, year of study, martial status, GPA) relate to:
1. Sources of stress
2. Stress levels
3. Counselling needs
4. Coping strategies

Research Hypotheses

The study will be guided by the following main hypotheses:

1. Bahraini university students are faced by different amounts and extent of sources of stress, Problems such as, family problem, social, emotional/ personal, aacademic, health, and religious/ethical problems, with regard to year of study, subject, gender, and social status.

2. There is a significant relationship between university students' coping style and their levels of stress, with regard to year of study, subject, gender, and social status.

3. There is a significant relationship between university students' particular coping strategies and the amount and extent of sources of stress, with regard to year of study, subject, gender, and social status.

4. There is a significant relationship between university students' coping style and the extent of their counselling needs with regard to year of study, subject, gender, and social status.

Research Methodology

Methods:

In this study, both qualitative and quantitative methods will be employed. Questionnaires will be used to generate quantitative data, and face-to face interviews will be used to generate qualitative data, so as to develop a rounded analysis of University students' stress' and coping strategy.

Location of study Bahrain University, Kingdom of Bahrain.

Participants: For the questionnaire responses, the sample: will be generally a stratified random sample of Bahrain University students, representing different ages from 18 to 25. The students vary in their year of study, gender and martial status. For the interviews participants, another stratified random sample will be selected from the teacher population, and further students as well.

APPENDIX F

Table 1 Sample broken down by College

Major	Frequency	Percent
ACCOUNT	2	1.0
BANK	13	6.5
BUSN	61	30.5
COMP	11	5.5
ENGLISH	7	3.5
IT	74	37.0
MEDICAL	32	16.0
Total	200	100.0

Table 2 shows that majority of students 30.5% of students are studying Information technology.

Table.3 Sample broken down by Year of study

N	Frequency	Percent
1	117	58.5
2	68	34.0
3	13	6.5
4	2	1.0
Total	200	100.0

Table 4.3 shows that the majority of students 58% were in first year.

4 Sample broken down by Age

Valid	Frequency	%
18.00	38	19.0
19.00	40	20.0
20.00	37	18.5
21.00	29	14.5
22.00	19	9.5
23.00	22	11.0
24.00	13	6.5
25.00	2	1.0
Total	200	100.0

Table 5 shows that the majority of students' age ranged between 18-20.

4.5 Table Sample broken down by academic average level

		Frequency	%
Excellent	1.00	53	26.5
v.good	2.00	66	33.0
Good	3.00	66	33.0
Poor	4.00	9	4.5
v.poor	5.00	6	3.0
Total		200	100.0

Table 4.6 shows that the majority of students' academic level ranged between good and very well

Table Sample broken down by Martial status

		Frequency	%
Single	1.00	156	78.0
Engage	2.00	9	4.5
Married	3.00	20	10.0
Divorce	4.00	5	2.5
Widowed	5.00	10	5.0
Total		200	100.0

Table 4.6 shows that majority of the sample 78% were single.

Correlations

		confrontive	distancing	selfcontrolling	socialsupport	acceptingre sponsibility	escapeav oidance	problemso lving	positivere appraisel
totala	Pearson Correlation	.117	.128	.059	.125	.087	.222**	.087	.114
	Sig. (2-tailed)	.099	.071	.407	.078	.223	.002	.219	.108
	N	200	200	200	200	200	200	200	200
totalb	Pearson Correlation	.157*	.160*	.143*	.208**	.184**	.353**	.114	.233**
	Sig. (2-tailed)	.026	.023	.043	.003	.009	.000	.107	.001
	N	200	200	200	200	200	200	200	200
totalc	Pearson Correlation	.279**	.206**	.315**	.330**	.365**	.377**	.279**	.376**
	Sig. (2-tailed)	.000	.003	.000	.000	.000	.000	.000	.000
	N	200	200	200	200	200	200	200	200
totald	Pearson Correlation	.184**	.279**	.285**	.226**	.270**	.397**	.192**	.216**
	Sig. (2-tailed)	.009	.000	.000	.001	.000	.000	.006	.002
	N	200	200	200	200	200	200	200	200
totale	Pearson Correlation	.220**	.195**	.104	.137	.192**	.341**	.073	.142*
	Sig. (2-tailed)	.002	.006	.141	.053	.006	.000	.307	.045
	N	200	200	200	200	200	200	200	200
totalf	Pearson Correlation	.196**	.219**	.227**	.285**	.240**	.315**	.222**	.227**
	Sig. (2-tailed)	.005	.002	.001	.000	.001	.000	.002	.001
	N	200	200	200	200	200	200	200	200
totalg	Pearson Correlation	.192**	.146*	.230**	.259**	.275**	.491**	.108	.280**
	Sig. (2-tailed)	.007	.040	.001	.000	.000	.000	.127	.000
	N	200	200	200	200	200	200	200	200
totalh	Pearson Correlation	.266**	.235**	.234**	.234**	.322**	.420**	.185**	.223**
	Sig. (2-tailed)	.000	.001	.001	.001	.000	.000	.009	.002
	N	200	200	200	200	200	200	200	200
totalpaf	Pearson Correlation	.276**	.265**	.278**	.312**	.336**	.502**	.216**	.311**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.002	.002
	N	200	200	200	200	200	200	200	200
totalpb2	Pearson Correlation	.448**	.380**	.516**	.468**	.488**	.446**	.441**	.463**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000
	N	200	200	200	200	200	200	200	200

Correlations

		confrontive	distancing	selfcontrolling	socialsupport	acceptingre sponibility	escapeav oidance	problemso lving	positivere appraisel
totalp4	Pearson Correlation	.761**	.679**	.825**	.754**	.731**	.724**	.795**	.845**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000
	N	200	200	200	200	200	200	200	200

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Descriptives

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
acceptingresponibilty	200	1.00	4.00	2.8337	.66748
positivereappraisel	200	1.14	4.00	2.7614	.63729
problemsolving	200	1.17	4.00	2.7450	.64385
selfcontrolling	200	1.14	3.86	2.6457	.56692
socialsupport	200	1.00	4.00	2.6383	.68832
confrontive	200	1.17	4.00	2.5767	.80355
escapeavoidance	200	1.00	3.88	2.4800	.61076
distancing	200	1.17	4.00	2.4558	.61651
Valid N (listwise)	200				

Descriptives

gender = 1.00

Descriptive Statistics[a]

	N	Minimum	Maximum	Mean	Std. Deviation
acceptingresponibilty	120	1.00	4.00	2.7708	.70605
problemsolving	120	1.17	4.00	2.7292	.67849
positivereappraisel	120	1.14	4.00	2.7202	.64513
selfcontrolling	120	1.14	3.86	2.6060	.61703
confrontive	120	1.17	4.00	2.5819	.62734
socialsupport	120	1.00	4.00	2.5528	.70875
distancing	120	1.17	4.00	2.4833	.62488
escapeavoidance	120	1.00	3.88	2.3729	.58742
Valid N (listwise)	120				

a. gender = 1.00

gender = 2.00

Descriptive Statistics[a]

	N	Minimum	Maximum	Mean	Std. Deviation
acceptingresponibilty	80	1.25	4.00	2.9281	.59692
positivereappraisel	80	1.57	4.00	2.8232	.62425
problemsolving	80	1.17	4.00	2.7688	.59149
socialsupport	80	1.33	3.83	2.7667	.63953
selfcontrolling	80	1.29	3.86	2.7054	.47968
escapeavoidance	80	1.25	3.88	2.6406	.61346
confrontive	80	1.33	3.83	2.5688	.56961
distancing	80	1.33	3.67	2.4146	.60529
Valid N (listwise)	80				

a. gender = 2.00

Descriptives

gender = 1.00

Descriptive Statistics[a]

	N	Minimum	Maximum	Mean	Std. Deviation
totalh	120	1.00	5.00	2.8991	1.02839
totald	120	1.00	3.91	2.4681	.68448
totalf	120	1.00	5.00	2.3917	.89164
totalc	120	.83	4.25	2.3833	.71567
totalg	120	1.00	5.00	2.2375	.93549
totalb	120	1.00	4.24	1.9868	.71140
totale	120	.93	4.07	1.7643	.64705
totala	120	1.00	3.65	1.6461	.60409
Valid N (listwise)	120				

a. gender = 1.00

gender = 2.00

Descriptive Statistics[a]

	N	Minimum	Maximum	Mean	Std. Deviation
totalh	80	1.67	5.00	3.0625	.88604
totalc	80	1.42	3.92	2.6802	.57711
totalg	80	1.00	4.50	2.5475	.93929
totald	80	1.26	4.22	2.5402	.64736
totalf	80	1.00	4.73	2.2193	.79840
totalb	80	1.00	3.88	1.9191	.66593
totale	80	1.00	3.50	1.9134	.54985
totala	80	1.00	2.88	1.5176	.50031
Valid N (listwise)	80				

a. gender = 2.00

T-Test

gender = 1.00

One-Sample Statistics[a]

	N	Mean	Std. Deviation	Std. Error Mean
totalpa1	120	2.2221	.59116	.05397
totalp2	120	3.1702	.56328	.05142
totalp4	120	2.5937	.51319	.04685

a. gender = 1.00

One-Sample Test[a]

	Test Value = 1					
					95% Confidence Interval of the Difference	
	t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
totalpa1	22.646	119	.000	1.22210	1.1152	1.3290
totalp2	42.206	119	.000	2.17024	2.0684	2.2721
totalp4	34.019	119	.000	1.59369	1.5009	1.6864

a. gender = 1.00

gender = 2.00

One-Sample Statistics[a]

	N	Mean	Std. Deviation	Std. Error Mean
totalpa1	80	2.3000	.50541	.05651
totalp2	80	3.3152	.46091	.05153
totalp4	80	2.6973	.39487	.04415

a. gender = 2.00

One-Sample Test[a]

	Test Value = 1					
					95% Confidence Interval of the Difference	
	t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
totalpa1	23.006	79	.000	1.29999	1.1875	1.4125
totalp2	44.928	79	.000	2.31518	2.2126	2.4177
totalp4	38.446	79	.000	1.69735	1.6095	1.7852

a. gender = 2.00

T-Test

national = B

One-Sample Statistics[a]

	N	Mean	Std. Deviation	Std. Error Mean
totalpa1	97	2.1881	.55917	.05678
totalp2	97	3.1716	.56174	.05704
totalp4	97	2.5561	.50297	.05107

a. national = B

One-Sample Test[a]

	Test Value = 1					
					95% Confidence Interval of the Difference	
	t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
totalpa1	20.926	96	.000	1.18807	1.0754	1.3008
totalp2	38.074	96	.000	2.17158	2.0584	2.2846
totalp4	30.470	96	.000	1.55608	1.4547	1.6574

a. national = B

national = G

One-Sample Statistics[a]

	N	Mean	Std. Deviation	Std. Error Mean
totalpa1	103	2.3146	.55343	.05453
totalp2	103	3.2816	.49161	.04844
totalp4	103	2.7096	.42829	.04220

a. national = G

One-Sample Test[a]

