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2005/11/20 :

2005/5/24 :

(%4)

(541)

(15441)

(%77.33)

(%62.05)

### **STRESS AMONG THE ISLAMIC UNIVERSITY STUDENTS AND ITS RELATIONSHIP WITH PSYCHOLOGICAL HARDINESS**

**Abstract:** The aim of this study was to identify the level of stress and its resources among Islamic university students and its relationship with their psychological hardiness. It also sought to find out the effect of some demographic variables on the level of stress and hardiness. The

descriptive analytical method was used in this study. The sample of this study consisted of (4%) from (15,441) university male and female students of students was drawn from the nine faculties and their departments. The researchers developed two questionnaires, the first to measure the level of stress among university students, and the second to measure the level of psychological hardiness. The results of this study indicated that the level of stress among university student was (62.05%), while the level of psychological hardiness among them was (77.33%). The results also revealed that there were statistically significant differences among students in the level of stress due to sex in favor of male students, which means that the level of stress among male students was higher than among female students. The results also revealed that there were not statistically significant differences among students in the level of stress-except study and university environment stress- due to academic level in favor to the fourth academic level. However, there were statistically significant differences among students in the level of stress-except family and financial stress- due to specialty in favor of scientific one. The results also revealed that there were not statistically significant differences among students in the level of stress except financial and total stress- due to monthly income in favor of the least income. Also the study showed there is significant negative correlation between stress and psychological hardiness among Islamic university students. The researchers recommended that counseling programs should set up for university students to increase students' awareness about the stress and the factors affecting it and improving the study conditions in the university.

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Antonvski, (114:1997 )

.(Cotton, 1990:107)

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( $0.05 \geq \alpha$ )

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( 1993 )

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(Shannan E. etal., 1988 )

(Gerson, 1998 )

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(Ganellen, Blarney, 1984 )

(83)

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33.83	183	
66.17	358	
100	541	

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33.83	183	1000
41.59	225	2000-1000
24.58	133	2000
100	541	

(3)

		المستوى
52.5	284	
15.16	82	
7.948	43	
24.4	132	
100	541	

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		التخصص
61.74	334	
38.26	207	
100	541	

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43	

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	1	0.533	0.787	
1	0.321	0.477	0.742	

0.217 = (0.01) (78)  
0.283 = (0.05) (78)

(0.05 0.01)

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0.506	0.339	16	
0.655	0.654	13	
0.517	0.348	14	
0.583	0.412	43	( )

(0.583)

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0.627	16	
0.655	13	
0.547	14	
0.784	43	( )

(0.784)

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الجامعة	اجتماعية	شخصية	دراسية	مالية	أسرية	ضغوط	الأبعاد
						1.000	ضغوط
					1	0.750	أسرية
				1	0.618	0.724	مالية
			1	0.235	0.225	0.644	دراسية
		1	0.542	0.440	0.569	0.788	شخصية
	1	0.700	0.543	0.542	0.605	0.872	اجتماعية
1	0.390	0.199	0.415	0.154	0.089	0.517	الجامعة

(0.05 0.01)

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0.790	0.789	11	
0.603	0.569	11	
0.499	0.486	9	
0.766	0.762	9	
0.676	0.511	10	
0.783	0.644	10	
0.885	0.794	60	الدرجة الكلية

(0.885)

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: (11)

(11)

0.801	11	
0.789	11	
0.617	9	
0.763	9	
0.695	10	
0.759	10	
0.908	60	الدرجة الكلية

(0.908)

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الترتيب	الوزن النسبي	الانحراف المعياري	المتوسط	مجموع الاستجابات	عدد الفقرات	الأبعاد
6	53.26	4.457	17.575	9508	11	الضغوط الأسرية
5	58.52	5.144	19.312	10448	11	الضغوط المالية
2	68.17	3.455	18.405	9957	9	الضغوط الدراسية
3	64.08	3.532	17.301	9360	9	الضغوط الشخصية
4	59.21	3.628	17.762	9609	10	الضغوط الاجتماعية
1	71.12	3.649	21.335	11542	10	الضغوط الجامعية
	62.05	17.697	111.689	60424	60	الدرجة الكلية

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(%68.17)

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(%71.12)

(%64.08)

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(%59.21)

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(%58.52)

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الترتيب	الوزن النسبي	الانحراف المعياري	المتوسط	مجموع الاستجابات	عدد الفقرات	الأبعاد
1	80.76	4.343	38.767	20973	16	الالتزام
2	77.30	3.453	30.148	16310	13	التحدي
3	73.44	3.311	30.843	16686	14	التحكم
	77.33	8.924	99.758	53969	43	الصلابة

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(%77.30)

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(%80.76)

(%73.44)

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.(%77.33)

(2005 )

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-0.304	-0.253	-0.161	-0.305	
-0.183	-0.158	-0.115	-0.165	
-0.203	-0.195	-0.057	-0.223	
-0.411	-0.376	-0.236	-0.371	
-0.293	-0.218	-0.145	-0.320	
-0.099	-0.059	0.004	-0.163	
-0.332	-0.280	-0.161	-0.341	

0.01)

(0.05

(Ganellen, Blarney, 1984)

(1997 )

(Gerson, 1998)

" ( )

(0.05 ≥ α)

(15)

T.Test.

