

2006

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## The University of Jordan

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**Date:**

نوقشت هذه الرسالة/ الأطروحة (أساليب التدبير المستخدمة لمواجهة  
الضغوط الجامعية وعلاقتها بالصحة النفسية لدى عينة من طلبة  
البرنامج الدولي في الجامعات الاردنية) وأجريت بتاريخ ٢٤/٥/٢٠٠٦.

التوقيع

أعضاء لجنة المناقشة



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الدكتور تيسير فؤاد الياس ، عضواً  
أستاذ مساعد علم نفس - الخدمات الطبية الملكية





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38	.	-1
39	.	-2
42	.	-3
45	.	-4
49	.(48)	-5
51	.	-6
52	.	-7
52	.	-8
53	.	-9
54	( )	-10
55	( )	-11
56	( )	-12
57	( )	-13
58	( )	-14
59	( )	-15



76	.	-1
80	.	-2

(303)  
(Breik, 2003)

(48)

(2003 )

( )

(Simons, Kalichman &

.Santrock, 1994)

.(Stress Management)

.(Aldwin, 1994)

(Senel, Consuelo, Robin &

(Hayes & Lin, 1994)

Stewart, 2001)

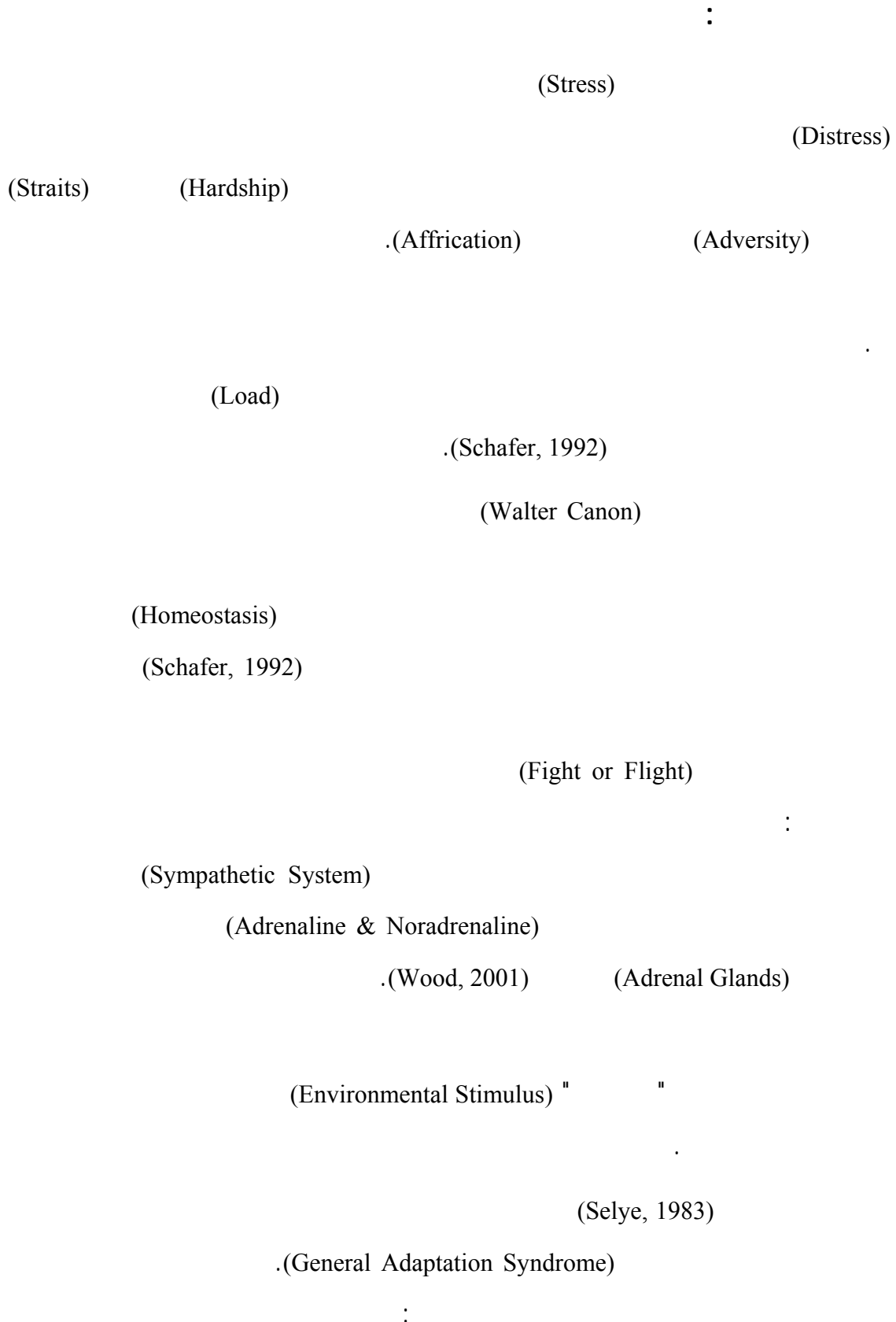
(Senel, et al., 2001)

