A Study of the Association between Undergraduates’ Resilience and Their Coping

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Abstract

Existing research indicates that resilience is related to a person’s ability to cope with stress. However, there is no empirical evidence to support the existence of such a relationship for undergraduates. The current research examined this association by administering a detailed questionnaire to students at two similar universities at four points during their first fourteen months of university and interviewing a sub-sample at the end of that period.

Five hundred and seventy eight undergraduates participated in the study. The results showed that, across the measure period, undergraduates experienced stressors that were predominantly due to daily annoyances and the difficulties of choosing among equally important alternatives in the university environment. They used a mixture of problem-focused coping strategies and self-regulated coping behaviours, but they constantly avoided all emotion-focused coping strategies, except the one of turning to religion for solutions to their problems. There was no association between their coping efforts and their psychological well-being, and between their resilience and their success in courses at the first attempt. First-time achievers, however, sought more information, advice and material assistance from others in order to cope with their stressors.

It was concluded that undergraduates repeatedly experience stress due to annoyances and conflicts, that they cope with stress avoiding most emotion-focused coping strategies, signifying that they feel their stressors are amenable to change, that their psychological well-being is not related to how they cope with university stressors, and that their self-esteem and optimism are not related to their coping. However, their lower perceived control is associated with their seeking of advice and support from others, a coping strategy that is consequently associated with their success in courses at the first attempt. Such information will allow universities to be more proactive in the provision of appropriate support information given to the undergraduate.
Acknowledgements

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My thanks go to the students and academic staff at Oxford Brookes University and the University of Greenwich for their valuable contribution to the study. Without this contribution there would be no work for me to report upon. Thank you!

I am extremely grateful for the unwavering support that my family has given me throughout the journey. Somehow, as my research progressively became more closely interwoven within the fabric of everyday life, they understood the magnitude of the task at hand. In light of this support, I would like to sincerely thank my wife Mercia for her kindness, love and unselfish gestures throughout the PhD journey and beyond. I have been touched by her constant patience with my long routine of study. I am also thankful to my daughter Nicole and her husband, Adam, for their words of encouragement expressed with love whenever the subject of research was mentioned, and to their children, Kieran, Tyler, Charlotte and Oliver, with whom I had great fun during my short moments of recreation. I must also give my thanks to my son Daniel who patiently and unselfishly sat with me for many hours to discuss the details of my research. His trust in my endeavour and his kindness in showing that trust is very encouraging for me.

My efforts, hope and perseverance ultimately point to one constant and happy influence in my life: that of Jesus Christ. With my family, we turn to Him to give thanks for my work.
Author's Declaration

DECLARATION

I declare that the work in this thesis was carried out in accordance with the regulations of the University of Wales Institute, Cardiff. The work has not previously been accepted in substance and is not being concurrently submitted in candidature for any other degree.

STATEMENT 1

The work is the result of my own investigations, except where indicated by special reference in the text. Any views expressed in the thesis are mine and in no way represent those of the University of Wales Institute, Cardiff.

SIGNED: [Signature]                        DATE: 1st March, 2009

STATEMENT 2

I hereby give consent for my thesis, if accepted, to be photocopied and distributed via the inter-library loan system, and for its title and summary to be made available to outside organisations.

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<tr>
<td><strong>Appraisal</strong></td>
<td>A theoretical construct associated with stress. It refers to people’s constant evaluation of their relationships with the environment with respect to the relationships’ implications for their well-being. Appraisal is commonly discussed as being of two types: primary and secondary appraisals (discussed further down this section).</td>
</tr>
<tr>
<td><strong>Active coping strategies</strong></td>
<td>These are either a stressful person’s behavioural or psychological responses aimed at changing the nature of a stressor itself or the way the person thinks about the stressor.</td>
</tr>
<tr>
<td><strong>AS</strong></td>
<td>Achievement Scale. Scale used within the study’s questionnaire to assess undergraduates’ academic performance in their first year at university.</td>
</tr>
<tr>
<td><strong>Avoidant coping strategies</strong></td>
<td>These strategies refer to the stressful person’s activities that keep him or her from directly addressing stressful events</td>
</tr>
<tr>
<td><strong>Cognitive appraisal</strong></td>
<td>Is the &quot;process of categorizing an encounter, and its various facets, with respect to its significance for well-being&quot; (Lazarus &amp; Folkman, 1984, p.31). It is one of the two processes of the stress response. The other one being coping.</td>
</tr>
<tr>
<td><strong>Control</strong></td>
<td>A person’s means to obtain desired outcomes and to avoid undesired ones.</td>
</tr>
</tbody>
</table>
COPE

Coping Operations Preference enquiry – Measure designed and validated by Carver et al (1989), to assess dispositional and situational coping in a wide range of situations, including academic ones. The measure was originally validated among undergraduates and has been widely used in that population ever since.

Coping

The constantly changing cognitive and behavioural efforts to manage the specific external and/or internal demands that are appraised as taxing or exceeding the resources of the person. Lazarus & Folkman (1984) argue that it is a process of the stress response.

DS

Demographics Scale. Scale used within the present study's validated questionnaire to record respondents' biographical and other personal details.

Emotion-focused coping

One of two broad types of coping strategies. In emotion-focused coping, people try to directly moderate or eliminate unpleasant emotions. Examples of emotion-focused coping include rethinking the situation in a positive way, relaxation, denial, and wishful thinking (compare with the other type, problem-focused coping, page xxiii).

Emotional social support

Consists in providing behaviours like listening, giving attention or keeping company to a needy person. These behaviours or attitudes contribute to the person's feeling cared for and/or estimated.
GHQ

General Health Questionnaire. This is a questionnaire on psychological well-being, designed by Golberg in 1978 to detect non-psychotic psychiatric disorders in people using a self-report approach.

GHQ-60

This is the original General Health Questionnaire, the 60-item version, validated by Goldberg in 1978.

GHQ-12

General Health Questionnaire, the 12-item version of the GHQ-60 was designed by Goldberg and Williams (1988). It is as valid and reliable as the extended version (GHQ-60) from which it was developed. As with the original version it is widely used in situations where there is a need to detect non-psychiatric disorders, and it has been repeatedly used among university students. GHQ-12 is used within the questionnaire of the present study.

Hassle

A minor stressor. Often referred to as a mundane chronic daily event which is potentially stress-inducing. It differs from a life event in that although of a lesser degree it tends to linger and at times recur in a cyclical fashion.

Instrumental social support

Refers to the availability of help that assists the person in handling or solving practical or operational everyday situations through material or financial support or for different daily activities.

Interaction theories

In the stress concept, these refer to the characteristics of the person as mediating mechanisms between the stimulus characteristics of the environment and the responses they invoke.
Life event

An event that results in a major change in the situation of a person. All life events impose some stress.

Optimism

A basic quality of personality. Optimism refers to a person’s disposition toward life. It suggests that people who possess the quality of optimism (optimists) expect good things to happen to them.

Perceived control

A person’s self-assessment of the ability to exert control. It is the judgment that one has the means to obtain desired outcomes and to avoid undesirable ones.

Primary appraisal

In the stress context, primary appraisal pertains to whether or not what is happening is relevant to a person’s values, goal commitments, belief about self and world, and situational intentions.

Problem-focused coping

This is the second broad type of coping strategies. In problem-focused coping, people try to short-circuit negative emotions by taking some action to modify, avoid, or minimize the threatening situation. They change their behaviour to deal with the stressful situation (compare with the other type, emotion-focused coping, page xxii).

Psychological well-being

Refers to a person’s mental wellness. It usually covers the six dimensions of what it means to be well: Having positive regard for one’s self and one’s past life (self-acceptance), good quality relationships with others (positive relationships with others), a sense that life is purposeful and meaningful (purpose in life), the capacity to effectively manage one’s surrounding world (environmental mastery), the ability to follow inner
Resilience

Pertains to a class of phenomena characterised by the patterns of positive adaptation in the context of significant adversity or risk (good adaptation under extenuating circumstances). Some specific personal characteristics (namely self-esteem, optimism and perceived control) make up this theoretical construct.

RI

Resilience Indicator. Scale used within the study's questionnaire to measure respondents' perceptions of their three personality factors of self-esteem, optimism and perceived control. The scale was validated by Major et al. (1998) among groups of women who had had an abortion and consequently used with other groups.

Secondary appraisal

In the stress context, secondary appraisal refers to a cognitive-evaluative process that is focused on what can be done about a stressful person-environment relationship, especially when there has been primary appraisal of harm, threat, or challenge. This is an evaluation of coping options and although not actually coping in itself, is most often the cognitive underpinning for coping.

Self-esteem

The personal evaluation which individuals make of themselves, their sense of their own worth, or their capabilities.

Self-regulation

Systematic efforts to direct thoughts, feelings, and Actions, toward the attainment of one's goals (Zimmerman, 2000)
Self-regulated coping behaviour  A behaviour which is the result of self-regulation

SLSI  Student-Life Stress Inventory. Scale used within the study’s validated questionnaire to assess undergraduates’ stressors and their reactions to the stressors. It was validated amongst university students by Gadzella (1991).

Stress  Stress refers to the perceptual phenomenon arising from a comparison between the demand on the person and his or her ability to cope. An imbalance in this mechanism, when coping is important, gives rise to the experience of stress, and to the stress response.

Stressor  An external event that affects a person.