	Test Value = 1					
				Mean Difference	95% Confidence Interval of the Difference	
	t	df	Sig. (2-tailed)		Lower	Upper
totalpa1	24.108	102	.000	1.31464	1.2065	1.4228
totalp2	47.101	102	.000	2.28155	2.1855	2.3776
totalp4	40.512	102	.000	1.70962	1.6259	1.7933

a. national = G

General Linear Model

Multivariate Tests[b]

Effect		Value	F	Hypothesis df	Error df	Sig.
Intercept	Pillai's Trace	.982	526.566[a]	18.000	179.000	.000
	Wilks' Lambda	.018	526.566[a]	18.000	179.000	.000
	Hotelling's Trace	53.152	526.566[a]	18.000	179.000	.000
	Roy's Largest Root	53.152	526.566[a]	18.000	179.000	.000
gender	Pillai's Trace	.259	3.482[a]	18.000	179.000	.000
	Wilks' Lambda	.741	3.482[a]	18.000	179.000	.000
	Hotelling's Trace	.350	3.482[a]	18.000	179.000	.000
	Roy's Largest Root	.350	3.482[a]	18.000	179.000	.000
national	Pillai's Trace	.138	1.590[a]	18.000	179.000	.067
	Wilks' Lambda	.862	1.590[a]	18.000	179.000	.067
	Hotelling's Trace	.160	1.590[a]	18.000	179.000	.067
	Roy's Largest Root	.160	1.590[a]	18.000	179.000	.067
gender * national	Pillai's Trace	.164	1.948[a]	18.000	179.000	.015
	Wilks' Lambda	.836	1.948[a]	18.000	179.000	.015
	Hotelling's Trace	.196	1.948[a]	18.000	179.000	.015
	Roy's Largest Root	.196	1.948[a]	18.000	179.000	.015

a. Exact statistic

b. Design: Intercept+gender+national+gender * national

Tests of Between-Subjects Effects

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	totala	1.310[a]	3	.437	1.365	.255
	totalb	1.009[b]	3	.336	.698	.554
	totalc	5.948[c]	3	1.983	4.543	.004
	totald	1.114[d]	3	.371	.827	.480
	totale	3.928[e]	3	1.309	3.622	.014
	totalf	1.681[f]	3	.560	.759	.518
	totalg	6.584[g]	3	2.195	2.503	.061
	totalh	5.818[h]	3	1.939	2.073	.105
	totalpa1	1.497[i]	3	.499	1.615	.187
	totalp2	2.049[g]	3	.683	2.502	.061
	totalp4	1.686[j]	3	.562	2.593	.054
	confrontive	3.320[k]	3	1.107	3.136	.027
	distancing	3.474[k]	3	1.158	3.145	.026
	selfcontrolling	1.863[l]	3	.621	1.960	.121
	socialsupport	4.600[m]	3	1.533	3.351	.020
	acceptingresponibilty	2.244[n]	3	.748	1.697	.169
	escapeavoidance	6.015[o]	3	2.005	5.761	.001
	problemsolving	.200[p]	3	.067	.159	.924
	positivereappraisel	2.230[q]	3	.743	1.854	.139

Tests of Between-Subjects Effects

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Intercept	totala	478.761	1	478.761	1497.042	.000
	totalb	727.979	1	727.979	1510.377	.000
	totalc	1226.510	1	1226.510	2814.771	.000
	totald	1200.099	1	1200.099	2673.073	.000
	totale	647.534	1	647.534	1791.427	.000
	totalf	1018.275	1	1018.275	1379.189	.000
	totalg	1091.715	1	1091.715	1244.992	.000
	totalh	1701.146	1	1701.146	1818.643	.000
	totalpa1	978.105	1	978.105	3185.526	.000
	totalp2	2012.477	1	2012.477	7372.935	.000
	totalp4	1335.648	1	1335.648	6161.545	.000
	confrontive	1263.815	1	1263.815	3581.112	.000
	distancing	1141.423	1	1141.423	3100.153	.000
	selfcontrolling	1346.533	1	1346.533	4250.318	.000
	socialsupport	1347.055	1	1347.055	2943.933	.000
	acceptingresponibilty	1549.987	1	1549.987	3515.543	.000
	escapeavoidance	1198.178	1	1198.178	3442.575	.000
	problemsolving	1446.213	1	1446.213	3444.418	.000
	positivereappraisel	1464.875	1	1464.875	3653.312	.000
gender	totala	.791	1	.791	2.474	.117
	totalb	.252	1	.252	.522	.471
	totalc	4.333	1	4.333	9.928	.002
	totald	.251	1	.251	.559	.455
	totale	1.085	1	1.085	3.000	.085
	totalf	1.377	1	1.377	1.865	.174
	totalg	4.368	1	4.368	4.981	.027
	totalh	1.305	1	1.305	1.395	.239
	totalpa1	.288	1	.288	.931	.336
	totalp2	1.014	1	1.014	3.714	.055
	totalp4	.446	1	.446	2.060	.153
	confrontive	.027	1	.027	.078	.781
	distancing	.321	1	.321	.873	.351
	selfcontrolling	.419	1	.419	1.322	.252
	socialsupport	1.932	1	1.932	4.221	.041
	acceptingresponibilty	1.084	1	1.084	2.458	.119
	escapeavoidance	3.205	1	3.205	9.209	.003
	problemsolving	.077	1	.077	.182	.670
	positivereappraisel	.416	1	.416	1.037	.310

Tests of Between-Subjects Effects

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
national	totala	.222	1	.222	.693	.406
	totalb	.766	1	.766	1.589	.209
	totalc	.154	1	.154	.352	.554
	totald	.307	1	.307	.684	.409
	totale	.860	1	.860	2.379	.125
	totalf	6.314E-06	1	6.314E-06	.000	.998
	totalg	1.920	1	1.920	2.190	.141
	totalh	1.393	1	1.393	1.489	.224
	totalpa1	.522	1	.522	1.691	.195
	totalp2	.340	1	.340	1.247	.266
	totalp4	1.171	1	1.171	5.401	.021
	confrontive	3.274	1	3.274	9.278	.003
	distancing	3.152	1	3.152	8.562	.004
	selfcontrolling	1.299	1	1.299	4.101	.044
	socialsupport	1.714	1	1.714	3.747	.054
	acceptingresponibilty	.049	1	.049	.111	.740
	escapeavoidance	2.501	1	2.501	7.188	.008
	problemsolving	.033	1	.033	.079	.779
	positivereappraisel	1.655	1	1.655	4.128	.044
gender * national	totala	.192	1	.192	.600	.440
	totalb	.001	1	.001	.002	.968
	totalc	1.311	1	1.311	3.004	.085
	totald	.383	1	.383	.853	.357
	totale	1.433	1	1.433	3.965	.048
	totalf	.245	1	.245	.332	.565
	totalg	.004	1	.004	.004	.949
	totalh	2.240	1	2.240	2.395	.123
	totalpa1	.439	1	.439	1.422	.235
	totalp2	.492	1	.492	1.801	.181
	totalp4	.048	1	.048	.222	.638
	confrontive	.031	1	.031	.088	.767
	distancing	.437	1	.437	1.187	.277
	selfcontrolling	.004	1	.004	.012	.912
	socialsupport	1.164	1	1.164	2.543	.112
	acceptingresponibilty	1.056	1	1.056	2.396	.123
	escapeavoidance	.003	1	.003	.008	.927
	problemsolving	.067	1	.067	.161	.689
	positivereappraisel	.263	1	.263	.655	.419

Tests of Between-Subjects Effects

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Error	totala	62.682	196	.320		
	totalb	94.469	196	.482		
	totalc	85.544	196	.436		
	totald	87.996	196	.449		
	totale	70.847	196	.361		
	totalf	144.712	196	.738		
	totalg	171.870	196	.877		
	totalh	183.337	196	.935		
	totalp1	60.561	196	.309		
	totalp2	53.499	196	.273		
	totalp4	42.487	196	.217		
	confrontive	69.171	196	.353		
	distancing	72.164	196	.368		
	selfcontrolling	62.094	196	.317		
	socialsupport	89.684	196	.458		
	acceptingresponibilty	86.416	196	.441		
	escapeavoidance	68.217	196	.348		
	problemsolving	82.295	196	.420		
	positivereappraisel	78.590	196	.401		
Total	totala	572.609	200			
	totalb	863.567	200			
	totalc	1343.576	200			
	totald	1336.068	200			
	totale	740.117	200			
	totalf	1225.405	200			
	totalg	1293.790	200			
	totalh	1946.741	200			
	totalp1	1077.491	200			
	totalp2	2139.821	200			
	totalp4	1432.978	200			
	confrontive	1400.333	200			
	distancing	1261.861	200			
	selfcontrolling	1463.918	200			
	socialsupport	1466.444	200			
	acceptingresponibilty	1694.688	200			
	escapeavoidance	1304.313	200			
	problemsolving	1589.500	200			
	positivereappraisel	1605.918	200			

Tests of Between-Subjects Effects

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Total	totala	63.992	199			
	totalb	95.478	199			
	totalc	91.492	199			
	totald	89.110	199			
	totale	74.774	199			
	totalf	146.393	199			
	totalg	178.454	199			
	totalh	189.155	199			
	totalpa1	62.058	199			
	totalp2	55.548	199			
	totalp4	44.174	199			
	confrontive	72.491	199			
	distancing	75.638	199			
	selfcontrolling	63.958	199			
	socialsupport	94.284	199			
	acceptingresponibilty	88.660	199			
	escapeavoidance	74.232	199			
	problemsolving	82.495	199			
	positivereappraisel	80.821	199			

a. R Squared = .020 (Adjusted R Squared = .005)

b. R Squared = .011 (Adjusted R Squared = -.005)

c. R Squared = .065 (Adjusted R Squared = .051)

d. R Squared = .012 (Adjusted R Squared = -.003)

e. R Squared = .053 (Adjusted R Squared = .038)

f. R Squared = .011 (Adjusted R Squared = -.004)

g. R Squared = .037 (Adjusted R Squared = .022)

h. R Squared = .031 (Adjusted R Squared = .016)

i. R Squared = .024 (Adjusted R Squared = .009)

j. R Squared = .038 (Adjusted R Squared = .023)

k. R Squared = .046 (Adjusted R Squared = .031)

l. R Squared = .029 (Adjusted R Squared = .014)

m. R Squared = .049 (Adjusted R Squared = .034)

n. R Squared = .025 (Adjusted R Squared = .010)

o. R Squared = .081 (Adjusted R Squared = .067)

p. R Squared = .002 (Adjusted R Squared = -.013)

q. R Squared = .028 (Adjusted R Squared = .013)

Regression

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.460[a]	.212	.179	.47881

a. Predictors: (Constant), totalpa1, totalc, totale, totala, totalf, totald, totalb, totalg