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.(1997

(48)

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**:(Alarm Stage) -**

(Adreno Cortico Tropic Hormone)

(Cortisol)

.(Huffman, 2000)

**:(Resistance Stage) -**

.(1997 )

**:(Exhaustion Stage) -**

(Huffman, 2000)

.(Sturt, 2001)

( )

(Wood, 2001)

" :

.(Schafer, 1992, p.45)

.(Feist & Branon, 1988) (Stress)

(Stressor)

)

.(

.(Lazarus, 1966)

(Cognitive Appraisal)

.(Lazarus, 1969)

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(Autonomic Nervous System means)

(Sympathetic System) :

(Parasympathetic System)

(Simons, et al., 1994)

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(Hypothalamus)

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.4 (Glucose)

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(Rice, 1999)



) (Endocrine Glands) ( )

(Hormones)

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(Pituitary Gland)

: (Simonse, et al., 1994)

(Corticotropin–Releasing Factor (CRF))

(ACTH)

(Immune System)

.(ACTH)

.(Rice, 1999)

.(Simons, et al., 1994)

: -

(Rice,

(Lazarus & Folkman, 1984)

.1999)

(Primary Appraisal)

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(Secondary Appraisal)

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(Reappraisal)

:

.(Chafer, 1992)

(Rice, 1999)

:

:(Emotions)

:

.(Stressful)

:(Uncertainty)

:

(Helplessness)

:(Evaluation of Meaning)

:

.(Rice, 1999)

:

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(3)  
 : (Approach/ Approach Conflict) / :  
 (Attractive Stimuli)

:(Avoidance/ Avoidance Conflict) / :  
 (Unattractive Stimuli)

:(Approach/ Avoidance Conflict) / :

.(Simons, et al., 1994)

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.(Santrock, 2002)

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(Holms, 1967)

(Cooper & Marshall, 1977)

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(Miller & Carroll, 1979)