Transactional approach  Relates to the interaction theories. In the stress situation the individual is seen as not only mediating the impact of environmental stimulus upon responses, but, in addition, the perceptual cognitive, and physiological characteristics of the individual affect and become a significant component of the environment (Cox & MacKay, 1976; Lazarus, 1976, 1981).
Chapter 1

Introduction to the Study

"Stress is what happens to us. It is our response to what happens. And response is something we can choose."
Maureen Kiloran (c.2004)

Background to the Study: Literature Review and the Research Intention

This chapter reviews past literature on stress, then explores previous research in relation to the stress of undergraduates, specifically as it relates to resilience, coping, psychological well-being and academic achievement.

1.1 INTRODUCTION

1.1.1 Stress research: The conceptual approach

A historical perspective on stress research in general is considered before the review of the specific areas that have been seen to be relevant to the research of undergraduates’ stress and their coping with it. This perspective includes an overview of the more recent efforts made by researchers to understand the impact of stress on the human being.

Over the past half century a significant number of research studies have explored issues related to stress (see such landmark studies as those carried out by Kelvin, Lucas & Ohja, 1965, Selye, 1956). In the early studies, efforts were focused on what happened when a person faced an external stressor (Selye, 1956). In this response-based approach, a person’s reactions to the stressor were the sole object of the study. The nature of the stressor was largely irrelevant and the stressor was simply considered for its harmful consequences on the person unable to escape from it. Later the focus of the studies broadened to include the impact that certain life events had upon people (see Holmes & Rahe, 1967). This stimulus-based approach suggested that specific events in everyday life, such as Christmas,
marriage, divorce, and leaving home for university, which might have been either welcomed or unwanted, presented themselves as challenges to the individual and as such imposed demands on and produced undesirable consequences for the stressed individual.

However, in the last 20 years or so, these two perspectives in stress research have been added to with a third approach, which sees stress as a transaction between the individual and a stressor or stressful event, and coping, through appraisal of the event, is regarded as playing an important role in that transaction (Lazarus and Folkman, 1984). The individual is seen as the pivotal factor around which coping efforts with a stressor revolve. The ultimate outcome of such a transaction is seen as depending on the person’s perception and evaluation of the stressor, including their perception of an event as a stressor and their own abilities to deal with that event.

Stress and coping are now invariably researched together, aided in the main by an ever rigorous and increasing theoretical and empirical background (Pervin, Cervone & John, 2005). The importance of the appraisal process (Lazarus & Folkman, 1984) and the individual characteristics of the person (Major, Richards, Cooper, Cozzarelli & Zubek, 1998) are emphasised, without underplaying the role of the environment. The current emphasis in stress research states that it is not stress per se that determines adaptive outcomes but rather how people with their personality attributes cope with ongoing challenges and stressors that is critical in affecting their psychological and physical health.

This advent of new research frameworks and their use has also given way to more focused methods of studying stress and its effects, including coping. Recently there has been an increase in the attempt to collect data according to the transactional model of stress and coping (Lazarus & Folkman, 1984) in which the study designs and methods place a strong emphasis on the respondent’s individual appraisal processes. In the past, research has relied upon questionnaire-based cross-sectional surveys to assess people’s stress and coping levels; other data collection methods and designs were rare and longitudinal studies were (and, to a large extent, remain) rare. There is now a growing need to use the still very relevant questionnaire approach with another method, such as a semi-structured interview,
and to carry out longitudinal studies based on the rationale, postulated by Lazarus (1999), that cross-sectional studies provide weak assessments of the phenomena of stress and coping and rely on limited correlational analyses.

However, many current studies still set out to investigate individuals’ reactions to a specific stressor, placing a focus on what happens when a person is repeatedly exposed to that stressor; that is whether they become immune or habituated to it, or experience adverse effects as a result of this exposure (Greenberg, 2002; Pervin, Cervone & John, 2005). That is, the research seeks to estimate the impact of the duration of exposure to a stressor on behaviour. Further, there is a move to assess whether the pace in the stressors (interstressor interval) leads to a critical level, or threshold, above which there would be deleterious results to the stressed person. There is also some tendency, within measures, to assess how people may recover from stressful encounters, based on the previous factors of repeated exposures to, duration, and pacing of stressors.

Stress research also concerns itself with maladjustment and, increasingly, with successful coping. It looks at coping strategies in the form of actions taken or methods used by individuals to reduce, buffer and eradicate the effects of stressors. Its ultimate goals are to provide solutions in the form of stress management initiatives, and to look at strategies for the prevention from the ill effects of stress, such as physical and psychological ill-health. This research is now applied to various populations, ranging from health, family stress, industry and education. A number of studies have explored conditions such as hypertension (Benson & Klipper, 2000), stroke (Manuck, Kasprowicz & Muldoon, 1990), coronary heart disease (Stoney, 1999; Chan, Lai, & Wong, 2006) headache (Stang, Von Korff & Galer, 1998), backache (Wanning & Castleman, 1984), surgery (Desmond & MacLachlan, 2006), cancers (Greenberg, 2002), and allergies (Steptoe, 1991). Stress and coping with reference to interpersonal relationships and, especially, the effects of life events on the family and family members have also been studied (see, Kolander, Ballard & Chandler, 1999; Rydstedt, Johansson & Evans, 1998). In industry, phenomena such as role problems (Benavidesa, Benacha, Diez-Rouxb & Romana, 2000), employee’s lack of participation in work (Burke & Greenglass, 2000), job satisfaction (Judge, Bono & Locke, 2000), work
environment (Vansina, 1998), the workaholic (Scott, Moore & Miceli, 1997), and burnout (Greenberg, 2002; Xie & Johns, 1995), currently receive a lot of attention.

In a similar fashion, students who attend universities and colleges have been the subject of research on stress and coping. Some studies have focused on university students and the way they cope with a variety of stressors, such as going to and being at university (see, Fisher, 1994; Towbes & Cohen, 1996). However, this research among students is rather limited, as it is seen to be less rigorously and consistently considered and compared to groups in which stress seems a significant issue, and it generally lacks comprehensive methodological consideration argue Stanley and Manthorpe (2002). The design used to study students' stressors, for example, is criticised by Ben-zur (2002) as lacking in rigour.

These stressors and, in particular the daily hassles in the university environment, have by their very nature a tendency to recur and change in intensity over time (Gadzella, 1994b). The stressors' relationships with the environment and their associations with people's characteristics are also likely to change over time. This observation for change or development should therefore be carried out at various stages on a continuum and lends itself realistically to a continual access to participants. This design enables the acquisition of the best (possible) information about the continuity or discontinuity of behaviour or reactions to stressors over time and allows for the individual tracking of patterns of behaviour, as well as trends of development within a group. Trochim & Donnelly (2007), for example, suggest that longitudinal studies can help exclude time-invariant unobserved individual differences and distinguish short-term from long-term phenomena.

1.1.2 Stress research and the undergraduates

Michie, Glachan & Bray, (2001) and Robotham (2008), for example, posit that undergraduates are an under-studied group even though these students are seen to be particularly at risk of the detrimental effects of stress and have been repeatedly identified as deserving a more profound consideration from researchers than they presently receive. For example, Stewart-Brown et al. (2000) have demonstrated that university students do
adversely react to their stressors. Speculations abound as to what may be contributing to students' ill reactions to stress, none less that some of these reactions may be due to their personality factors or what are termed students' internal dispositions by Luthar (2003). Furthermore, there has been little research investigating students' minor but relatively long-term stressors, now known as daily hassles (Ben-Zur, 2002; Gadzilla, 1991, & 1994a; Gadzella, Masten & Zascavage, 2009) Luthar, 2003), to test these internal dispositions. There are now more pressing reasons for research to be carried out in the university students' population for the reason that it has been repeatedly stated that students suffer more psychological ill-health compared to the general population, after controlling for demographic variables, such as age and sex (Carney, McNeish & McColl, 2005; Stewart-Brown, Evans, Patterson, Petersen, Doll, Balding & Regis, 2000).

The reviewed literature shows a number of reported stressors that contribute to the stress experienced by undergraduates.

1.2 Literature review: Stress among undergraduates

Most of the research on stress amongst university students comes from the United States (for example, Gadzella, 1994 a & b, Misra, McKean, West & Russo, 2000, and Sarafino & Ewing, 1999). Cotton et al. (2002) and Robotham (2008) also stated that such research was dominated by North America and that it was also mainly atheoretical in approach. However, there are some notable studies from the United Kingdom (for example, Fisher & Hood, 1987 Kelvin, Lucas and Ohja, 1965, and Stewart-Brown et al., 2000) and a further few relevant ones from the Far East (for example, Ko, Kua & Fones, 1999 from Singapore, Sunaga, 1999 from Japan, and Wong, 1997 from Hong Kong). Stress research is most usually confined to samples of medical students (for example, Carson, Dias, Johnston, McLaughlin, O'Connor, Robinson, Sellor, Trewavas, & Wojcik 2000, Lu, 1994, Ko et al., 1999, Tyssen et al., 2007, and Wong, 1997, among others), since these students are generally viewed as the most stressed group as they pursue very demanding academic programmes and had attracted more attention for their stress and their difficulties with that stress (Ko et al., 1999). However, there has been a noticeable attempt since the turn of the
twenty-first century to research undergraduates in general (Baloglu, 2008, Botos & Dewey, 2004; Dungan, 2002; Hess 2001; Powers, Cramer & Grubka, 2007; Sasaki & Yamasaki, 2007, Stilger, Etzel & Lantz, 2001). Additionally, there are very few longitudinal studies. Robotham (2003) who critically reviewed previous studies that investigated student stress, reasserts the view that longitudinal studies are extremely rare. Of the surveyed literature, in the present study, less than three per cent of the studies (5 out of 208, 3 from the US and 2 from the UK) set out to assess the experience of stress in students across time in the same study. Only one of these five studies (Kelvin, Lucas & Ohja, 1965) lasted longer than nine months, with the remaining four studies taking place in the first two terms of the first academic year but they were generally completed by the end of the first term. Most of the remaining studies gathered data amongst students once in either the first four weeks, or at the most, the first term of the students’ first year at university (see Burt, 1993, Newland & Furnham, 1999, Pancer, Hunsberger, Pratt & Alisat, 2000, and Pratt, Hunsberger, Alisat, Bowers, Mackey, Ostaniewicz, Roa, Terzian & Thomas, 2000). Without exception, all studies referred to so far are quantitative in nature. To date there exist only a handful of studies (see, for example, Misra, McKean, West & Russo, 2000), which has used a mixed approach to data gathering on stress in the relevant student population.