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	11.759	8	1.470	6.412	.000[a]
	Residual	43.789	191	.229		
	Total	55.548	199			

a. Predictors: (Constant), totalpa1, totalc, totale, totala, totalf, totald, totalb, totalg

b. Dependent Variable: totalp2

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.386	.162		14.750	.000
	totala	-.164	.092	-.177	-1.797	.074
	totalb	-.228	.096	-.299	-2.363	.019
	totalc	-.094	.083	-.120	-1.128	.261
	totald	-.271	.103	-.343	-2.628	.009
	totale	-.123	.089	-.143	-1.373	.171
	totalf	-.137	.074	-.222	-1.843	.067
	totalg	-.140	.089	-.252	-1.580	.116
	totalpa1	1.480	.413	1.565	3.584	.000

a. Dependent Variable: totalp2

Regression

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.466[a]	.217	.184	.42562

a. Predictors: (Constant), totalpa1, totalc, totale, totala, totalf, totald, totalb, totalg

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	9.573	8	1.197	6.605	.000[a]
	Residual	34.601	191	.181		
	Total	44.174	199			

a. Predictors: (Constant), totalpa1, totalc, totale, totala, totalf, totald, totalb, totalg

b. Dependent Variable: totalp4

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.773	.144		12.335	.000
	totala	-.095	.081	-.115	-1.172	.243
	totalb	-.089	.086	-.131	-1.038	.301
	totalc	.140	.074	.202	1.904	.058
	totald	.009	.092	.013	.102	.919
	totale	-.073	.080	-.095	-.921	.358
	totalf	.012	.066	.022	.182	.856
	totalg	.003	.079	.006	.036	.971
	totalpa1	.405	.367	.480	1.103	.271

a. Dependent Variable: totalp4

Regression

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.603[a]	.364	.337	.43016

a. Predictors: (Constant), positivereappraisel, distancing, acceptingresponibilty, escapeavoidance, socialsupport, confrontive, problemsolving, selfcontrolling

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	20.206	8	2.526	13.650	.000[a]
	Residual	35.342	191	.185		
	Total	55.548	199			

a. Predictors: (Constant), positivereappraisel, distancing, acceptingresponibilty, escapeavoidance, socialsupport, confrontive, problemsolving, selfcontrolling

b. Dependent Variable: totalp2

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.516	.170		8.899	.000
	confrontive	.048	.073	.055	.654	.514
	distancing	.032	.062	.038	.523	.601
	selfcontrolling	.162	.086	.174	1.895	.060
	socialsupport	.095	.062	.124	1.539	.125
	acceptingresponibilty	.120	.064	.152	1.865	.064
	escapeavoidance	.096	.067	.111	1.434	.153
	problemsolving	.012	.075	.014	.155	.877
	positivereappraisel	.079	.081	.095	.972	.332

a. Dependent Variable: totalp2

Regression

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.991[a]	.981	.981	.06555

a. Predictors: (Constant), positivereappraisel, distancing, acceptingresponibilty, escapeavoidance, socialsupport, confrontive, problemsolving, selfcontrolling

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	43.353	8	5.419	1261.223	.000[a]
	Residual	.821	191	.004		
	Total	44.174	199			

a. Predictors: (Constant), positivereappraisel, distancing, acceptingresponibilty, escapeavoidance, socialsupport, confrontive, problemsolving, selfcontrolling

b. Dependent Variable: totalp4

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.105	.026		4.031	.000
	confrontive	.109	.011	.139	9.726	.000
	distancing	.112	.009	.146	11.814	.000
	selfcontrolling	.151	.013	.181	11.529	.000
	socialsupport	.113	.009	.166	12.047	.000
	acceptingresponibilty	.061	.010	.087	6.240	.000
	escapeavoidance	.142	.010	.183	13.836	.000
	problemsolving	.130	.011	.178	11.428	.000
	positivereappraisel	.143	.012	.194	11.642	.000

a. Dependent Variable: totalp4

Regression

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.665[a]	.443	.394	.41130

a. Predictors: (Constant), positivereappraisel, totala, totale, totalc, distancing, totalf, acceptingresponibilty, totalh, socialsupport, escapeavoidance, confrontive, totald, totalb, problemsolving, selfcontrolling, totalg

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	24.590	16	1.537	9.085	.000[a]
	Residual	30.958	183	.169		
	Total	55.548	199			

a. Predictors: (Constant), positivereappraisel, totala, totale, totalc, distancing, totalf, acceptingresponibilty, totalh, socialsupport, escapeavoidance, confrontive, totald, totalb, problemsolving, selfcontrolling, totalg

b. Dependent Variable: totalp2

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.370	.184		7.465	.000
	totala	.057	.071	.061	.806	.421
	totalb	-.015	.067	-.020	-.228	.820
	totalc	-.035	.055	-.044	-.622	.534
	totald	-.126	.067	-.159	-1.888	.063
	totale	.100	.061	.115	1.623	.106
	totalf	.005	.044	.008	.109	.913
	totalg	.005	.053	.008	.087	.930
	totalh	.166	.046	.306	3.635	.000
	confrontive	.009	.072	.011	.129	.897
	distancing	.016	.061	.018	.253	.601
	selfcontrolling	.204	.084	.219	2.431	.016
	socialsupport	.105	.060	.137	1.740	.084
	acceptingresponiblity	.090	.063	.114	1.439	.152
	escapeavoidance	.014	.071	.016	.197	.844
	problemsolving	.028	.074	.035	.386	.700
	positivereappraisel	.092	.081	.111	1.138	.257

a. Dependent Variable: totalp2

Regression

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.991[a]	.982	.980	.06635

a. Predictors: (Constant), positivereappraisel, totala, totale, totalc, distancing, totalf, acceptingresponibilty, totalh, socialsupport, escapeavoidance, confrontive, totald, totalb, problemsolving, selfcontrolling, totalg

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	43.368	16	2.711	615.667	.000[a]
	Residual	.806	183	.004		
	Total	44.174	199			

a. Predictors: (Constant), positivereappraisel, totala, totale, totalc, distancing, totalf, acceptingresponibilty, totalh, socialsupport, escapeavoidance, confrontive, totald, totalb, problemsolving, selfcontrolling, totalg

b. Dependent Variable: totalp4

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.111	.030		3.756	.000
	totala	-.010	.011	-.012	-.899	.370
	totalb	-.004	.011	-.005	-.338	.736
	totalc	-9.613E-05	.009	.000	-.011	.991
	totald	.007	.011	.010	.664	.508
	totale	-.004	.010	-.005	-.367	.714
	totalf	-.006	.007	-.011	-.843	.400
	totalg	.007	.009	.014	.803	.423
	totalh	.004	.007	.008	.520	.604
	confrontive	.110	.012	.141	9.405	.000
	distancing	.113	.010	.146	11.396	.000
	selfcontrolling	.147	.014	.177	10.644	.000
	socialsupport	.114	.010	.167	11.751	.000
	acceptingresponibilty	.059	.010	.084	5.845	.000
	escapeavoidance	.138	.011	.179	12.134	.000
	problemsolving	.133	.012	.181	11.158	.000
	positivereappraisel	.144	.013	.194	10.861	.000

a. Dependent Variable: totalp4

General Linear Model

Regression

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.386	.162		14.750	.000
	totala	-.164	.092	-.177	-1.797	.074
	totalb	-.228	.096	-.299	-2.363	.019
	totalc	-.094	.083	-.120	-1.128	.261
	totald	-.271	.103	-.343	-2.628	.009
	totale	-.123	.089	-.143	-1.373	.171
	totalf	-.137	.074	-.222	-1.843	.067
	totalg	-.140	.089	-.252	-1.580	.116
	totalpa1	1.480	.413	1.565	3.584	.000

a. Dependent Variable: totalp2

Regression

Regression

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.516	.170		8.899	.000
	confrontive	.048	.073	.055	.654	.514
	distancing	.032	.062	.038	.523	.601
	selfcontrolling	.162	.086	.174	1.895	.060
	socialsupport	.095	.062	.124	1.539	.125
	acceptingresponibilty	.120	.064	.152	1.865	.064
	escapeavoidance	.096	.067	.111	1.434	.153
	problemsolving	.012	.075	.014	.155	.877
	positivereappraisel	.079	.081	.095	.972	.332

a. Dependent Variable: totalp2

Regression

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	.105	.026		4.031	.000
	confrontive	.109	.011	.139	9.726	.000
	distancing	.112	.009	.146	11.814	.000
	selfcontrolling	.151	.013	.181	11.529	.000
	socialsupport	.113	.009	.166	12.047	.000
	acceptingresponibilty	.061	.010	.087	6.240	.000
	escapeavoidance	.142	.010	.183	13.836	.000
	problemsolving	.130	.011	.178	11.428	.000
	positivereappraisel	.143	.012	.194	11.642	.000

a. Dependent Variable: totalp4

Regression

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	1.370	.184		7.465	.000
	totala	.057	.071	.061	.806	.421
	totalb	-.015	.067	-.020	-.228	.820
	totalc	-.035	.055	-.044	-.622	.534
	totald	-.126	.067	-.159	-1.888	.063
	totale	.100	.061	.115	1.623	.106
	totalf	.005	.044	.008	.109	.913
	totalg	.005	.053	.008	.087	.930
	totalh	.166	.046	.306	3.635	.000
	confrontive	.009	.072	.011	.129	.897
	distancing	.016	.061	.016	.253	.801
	selfcontrolling	.204	.084	.219	2.431	.016
	socialsupport	.105	.060	.137	1.740	.084
	acceptingresponibilty	.090	.063	.114	1.439	.152
	escapeavoidance	.014	.071	.016	.197	.844
	problemsolving	.028	.074	.035	.388	.700
	positivereappraisel	.092	.081	.111	1.136	.257

a. Dependent Variable: totalp2

Regression

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.111	.030		3.756	.000
	totala	-.010	.011	-.012	-.899	.370
	totalb	-.004	.011	-.005	-.338	.736
	totalc	-9.613E-05	.009	.000	-.011	.991
	totald	.007	.011	.010	.664	.508
	totale	-.004	.010	-.005	-.367	.714
	totalf	-.006	.007	-.011	-.843	.400
	totalg	.007	.009	.014	.803	.423
	totalh	.004	.007	.008	.520	.604
	confrontive	.110	.012	.141	9.405	.000
	distancing	.113	.010	.146	11.396	.000
	selfcontrolling	.147	.014	.177	10.644	.000
	socialsupport	.114	.010	.167	11.751	.000
	acceptingresponibilty	.059	.010	.084	5.845	.000
	escapeavoidance	.138	.011	.179	12.134	.000
	problemsolving	.133	.012	.181	11.158	.000
	positivereappraisel	.144	.013	.194	10.981	.000

a. Dependent Variable: totalp4

Regression

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.893	.180		10.515	.000
	totala	-.083	.090	-.083	-.920	.359
	totalb	-.096	.085	-.118	-1.138	.256
	totalc	.185	.068	.221	2.715	.007
	totald	.170	.084	.200	2.021	.045
	totale	-.111	.077	-.120	-1.438	.152
	totalf	.069	.055	.104	1.243	.215
	totalg	.076	.063	.127	1.217	.225
	totalh	.017	.057	.029	.293	.770

a. Dependent Variable: selfcontrolling

Regression

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.695	.219		7.731	.000
	totala	-.052	.110	-.043	-.470	.639
	totalb	-.011	.103	-.011	-.105	.917
	totalc	.247	.083	.244	2.980	.003
	totald	.004	.102	.004	.035	.972
	totale	-.076	.094	-.088	-.818	.416
	totalf	.136	.067	.169	2.016	.045
	totalg	.081	.076	.112	1.067	.287
	totalh	.017	.070	.025	.250	.803

a. Dependent Variable: socialsupport

Regression

Descriptive Statistics

	Mean	Std. Deviation	N
acceptingresponibilty	2.8338	.66748	200
totala	1.5947	.56707	200
totalb	1.9597	.69287	200
totalc	2.5021	.67806	200
totald	2.4970	.66917	200
totale	1.8239	.61298	200
totalf	2.3227	.85770	200
totalg	2.3615	.94697	200
totalh	2.9644	.97495	200