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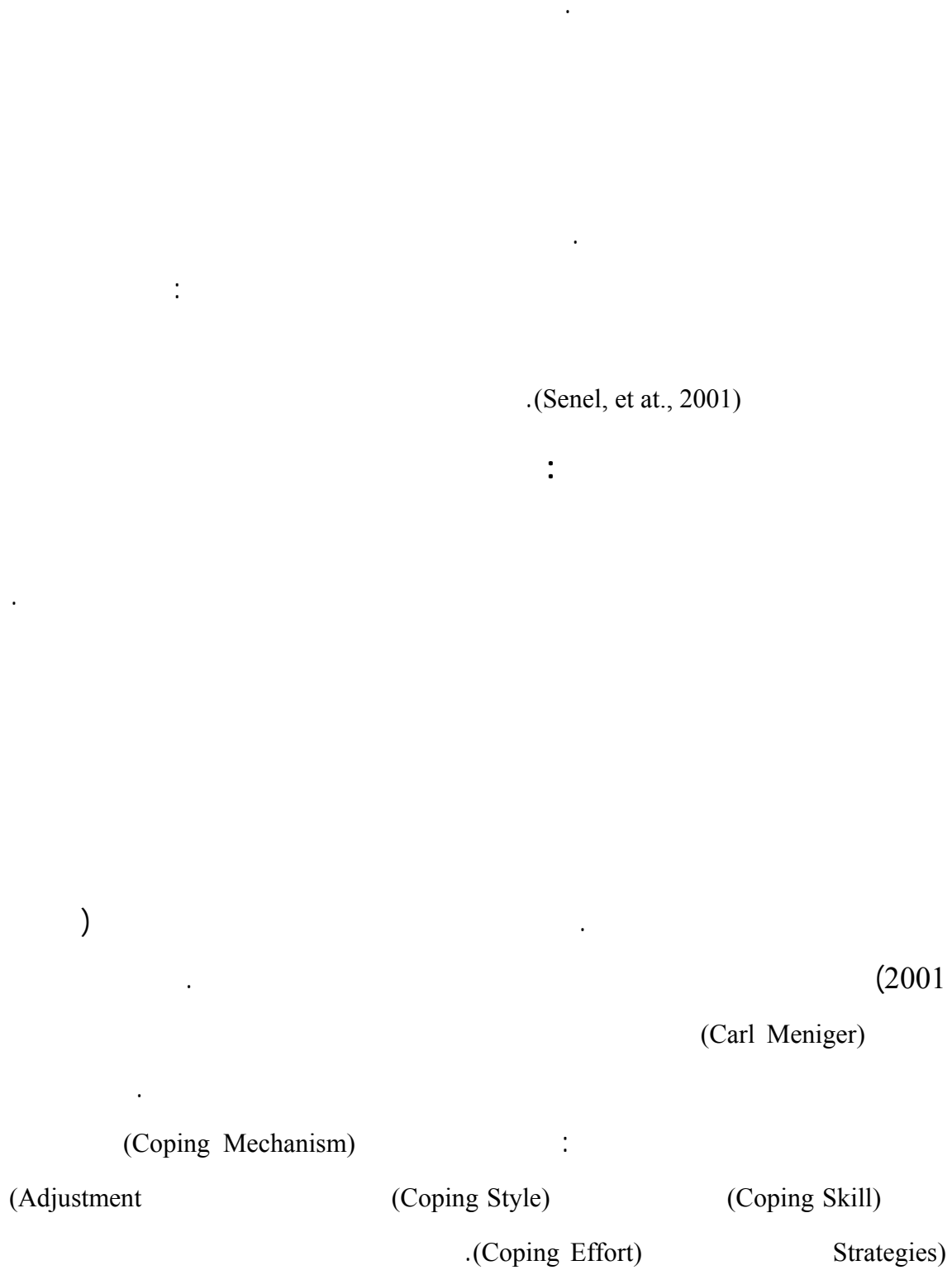
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(Silverman, 1979)

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(Loyed, 1994)

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.(Zanden & James, 1993)

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(Zanden & James, 1993)

.(Zanden & James, 1993)

(Lazarus & Folkman, 1984)

(Problem-Focused

Coping)

(Emotion-Focused

Coping)

:(Lazarus & Folkman, 1984)

:

:

.(Schafer, 1992)

(Martin, Lee, Poon & Fulks, 1992)

:

:(Emotional Copying Strategies) -

:

:(Cognitive Coping Strategies) -

(Folkman & Lazarus, 1984)

(Cohen, 1994)

:

:(Rational Thinking) -

:(Imagining) -

:(Denial) -

(Ignoring)

:(Problem Solving) -

.(Brainstorming)



:(Humor) ( ) -

:(Turning to Religion) -

(Higgins & Endler, 1995)

:(Emotional Oriented) -

:(Avoidance Oriented) -

:(Task Oriented) -

(1993)

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(Wenger)

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.(0.80)