In the United Kingdom, although there is a general media interest in the welfare of students, especially after the introduction of tuition fees (September 1998) and, more recently, top-up fees (September 2006) the research in stress amongst students is still not at the forefront in spite of the media’s views, based on findings such as those of Stewart-Brown et al. (2000), that stress represents a threat to students’ health and ultimately to their academic performance (Carney, McNeish, & McColl, 2005). This research has also been criticised for rarely making use of designs, such as the triangulation approach to data collection and longitudinal strategies that had clear benefits (Carney et al., 2005). There is a tendency to revisit the topic at very irregular intervals, using previous methods and designs. This is exemplified by the studies carried out by Aherne, 2001, Kelvin, Lucas & Ohja, 1965, and Michie et al, 2001. They all used a questionnaire survey to simply gather information on the effects of stress.
With reference to the trend in the study of student stress across the years, initially there was a tendency to only assess the impact of that stress (see, for example, Kelvin, Lucas & Ohja, 1965). Then, after a noticeable absence of research in student stress which lasted approximately twenty years, a renewed attempt was made to study stress in that population. There was a new tendency to also seek and identify the sources of stress in students and assess how these stressors and their intensity impacted upon the students. This trend follows the pattern of development in the quest for an understanding of the stress concept in groups, including university students. It started with Kelvin et al. (1965) who followed a cohort of 147 university students over a period of three years to survey their stressors and their reactions to stressors and found that 59 (40%) of the students had attended a student health clinic for psychological problems, characterized by anxiety, tension and poor concentration. Thirty of the 59 students were mildly disturbed (being referred to as emotionally unstable and having difficulty coping with relationships), 21 were moderately disturbed and in need of medical observation, and the other eight were severely disturbed and were felt to be in need of psychiatric intervention. The whole sample of students surveyed had a mean score of 24.02 for neuroticism compared to a score for the English population, at that time, of 19.80. There was a relationship between the scores for neuroticism and attendance at the centre for psychological disorders. Students with higher scores were more likely to attend the centre. Ogden and Mtandabari (1997) also revisited the approach used by Kelvin et al. (1965) and in a cross-sectional study evaluated the effect of stress on changes in mood and health related behaviour among 83 medical students and found in them a deterioration in mood in terms of increases in depression and anxiety and changes in health damaging behaviours in terms of increased numbers of smokers and decreases in exercise and food intake.

However, within the past few years there has been a shift in research emphasis from simply studying the impact of stress to the identification of the sources of stress and their impact on the students. Recent studies looked at an array of events—come-stressors and their influence on the students, ranging from students’ adjustment to university life when they first get there, to their academic performance, when they complete their studies and even the possible reasons why some of them may drop out of university in relation to the stress phenomenon. A few research studies have made comparisons and suggested probable links
amongst many stress and coping variables. In the report of such studies it has also been usual for researchers to make reference to the same questions or possibilities regarding stress and its impact on students and this situation is often both welcome and seen as inevitable by the research community (Ogden & Mitandabari, 1997). A selected set of these events, which have captured researchers’ attention over the last two decades, are reviewed.

1.2.1 Adjustment to university and stress

The transition to university may be uneventful for most students, but somewhat eventful for a significant minority of them and this is evidenced by the growth of research dealing with students’ experience just before and as they move into the university setting (Fisher and Hood, 1987; Sasaki & Yamasaki, 2007; Yorke & Longden, 2007). Fisher and Hood (1987) examined the transition to university in 145 residential and home-based students and found that a stressful transition increased the levels of psychological disturbance and absent-mindedness in all students. Residential and home-based students did not differ in psychological disturbance and absent-mindedness. Both types of students’ main sources of stress were academic problems, adjusting to new routines, coping with financial management, and social problems.

However, when Fisher and Hood (1988) went on to determine the psychological reaction to the transition to university in 198 first year residential students they found that 31 percent of the students reported being homesick and that the homesick group of students had raised scores for anxiety, depression, phobias, obsessions and somatic symptoms. Further, Pancer, Hunsberger, Pratt and Alisat (2000) examined the expectations of 226 first year students about university and their subsequent adjustment. They found that perceived stress was a significant predictor of overall adjustment; those students who had experienced low levels of perceived stress prior to entry showed relatively poor adjustment when their expectations about the transition were simple, but better adjustment when their thinking was more complex. The students who had discussed university life with parents and others prior to entry had more complex expectations and greater levels of information and consequently better adjustment to university life. Pancer et al. (2000) concluded that those who were
feeling stressed before they started university were likely to continue feeling stressed once there and that the integrative complexity of thinking about university can be stress-buffering. Harvey, Drew and Smith (2006) argue that the period of adjustment to university is a time of greatest risk of withdrawing from university. Further, when investigating the causes that might lead to attrition in students and focusing on students’ preparation to attend university and study a specific subject (in this case psychology) Rowley, Hartley and Larkin (2008) found a variety of reasons why students may decide to discontinue their studies. Rowley et al. (2008) examined four aspects of the students’ academic expectations and experience: their preparedness to study, their generic study issues, subject-specific study issues and their personal goals and worries. Of the 169 undergraduates of a Russell group (research predominant) university surveyed once during their third and once during their last week of the academic year, 31% said they had received adequate guidance although students generally felt that this guidance should have been given face-to-face by academic staff rather than through electronic sources by non-academic staff and in ‘on demand’ support sessions. Twenty percent felt that more time could have been spent on small group teaching, 23% said they wanted more input on writing essays and 23% mentioned they would have liked more one-to-one contact with teachers. Thirty-one percent of the students’ worries were related to their personal abilities such as, for example, writing skills and coping with the reading in their subject.

In a further study Hickman, Bartholomae and McKenry (2000) examined the relationship between parenting styles, academic achievement and adjustment to university among 101 university students, and found that students raised with more authoritative parenting demonstrated greater academic adjustment in a university setting and students whose mothers obtained higher levels of education evidenced greater academic adjustment. Family structure was also a predictor of student adjustment to university. Those students reared in divorced families were found to have higher levels of adjustment to the environment than those who came from intact families. There was no significant association between parenting style dimensions and academic achievement.
1.2.2 Academic issues and stress

Much stress research focusing on students considers the academic demands that may impact upon them in one way or another (see Abouserie, 1994; Harvey et al., 2006; Monk, 1996). In a study using 210 university students, Monk (1996) found that the main stressors for students were difficulties with coursework and financial problems. The study indicated that both these stressors were responsible for the initiation, precipitation and increase of emotional and physical difficulties. Course demands were the biggest student stressor. Coursework problems led to emotional, physical, psychological, social and relationship problems. Sixteen percent of the sample were shown to have had suicidal thoughts and of these three quarters had not sought help from counselling services internal or external to the university. Tyrell (1992) identified the sources of stress and symptoms among 94 university (psychology) students and found that academic issues (fear of getting behind with coursework, 37%, finding motivation to study/do coursework, 33%, finding time to study, 26%) were the most frequently cited sources of stress, followed by financial worries, and personal pressure to succeed at university. In a further study of 774 students Tyrell (1993) found similar issues: academic issues, followed by time pressure, interpersonal relationships and personal problems as the main sources of stress in university students. The academic issues were fear of getting behind in coursework (43%), volume of coursework (36%), and motivation to study (36%). Further, when reviewing research studies which examined students’ first-year experience at university, Harvey, Drew and Smith (2006) identified that academic factors were frequently the causes of stress for these students. Rowley et al. (2008), as mentioned earlier, found that a substantial proportion of students’ worries (31%) were related to their personal abilities or whether they would be able to keep up with their course of studies and achieve good results in the next two years of their degree programme.

In another study, this time from the United States, Stilger, Etzel and Lantz (2002), examined the impact of life-stress sources that 20 university student athletic trainers (11 males and 9 females) encountered over the course of an academic year. They found that academic stress, to do with activities which were centred on studying and taking exams,
and financial concerns represented the greatest sources of stress for these students. Stress also fluctuated significantly during the year. The students experienced peak levels during mid-term and at the end of the spring semester. The authors of the study explained that at these times students encountered more daily hassles than at other times, simply because the students had more pressing things to do at these particular times.