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.793	.209		8.594	.000
	totala	-.082	.105	-.070	-.788	.432
	totalb	-.083	.098	-.086	-.848	.398
	totalc	.264	.079	.268	3.346	.001
	totald	.033	.097	.033	.337	.736
	totale	-.016	.089	-.015	-.184	.854
	totalf	.057	.064	.074	.895	.372
	totalg	.063	.072	.089	.864	.389
	totalh	.115	.067	.168	1.726	.086

a. Dependent Variable: acceptingresponibilty

Regression

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.312	.177		7.407	.000
	totala	-.095	.089	-.088	-1.069	.286
	totalb	.023	.083	.026	.279	.780
	totalc	.132	.067	.147	1.973	.050
	totald	.072	.083	.079	.875	.383
	totale	.053	.076	.053	.699	.485
	totalf	.012	.054	.017	.222	.825
	totalg	.212	.062	.329	3.447	.001
	totalh	.046	.057	.074	.817	.415

a. Dependent Variable: escapeavoidance

Regression

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.939	.209		9.273	.000
	totala	.046	.105	.041	.441	.660
	totalb	-.093	.098	-.100	-.948	.344
	totalc	.233	.079	.246	2.946	.004
	totald	.084	.098	.087	.856	.513
	totale	-.080	.089	-.077	-.900	.369
	totalf	.126	.064	.168	1.963	.051
	totalg	-.076	.073	-.112	-1.049	.296
	totalh	.069	.067	.105	1.037	.301

a. Dependent Variable: problemsolving

Regression

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.890	.201		9.426	.000
	totala	-.082	.100	-.073	-.818	.414
	totalb	.047	.094	.051	.493	.622
	totalc	.295	.076	.313	3.881	.000
	totald	-.031	.094	-.033	-.332	.740
	totale	-.062	.086	-.060	-.728	.467
	totalf	.049	.062	.066	.797	.427
	totalg	.122	.070	.181	1.745	.083
	totalh	-.012	.064	-.018	-.189	.851

a. Dependent Variable: positivereappraisel

T-Test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	totala	1.5947	200	.56707	.04010
	totalb	1.9597	200	.69267	.04898
Pair 2	totala	1.5947	200	.56707	.04010
	totalc	2.5021	200	.67806	.04795
Pair 3	totala	1.5947	200	.56707	.04010
	totald	2.4970	200	.66917	.04732
Pair 4	totala	1.5947	200	.56707	.04010
	totale	1.8239	200	.61298	.04334
Pair 5	totala	1.5947	200	.56707	.04010
	totalf	2.3227	200	.85770	.06065
Pair 6	totala	1.5947	200	.56707	.04010
	totalg	2.3615	200	.94697	.06696
Pair 7	totala	1.5947	200	.56707	.04010
	totalh	2.9644	200	.97495	.06894
Pair 8	totalb	1.9597	200	.69267	.04898
	totalc	2.5021	200	.67806	.04795
Pair 9	totalb	1.9597	200	.69267	.04898
	totald	2.4970	200	.66917	.04732
Pair 10	totalb	1.9597	200	.69267	.04898
	totale	1.8239	200	.61298	.04334
Pair 11	totalb	1.9597	200	.69267	.04898
	totalf	2.3227	200	.85770	.06065
Pair 12	totalb	1.9597	200	.69267	.04898
	totalg	2.3615	200	.94697	.06696
Pair 13	totalb	1.9597	200	.69267	.04898
	totalh	2.9644	200	.97495	.06894
Pair 14	totalc	2.5021	200	.67806	.04795
	totald	2.4970	200	.66917	.04732
Pair 15	totalc	2.5021	200	.67806	.04795
	totale	1.8239	200	.61298	.04334
Pair 16	totalc	2.5021	200	.67806	.04795
	totalf	2.3227	200	.85770	.06065
Pair 17	totalc	2.5021	200	.67806	.04795
	totalg	2.3615	200	.94697	.06696
Pair 18	totalc	2.5021	200	.67806	.04795
	totalh	2.9644	200	.97495	.06894
Pair 19	totald	2.4970	200	.66917	.04732
	totale	1.8239	200	.61298	.04334
Pair 20	totald	2.4970	200	.66917	.04732
	totalf	2.3227	200	.85770	.06065
Pair 21	totald	2.4970	200	.66917	.04732
	totalg	2.3615	200	.94697	.06696
Pair 22	totald	2.4970	200	.66917	.04732
	totalh	2.9644	200	.97495	.06894
Pair 23	totale	1.8239	200	.61298	.04334
	totalf	2.3227	200	.85770	.06065
Pair 24	totale	1.8239	200	.61298	.04334
	totalg	2.3615	200	.94697	.06696
Pair 25	totale	1.8239	200	.61298	.04334
	totalh	2.9644	200	.97495	.06894

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 26	totalf	2.3227	200	.85770	.06065
	totalg	2.3615	200	.94697	.06696
Pair 27	totalf	2.3227	200	.85770	.06065
	totalh	2.9644	200	.97495	.06894
Pair 28	totalg	2.3615	200	.94697	.06696
	totalh	2.9844	200	.97495	.06894

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	totala & totalb	200	.629	.000
Pair 2	totala & totalc	200	.237	.001
Pair 3	totala & totald	200	.422	.000
Pair 4	totala & totale	200	.352	.000
Pair 5	totala & totalf	200	.423	.000
Pair 6	totala & totalg	200	.523	.000
Pair 7	totala & totalh	200	.363	.000
Pair 8	totalb & totalc	200	.452	.000
Pair 9	totalb & totald	200	.600	.000
Pair 10	totalb & totale	200	.406	.000
Pair 11	totalb & totalf	200	.476	.000
Pair 12	totalb & totalg	200	.602	.000
Pair 13	totalb & totalh	200	.541	.000
Pair 14	totalc & totald	200	.507	.000
Pair 15	totalc & totale	200	.353	.000
Pair 16	totalc & totalf	200	.381	.000
Pair 17	totalc & totalg	200	.429	.000
Pair 18	totalc & totalh	200	.447	.000
Pair 19	totald & totale	200	.505	.000
Pair 20	totald & totalf	200	.475	.000
Pair 21	totald & totalg	200	.558	.000
Pair 22	totald & totalh	200	.625	.000
Pair 23	totale & totalf	200	.387	.000
Pair 24	totale & totalg	200	.532	.000
Pair 25	totale & totalh	200	.474	.000
Pair 26	totalf & totalg	200	.530	.000
Pair 27	totalf & totalh	200	.465	.000
Pair 28	totalg & totalh	200	.655	.000

Paired Samples Test

		Paired Differences					
					90% Confidence Interval of the Difference		
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t
Pair 1	totala - totalb	-.36500	.55421	.03919	-.42976	-.30024	-9.314
Pair 2	totala - totalc	-.90738	.77367	.05472	-.99781	-.81695	-16.582
Pair 3	totala - totald	-.90225	.66990	.04737	-.98053	-.82397	-19.047
Pair 4	totala - totale	-.22922	.67294	.04758	-.30786	-.15059	-4.817
Pair 5	totala - totalf	-.72802	.80382	.05684	-.82195	-.63409	-12.809
Pair 6	totala - totalg	-.76679	.81009	.05728	-.86146	-.67213	-13.386
Pair 7	totala - totalh	-1.36974	.93299	.06597	-1.47876	-1.26072	-20.762
Pair 8	totalb - totalc	-.54238	.71740	.05073	-.62621	-.45855	-10.692
Pair 9	totalb - totald	-.53725	.60921	.04308	-.60844	-.46606	-12.472
Pair 10	totalb - totale	.13578	.71472	.05054	.05226	.21929	2.687
Pair 11	totalb - totalf	-.36302	.80587	.05698	-.45719	-.26885	-6.371
Pair 12	totalb - totalg	-.40179	.76581	.05415	-.49128	-.31231	-7.420
Pair 13	totalb - totalh	-1.00474	.83638	.05914	-1.10247	-.90701	-16.969
Pair 14	totalc - totald	.00513	.66912	.04731	-.07306	.08331	.108
Pair 15	totalc - totale	.67815	.73600	.05204	.59215	.76416	13.031
Pair 16	totalc - totalf	.17936	.86737	.06133	.07800	.28071	2.924
Pair 17	totalc - totalg	.14058	.89746	.06346	.03571	.24545	2.215
Pair 18	totalc - totalh	-.46236	.90531	.06402	-.56815	-.35657	-7.223
Pair 19	totald - totale	.67303	.63983	.04524	.59826	.74779	14.876
Pair 20	totald - totalf	.17423	.79852	.05646	.08092	.26754	3.086
Pair 21	totald - totalg	.13546	.79801	.05643	.04221	.22871	2.401
Pair 22	totald - totalh	-.46749	.76329	.05397	-.55668	-.37830	-8.662
Pair 23	totale - totalf	-.49880	.83914	.05934	-.59685	-.40074	-8.406
Pair 24	totale - totalg	-.53757	.80944	.05724	-.63216	-.44299	-9.392
Pair 25	totale - totalh	-1.14052	.87151	.06163	-1.24235	-1.03868	-18.507
Pair 26	totalf - totalg	-.03877	.87872	.06213	-.14145	.06391	-.624
Pair 27	totalf - totalh	-.64172	.95300	.06739	-.75308	-.53036	-9.523
Pair 28	totalg - totalh	-.60294	.79824	.05644	-.69622	-.50967	-10.682

		df	Sig. (2-tailed)
Pair 1	totala - totalb	199	.000
Pair 2	totala - totalc	199	.000
Pair 3	totala - totald	199	.000
Pair 4	totala - totale	199	.000
Pair 5	totala - totalf	199	.000
Pair 6	totala - totalg	199	.000
Pair 7	totala - totalh	199	.000
Pair 8	totalb - totalc	199	.000
Pair 9	totalb - totald	199	.000
Pair 10	totalb - totale	199	.008
Pair 11	totalb - totalf	199	.000
Pair 12	totalb - totalg	199	.000
Pair 13	totalb - totalh	199	.000
Pair 14	totalc - totald	199	.914
Pair 15	totalc - totale	199	.000
Pair 16	totalc - totalf	199	.004
Pair 17	totalc - totalg	199	.028
Pair 18	totalc - totalh	199	.000
Pair 19	totald - totale	199	.000
Pair 20	totald - totalf	199	.002
Pair 21	totald - totalg	199	.017
Pair 22	totald - totalh	199	.000
Pair 23	totale - totalf	199	.000
Pair 24	totale - totalg	199	.000
Pair 25	totale - totalh	199	.000
Pair 26	totalf - totalg	199	.533
Pair 27	totalf - totalh	199	.000
Pair 28	totalg - totalh	199	.000