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(Hammer, 1986)

(Carnahan, 1981)

.(Degrauw & Norcross, 1989)

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(120) -

.(0.90)

(2001) -3

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(2001)

(Varimax)

.(0.90-0.50)

(230)

.(0.82) (0.36)

(A COPE) -4

(54) (Patterson & McCubbin, 1987)

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.(0.76-0.58)

(Breik, 2003)

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(76.0) (50.0)

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(1987 1993

(2001)

(Patterson & MacCubbin,

(Breik, 2003) 1987, p.17)

(Adaptation)

"

.(p.167) "

(Patterson & MacCubbin, 1987)

:

(Patterson &

:

Maccubin, 1987)

(Lazarus, 1961)

(Adjustment)

(Adaptation)

(Adaptation)

(Psychological Adjustment)

(Lazarus,

.1961)

(2002 )

(Arkof, 1963)

:(Lazarus, 1966)

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 .  
 (Lazarus & Folkman, 1984)  
 (Santrock, 2002) (Heppner & Lee, 2000)  
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 .(Aldwin, 1994)  
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:	-2
(Bell Adjustment Inventory)	-
(California Personal Adjustment Inventory)	-
(Minnesota Multiple Personality Inventory)	-
(Kornk)	-
(Minnesota Counselor Inventory) (Anastasi, 1961)	-
(General Health Questionnaire) (Goldberg & Williams, 1991)	-
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(Anastasi, 1961)	-



.(Aldwin, 1994)

(Whitman & Spenlove, 1984)

(Greenberg, 2004)

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(1970 )

(Laland & Robert, 1970)

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(George Preston)

(Jahoda,

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1958)

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(Maslow, 1971)

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(Opler, 1979)

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(Normality)

(Abnormality)

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(Workman, 1981)

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(Klee, 1964)

(Goldberg & Williams, 1991)

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(Psychosis) " "

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(A COPE)

(Patterson &amp; Maccubben, 1987)

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(48)

(A COPE)

(Patterson &amp; Maccubben, 1987)

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(Goldberg &amp; Williams, 1991)

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.(Patterson & MacCubbin, 1987)

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(Goldberg

.& Williams, 1991)

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(Young, Huey & Yeh, 2005)

(441)

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(Christine, 2002)

(274)

(Kampfe, Mitchell & Marlys, 2001)

(38)

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(Smith, 1991)

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(58)

(Garrett, 1998)

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(Babar, Arsalan, Muhammad, Hamza, Kiran & Nadia, 2004)

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(Garrett, 1998)

(Richland

(Texas University)

Community College)

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(Chang & Gass, 1989)

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(Burns, 2001)

(Workman, 1981)

(Los-Angeles)

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(Young, et al., 2005)

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(Christine, et al., 2002)

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2005	(1136)		
		(1)	.2006-
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657	204	453	
479	141	338	
1136	345	791	

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	(303)	
		(48)
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105	62	43	
42	19	23	
147	81	66	
120	87	39	
36	21	15	
156	102	54	
303	183	120	

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. (2) (1)

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(Adolescent

Coping Orientation for Problem Experiences (A-COPE))

(Breik, 2003) (Patterson &amp; McCubbin, 1987)

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(54)

( -1)

( -5) ( -4) ( -3) ( -2)

"....

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( : 6) (Ventilating Feelings) .1

.44 35 36 19 18 :

(	8) (Seeking Diversions)	.2
	.54 46 45 37 28 5 4 :	
	6) (Developing Self-Reliance & Optimism)	.3
	.47 39 30 24 9 8 :	(
	6) (Developing Social Support)	.4
	.48 42 40 25 22 12 :	( ...
	5) (Solving Family Problems)	.5
	.53 50 44 32 26 11 :	( ...
:	( ...	5) (Avoiding Problems)
	.38 34 20 13 1	
	3) (Seeking Spiritual Support)	.7
	.43 33 23 :	( ...
/	) (Investing in Close Friends)	.8
	.27 16 :	( ...
	) (Seeking Professional Support)	.9
	.21 3 :	( ...
	4) (Engaging in Demanding Activities)	.10
	.52 41 31 10 :	( ...
	.14 2 :	( ... ) (Being Humorous)
6 :	( ...	4) (Relaxing)
	.29 17 15	
(12)		
	(0.58)	