Back to the United Kingdom, Stewart-Brown et al. (2000) surveyed 1208 students in higher education using the SF-36 (Ware, Snow, Kosinski & Gandek, 1992). The SF-36 (SF stands for ‘Short Form’) is a health survey questionnaire of 36 questions that measure all aspects of health and well-being (quality of life) under eight dimensions. Low scores in these dimensions indicate decreased psychological well-being. These students scored significantly lower than their peers in the general population on all eight SF-36 dimensions. The students’ main sources of emotional distress were study or work problems and money. Sixty-two percent of surveyed students worried about study or work problems ‘often’ or ‘most days’, compared to 25% in the general population of the same age range, and 52% worried about money problems ‘often’ or ‘most days’, compared to 36% in the general population of the same age range. Also noted at that time, 403 students (35.5%) reported long standing illness, the most common conditions being asthma and musculo-skeletal problems, often seen as psychosomatic conditions (Greenberg, 2002).

Evidence for the prominent place that academic stress occupies in student stress is further supported by Ko, Kua and Fones (1999) who assessed the psychological health of 263 students (135 medical and 128 law students) during their initial entry to the university. The researchers identified the students’ common sources of stress in their lives as difficulty keeping up with reading (84.4%), increased amount of academic work (82.5%), difficulty in tutorials (66.5%), little time for personal activities (61.6%) and difficulties in lectures (46.8%).

Further, to add to the research on academic issues and stress, Abouserie (1994) investigated the sources and levels of stress in relation to the locus of control (the person’s perception or appraisal of being in control or not) and self-esteem in 675 second-year undergraduate
students and found that examination and examination results were the highest causes of stress, followed by studying for exams, too much to do and the amount to learn; 77.6% of the students were in the ‘moderate’ (noticeable concern) stress category while 16.4% were in the ‘serious’ category (serious concern).

1.2.3 Financial issues and stress

Nearly every study mentioned so far in the review of students’ stress has alluded to the financial issues that may be an important preoccupation in the student’s experience. Many studies have identified financial matters as the student’s greatest source of stress after academic issues (see, for example, Ko, Kua and Fones, 1999; Stewart-Brown et al., 2000, Tyrell, 1992, and Tyrell, 1993). Roberts, Golding, Towell and Weinreb (1999) carried out a preliminary examination of the relationship between students’ economic circumstances, health behaviour, life styles and mental and physical health and found that 164 of the 360 (47.5%) students were currently in debt, the average amount owed being £3,432. (The number of students in debt had gone up from that of the previous year. Roberts, Golding and Towell found it to be 41% in a sample of 103 students in 1998). Two hundred and sixty-two (72.8%) of the 360 students experienced some difficulty in paying bills with 57 (16%) reporting great or very great difficulty and of this sample 193 (53.6%) were working in addition to studying; the average number of paid working hours each week amounted to 17.62. Roberts, Golding, Towell, Reid, Woodford, Veteree and Weinreb (2000), further looked at the implications of financial hardship for the well-being of students. Of the 482 students surveyed just under half (209, 43.4%) were currently in debt (by an average of £3,403). Three hundred and forty seven students (72%) experienced some difficulty paying bills with 12.2% reporting great or very great difficulty. Two hundred and twenty seven (47%) were working as well as studying, the average number of paid hours worked per week being 18.73. In all three studies, poorer mental health was found to be related to longer working hours outside university, difficulty in paying bills, and having considered dropping out of university.
Bojuwoye (2002) designed a study in South Africa to investigate the nature of students' experience during their early days at university. Financial difficulties were the number one source of worry among the 596 students (across eight universities) surveyed. There have been three UK studies with similar findings with regard to the relationship between financial issues and student wellbeing. Tyrell's (1993) study revealed financial pressure affected a significant proportion of students. Twenty-seven percent were concerned about daily budgeting issues and 25% were concerned about not having sufficient money. Also, 20% stated that romantic relationships were a source of stress. Only 10% found relationships with friends and family affected their mental health. Homesickness affected eight percent of students. Lindsay and Paton-Saltzberg (1994) investigated the effects of paid employment on academic performance of full-time students at university and found that 59% (114/193) of the sample worked regularly for the same employer and virtually all students undertook paid work at some point during the academic year. Their data revealed a possible relationship between the work and study status of students and a reduction in degree classification by one rank amongst students who engaged in the most paid work. Finally, Carney McNeish and McColl (2005), in a study further explained under section 1.2.5 of the present chapter, found that being in debt and in part-time work were related to students' mental and physical ill-health.

1.2.4 Homesickness, relationships and stress

Another stress related issue affecting students who have moved into the university setting is relationship problems. In particular, the relationship between parents and students appears to play an important part in the students' lives. Homesickness, missing home and its comfort, including relationship with parents and siblings has been the subject of several studies. Burt (1993) studied the effect of homesickness on attention and academic performance using 152 first-year students, 93 of whom had relocated, with the remaining 59 being local residents. He used a physical test (Digit Span Test; commonly used measure of immediate verbal recall, attentional capacity and working memory in neuropsychological research and clinical evaluations, Wechsler, 1939), three questionnaires, Cognitive Failures Questionnaire (CFQ, which measures absent-mindedness through self-reported failures in
perception, memory and motor function, Broadbent et al., 1982), Vividness of Visual Imagery Questionnaire (VVIQ, which measures an individual’s ability to form or generate visual images, Marks, 1973) Dundee Relocation Inventory (DRI, Fisher & Hood, 1986, which measures intensity of homesickness), and found that all relocated students exhibited some degree of homesickness and 16% of them clearly came under the category of ‘homesick’. Further analysis from the study also suggested that the intensity of homesickness in male undergraduates increased absent-mindedness in that group.

Brewin, Furnham and Howes (1989) had earlier surveyed 80 students in the four weeks before they arrived at university and six weeks into their first semester. Of the 64 students who completed the follow-up questionnaire 26 (41%) of them reported definite homesickness since arrival at university. Younger students were also more likely to report homesickness than older ones. Those reporting as homesick and reporting a greater intensity of homesickness showed a greater measure of depression on the Beck Depression Inventory (BDI, Beck, Ward & Mendelson 1961). Fisher and Hood (1987) examined the effects of transition to university in 145 residential and home-based students and found that all those who reported themselves as homesick, 71.9% had significantly greater gains in the Middlesex Hospital Questionnaire (MHQ, a screening test for psychiatric disorder, Crown & Crisp, 1966) suggesting, for example, an increase of their anxiety, somatic symptoms and obsessionality levels. Burt (1993) also found that homesickness reduced students’ ability to concentrate, but that this loss of concentration was not sufficient to cause a marked loss of academic ability. Stroebe, van Vliet, Hewstone and Willis (2002) investigated homesickness among a new intake of students. They used two groups and a total of 762 students. One group was from Holland (n = 482) and the other one from the UK (n = 280). Stroebe et al. (2002) found that, on the whole, students missed family and friends and had difficulties adjusting to university life. The intensity of homesickness as measured by the Utrecht Homesickness Scale (UHS, van Vliet, Stroebe and Schut, 1998) revealed that, on average the highest scores in the UK student sample were obtained for missing family, and missing friends, followed by adjustment difficulties, rumination about home and loneliness. Students’ ruminations about home and loneliness were associated with depression. Eighty percent of the UK students (224/280) were homesick compared to
fifty percent (241/482) of their Dutch counterparts, a percentage difference accounted for in the students’ accessibility to home.

1.2.5 Health and stress

In general, stress is often cited as a potential cause of ill health, whether acute or chronic (Alexander, 2002; Ferguson, 2002; Greenberg, 2002; Morrison & Bennett, 2006; Redwood & Pollak, 2007; Warwick, Maxwell, Statham, Aggleton & Simon, 2008). It is therefore neither surprising nor inappropriate to see that when studying stress in the student population, there is often a focus on the possible detrimental effects that this stress can have on the students’ physical and psychological well-being. A number of studies consider these effects. Using data from 360 university students, Roberts et al. (1999), found that students’ levels of health were significantly below those of the population norms matched for age and sex. Just over twenty-nine percent (29.3%) of the respondents’ GHQ (General Health Questionnaire, Goldberg & Williams, 1988) scores were in excess of one standard deviation above the population mean for their age and sex. Poorer mental health of some students was also related to their debt, which often resulted in longer working hours outside university.

Stradling (2001), explored the psychological effects of student debt (stressor) and obtained results suggesting that among the sample of 223 undergraduates 17% had borderline anxiety and 53% had anxiety at a ‘pathological level’ and overall 33 (15%) of the students were ‘pathologically depressed’. Both anxiety and depression were significantly correlated with anticipated levels of graduate debt. Tyrell (1992) supported these findings further when he demonstrated that 32% of the 94 students in his study scored above the threshold score on the GHQ-28 of more than six symptoms The clinically significant score for psychiatric case indication or ‘caseness’ is set at 4 or 5 of the total score (Goldberg & Williams, 1991). From their sample of 253 participants, Ko, Kua and Fones (1999) found that 57% of the 77 medical students and 47.3% of the 68 law students scored above the traditional cut-off of 4 or 5 points on the 28-item GHQ. Roberts et al. (2000), when investigating the relationship between the physical, social and psychological health of
students and financial circumstances, also found that those who had considered abandoning their studies had poorer mental health and poorer mental health was related to longer hours of paid work. Nandino, Reveillère, Sailly, Moreel and Beaune (2003) detected a significant relationship between students' distress and the frequency of the minor stressors they experienced. In the study by Brewin, Furnham and Howes (1989), which looked at depression and homesickness, it was found that many students reported that their homesickness made them feel anxious or depressed. A similar result was obtained in the study by Stroebe et al. (2002), which showed that homesickness and loneliness were associated with depression. Finally, Carney, McNeish and McColl (2005) examined the relationship between part-time working, mental and physical health and academic performance across a sample of 756 university students. Three hundred and seventy eight (50%) of the sample had part-time jobs and 10% of these had more than one job and 37% of students without a job were trying to get one. When the current state of students' health was compared to the age- and sex-related norms for the general population, it showed that seven out of the eight categories of health for the students were significantly poorer than those of the general population. This is similar to the findings reported by Roberts et al. (1999) earlier.