Correlations

		totalg
g1	Pearson Correlation	.786**
	Sig. (2-tailed)	.000
	N	200
g2	Pearson Correlation	.824**
	Sig. (2-tailed)	.000
	N	200
g3	Pearson Correlation	.589**
	Sig. (2-tailed)	.000
	N	200
g4	Pearson Correlation	.693**
	Sig. (2-tailed)	.000
	N	200
g5	Pearson Correlation	.507**
	Sig. (2-tailed)	.000
	N	200
g6	Pearson Correlation	.692**
	Sig. (2-tailed)	.000
	N	200
g7	Pearson Correlation	.749**
	Sig. (2-tailed)	.000
	N	200
g8	Pearson Correlation	.687**
	Sig. (2-tailed)	.000
	N	200
g9	Pearson Correlation	.870**
	Sig. (2-tailed)	.000
	N	200
g10	Pearson Correlation	.641**
	Sig. (2-tailed)	.000
	N	200

**. Correlation is significant at the 0.01 level

Correlations

Correlations

		totalf
f1	Pearson Correlation	.552**
	Sig. (2-tailed)	.000
	N	200
f2	Pearson Correlation	.587**
	Sig. (2-tailed)	.000
	N	200
f3	Pearson Correlation	.558**
	Sig. (2-tailed)	.000
	N	200
f4	Pearson Correlation	.457**
	Sig. (2-tailed)	.000
	N	200
f5	Pearson Correlation	.617**
	Sig. (2-tailed)	.000
	N	200
f6	Pearson Correlation	.628**
	Sig. (2-tailed)	.000
	N	200
f7	Pearson Correlation	.668**
	Sig. (2-tailed)	.000
	N	200
f8	Pearson Correlation	.662**
	Sig. (2-tailed)	.000
	N	200
f9	Pearson Correlation	.720**
	Sig. (2-tailed)	.000
	N	200
f10	Pearson Correlation	.664**
	Sig. (2-tailed)	.000
	N	200
f11	Pearson Correlation	.459**
	Sig. (2-tailed)	.000
	N	200

**. Correlation is significant at the 0.01 level

Correlations

Correlations

		totale
e1	Pearson Correlation	.377**
	Sig. (2-tailed)	.000
	N	200
e2	Pearson Correlation	.518**
	Sig. (2-tailed)	.000
	N	200
e3	Pearson Correlation	.549**
	Sig. (2-tailed)	.000
	N	200
e4	Pearson Correlation	.481**
	Sig. (2-tailed)	.000
	N	200
e5	Pearson Correlation	.626**
	Sig. (2-tailed)	.000
	N	200
e6	Pearson Correlation	.287**
	Sig. (2-tailed)	.000
	N	200
e7	Pearson Correlation	.647**
	Sig. (2-tailed)	.000
	N	200
e8	Pearson Correlation	.505**
	Sig. (2-tailed)	.000
	N	200
e9	Pearson Correlation	.472**
	Sig. (2-tailed)	.000
	N	200
e10	Pearson Correlation	.633**
	Sig. (2-tailed)	.000
	N	200
e11	Pearson Correlation	.522**
	Sig. (2-tailed)	.000
	N	200
e12	Pearson Correlation	.483**
	Sig. (2-tailed)	.000
	N	200
e13	Pearson Correlation	.508**
	Sig. (2-tailed)	.000
	N	200
e14	Pearson Correlation	.474**
	Sig. (2-tailed)	.000
	N	200

**. Correlation is significant at the 0.01 level

Correlations

Correlations

		totald
d20	Pearson Correlation	.609**
	Sig. (2-tailed)	.000
	N	200
d21	Pearson Correlation	.502**
	Sig. (2-tailed)	.000
	N	200
d22	Pearson Correlation	.485**
	Sig. (2-tailed)	.000
	N	200
d23	Pearson Correlation	.635**
	Sig. (2-tailed)	.000
	N	200

**. Correlation is significant at the 0.01 level

Correlations

Correlations

		totald
d3	Pearson Correlation	.406**
	Sig. (2-tailed)	.000
	N	200
d4	Pearson Correlation	.593**
	Sig. (2-tailed)	.000
	N	200
d5	Pearson Correlation	.604**
	Sig. (2-tailed)	.000
	N	200
d6	Pearson Correlation	.571**
	Sig. (2-tailed)	.000
	N	200
d7	Pearson Correlation	.567**
	Sig. (2-tailed)	.000
	N	200
d8	Pearson Correlation	.450**
	Sig. (2-tailed)	.000
	N	200
d9	Pearson Correlation	.357**
	Sig. (2-tailed)	.000
	N	200
d10	Pearson Correlation	.502**
	Sig. (2-tailed)	.000
	N	200
d11	Pearson Correlation	.488**
	Sig. (2-tailed)	.000
	N	200
d12	Pearson Correlation	.572**
	Sig. (2-tailed)	.000
	N	200
d13	Pearson Correlation	.520**
	Sig. (2-tailed)	.000
	N	200
d14	Pearson Correlation	.315**
	Sig. (2-tailed)	.000
	N	200
d15	Pearson Correlation	.608**
	Sig. (2-tailed)	.000
	N	200
d16	Pearson Correlation	.615**
	Sig. (2-tailed)	.000
	N	200
d17	Pearson Correlation	.645**
	Sig. (2-tailed)	.000
	N	200
d18	Pearson Correlation	.449**
	Sig. (2-tailed)	.000
	N	200
d19	Pearson Correlation	.538**
	Sig. (2-tailed)	.000
	N	200

Correlations

		totalc
c1	Pearson Correlation	.493**
	Sig. (2-tailed)	.000
	N	200
c2	Pearson Correlation	.409**
	Sig. (2-tailed)	.000
	N	200
c3	Pearson Correlation	.616**
	Sig. (2-tailed)	.000
	N	200
c4	Pearson Correlation	.457**
	Sig. (2-tailed)	.000
	N	200
c5	Pearson Correlation	.489**
	Sig. (2-tailed)	.000
	N	200
c6	Pearson Correlation	.303**
	Sig. (2-tailed)	.000
	N	200
c7	Pearson Correlation	.597**
	Sig. (2-tailed)	.000
	N	200
c8	Pearson Correlation	.583**
	Sig. (2-tailed)	.000
	N	200
c9	Pearson Correlation	.535**
	Sig. (2-tailed)	.000
	N	200
c10	Pearson Correlation	.495**
	Sig. (2-tailed)	.000
	N	200
c11	Pearson Correlation	.222**
	Sig. (2-tailed)	.002
	N	200
c12	Pearson Correlation	.519**
	Sig. (2-tailed)	.000
	N	200

**. Correlation is significant at the 0.01 level

Correlations

Correlations

		totald
d1	Pearson Correlation	.456**
	Sig. (2-tailed)	.000
	N	200
d2	Pearson Correlation	.409**
	Sig. (2-tailed)	.000
	N	200

Correlations

		totalb
b1	Pearson Correlation	.341**
	Sig. (2-tailed)	.000
	N	200
b2	Pearson Correlation	.626**
	Sig. (2-tailed)	.000
	N	200
b3	Pearson Correlation	.711**
	Sig. (2-tailed)	.000
	N	200
b4	Pearson Correlation	.627**
	Sig. (2-tailed)	.000
	N	200
b5	Pearson Correlation	.516**
	Sig. (2-tailed)	.000
	N	200
b6	Pearson Correlation	.605**
	Sig. (2-tailed)	.000
	N	200
b7	Pearson Correlation	.558**
	Sig. (2-tailed)	.000
	N	200
b8	Pearson Correlation	.440**
	Sig. (2-tailed)	.000
	N	200
b9	Pearson Correlation	.736**
	Sig. (2-tailed)	.000
	N	200
b10	Pearson Correlation	.618**
	Sig. (2-tailed)	.000
	N	200
b11	Pearson Correlation	.696**
	Sig. (2-tailed)	.000
	N	200
b12	Pearson Correlation	.684**
	Sig. (2-tailed)	.000
	N	200
b13	Pearson Correlation	.634**
	Sig. (2-tailed)	.000
	N	200
b14	Pearson Correlation	.669**
	Sig. (2-tailed)	.000
	N	200
b15	Pearson Correlation	.665**
	Sig. (2-tailed)	.000
	N	200
b16	Pearson Correlation	.598**
	Sig. (2-tailed)	.000
	N	200
b17	Pearson Correlation	.511**
	Sig. (2-tailed)	.000
	N	200

**. Correlation is significant at the 0.01 level

Correlations

Correlations

		totala
a1	Pearson Correlation	.310**
	Sig. (2-tailed)	.000
	N	200
a2	Pearson Correlation	.575**
	Sig. (2-tailed)	.000
	N	200
a3	Pearson Correlation	.501**
	Sig. (2-tailed)	.000
	N	200
a4	Pearson Correlation	.402**
	Sig. (2-tailed)	.000
	N	200
a5	Pearson Correlation	.524**
	Sig. (2-tailed)	.000
	N	200
a6	Pearson Correlation	.344**
	Sig. (2-tailed)	.000
	N	200
a7	Pearson Correlation	.661**
	Sig. (2-tailed)	.000
	N	200
a8	Pearson Correlation	.718**
	Sig. (2-tailed)	.000
	N	200
a9	Pearson Correlation	.783**
	Sig. (2-tailed)	.000
	N	200
a10	Pearson Correlation	.591**
	Sig. (2-tailed)	.000
	N	200
a11	Pearson Correlation	.792**
	Sig. (2-tailed)	.000
	N	200
a12	Pearson Correlation	.621**
	Sig. (2-tailed)	.000
	N	200
a13	Pearson Correlation	.592**
	Sig. (2-tailed)	.000
	N	200
a14	Pearson Correlation	.611**
	Sig. (2-tailed)	.000
	N	200
a15	Pearson Correlation	.681**
	Sig. (2-tailed)	.000
	N	200
a16	Pearson Correlation	.735**
	Sig. (2-tailed)	.000
	N	200
a17	Pearson Correlation	.574**
	Sig. (2-tailed)	.000
	N	200

**. Correlation is significant at the 0.01 level

Correlations

Correlations

Correlations

		totalh
h1	Pearson Correlation	.765**
	Sig. (2-tailed)	.000
	N	200
h2	Pearson Correlation	.688**
	Sig. (2-tailed)	.000
	N	200
h3	Pearson Correlation	.802**
	Sig. (2-tailed)	.000
	N	200
h4	Pearson Correlation	.680**
	Sig. (2-tailed)	.000
	N	200
h5	Pearson Correlation	.774**
	Sig. (2-tailed)	.000
	N	200
h6	Pearson Correlation	.779**
	Sig. (2-tailed)	.000
	N	200
h7	Pearson Correlation	.710**
	Sig. (2-tailed)	.000
	N	200
h8	Pearson Correlation	.803**
	Sig. (2-tailed)	.000
	N	200
h9	Pearson Correlation	.674**
	Sig. (2-tailed)	.000
	N	200