:

(Patterson & McCubbin, 1987)

( ) (0.50) (Cronbach Alpha)

( ) (0.76)

(0.69) (Plunkett, Radmacher & Phanara, 2000)

(Breik, (Mullis & Cupman, 2000) (0.88)

(0.87) 2003)

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(Breik, 2003)

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(Breik, 2003)

(0.58)

(test-retest)

(0.84)

( ) (0.89) (

(0.85)

( ) (0.81) ( ) (0.65)

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" " (1987)

" :

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"

(Breik, 2003)

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*0.70	
*0.77	
*0.82	
*0.76	
*0.76	
*0.76	
*0.79	
*0.82	
*0.70	
*0.75	
*0.77	
*0.78	

(0.82-0.70)

(3)

(0.05)

(Goldberg & Williams,

(28) 1991)

.(7-1)

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.(14-8)

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.(21-15)

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.(28-22)

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(0.95)

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.(0.95)

.2

(Goldberg & (0.98)

.3

.Williams, 1991)

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.1

(0.59)

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(0.76)

.(0.76 0.83 0.67

.3

.(Goldberg & Williams, 1991) (0.93 0.74)

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(113)

(0.60-0.51)

(0.65)

.(2002 )

.2

.(2002 ) (0.69)

.3

2002 ) (0.86-0.65)

(0.92)

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(2003 )

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(0.70)

(0.86)

(0.76)

(0.81)

.(0.66)

:

(0.91)

(0.85)

(0.86)

.(0.71)

(0.82)

(4)

(4)

0.82	0.76	.
0.85	0.81	.
0.71	0.66	.
0.86	0.86	.
0.91	0.70	.

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.1

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(0.78-0.62)

(0.73-0.53)

(0.69-0.43)

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(0.80-0.68)

.(2002)



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.(2002 )

: .3

.(2002 )

(DSM IV, 1995)

: (2003 )

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(0.73-0.55)

(0.69-0.47)

(0.69-0.48)

(0.51-0.28)

.(0.01)

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.(0.01

: .2

(Principal Components Analysis with Varimax Rotation)

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(0.35

(2002 )  
-26)  
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(A COPE)

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	.	-2
(Stepwise Multiple Regression)		-2
	.	-3
(T-test for Independent Sample)	( )	-3
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	.( / : /	

(A COPE) : (SPSS)

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				-	
0.075	0.041	*0.29	*0.20	0.022	
*0.11	0.04-	*0.21	*0.135	0.11	
0.006	0.023	*0.14	*0.12	0.056-	
0.10-	-0.056	*0.13	0.12	0.10-	
0.008-	0.05	0.017	0.03-	0.022-	
0.014	0.08-	0.08	0.02	0.072-	
*0.017	*0.44	*0.33	*0.23	*0.16	
0.04	*0.20	0.09	0.008	0.007	
*0.22-	*-0.19-	*0.21-	*0.21-	*0.24-	
*0.18-	*0.125-	*0.31-	*0.23-	*0.24-	
0.004-	*0.13	*0.12	*0.18	0.10-	
0.05	0.06	0.004-	0.10	0.056	

.05  $\geq \alpha$ 

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(5)

0.16) ( )  
(0.24- 0.24-

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(  
(0.18 0.23- 0.21- 0.23 0.12 0.135 0.20)  
) .(0.05 ≥ α)

( ) ( )  
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0,13 0,14 0.21 0.29) ( )  
(0.05 ≥ α) . (0.12 0.31- 0.21- 0.33

( )  
( )

(0.13 0.125- 0.19- 0.20 0.44)  
) .(0.05 ≥ α)

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(9 8 7 6) .(Stepwise)

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	( )				
0.00	14.424	0.059	0.059	0.24	.
0.003	8.963	0.035	0.094	0.30	.
0.029	4.817	0.019	0.112	0.335	.
0.008	7.248	0.027	0.14	0.274	.
0.01	6.369	0.023	0.163	0.40	.
0.01	6.243	0.022	0.185	0.43	.
0.02	5.191	0.018	0.24	0.451	.