1.2.6 Psychological morbidity and stress

Most of the research studies referred to so far, ranging from Kelvin et al.'s (1965) to Carney et al.'s (2005), set out, among other aims, to explore a possible link between students' stressors and the effects of these on their psychological well-being. Some studies have already demonstrated a link (see, for example, Alexander, 2002; Harden, Rees, Shepherd, Brunton, Oliver & Oakley, 2007; Ko, Kua & Fones, 1999). Further studies are mentioned to show the concern around this relationship. Wong (1997) investigated the incidence and causes of depression and anxiety among 121 first year medical students and found that students who began the year with relatively low A-level grades, high ratings of state anxiety and depression, high trait anxiety and low dispositional optimism, reported that they relied on coping strategies that are primarily avoidant, and were at a higher risk for developing depression and anxiety later in the academic year. Carson et al., (2000),
referred to at section 1.2, compared rates of psychological morbidity in 199 first year medical students to those of a randomly selected group of 189 first year non-medical students and found results suggesting that 17% of the medical students had symptoms of psychological morbidity that may benefit from treatment (a similar rate was found in the control group) and 29% of the medical students had symptoms of psychological morbidity that would remit without treatment. There was no significant difference between this rate and the rate of other (non-medical) students.

Using a sample of 200 students (equal numbers of males and females) Wyville-Staples, Stewart-Brown, Petersen, Evans, Balding and Regis (1996) sought information related to students’ physical and emotional well-being and found that students scored significantly lower than the general population in all dimensions of health except for pain and physical function (a finding rather similar to Carney et al.’s 2005 study, which found lower scores for all dimensions except physical function). The greatest discrepancy was in role limitation due to mental health factors: students were much more likely to report that their emotional health interfered with their study, work, or other regular daily activities. Stewart-Brown, Evans, Patterson, Petersen, Doll, Balding and Regis (2000) also surveyed 1208 students for their health and life styles. The main finding was that student’s scores on the SF-36 were significantly lower than for those for the general population, after controlling for age. Surtees (1998) set out to describe the morbidity levels and identify the determinants of change in students’ mental status. Two hundred and sixty-four students who had recently used the university counselling services responded to a questionnaire survey. The data for the relevant part of the questionnaire showed that the primary reasons for students using the services were depression (21.9%), course related issues (20.6%), anxiety (12.7%), and eating disorders (6.1%). In an earlier study, Surtees and Miller (1990) interviewed 175 first-year medical students within the first four weeks of their arriving at university and at a follow-up when they were six months into their course. Just under fifty percent (49.7%) of the students scored above the cut-off point for mental well-being (suggesting that they were experiencing mental difficulties, and therefore not healthy) at the initial interview and 35.8% at the follow-up interview. Twenty percent of the male and a little over twenty one
percent of the female students were found to have experienced anxiety and depression continually for most of the follow-up period.

Furthermore, research has focused upon people's specific behaviours which can be seen as possible, although inappropriate, responses to stressors. Lazarus and Folkman (1984) postulated that behaviours such as smoking and drinking, which they called maladjusted coping actions, could be strategies used by stressed individuals to cope with their stressors. When investigating the relationship between drinking and mental illness, for example, Webb, Ashton, Kelly and Kamali (1996) carried out a survey across 10 UK universities to find out the trend in students' alcohol consumption. Among the study's data, without direct reference to students' drinking pattern, Webb et al. (1996) found that of the 3,075 responses 54% of the male students and 36.5% of the female students had measurable levels of anxiety. 17.3% male and 25.4% female had scores which indicated a moderate level of anxiety, whilst 6% of the male and 10.2% of female had scores indicating severe anxiety. In addition 12.1% of the male and 14.8% of the female students had measurable levels of depression.

In a cross-sectional study, Pengilly and Dowd (2000) investigated the moderating effect of social support within a sample of 105 students and had results demonstrating that stress was a significant predictor of depression, and hardiness was shown to moderate the relationship between stress and depression. In his study of 133 undergraduates, Weidner (1996) found that four of the five health behaviour categories (exercise, nutrition, self-care and drug avoidance) worsened when the undergraduates experienced identifiable stressors. Vehicle safety was the only behaviour that showed no change. The possible involvement of individuals' personality features within their coping abilities in the presence of stress has also given rise to studies that sought the relevance of resilience in effective coping. Luthar (1999, 2003) and Major et al. (1998) see a person's resilience, the ability to bounce back in the face of adversity (Luthar 2003), as a major contributory factor in that coping. Major et al. (1998) demonstrated that this resilience consisted of three correlated aspects, namely a person's levels of self-esteem, optimism and perception of being in control.
Beasley, Thompson and Davidson (2003) studied students' resilience and their response to life stress. In this study, Beasley et al. tested direct effects and buffering models in response to cognitive hardiness and coping for general health and psychological functioning. This cross-sectional study which recruited 187 students showed that there was a relationship between life stress and psychological health and that negative life events directly impacted psychological (and somatic) distress. Roberts et al.'s (2000) work contributes to this topic by showing that poorer mental health in students was related to longer working hours and finally, Carney et al. (2005) showed findings that suggested that being in debt and in part-time work had detrimental effects (although very slight) on both mental and physical health of students.

1.2.7 Gender and stress

Some research suggests that there may be a difference in how men and women students perceive stressors (Misra, McKean, West & Russo, 2000; Surtees, 1998). Misra et al. (2000), for example, examined the experience of academic stress of 249 male and female students within a study that also investigated how 67 faculty members perceived such a stress in their students. Misra et al. (2000) found the women reported that they had experienced a greater number of academic stressors than did the men. In particular women had much higher scores on self-imposed stressors than did men. Women were often involved in activities other than academic ones. They would, for example, attend to house chores, other family responsibilities as well as academic activities. Misra et al. (2000) concluded that the overall sex difference in this study was due to men generally perceiving life events as less stressful and they tended to view academic stressors in a more positive light than women did. When stress within the sexes was measured, Abouerie (1994) identified that women’s stress scores were significantly higher than men's and this difference was further confirmed when Stilger et al. (2002) reported that female students had higher levels of stress than their male counterparts, although these differences were not statistically significant. Earlier Tyrell (1993) had come up with findings similar to Stilger et al.’s (2000). Surtees (1998), however, found that a significantly higher percentage of male university students presented with course difficulties than female students. As far as gender
and students' health were concerned, Fisher and Hood (1987) concluded that there was a greater prevalence of psychological disturbance among female than male students and Surtees (1998) found that all those who had eating disorders were female. Ross, Niebling and Heckert (1999) identified that interpersonal stressors such as arguing with friends or flat-mates were the most frequently reported source of stress among their sample of 100 university students. Although Ross et al. (1999) did not examine gender differences in the perception of stress, Narayanan, Menon and Spector (1999) found that this type of interpersonal difficulty was more commonly reported as a source of stress in women than among men. McDonough and Walters (2001) further found that women would report a greater level and frequency of stress to do with their social life, relationships, employment and family life than men would. There were also notable differences in coping amongst the sexes. Women, on the whole, reported that they would seek emotional support to a greater degree than men would (Misra et al., 2000) and women were more likely to discuss their feelings with others than men did, but there were no sex differences in the amount of anxiety and depression associated with homesickness (Stroebe et al., 2002).

### 1.2.8 Moderators of stress

There has also been speculation in the literature as to factors which could buffer the impact of stress. Apart from the resilience factors that have been mentioned at 1.2.6 above, other variables have been explored for their possible moderating functions. In particular there have been attempts to investigate the role of cognitive processes in coping with stress. Beasley et al. (2003) demonstrated that cognitive hardiness (an individual’s psychological disposition to resist stress and one which is thought to act as a moderator in the stress-illness and stress-performance relationships, Kobasa, 1979) reduced the intensity of both psychological and somatic distress. Students who considered themselves as hardy (committed, in control, and prepared to accept challenges, Kobasa, 1979) obtained lower scores on the measures of psychological and somatic distress than those who perceived themselves as less hardy. However, when Zeidner (1995) investigated the role of evaluative anxiety and coping processes as predictors of affective and cognitive adaptational outcomes in a sample of 241 students preparing for mid-term examinations, it was found that coping
strategies did not moderate the effects of coping resources upon affective or cognitive outcomes.