**. Correlation is significant at the 0.01 level

Correlations

Correlations

		totalp2
p2q1	Pearson Correlation	.591**
	Sig. (2-tailed)	.000
	N	200
p2q2	Pearson Correlation	.519**
	Sig. (2-tailed)	.000
	N	200
p2q3	Pearson Correlation	.583**
	Sig. (2-tailed)	.000
	N	200
p2q4	Pearson Correlation	.646**
	Sig. (2-tailed)	.000
	N	200
p2q5	Pearson Correlation	.560**
	Sig. (2-tailed)	.000
	N	200
p2q6	Pearson Correlation	.428**
	Sig. (2-tailed)	.000
	N	200
p2q7	Pearson Correlation	.245**
	Sig. (2-tailed)	.000
	N	200
p2q8	Pearson Correlation	.410**
	Sig. (2-tailed)	.000
	N	200
p2q9	Pearson Correlation	.497**
	Sig. (2-tailed)	.000
	N	200
p2q10	Pearson Correlation	.460**
	Sig. (2-tailed)	.000
	N	200
p2q11	Pearson Correlation	.630**
	Sig. (2-tailed)	.000
	N	200
p2q12	Pearson Correlation	.626**
	Sig. (2-tailed)	.000
	N	200
p2q13	Pearson Correlation	.420**
	Sig. (2-tailed)	.000
	N	200
p2q14	Pearson Correlation	.368**
	Sig. (2-tailed)	.000
	N	200

**. Correlation is significant at the 0.01 level

Correlations

Correlations

		totalp4
p4q1	Pearson Correlation	.439**
	Sig. (2-tailed)	.000
	N	200

Correlations

		totalp4
p4q2	Pearson Correlation	.460**
	Sig. (2-tailed)	.000
	N	200
p4q3	Pearson Correlation	.442**
	Sig. (2-tailed)	.000
	N	200
p4q4	Pearson Correlation	.406**
	Sig. (2-tailed)	.000
	N	200
p4q5	Pearson Correlation	.442**
	Sig. (2-tailed)	.000
	N	200
p4q6	Pearson Correlation	.399**
	Sig. (2-tailed)	.000
	N	200
p4q7	Pearson Correlation	.444**
	Sig. (2-tailed)	.000
	N	200
p4q8	Pearson Correlation	.531**
	Sig. (2-tailed)	.000
	N	200
p4q9	Pearson Correlation	.471**
	Sig. (2-tailed)	.000
	N	200
p4q10	Pearson Correlation	.336**
	Sig. (2-tailed)	.000
	N	200
p4q11	Pearson Correlation	.465**
	Sig. (2-tailed)	.000
	N	200
p4q12	Pearson Correlation	.446**
	Sig. (2-tailed)	.000
	N	200
p4q13	Pearson Correlation	.432**
	Sig. (2-tailed)	.000
	N	200
p4q14	Pearson Correlation	.273**
	Sig. (2-tailed)	.000
	N	200
p4q15	Pearson Correlation	.236**
	Sig. (2-tailed)	.001
	N	200
p4q16	Pearson Correlation	.281**
	Sig. (2-tailed)	.000
	N	200
p4q17	Pearson Correlation	.331**
	Sig. (2-tailed)	.000
	N	200
p4q18	Pearson Correlation	.253**
	Sig. (2-tailed)	.000
	N	200

Correlations

		totalp4
p4q19	Pearson Correlation	.315**
	Sig. (2-tailed)	.000
	N	200

**. Correlation is significant at the 0.01 level

T-Test

Paired Samples Statistics

gender			Mean	N	Std. Deviation	Std. Error Mean
1.00	Pair 1	totala	1.6461	120	.60409	.05515
		totalb	1.9868	120	.71140	.06494
	Pair 2	totala	1.6461	120	.60409	.05515
		totalc	2.3833	120	.71567	.06533
	Pair 3	totala	1.6461	120	.60409	.05515
		totald	2.4681	120	.68448	.06248
	Pair 4	totala	1.6461	120	.60409	.05515
		totale	1.7643	120	.64705	.05907
	Pair 5	totala	1.6461	120	.60409	.05515
		totalf	2.3917	120	.89164	.08140
	Pair 6	totala	1.6461	120	.60409	.05515
		totalg	2.2375	120	.93549	.08540
	Pair 7	totala	1.6461	120	.60409	.05515
		totalh	2.8991	120	1.02839	.09388
	Pair 8	totalb	1.9868	120	.71140	.06494
		totalc	2.3833	120	.71567	.06533
	Pair 9	totalb	1.9868	120	.71140	.06494
		totald	2.4681	120	.68448	.06248
	Pair 10	totalb	1.9868	120	.71140	.06494
		totale	1.7643	120	.64705	.05907
	Pair 11	totalb	1.9868	120	.71140	.06494
		totalf	2.3917	120	.89164	.08140
	Pair 12	totalb	1.9868	120	.71140	.06494
		totalg	2.2375	120	.93549	.08540
	Pair 13	totalb	1.9868	120	.71140	.06494
		totalh	2.8991	120	1.02839	.09388
	Pair 14	totalc	2.3833	120	.71567	.06533
		totald	2.4681	120	.68448	.06248
	Pair 15	totalc	2.3833	120	.71567	.06533
		totale	1.7643	120	.64705	.05907
	Pair 16	totalc	2.3833	120	.71567	.06533
		totalf	2.3917	120	.89164	.08140
	Pair 17	totalc	2.3833	120	.71567	.06533
		totalg	2.2375	120	.93549	.08540
	Pair 18	totalc	2.3833	120	.71567	.06533
		totalh	2.8991	120	1.02839	.09388
	Pair 19	totald	2.4681	120	.68448	.06248
		totale	1.7643	120	.64705	.05907
	Pair 20	totald	2.4681	120	.68448	.06248
		totalf	2.3917	120	.89164	.08140
	Pair 21	totald	2.4681	120	.68448	.06248
		totalg	2.2375	120	.93549	.08540
	Pair 22	totald	2.4681	120	.68448	.06248
		totalh	2.8991	120	1.02839	.09388
	Pair 23	totale	1.7643	120	.64705	.05907
		totalf	2.3917	120	.89164	.08140
	Pair 24	totale	1.7643	120	.64705	.05907
		totalg	2.2375	120	.93549	.08540
	Pair 25	totale	1.7643	120	.64705	.05907
		totalh	2.8991	120	1.02839	.09388

Paired Samples Statistics

gender			Mean	N	Std. Deviation	Std. Error Mean
1.00	Pair 26	totalf	2.3917	120	.89164	.06140
		totalg	2.2375	120	.93549	.08540
	Pair 27	totalf	2.3917	120	.89164	.06140
		totalh	2.8991	120	1.02839	.09388
	Pair 28	totalg	2.2375	120	.93549	.08540
		totalh	2.8991	120	1.02839	.09388
2.00	Pair 1	totala	1.5176	80	.50031	.05594
		totalb	1.9191	80	.66593	.07445
	Pair 2	totala	1.5176	80	.50031	.05594
		totalc	2.6802	80	.57711	.06452
	Pair 3	totala	1.5176	80	.50031	.05594
		totald	2.5402	80	.64736	.07238
	Pair 4	totala	1.5176	80	.50031	.05594
		totale	1.9134	80	.54985	.06148
	Pair 5	totala	1.5176	80	.50031	.05594
		totalf	2.2193	80	.79840	.08926
	Pair 6	totala	1.5176	80	.50031	.05594
		totalg	2.5475	80	.93929	.10502
	Pair 7	totala	1.5176	80	.50031	.05594
		totalh	3.0625	80	.88604	.09906
	Pair 8	totalb	1.9191	80	.66593	.07445
		totalc	2.6802	80	.57711	.06452
	Pair 9	totalb	1.9191	80	.66593	.07445
		totald	2.5402	80	.64736	.07238
	Pair 10	totalb	1.9191	80	.66593	.07445
		totale	1.9134	80	.54985	.06148
	Pair 11	totalb	1.9191	80	.66593	.07445
		totalf	2.2193	80	.79840	.08926
	Pair 12	totalb	1.9191	80	.66593	.07445
		totalg	2.5475	80	.93929	.10502
	Pair 13	totalb	1.9191	80	.66593	.07445
		totalh	3.0625	80	.88604	.09906
	Pair 14	totalc	2.6802	80	.57711	.06452
		totald	2.5402	80	.64736	.07238
	Pair 15	totalc	2.6802	80	.57711	.06452
		totale	1.9134	80	.54985	.06148
	Pair 16	totalc	2.6802	80	.57711	.06452
		totalf	2.2193	80	.79840	.08926
	Pair 17	totalc	2.6802	80	.57711	.06452
		totalg	2.5475	80	.93929	.10502
	Pair 18	totalc	2.6802	80	.57711	.06452
		totalh	3.0625	80	.88604	.09906
	Pair 19	totald	2.5402	80	.64736	.07238
		totale	1.9134	80	.54985	.06148
	Pair 20	totald	2.5402	80	.64736	.07238
		totalf	2.2193	80	.79840	.08926
	Pair 21	totald	2.5402	80	.64736	.07238
		totalg	2.5475	80	.93929	.10502
	Pair 22	totald	2.5402	80	.64736	.07238
		totalh	3.0625	80	.88604	.09906
	Pair 23	totale	1.9134	80	.54985	.06148
		totalf	2.2193	80	.79840	.08926

Paired Samples Statistics

gender			Mean	N	Std. Deviation	Std. Error Mean
2.00	Pair 24	totale	1.9134	80	.54985	.06148
		totalg	2.5475	80	.93929	.10502
	Pair 25	totale	1.9134	80	.54985	.06148
		totalh	3.0625	80	.88604	.09906
	Pair 26	totalf	2.2193	80	.79840	.08926
		totalg	2.5475	80	.93929	.10502
	Pair 27	totalf	2.2193	80	.79840	.08926
		totalh	3.0625	80	.88604	.09906
	Pair 28	totalg	2.5475	80	.93929	.10502
		totalh	3.0625	80	.88604	.09906