(6)

- ( 6) -  
 ( 1.9) - ( 3.5)

( 2.7) -  
 ( 2.3) -

( 2.2) -  
 ( 24) ( 1.8) -

- ( 76)

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	( )				
0.00	17.535	0.071	0.071	0.267	.
0.003	9.091	0.036	0.107	0.327	.
0.007	7.356	0.028	0.135	0.367	.
0.03	4.608	0.017	0.152	0.39	.

(7)

( 3.6)

( 7.1)

( 2.8)

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( 1.7)

( 84.8)

( 15.2)

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	( )				
0.00	42.758	0.156	0.156	0.394	.
0.00	13.954	0.048	0.204	0.451	.
0.001	11.364	0.037	0.241	0.491	.
0.01	5.941	0.019	0.26	0.51	.
0.02	5.217	0.017	0.277	0.526	.

(8)

( 15.6)

( 4.8)

( 1.9)

( 3.7)

( 1.7)

( 72.2)

( 27.7)

(9)

	( )				
0.001	10.456	0.044	0.044	0.209	.
0.004	8.603	0.035	0.078	0.28	.
0.01	6.155	0.024	0.103	0.321	.
0.035	4.507	0.018	0.12	0.34	.

4.4)

(9)

( 3.5)

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( 2.4)

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( 1.8)

( 88)

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(13 12 11 10)

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	( )				
0.27	1.094	3.4833	23.0366		
		3.4078	22.4375		
*0.001	3.357-	3.5994	19.7805		
		4.2778	21.8000		
0.25	1.147-	2.9303	12.9882		
		2.2597	13.5000		
*0.00	5.080-	4.5063	14.8452		
		4.8859	18.5000		
0.78	271.-	3.0476	14.5000		
		2.1400	14.6250		
*0.01	2.485-	6.0835	24.0875		
		5.9184	26.5333		
0.79	0.26	1.7175	7.8810		
		1.1967	7.8125		
0.90	0.11	1.7226	7.2824		
		1.7685	7.2500		
0.07	1.802-	4.3564	16.3704		
		4.6705	17.6250		
*0.01	2.561	3.8787	13.2530		
		4.5347	11.6000		
0.06	1.881-	2.9350	8.2169		
		1.7503	9.0667		
0.98	0.018-	2.1853	4.3690		
		1.7820	4.3750		

.0.05 ≥ α

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(

(2.56 2.48- 5.08- 3.35-) ( )

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(0.05)

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00.28	1.067	3.8528	23.2162		
		3.2194	22.7705		
0.16	1.388-	3.7857	19.7105		
		3.7596	20.3390		
*0.004	2.943	3.2029	13.6667		
		2.5186	12.6935		
0.12	1.555-	5.2791	14.8974		
		4.3667	15.7705		
*0.003	2.994-	3.0980	13.8611		
		2.7413	14.9032		
0.67	0.41-	6.0305	24.2895		
		6.1821	24.5965		
0.052	1.950	1.4717	8.1053		
		1.7290	7.7258		
0.10	1.605-	1.6143	7.0769		
		1.7870	7.4032		
*0.01	2.471-	4.6366	15.7500		
		4.2344	17.0656		
0.92	0.089-	3.9944	12.9737		
		4.0506	13.0167		
0.051	1.963	2.7674	8.7568		
		2.7994	8.0984		
0.24	1.167	2.2424	4.5526		
		2.0449	4.2581		

.0.05  $\geq \alpha$ 

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(2.47- 2.99- 2.94) ( )

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(0.05  $\geq \alpha$ )