1.2.9 Coping and stress

Coping itself has been seen as a part of the stress experience (Lazarus & Folkman, 1984), as stated earlier, and is studied alongside stress and specifically stressors. In particular, types of coping are investigated. A distinction is often made between active coping, the determined action or actions taken by the stressed individual to alleviate or minimize the impact of a stressor, such as by, for example, diligently looking for ways to solve a problematic situation (the source of stress) and passive coping, the tendency of the stressed individual to accept a situation or stressor and to cope with it by either waiting to see what develops or take such steps as treating it as trivial or ignoring it or simply avoiding the situation or even drinking to forget about it. Active coping is seen as positive and beneficial to the stressed person in the long run. The other type, passive coping, is seen as less positive, even risky for some people (Major, Cozzarelli, Sciacchitono, Cooper, Testa, & Mueller 1990). In his study of 121 first-year medical students, Wong (1997) found that students’ avoidance (passive) coping strategies correlated with higher levels of distress. Active coping strategies in those students who used them and their reevaluation of their situation correlated with lower levels of distress. Ko, Kua and Fones (1999) found a high proportion of students (77%) in their study would turn to friends, classmates or family for help when faced with a problem. That is, those students sought social support in order to cope with their stressors. Zeidner (1995), however, had earlier found that students who perceived the presence of coping resources and those who used an emotion-focused coping approach (an attempt to directly moderate or eliminate unpleasant emotions, Lazarus and Folkman, 1984, such as approaching a friend to get their sympathy about a situation), rather than a problem-focus coping one (an attempt to solve the situation itself by taking an action to modify, avoid, or minimize a threatening situation, Lazarus and Folkman, 1984, as, for example, using a plan to study rather than leaving study times at irregular intervals) and thereby directly avoided to face the situation, had a lower state of anxiety than students who
did not have this perception of coping resources or who used a problem-focused coping approach.

As time goes by, the cognitive appraisals used by students for coping are receiving increasing attention. Slodoba (1990) in the study of 169 British university students found that students had specific strategies to deal with the stress related to examinations. Students used peer support, taking time off work and away from the institution, and exercise, in order to cope. However, there was a concern about a coping strategy used by some students. Ko, Kua and Fones (1999) found that 72% of high scorers on stress scales (47.4%) of their sample of 135 medical students preferred to keep their problems to themselves and seek their own solution to these. Those students seemed to rely on their intrapersonal qualities rather than on interpersonal relationships. Such an approach was argued by Ko, Kua and Fones (1999) as ‘risky’ for the students as it was postulated that such an approach would be detrimental to their health and could lead to academic difficulties. This observation is somewhat dismissed by Hess and Copeland (2001), who found in a three-year follow-up study of 94 students that the coping factors of social activities and seeking professional support significantly predicted university drop-out status. Using a four-part questionnaire with a sample of 75 education undergraduates, Dwyer (2001) examined, among other aspects, the relationship between social support and coping strategies. Dwyer (2001) found significant correlations for stress with the total number of coping strategies and the use of avoidance-coping strategies, such as spending time away from the study desk engaged in pursuits which are unrelated to studies, knowing fully well that an exam is imminent and revision is required. As part of their study Segerstrom, Taylor, Kemeny, and Fahey (1998), when investigating the effects of dispositional and situational coping on mood, found that avoidance partially accounted for the relationship between high levels of optimism and elevated mood. Major et al. (1998), however, found that religious coping was associated with less decision satisfaction. When Blake and Vandiver (1988) studied 157 adults their findings suggested that the propensity to engage in avoidant behaviour in response to a stressful experience was associated with health impairment, particularly when social supports were weak.
1.2.10 Social support and coping with stress

In stress research an often identified coping strategy is a stressed person's search for assistance from others. This social support, distinguished by its functions, which can be either of the instrumental or emotional type, is seen by many researchers as an important approach that the stressed person uses to deal with their stressors. Brissette, Scheier and Carver (2002) investigated the extent to which social support and coping accounted for the association between greater optimism and better adjustment to stressful life events. Among the 89 students surveyed during the first semester at university their higher scores on optimism significantly correlated with their greater scores on perceived support, suggesting that those who had a positive outlook about the future were more prepared to seek help from others than those who did not have such an outlook. Further, Ko et al. (1999) surveyed 263 students and found that 70% of students would turn to friends or classmates for help. Family and religion were other common avenues for social support that many of the students used.

Within their sample of 83 medical students, Ogden and Mtandabari (1997) found that during the examination period social support had a significant buffering effect in the presence of examination stress. Whilst Tyrell (1993) who explored the role of social support as a coping method found that females (86%) were more likely to seek social support than males (74%). Also, students more often sought social support from friends and family than from tutors and counselors. The detailed results showed that 94% of students sought the support of a close friend, 82% went to their parents, and 72% went to a sister or brother whereas only 25% went to a formal tutor and only 16% to a student counselor.

Another distinct case was posited for the functions of social support. Newland and Furnham (1999) found social support was significantly correlated with homesickness. Low perceived social support scores correlated with high scores on homesickness. This was later seen to imply that students with psychological disturbance had a lower quality social network.
Furthermore, Slodoba (1990), in the study referred to earlier (1.2.9, p21), found that students used peer support to cope with exam stress, and Dwyer (2001), found a significant correlation between social support from friends and emotion-focused strategies, the actions taken by the stressed individual to manage the emotions attached to a stressful situation rather than solving the problem that accompanies the situation itself by, for example, talking about the feelings involved in the situation, whilst Major et al.(1998) had results showing that greater support seeking scores were related to their participants’ reduced stress.

1.2.11 Personality and stress

Some stress research to date has examined the relationship between students’ personality variables and their experience of daily hassles. For example, Nandino et al. (2003) used a sample of 165 second-year students to investigate the relationship between personality (as assessed by the Revised NEO Personality Inventory, Neo P-I-R, Costa & McCrae, 1990) and sensitivity to daily hassles. Their findings showed that there was a significant correlation between the frequency of minor stressors and neuroticism. Newland and Furnham (1999), in their investigation of social support and mental health variables as predictors of homesickness in undergraduates, concluded that there was some support for the hypothesis that homesickness was related to personality variables. However, this conclusion was reached upon data obtained not by a personality measure but by a homesickness inventory (Dundee Relocation Inventory, DRI, Fisher and Hood, 1987). What stress research has not done so far is to examine a relationship between students’ intrapersonal qualities (a person’s personality traits or styles of relating to the world – tendencies to behave, think and feel in certain ways, Krueger, Caspi & Moffit, 2000) as opposed to their interpersonal ones (a product of the person and their environment, Gallo & Smith, 1999 and Smith, Glazer, Ruiz & Gallo, 2004) and their coping with hassles. Studies have not sought to identify personality characteristics that could assist or impede the person’s attempt to deal with those hassles, although, it would seem by the following research that researchers are starting, slowly though it is, to realise that some specific
characteristics may play a considerable role in students' coping. What is also of note is that certain characteristics which together demonstrate a particular trait and should be studied together are in fact not commonly explored in that fashion. For example, the study of resilience posited as a strong trait (see, for example, Carver, Scheier & Weitraub, 1989, Luthar, 2003, & Major et al., 1998) for coping successfully with stress at university, is mostly unknown and uncoordinated in the student population and should be expanded. The few studies which relate to self-esteem, optimism and perceived control, the three parts of resilience (Major et al., 1998), and coping in students are reviewed.

1.2.11.1 Resilience: Self-esteem and stress

Students' abilities to deal with the expected as well as the unexpected demands of university life, based on their own view of their self-worth and capabilities, have been considered for the possible effects that these abilities have on helping individual students cope with stress. Hickman et al.'s (2000) investigation of 101 first-year university students on psychology courses, found that self-esteem was significantly predictive of social, personal-emotional, goal commitment-institutional, academic and overall adjustment of traditional university students. Students from intact homes and with higher levels of self-esteem adjusted better to university life, for example, than those from similar homes but with lower levels of self-esteem. Abouserie (1994), who investigated the sources and levels of stress of 675 students, found that those with high self-esteem were less stressed than those with low self-esteem.

Furthermore, Crocker and Luthanen (2003) investigated the effects of self-esteem levels and contingencies of self-worth prior to university on academic and social problems experienced during the first year at university. After controlling for demographic and personality variances among the 642 university students surveyed, low self-esteem was found to predict social problems in that sample. However, the last two studies are seen to be paying attention to the relationship between personality characteristics and stress perception and not wholly to coping with actual stressors.
1.2.11.2 Resilience: Optimism and stress

The positive attitude with which an individual sees the future and this attitude’s likely influence on individuals’ coping strategies has also been viewed as playing a part in students’ coping with stress. Brissette et al. (2002) found that a greater optimism assessed at the beginning of the first semester at university, was associated with smaller increases in stress and depression and greater increases in perceived social support over the course of the first semester at university. Wong’s (1997) study had earlier revealed that the existence of higher levels of dispositional optimism predicted better coping, whilst the reverse was also true: low levels of optimism correlated with low levels of coping. Scheier and Carver (1985) followed 141 undergraduates over one semester and found that participants who initially reported being highly optimistic were subsequently less likely to report being bothered by physical symptoms than were participants who initially reported being less optimistic. Segerstrom et al. (1998) explored prospectively the effects of dispositional and situational optimism on mood (using 90 students) and immune changes (using 50 students) in the first semester of their study programme. Optimism was associated with better mood, higher number of T cells, and higher natural killer cell cytotoxicity (that is, a sounder immune system).