Paired Samples Correlations

gender			N	Correlation	Sig.
1.00	Pair 1	totala & totalb	120	.721	.000
	Pair 2	totala & totalc	120	.284	.002
	Pair 3	totala & totald	120	.465	.000
	Pair 4	totala & totale	120	.489	.000
	Pair 5	totala & totalf	120	.411	.000
	Pair 6	totala & totalg	120	.593	.000
	Pair 7	totala & totalh	120	.403	.000
	Pair 8	totalb & totalc	120	.483	.000
	Pair 9	totalb & totald	120	.613	.000
	Pair 10	totalb & totale	120	.473	.000
	Pair 11	totalb & totalf	120	.467	.000
	Pair 12	totalb & totalg	120	.641	.000
	Pair 13	totalb & totalh	120	.571	.000
	Pair 14	totalc & totald	120	.508	.000
	Pair 15	totalc & totale	120	.311	.001
	Pair 16	totalc & totalf	120	.468	.000
	Pair 17	totalc & totalg	120	.397	.000
	Pair 18	totalc & totalh	120	.474	.000
	Pair 19	totald & totale	120	.526	.000
	Pair 20	totald & totalf	120	.486	.000
	Pair 21	totald & totalg	120	.562	.000
	Pair 22	totald & totalh	120	.653	.000
	Pair 23	totale & totalf	120	.420	.000
	Pair 24	totale & totalg	120	.567	.000
	Pair 25	totale & totalh	120	.491	.000
	Pair 26	totalf & totalg	120	.590	.000
	Pair 27	totalf & totalh	120	.523	.000
	Pair 28	totalg & totalh	120	.654	.000
2.00	Pair 1	totala & totalb	80	.451	.000
	Pair 2	totala & totalc	80	.235	.036
	Pair 3	totala & totald	80	.369	.001
	Pair 4	totala & totale	80	.158	.161
	Pair 5	totala & totalf	80	.427	.000
	Pair 6	totala & totalg	80	.483	.000
	Pair 7	totala & totalh	80	.318	.004
	Pair 8	totalb & totalc	80	.460	.000
	Pair 9	totalb & totald	80	.590	.000

Paired Samples Correlations

gender			N	Correlation	Sig.
2.00	Pair 10	totalb & totale	80	.307	.006
	Pair 11	totalb & totalf	80	.489	.000
	Pair 12	totalb & totalg	80	.584	.000
	Pair 13	totalb & totalh	80	.506	.000
	Pair 14	totalc & totald	80	.512	.000
	Pair 15	totalc & totale	80	.398	.000
	Pair 16	totalc & totalf	80	.307	.006
	Pair 17	totalc & totalg	80	.439	.000
	Pair 18	totalc & totalh	60	.369	.001
	Pair 19	totald & totale	80	.462	.000
	Pair 20	totald & totalf	80	.479	.000
	Pair 21	totald & totalg	80	.553	.000
	Pair 22	totald & totalh	80	.571	.000
	Pair 23	totale & totalf	80	.373	.001
	Pair 24	totale & totalg	80	.449	.000
	Pair 25	totale & totalh	80	.425	.000
	Pair 26	totalf & totalg	80	.499	.000
	Pair 27	totalf & totalh	80	.389	.000
	Pair 28	totalg & totalh	80	.656	.000

gender			Paired Differences				
						90% Confidence Interval of the Difference	
			Mean	Std. Deviation	Std. Error Mean	Lower	Upper
1.00	Pair 1	totala - totalb	-.34069	.50116	.04575	-.41653	-.26484
	Pair 2	totala - totalc	-.73725	.79451	.07253	-.85749	-.61702
	Pair 3	totala - totald	-.82204	.66973	.06114	-.92339	-.72069
	Pair 4	totala - totale	-.11821	.64586	.05896	-.21595	-.02047
	Pair 5	totala - totalf	-.74559	.84670	.07729	-.87372	-.61746
	Pair 6	totala - totalg	-.59142	.75458	.06888	-.70561	-.47723
	Pair 7	totala - totalh	-1.25300	.95981	.08762	-1.39825	-1.10775
	Pair 8	totalb - totalc	-.39657	.72560	.06624	-.50638	-.28676
	Pair 9	totalb - totald	-.48135	.61468	.05611	-.57437	-.38833
	Pair 10	totalb - totale	.22248	.69949	.06385	.11662	.32833
	Pair 11	totalb - totalf	-.40490	.84201	.07686	-.53233	-.27748
	Pair 12	totalb - totalg	-.25074	.72686	.06635	-.36073	-.14074
	Pair 13	totalb - totalh	-.91231	.85375	.07794	-1.04151	-.78311
	Pair 14	totalc - totald	-.08478	.69513	.06346	-.18998	.02041
	Pair 15	totalc - totale	.61905	.80193	.07321	.49769	.74040
	Pair 16	totalc - totalf	-.00833	.84433	.07708	-.13611	.11944
	Pair 17	totalc - totalg	.14583	.92518	.08446	.00582	.28584
	Pair 18	totalc - totalh	-.51574	.93376	.08524	-.65705	-.37443
	Pair 19	totald - totale	.70383	.64929	.05927	.60557	.80209
	Pair 20	totald - totalf	.07645	.81842	.07471	-.04740	.20030
	Pair 21	totald - totalg	.23062	.79026	.07214	.11102	.35021
	Pair 22	totald - totalh	-.43096	.77892	.07111	-.54883	-.31308
	Pair 23	totale - totalf	-.62738	.85402	.07796	-.75662	-.49814
	Pair 24	totale - totalg	-.47321	.77907	.07112	-.59111	-.35532
	Pair 25	totale - totalh	-1.13479	.90726	.08282	-1.27209	-.99749
	Pair 26	totalf - totalg	.15417	.82772	.07556	.02891	.27943
	Pair 27	totalf - totalh	-.50741	.94570	.08633	-.65052	-.36429
	Pair 28	totalg - totalh	-.66157	.82149	.07499	-.78589	-.53726
2.00	Pair 1	totala - totalb	-.40147	.62700	.07010	-.51814	-.28480
	Pair 2	totala - totalc	-1.16256	.66916	.07481	-1.28708	-1.03804
	Pair 3	totala - totald	-1.02257	.65601	.07334	-1.14464	-.90050
	Pair 4	totala - totale	-.39575	.68233	.07629	-.52271	-.26878
	Pair 5	totala - totalf	-.70167	.73927	.08265	-.83924	-.56411
	Pair 6	totala - totalg	-1.02985	.82376	.09210	-1.18314	-.87657
	Pair 7	totala - totalh	-1.54485	.86791	.09703	-1.70636	-1.38335
	Pair 8	totalb - totalc	-.76109	.65008	.07268	-.88206	-.64012
	Pair 9	totalb - totald	-.62110	.59489	.06651	-.73180	-.51040
	Pair 10	totalb - totale	.00572	.72193	.08071	-.12861	.14006
	Pair 11	totalb - totalf	-.30020	.74918	.08376	-.43961	-.16079
	Pair 12	totalb - totalg	-.62838	.77123	.08623	-.77190	-.48487
	Pair 13	totalb - totalh	-1.14338	.79481	.08886	-1.29128	-.99548
	Pair 14	totalc - totald	.13999	.60764	.06794	.02692	.25306
	Pair 15	totalc - totale	.76682	.61852	.06915	.65172	.88191
	Pair 16	totalc - totalf	.46089	.82915	.09270	.30660	.61518
	Pair 17	totalc - totalg	.13271	.85990	.09614	-.02730	.29272
	Pair 18	totalc - totalh	-.38229	.86043	.09620	-.54240	-.22218
	Pair 19	totald - totale	.62682	.62657	.07005	.51023	.74342
	Pair 20	totald - totalf	.32090	.74894	.08373	.18154	.46026
	Pair 21	totald - totalg	-.00728	.79312	.08867	-.15487	.14030

Paired Samples Test

gender			Paired Differences				
						90% Confidence Interval of the Difference	
			Mean	Std. Deviation	Std. Error Mean	Lower	Upper
2.00	Pair 22	totald - totalh	-.52228	.74069	.08281	-.66011	-.38445
	Pair 23	totale - totalf	-.30593	.78251	.08749	-.45154	-.16031
	Pair 24	totale - totalg	-.63411	.84876	.09489	-.79205	-.47617
	Pair 25	totale - totalh	-1.14911	.82046	.09173	-1.30178	-.99643
	Pair 26	totalf - totalg	-.32818	.87844	.09821	-.49164	-.16472
	Pair 27	totalf - totalh	-.84318	.93386	.10441	-1.01696	-.66941
	Pair 28	totalg - totalh	-.51500	.75860	.08481	-.65616	-.37384

gender			t	df	Sig. (2-tailed)
1.00	Pair 1	totala - totalb	-7.447	119	.000
	Pair 2	totala - totalc	-10.165	119	.000
	Pair 3	totala - totald	-13.446	119	.000
	Pair 4	totala - totale	-2.005	119	.047
	Pair 5	totala - totalf	-9.646	119	.000
	Pair 6	totala - totalg	-8.586	119	.000
	Pair 7	totala - totalh	-14.301	119	.000
	Pair 8	totalb - totalc	-5.987	119	.000
	Pair 9	totalb - totald	-8.578	119	.000
	Pair 10	totalb - totale	3.484	119	.001
	Pair 11	totalb - totalf	-5.268	119	.000
	Pair 12	totalb - totalg	-3.779	119	.000
	Pair 13	totalb - totalh	-11.706	119	.000
	Pair 14	totalc - totald	-1.336	119	.184
	Pair 15	totalc - totale	8.456	119	.000
	Pair 16	totalc - totalf	-.108	119	.914
	Pair 17	totalc - totalg	1.727	119	.087
	Pair 18	totalc - totalh	-6.050	119	.000
	Pair 19	totald - totale	11.875	119	.000
	Pair 20	totald - totalf	1.023	119	.308
	Pair 21	totald - totalg	3.197	119	.002
	Pair 22	totald - totalh	-6.061	119	.000
	Pair 23	totale - totalf	-8.047	119	.000
	Pair 24	totale - totalg	-6.654	119	.000
	Pair 25	totale - totalh	-13.701	119	.000
	Pair 26	totalf - totalg	2.040	119	.044
	Pair 27	totalf - totalh	-5.878	119	.000
	Pair 28	totalg - totalh	-8.822	119	.000
2.00	Pair 1	totala - totalb	-5.727	79	.000
	Pair 2	totala - totalc	-15.539	79	.000
	Pair 3	totala - totald	-13.942	79	.000
	Pair 4	totala - totale	-5.188	79	.000
	Pair 5	totala - totalf	-8.489	79	.000
	Pair 6	totala - totalg	-11.182	79	.000
	Pair 7	totala - totalh	-15.921	79	.000
	Pair 8	totalb - totalc	-10.472	79	.000
	Pair 9	totalb - totald	-9.338	79	.000
	Pair 10	totalb - totale	.071	79	.944
	Pair 11	totalb - totalf	-3.584	79	.001
	Pair 12	totalb - totalg	-7.288	79	.000
	Pair 13	totalb - totalh	-12.857	79	.000
	Pair 14	totalc - totald	2.061	79	.043
	Pair 15	totalc - totale	11.089	79	.000
	Pair 16	totalc - totalf	4.972	79	.000
	Pair 17	totalc - totalg	1.380	79	.171
	Pair 18	totalc - totalh	-3.974	79	.000
	Pair 19	totald - totale	8.948	79	.000
	Pair 20	totald - totalf	3.832	79	.000
	Pair 21	totald - totalg	-.082	79	.935

Paired Samples Test

gender			t	df	Sig. (2-tailed)
2.00	Pair 22	totald - totalh	-6.307	79	.000
	Pair 23	totale - totalf	-3.497	79	.001
	Pair 24	totale - totalg	-6.682	79	.000
	Pair 25	totale - totalh	-12.527	79	.000
	Pair 26	totalf - totalg	-3.342	79	.001
	Pair 27	totalf - totalh	-8.076	79	.000
	Pair 28	totalg - totalh	-6.072	79	.000