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*0.008	2.671	3.8835	23.4423		
		2.9865	22.3696		
0.10	1.615-	3.6287	19.7174		
		3.8845	20.4314		
*0.017	2.401	2.7729	13.4694		
		2.8548	12.6923		
*0.00	4.304	4.4578	16.6250		
		4.7657	14.3269		
*0.00	3.934-	2.9246	13.8261		
		2.7757	15.1346		
*0.04	2.003-	5.6485	23.7447		
		6.4764	25.1875		
0.10	1.641-	1.7376	7.7083		
		1.5428	8.0192		
0.28	1.082	1.5547	7.3878		
		1.8740	7.1731		
0.29	1.044-	4.4685	16.2979		
		4.3844	16.8400		
*0.023	2.280	4.3857	13.5532		
		3.5948	12.4902		
0.28	1.082-	2.8408	8.1667		
		2.7605	8.5200		
*0.00	4.776	2.2806	4.9583		
		1.8109	3.8269		

.0.05  $\geq$   $\alpha$ 

\*

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*0.00	4.519	3.6091	23.3810		
		5.4652	20.5625		
*0.01	2.449	3.9995	22.1786		
		4.9249	20.5333		
0.96	0.04	2.4152	21.3929		
		2.6708	21.3750		
*0.00	3.880	2.7906	25.7976		
		5.2932	23.7333		
*0.00	4.741	10.2310	92.7500		
		20.6675	83.4375		

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*0.00	4.316-	4.8892	21.6923		
		3.2537	23.7213		
0.08	1.743-	3.6835	21.3947		
		4.4471	22.2623		
0.68	0.40	2.2381	21.4615		
		2.5862	21.3443		
*0.00	5.391-	4.2872	24.2105		
		2.3119	26.2787		
*0.00	4.036-	15.7563	87.5897		
		10.0722	93.6066		

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0.28	1.066-	4.2638	22.6735		
		3.9070	23.1765		
*0.007	2.725	3.8580	22.6042		
		4.3903	21.2941		
*0.001	3.467-	2.3312	20.8980		
		2.4817	21.8627		
0.06	1.843	3.0861	25.8542		
		3.5819	25.1373		
0.77	0.28-	13.9657	91.0408		
		11.8533	91.4706		

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**COPING STRATEGIES IN RESPONSE TO UNIVERSITY  
STRESSORS AND THEIR RELATION WITH MENTAL HEALTH  
AMONG A SAMPLE OF INTERNATIONAL PROGRAM  
STUDENTS IN JORDANIAN UNIVERSITIES**

**By**

**Halim Fo'ad Artoul**

**Supervisor**

**Dr. Fares Hilmi**

**Co-Supervisor Dr. Wisam Breik**

**ABSTRACT**

This study aimed at recognizing coping strategies used by Arab students who came from the (48) area, in response to the university stressors and to investigate the relation between these coping strategies and their mental health. It also aimed at recognizing the effect of gender, specialization and class level on the peripheral use of coping strategies. The differences between the subjects on mental health and their relations to these variables were also studied.

For achieving the purposes of the study, a sample of (303) male and female students of the first and last years from the scientific and humanities faculties in the Jordanian universities was chosen. The adapted forms of the (A-Cope) (Breik, 2003) and of the General Health Questionnaire (GHQ) (Al-Jaafera, 2003) were used.

Stepwise analysis revealed significant positive correlations between the participants scores on some of the coping strategies and their scores on the psychophysical health, free of anxiety, social functions, and the free of depression subscales. While the same analysis revealed negative correlations between the students scores on other coping strategies and their scores on the mentioned subscales.

Significant differences were found between the participants on several coping strategies, in relation to the field of specialization. Those, who came from the scientific

faculties were found to depend more on self reliance, family support, avoidance and seeking professional help, while students of humanities were found to depend more on relaxation and seeking diversions.

T-test revealed gender differences on the psychological health, free of anxiety, free of depression subscales, and on their total scores on the (GHQ). Male students achieved higher scores on these subscales and on the (GHQ).