1.2.11.3 Resilience: Perceived control and stress

Abouerie (1994), Baloglu, (2008) and Macan, Shahani, Dipboye and Phillips (1990) examined students’ stressors and the control the students felt they had over these stressors. Abouerie (1994) suggested that students with external beliefs concerning control were more stressed than those with internal ones. In their study of 165 university students, Macan et al.(1990) found that students who perceived control of their time reported significantly greater evaluations of their performance, greater work and life satisfaction, less role ambiguity, less role overload and fewer job-induced and somatic tensions. However, Baloglu (2008) in their study of 267 prospective teachers at a faculty of education found that teachers expected students to comply with rules and regulations and
they thought that students should hardly have a say in their education. It is to be noted, though, that this was a Turkish study and the situation as far as students’ control in the university environment may not be the same in the United Kingdom. Sunaga (1999) also placed the perception of control in the context of the student’s opportunity to make decisions. Sunaga (1999) found that decision-making improved the highly anxious participants’ persistence with a task (or tasks).

Two other studies, carried out amongst non-students, would seem to provide a potential rationale for further stress research in undergraduates to consider the usefulness of control in coping with stress. Smith, Steven, Savage-Stevens, Finch, Ingete and Lim (2000) investigated the effect of primary control on psychological well-being among 482 adults from a local community, and found that a person’s belief in having primary control in a situation can have a direct effect on psychological well-being. This generalised belief of being in control was suggested to be the result of interpersonal agency, where a person obtained positive ends through interactions with others, and personal agency, when a person achieved desired outcomes on their own belief. Emotional support on well-being was also mediated by interpersonal agency and perceived primary control. Cozzarelli (1993) also pointed out that perception of personal control can lead to better post-operative adjustment and speed up recovery rate significantly. This study was carried out among women and those who had an abortion. To date no studies of perceived control exist amongst students.

1.2.12 Academic performance and stress

The simultaneous activity of work and study, carried out by a substantial number of students, has received some attention in stress research. The research has concerned itself with the way students cope with this double activity and the activity’s potential detrimental effects on academic performance. More students than before are in paid work (and for longer periods of time) and this is placing an increasing and excessive pressure on their performance. Carney, McNeish & McColl (2005) demonstrate that having to work more hours, for example, has been seen to increase the probability that a student would perceive
a negative effect on academic performance. Lindsay and Paton-Saltzberg (1994) estimated that more than 200 (24.8% of 807) students per year on a university’s modular course gained a degree which was at least one class lower than they would get if they did not accept paid work. Work was found to be significantly related to the students’ inability to progress and achieve academic success. Furthermore, Hughes (2005) found that students who were classed as high achievers were also more likely to be predisposed to the experience of stress.

Hess and Copeland (2001) provided another aspect to this argument and from the results of this study, argued that highly resourceful students would be more effective than others at protecting themselves from the adverse effects of academic stress, and not allowing that stress to impact on their grades, and that high academic stress adversely impacted on the grades of low resourceful students, but had no effect on high resourceful students.

1.2.13 Dropout and stress

The relationship between stressors and dropout has been explored and the relationship between stress and health leading to dropout has been examined. Szulecka, Springett and de Pauw (1987) investigated (among 1279 students) the relationship between GHQ scores (as a measure of health), vulnerability factors and withdrawal from university. Their findings indicated that students with GHQ scores greater than 6 (6 being a score that suggests the existence of a psychiatric condition, Goldberg, 1978) were more likely to withdraw from their programmes. The 48 students of the study sample, who withdrew voluntarily, had higher GHQ scores than the 15 who withdrew through academic failure. Roberts et al. (2000) studied the stress of students and their reactions to this stress and established that those who had considered abandoning their study had poorer mental health. Also, around 10% indicated that they had seriously considered dropping out of study for financial reasons. This confirmed their earlier finding that longer working hours outside university was related to dropping out of university (Roberts et al. 1999; Christie, Munro & Fisher, 2004).
Hess and Copeland (2001) further found that the coping factors of social activities and seeking professional support significantly predicted university dropout status. In addition Hess and Copeland (2001) found that family involvement was negatively related to the outcome (drop out). Monk (1996) had earlier stated that coursework demands were one of the main reasons cited by students who were considering dropping out of university. However, Monk (1996) established that dissatisfaction with the course was the main cause of drop out. This was further supported by Harrison (2006).

1.2.14 Drinking and stress

There has long been a speculation that stress and stressful events may lead people in general to abuse alcohol and that the maladjusted coping strategy of using alcohol to manage stress may itself lead to increased stress (Lazarus & Folkman, 1984). Students are seen to be a group with a particular proneness to drink more alcohol than they should. The reasons for this drinking habit and its possible effects on the students have received some attention in stress research. However, this research has been few and far between. To note, Webb, Ashton, Kelly and Kamali (1996) surveyed 3075 students and found a high proportion of them drank as part of their activities at university. Eighty-nine percent (2,737/3075) were drinkers. In another investigation of students’ drinking habits Stewart-Brown et al. (2000) found that a little less than half the men and two thirds of the women were drinking within the limit recommended by the medical profession. They also found that the amount of alcohol consumed by the students did not appear to have a significant effect on student mental health.

1.2.15 Positive appraisals and stress

Although personal appraisals, which are an individual’s own evaluation whether a situation is threatening to him (or her) or not, and whether he or she has resources and ways to cope with the situation, are considered to play an important role in how people cope with stress (see, for example, Carver et al. 1989, Greenberg, 2002, Lazarus & Folkman, 1984, and Major et al, 1998), to date there are no studies of students that have examined a relationship
between appraisals and coping with stress. Such studies, however, exist amongst other groups. A study of note that may be considered for students, for example, is by Major et al., (1998). In their study of 527 women who had first-trimester abortions they found that those who were more resilient appraised their abortion as less stressful. Major et al., (1998) also found that more positive appraisals predicted greater acceptance and restraining coping and less avoidance, denial, venting emotions, support seeking, and religious coping. Major et al. (1998) argued that the latter were coping strategies that were considered to be passive rather than active, and that these strategies could possibly lead to negative outcomes, such as psychological ill-health and poor academic performance, in students.

1.2.16 Pressure to succeed

Students’ classmates, flat mates, or generally fellow students are perceived to exert some influence on students’ stress (Bojuwoye, 2002; Carney, McNeish & McColl., 2005; Ko, Kua & Fones, 1999). Pressure to succeed due to pressure from peers is, however, rarely studied. The only research of note to date is by Tyrell (1992) who found that this type of pressure was the third major source of stress (academic issues were the first source and financial issues the second source) among his 94-strong sample of university students. In a similar way there are no existing studies that directly investigate the possible pressure that parents could exert on their children to see them succeed although Ko, Kua, and Fones (1999) and Bojuwoye (2002) broadly referred to this sort of stress for the students, but did not particularly investigate the extent and degree of the pressure. Reddy, Greasley, Parson, Harrington and Elander (2008) found that at the end of the first academic year, when students have experienced an adequate period of university life, half of the student sample surveyed (50 % of them) had a clear idea of what they wanted to do after their degree programme.
1.2.17 Relationship problems

Relationships represent an important consideration since students study and work in communities. In their study of 600 second-year students across three selected universities of China, South Korea and Japan (equal numbers of students, including sex distribution, from each of the universities) Kim and Won (1997) found that without exception the third highest source of stress for the students was relationship problems. ‘Interpersonal relations’ in the school (with third- and fourth-year students) and ‘intrapersonal relations’ with family members (intrafamilial emotional conflict, parental overconcern) accounted for most of these problems. Dungan (2002) used a sample of 68 introductory psychology students to study the relationship among coping, stress and distress over one academic year, and established that relationship problems were prominent on Friday and Monday, in proximity to the week-end when students had relatively more time to think of or to be with their friends. Brissette, Scheier and Carver (2002) surveyed a group of 89 students, 46 women and 43 men, at the start and end of their first semester at university. Students reported greater social support, longer friendship networks and greater levels of stress (but not depression) at the end of the semester than they did at the beginning of the semester. Brissette et al. (2002) also found that stress fluctuated significantly during mid-term and at the end of the spring semester. They concluded that the first semester at university was both a stressful period for students’ relationships and an active period with respect to social networks development.

1.3 Focus of the study

The reviewed literature has suggested that the link between undergraduates’ intrapersonal qualities, namely self-esteem, optimism and perceived control which made up their resilience and their coping with their daily hassles was suspected but not confirmed. What was also speculated but not explored were the negative consequences for these undergraduates when they did not cope with their hassles because of the low levels of these
qualities. There were sufficient reasons to believe that their psychological well-being and their academic achievement could adversely be affected.

The present study addressed these deficits with a view of providing data to establish the link between the three personality factors of resilience and the outcomes, which were focused on the university students’ psychological well-being and their academic performance. It utilised the transactional model developed by Lazarus (1999) which incorporated his previous collaborative work on coping and which included the two types of coping (problem-focused coping and emotion-focused coping, Lazarus & Folkman, 1984). This model formed part of the theoretical framework used (and explained below) to study the totality of the theme (the link among the variables). Stress was viewed as the daily hassles that were experienced by the students. The rationale for this view is explained prior to the discussion of the framework.