T-Test

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
totalpa1	200	2.2533	.55844	.03949
totalp2	200	3.2282	.52833	.03736
totalp4	200	2.6352	.47115	.03332

One-Sample Test

	Test Value = 1					
				Mean	95% Confidence Interval of the Difference	
	t	df	Sig. (2-tailed)	Difference	Lower	Upper
totalpa1	31.738	199	.000	1.25326	1.1754	1.3311
totalp2	59.644	199	.000	2.22821	2.1545	2.3019
totalp4	49.081	199	.000	1.63515	1.5695	1.7006

Reliability

Reliability Statistics

Cronbach's Alpha	N of Items
.959	113

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
a1	246.9000	3648.593	.100	.959
a2	247.2050	3617.289	.406	.959
a3	247.6500	3623.696	.364	.959
a4	248.0350	3651.954	.205	.959
a5	247.8750	3640.170	.266	.959
a6	248.0650	3652.775	.202	.959
a7	247.6100	3614.551	.443	.959
a8	247.2050	3595.400	.475	.958
a9	247.5600	3590.821	.569	.958
a10	247.9200	3621.913	.460	.959
a11	247.4700	3596.492	.541	.958
a12	247.7850	3633.165	.334	.959
a13	247.7600	3609.691	.475	.958
a14	247.9850	3641.693	.342	.959
a15	247.9000	3633.648	.380	.959
a16	247.4700	3598.803	.477	.958
a17	247.9150	3627.988	.402	.959
b1	247.3650	3618.153	.305	.959
b2	247.3500	3597.897	.490	.958
b3	247.3450	3592.790	.538	.958
b4	247.6750	3601.839	.527	.958
b5	246.8800	3616.991	.350	.959
b6	247.4300	3611.010	.414	.959
b7	246.7100	3581.493	.556	.958
b8	247.4550	3621.425	.314	.959
b9	247.3750	3595.411	.585	.958
b10	247.6100	3603.505	.477	.958
b11	247.5000	3597.457	.568	.958
b12	247.7000	3600.945	.573	.958
b13	247.2300	3590.278	.455	.958
b14	247.3950	3602.160	.523	.958
b15	247.5700	3599.925	.511	.958
b16	247.4950	3605.598	.457	.958
b17	248.0200	3593.688	.412	.959
c1	246.6300	3636.084	.193	.959
c2	247.0400	3621.164	.352	.959
c3	246.0400	3615.888	.276	.959
c4	246.9250	3602.291	.404	.959
c5	246.4250	3602.678	.326	.959
c6	247.8000	3631.296	.293	.959
c7	246.0550	3591.309	.397	.959
c8	245.8900	3614.078	.291	.959
c9	246.0550	3609.600	.317	.959

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
c10	246.8450	3629.308	.163	.959
c11	248.7450	3663.347	.045	.959
c12	246.6450	3608.180	.364	.959
d1	245.9550	3594.244	.410	.959
d2	247.5150	3617.829	.361	.959
d3	246.3550	3608.964	.384	.959
d4	246.3250	3590.452	.485	.958
d5	246.6800	3580.601	.530	.958
d6	246.4850	3610.441	.375	.959
d7	246.5450	3607.887	.387	.959
d8	246.9750	3622.507	.294	.959
d9	247.1250	3627.879	.245	.959
d10	247.0550	3603.731	.384	.959
d11	247.3450	3609.202	.387	.959
d12	246.7550	3604.859	.387	.959
d13	246.8900	3608.340	.343	.959
d14	246.7650	3626.995	.208	.959
d15	247.0200	3584.784	.527	.958
d16	246.4050	3598.875	.464	.958
d17	247.0400	3587.898	.540	.958
d18	247.5100	3600.171	.510	.958
d19	247.4050	3591.710	.569	.958
d20	247.0450	3597.169	.483	.958
d21	246.2200	3614.745	.309	.959
d22	245.6350	3601.660	.386	.959
d23	246.5200	3578.562	.528	.958
e1	247.8900	3637.607	.211	.959
e2	247.0850	3623.757	.284	.959
e3	247.4100	3629.419	.267	.959
e4	247.9450	3631.560	.329	.959
e5	246.8700	3593.269	.435	.959
e6	248.1300	3632.908	.161	.959
e7	246.8050	3588.761	.504	.958
e8	247.6000	3616.422	.425	.959
e9	247.6800	3633.153	.245	.959
e10	247.7850	3624.873	.330	.959
e11	247.0000	3615.196	.290	.959
e12	248.0750	3641.356	.337	.959
e13	246.5700	3607.714	.327	.959
e14	247.2600	3614.686	.324	.959
f1	247.5650	3610.920	.413	.959
f2	245.7750	3607.341	.292	.959
f3	247.6000	3616.583	.409	.959
f4	247.6400	3619.920	.325	.959
f5	246.0450	3589.641	.357	.959
f6	247.4000	3606.884	.433	.959
f7	246.9150	3591.978	.392	.959
f8	246.2600	3569.409	.491	.958
f9	246.4950	3571.487	.454	.958
f10	246.8950	3593.652	.400	.959
f11	247.7000	3607.558	.443	.959

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
g1	246.9050	3565.122	.635	.958
g2	246.8750	3562.562	.653	.958
g3	246.7900	3598.358	.410	.959
g4	246.5950	3572.795	.549	.958
g5	247.3300	3600.162	.414	.959
g6	247.4300	3599.412	.552	.958
g7	246.2750	3559.718	.609	.958
g8	246.9150	3577.194	.494	.958
g9	246.9750	3579.311	.495	.958
g10	246.8950	3562.338	.562	.958
h1	246.3200	3579.053	.586	.958
h2	246.3400	3562.879	.666	.958
h3	246.2150	3581.788	.532	.958
h4	246.6100	3588.752	.510	.958
h5	246.0600	3567.403	.620	.958
h6	246.0800	3577.019	.563	.958
h7	246.1850	3589.076	.485	.958
h8	246.1050	3586.285	.519	.958
h9	246.7450	3583.166	.519	.958

Reliability

Reliability Statistics

Cronbach's Alpha	N of Items
.767	14

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
p2q1	42.0350	46.647	.486	.743
p2q2	42.4350	47.765	.404	.751
p2q3	41.8700	46.566	.474	.744
p2q4	41.8000	45.920	.553	.737
p2q5	41.9600	46.581	.440	.747
p2q6	41.8700	48.815	.291	.762
p2q7	42.1800	51.998	.105	.778
p2q8	42.3250	49.778	.202	.761
p2q9	41.9050	48.127	.379	.753
p2q10	41.7600	48.565	.334	.758
p2q11	41.8600	45.900	.531	.738
p2q12	41.2950	46.430	.533	.739
p2q13	41.9650	49.119	.287	.762
p2q14	42.4750	50.070	.236	.767

Reliability

Reliability Statistics

Cronbach's Alpha	N of Items
.944	66

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
p3q1	171.0250	943.442	.377	.943
p3q2	170.6650	953.672	.249	.944
p3q3	171.3350	947.430	.298	.944
p3q4	171.5650	949.855	.274	.944
p3q5	171.4900	945.950	.329	.944
p3q6	171.3250	943.035	.376	.943
p3q7	171.3850	937.650	.477	.943
p3q8	171.3100	938.587	.430	.943
p3q9	171.0600	935.906	.506	.943
p3q10	171.1650	940.038	.455	.943
p3q11	171.1000	935.970	.436	.943
p3q12	171.5950	940.815	.367	.943
p3q13	171.6600	945.391	.313	.944
p3q14	171.1650	942.671	.346	.944
p3q15	171.2700	941.163	.417	.943
p3q16	171.6600	942.236	.367	.943
p3q17	171.5600	940.107	.397	.943
p3q18	171.3450	937.473	.468	.943
p3q19	171.1750	931.170	.551	.943
p3q20	171.4100	934.957	.505	.943
p3q21	171.3650	945.439	.341	.944
p3q22	171.3900	940.892	.362	.944
p3q23	171.1350	932.992	.563	.943
p3q24	171.1850	938.785	.493	.943
p3q25	171.1300	941.732	.403	.943
p3q26	171.3100	931.260	.558	.943
p3q27	171.1900	942.215	.419	.943
p3q28	170.9750	939.321	.466	.943
p3q29	171.2200	934.966	.508	.943
p3q30	170.9000	934.010	.538	.943
p3q31	171.2200	935.439	.466	.943
p3q32	171.6850	943.915	.346	.944
p3q33	171.8600	944.905	.298	.944
p3q34	171.7200	943.831	.355	.943
p3q35	171.2200	940.183	.419	.943
p3q36	171.5100	938.824	.399	.943
p3q37	170.9500	933.103	.528	.943
p3q38	170.9500	933.405	.590	.942
p3q39	171.0450	933.842	.510	.943
p3q40	171.7450	947.920	.286	.944
p3q41	171.3100	931.401	.545	.943
p3q42	171.1750	927.592	.570	.942
p3q43	171.4750	944.703	.347	.944
p3q44	171.5850	947.400	.324	.944
p3q45	171.2500	934.751	.495	.943

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
p3q46	171.1150	932.233	.537	.943
p3q47	171.7900	948.257	.291	.944
p3q48	171.4850	933.507	.490	.943
p3q49	170.9800	929.527	.617	.942
p3q50	171.5550	941.012	.409	.943
p3q51	170.9350	937.659	.486	.943
p3q52	171.2050	944.988	.378	.943
p3q53	171.4450	937.685	.435	.943
p3q54	171.3800	935.307	.500	.943
p3q55	170.9200	937.762	.483	.943
p3q56	171.2600	932.545	.575	.942
p3q57	171.0700	931.261	.534	.943
p3q58	170.9100	932.424	.539	.943
p3q59	170.9000	931.608	.533	.943
p3q60	170.9450	934.334	.467	.943
p3q61	171.4450	937.595	.394	.943
p3q62	171.0450	931.068	.561	.943
p3q63	171.4900	938.261	.423	.943
p3q64	171.2950	930.641	.547	.943
p3q65	171.2150	935.446	.487	.943
p3q66	171.6900	948.416	.245	.944

Reliability

Reliability Statistics

Cronbach's Alpha	N of Items
.905	19

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
p4q1	57.3900	344.028	.605	.900
p4q2	57.3900	343.656	.621	.899
p4q3	56.9900	340.251	.646	.898
p4q4	57.1250	342.532	.656	.898
p4q5	57.0200	340.211	.696	.897
p4q6	57.2600	335.600	.735	.896
p4q7	56.9700	344.411	.580	.900
p4q8	56.9900	336.452	.751	.896
p4q9	56.8550	339.170	.727	.897
p4q10	57.2800	343.499	.629	.899
p4q11	56.7650	344.623	.653	.899
p4q12	56.7800	339.067	.706	.897
p4q13	56.7600	342.887	.636	.899
p4q14	57.0250	343.160	.584	.900
p4q15	56.7800	321.298	.303	.931
p4q16	57.0300	344.100	.593	.900
p4q17	57.1950	346.027	.581	.900
p4q18	57.5350	355.366	.359	.906
p4q19	57.5400	348.099	.487	.902