( 15)

" "

	" "					
0.01	5.105	4.632	18.913	183		
		4.210	16.891	358		
0.01	7.531	5.279	21.530	183		
		4.691	18.179	358		
0.01	3.833	3.387	19.191	183		
		3.425	18.003	358		
0.01	4.148	3.469	18.169	183		
		3.487	16.858	358		
0.01	5.250	3.571	18.880	183		
		3.527	17.190	358		

	0.816	3.502	21.514	183		
		3.724	21.243	358		
0.01	6.332	18.045	118.197	183		
		16.580	108.363	358		

1.96 = (0.05) (539) " "

2.58 = (0.01) (539) " "

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" "

(1997 )

(2001 )

"::

" (0.05 ≥ α)

: (16) T.Test.

( 16 )

" "

	" "					
	1.850	4.283	17.296	334		
		4.700	18.024	207		
	1.729	5.105	19.012	334		
		5.180	19.797	207		
0.01	7.955	3.234	17.524	334		
		3.331	19.826	207		
0.01	5.088	3.509	16.707	334		
		3.362	18.261	207		
0.01	5.306	3.447	17.126	334		
		3.686	18.787	207		
0.01	4.000	3.779	20.847	334		
		3.289	22.121	207		
0.01	5.444	17.235	108.512	334		
		17.263	116.816	207		

1.96 = (0.05) (539) " "

2.58 = (0.01) (539) " "

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(1993 ) (1997 ) (1993 )  
 .(2001 )  
 " :  
 " ( ) (0.05 ≥ α)  
 : (17) one way ANOVA

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	" "				
	0.144	2.867	3	8.600	
		19.962	537	10719.619	
			540	10728.218	
0.05	2.665	69.855	3	209.566	
		26.213		14076.641	
			540	14286.207	
0.01	12.771	143.101	3	429.304	
		11.205	537	6017.044	
			540	6446.348	
	1.542	19.180	3	57.541	
		12.440	537	6680.348	
			540	6737.889	
0.05	2.846	37.077	3	111.232	
		13.030	537	6997.008	
			540	7108.240	

0.01	5.785	75.035	3	225.106		
		12.971	537	6965.338		
			540	7190.444		
	1.859	579.453	3	1738.359		
		311.690	537	167377.470		
			540	169115.830		

2.62= (0.05)

(540 3)

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3.83= (0.01)

(540 3)

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(0.05)

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) (0.01)

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**Scheffe Test**

<b>19.886=</b>	<b>18.628=</b>	<b>18.305=</b>	<b>17.711=</b>	
-	-	-	-	<b>17.711=</b>
-	-	-	0.594	<b>18.305=</b>
-	-	0.323	0.917	<b>18.628=</b>
-	1.258	*1.581	*2.175	<b>19.886=</b>

( $\alpha \leq 0.01$ )

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( 19 )

**Scheffe Test**

<b>22.386=</b>	<b>20.186=</b>	<b>21.159=</b>	<b>21.070=</b>	
-	-	-	-	<b>21.070=</b>
-	-	-	0.088	<b>21.159=</b>
-	-	0.972	0.884	<b>20.186=</b>
-	*2.200	1.228	*1.316	<b>22.386=</b>

( $\alpha \leq 0.01$ )

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(1994 )

(1995 )

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( $0.05 \geq \alpha$ )

: (20) one way ANOVA

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	" "				
	2.393	47.298	2	94.595	
		19.765	538	10633.623	
			540	10728.218	
0.01	33.146	783.623	2	1567.245	
		23.641	538	12718.962	

			540	14286.207		
	0.425	5.079	2	10.158		
		11.963	538	6436.189		
			540	6446.348		
	0.934	11.659	2	23.318		
		12.481	538	6714.571		
			540	6737.889		
	0.209	2.766	2	5.532		
		13.202	538	7102.709		
			540	7108.240		
	2.643	34.985	2	69.971		
		13.235	538	7120.473		
			540	7190.444		
0.05	3.148	977.992	2	1955.984		
		310.706	538	167159.846		
			540	169115.830		

3.02= (0.05) (540 2) " "

4.66= (0.01) (540 2) " "

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(0.05

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**Scheffe Test**

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<b>2000</b> <b>16.902=</b>	<b>2000-1000</b> <b>19.058=</b>	<b>1000</b> <b>21.377=</b>	
-	-	-	<b>1000</b> <b>21.377=</b>
-	-	*2.319	<b>2000-1000</b> <b>19.058=</b>
-	*2.156	*4.475	<b>2000</b> <b>16.902=</b>

( $\alpha \leq 0.01$ )

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( 22)

**Scheffe Test**

<b>2000</b> <b>109.248=</b>	<b>2000-1000</b> <b>111.142=</b>	<b>1000</b> <b>114.137=</b>	
-	-	-	<b>1000</b> <b>114.137=</b>
-	-	2.994	<b>2000-1000</b> <b>111.142=</b>
-	1.894	4.888	<b>2000</b> <b>109.248=</b>

( $\alpha \leq 0.01$ )

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<http://www.dr-banderlotaibi.com>

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		.(1993)	.7
		.(25)	/
		.(1988)	.8
		.(1994)	.9
	.285-263:	(14)	
		.(1997)	.10
	.268-253:	(24)	
		.(2003)	.11
		.(1997)	.12
		.(6)	
		.(1993)	.13
		.(25)	
		.(1997)	.14
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		.(1999)	.15
	.224-195	(15)	
		.(1992)	.16
	.124-104 :	(24)	
		.(1998)	.17
		.(2002)	.18

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