1.3.1 Theoretical framework for the study of stress and coping

1.3.1.1 Daily hassles

The investigation of students’ stress, especially in the last two decades, has been carried out with daily hassles as their focus rather than life events, as the emphasis on life events is considered as having a constraining effect on investigation (Nandino, Reveillère, Sailly, Moreel & Beaune, 2003; Ross, Nibbling & Hickert, 1999). Life events such as entering paid employment or leaving home for university are usually events experienced for just one moment in time. They are changes or quick transitions from one situation to another. People (students) quickly adjust to these events. However the stressors, or stressful events, experienced by students are generally of a daily and repetitive nature. Students experience stressors of various kinds on a daily basis. For instance, the university environment, apart from being new to the students in the first instance and carries its initial demands on them (Lu, 1994), is also a changing entity (Devonport & Lane, 2006). It is also a place where students have to make new friends (Luthar, 2003) and miss old ones at home (van Vliet, Stroebe, & Schut, 1998) and have to manage with extra financial burdens (Roberts,
These minor but prone to recur daily demanding events, the daily hassles (Sarafino & Ewing, 1999), are now viewed as more appropriate factors to study than what life events are. Ross et al. (1999) propose that daily hassles more than the major life events, with interpersonal sources of stress, were the most reported sources of stress. This proposal, for example, is further supported by the claim made by Lu (1994) when he studied 102 first-year medical students. The study showed that daily hassles contributed significantly to depression and life events to anxiety. It concluded that daily hassles contributed to a more severe pathological condition than life events did. In another example, Botos and Dewey (2004) investigated the relationship between daily hassles, perfectionism and the experience of chronic headaches among university students. The number of hassles, but not life events, was a significant predictor of headache frequency and intensity.

1.3.1.2 The choice of framework in the present study

In the design for its investigation, the present study adopted the widely-held principles (those put forward by Lazarus, 1999; Moos & Schaefer, 1993) for the undertaking of research in the field of stress and the coping with stress. It examined the resources and processes that were associated with the manner in which people (in this case, undergraduates) resolved and adapted to stressors. It followed the concept that there was a link between people’s personal (internal) resources and social (external) resources and that the link was related to the occurrence of stressors, the appraisal of the stressors and the ways to cope with them (processes), and outcomes. It looked at relationships in very much the way previous studies had done (see, Ben-Zur, 2002; Costa and McCrae, 1990; Feifel and Strack, 1989; Holohan and Moos, 1987a; Manne and Zautra, 1989, and Moos and Schaefer, 1993).

In the use of the principles in the study framework, for example, Moos and Schaefer (1993) saw social resources as being linked with daily life demands (life stressors/hassles). They named the group of related variables as an environmental system. Their empirical evidence suggested that such things as physical health, finances and relationships with family
members and friends were interconnected. Further, Moos and Schaefer (1993) argued for a personal system which was composed of an individual’s demographic and personal factors, such as personal coping resources and self-confidence, ego-development, problem-solving skills, personal commitments and aspirations; and prior crisis and coping experiences. These principles were perceived to be relevant in the present study.

This framework had further validity in that it embraced all aspects of another comprehensive theoretical model, the transactional model of stress, put forward by Lazarus and Folkman (1984), discussed at the end of section 1.1.1 (page 2 of the present chapter), and used in the study. This well-known model is constructed on the premise that stress is a dynamic interplay between a person and his or her environment and the experience of stress is down to the person’s subjective judgement of whether a situation is harmful or not.

1.3.2 Rationale for the study

The reviewed literature provides evidence that undergraduates experience stress from many sources and that their successful coping with daily hassles could be intricately related to their resilience. Roberts, Golding, Towell, and Weinreb (1999) surveyed 360 students from pre- and post-1992 (‘ancient’ and ‘new’ universities, Carney, McNeish & McColl 2005) in London and found that the physical health and psychological well-being of students assessed by the SF-36 (revised version of the ‘Short Form’ health questionnaire, Jenkinson, Layte, Wright and Coulter, 1996) and the General Health Questionnaire (GHQ-12, Goldberg and Williams, 1988), were markedly poorer than the population norms established for people of the same age and sex. In another survey, using the SF-36, Stewart-Brown et al. (2000) compared over 1,000 students from three higher education institutions with similar aged respondents from the local community. They found relatively lower scores on the mental health dimensions indicating the students’ poorer functioning than expected for people of the same age and sex in the general population. Two earlier studies, Kelvin, Lucas and Ojha (1965) and Campbell and Svenson (1992) also identified that psychological distress was fairly widespread in the university student population. Those
studies in particular considered a personality link and ability to cope with the demands of academic life, but did not elaborate on the role personal personality factors, like those of resilience, played when individuals faced these demands.

In addition, studies have tried to consider their results within a personality theory when investigating students’ coping with stress. Pengilly (2000), Masten (2001), and Luthar (1999; 2003) produce arguments derived from their findings, to the effect that students’ personality traits might contribute to their resilience, a personality construct that suggests a person’s use of a dynamic process that encompasses positive adaptation within the context of significant adversity (Luthar, Cichetti & Becker 2000). One or two of the studies, for example, Kelvin et al, (1965) earlier and, a more recent one, Andrews and Wilding (2004) speculate a link between health and achievement respectively.

To date, however, no study has assessed coping factors and resilience together, in order to establish their possible relationship and the effects of this relationship, despite the fact that this assessment is well advocated and recommended by researchers in personality and coping (see, Luthar, 2000; Ben-Zur, 2002; Masten, 2001, for example). Andrews and Wilding (2004) even see this as a much-needed and rather pressing approach in order to establish the influence and role of many factors (personality, stress and personal resources) that could play a part in the total understanding of personality and coping with stressors. The three aspects of resilience: optimism, self-esteem and personal control (Luthar, Cichetti & Becker, 2000; Major et al., 1998) are seen as part of a transaction between the individual and his or her stressful situations (hassles) and, it is well argued, as for example, from Moos and Schaefer’s (1993) approach in the previous section, that resilience, environment and stressors, including reactions to stressors, and the other factors should be studied together.

Furthermore, all studies so far have used a cross-sectional design to capture individuals’ views and experiences at a particular point in time. As far back as 1999, Roberts et al., concluding upon the application of their own results and their study approach, vehemently reiterated the need to use longitudinal studies in which changes in both health and other
circumstances could be tracked, and would allow a link between (psychological) health and other daily hassles to be depicted. Additionally, in the attempt to provide a working model, theorists such as Scherpenzeel and Saris (1997) and Arbuckle and Wothke (2003) argue that only few studies have resulted in general rules simply because most of them only assess situations or variations (biases, errors) in a single characteristic at a time. Some purpose and some designs are also advocated for more than one study. That is, one study should follow another one of the same sort (for example, Bruneau and Ellison, 2004), in order to build a cumulative base of knowledge and compare results of various studies.

The design of the present study, which has been informed by the literature, with further recent support from Robotham (2008) (who reviewed the literature on student stress and found that there was a dearth of studies which used repeated measures in students, utilised qualitative data, based their studies on theoretical concepts, and focused on students' own contribution and management of their stressors), tried to make good obvious deficits when measuring the transaction among undergraduates' personal resources, the accompanying demands or hassles within their experience, and the outcomes of such a transaction. Figure 1.1 provides a graphic representation of the rationale for the study.
1.3.3 Rationale for study design and method

As discussed on page 34, the approach to data collection with respect to personality and coping has traditionally been of the cross-sectional (one-off) type, and has invariably utilised self-administered questionnaires. Although useful and appropriate on many occasions, both this design and method have come under some criticism for the blanket manner in which they are at times applied and a few researchers have received negative
reviews for their often non-utilisation of other more suitable approaches (see, Carver et al., 1989 and Major et al., 1998). For instance, Major et al. (1998) argue that cross-sectional designs are seen as inadequate in providing a firm explanation of a relationship between two or more variables. They stipulate that such designs provide the weakest of inferences. Major et al. (1998) further posit that the information gathered in this way only gives account of what is happening at a particular and brief time. This information is only specific to that time; it is restricted and ignores the possible influence of relationships among variables that may only become obvious with the passage of time. Hair and Graziano (2005) also demonstrate the need to relinquish cross-sectional designs in favour of longitudinal ones. They suggest that the evaluation of theories about human experience, and human intrapersonal qualities and behaviour can best be carried out by the longitudinal designs as these provide continuous information. Indeed, they argue that evidence collected over time is seen as more valid and more supporting to a theory (Hair & Graziano, 2005).

When dealing with methods for the study of stress, coping and their other associated variables, questionnaires, especially the self-administered types, are still argued to be the method of choice (see, for example, Carver et al., 1989; Feldman & Stenner, 1997; Major et al., 1998). However, Feldman and Stenner (1997) postulate that they are indirect indicators of unobserved constructs; that they are somehow limited in scope and they should be supplemented by other methods. Furthermore, this view is well supported by Ben-Zur (2002) who suggests that the strategy to obtain information on the topic under discussion (personality and coping behaviours) should be a multiple rather than a single approach.

In light of these issues, the present study adopted measures to address the argued deficits in order to enhance the significance, clarity and usefulness of data. A longitudinal approach was utilised for the collection of data with a self-administered questionnaire and, in order to gather more information upon the variables under study, the questionnaire administration was followed by a theory-driven (the transactional theory, Lazarus & Folkman, 1984) semi-structured interview. This approach was a further response to the criticism made by Ben-Zur (2002) that prospective studies which tested an integrative model of coping and the
proposed mediating links over a long period were rare and needed to be employed in serious research.

The survey of undergraduates’ stress and coping was carried out over a period of fourteen months, which covered the undergraduates’ initial encounter with university life, periods of settling in, their experience with changes and recognized increased demands in the new environment, and their return to university to pursue a second year of studies. The survey included an evaluation of the undergraduates’ academic performance, health and psychological well-being, and it concerned itself with information related to stress, coping and personal factors that helped with the coping during the undergraduates’ first academic year. The semi-structured interviews with a few respondents with high and low scores on stress, coping, resilience and psychological well-being, were carried out in the final phase (fourteenth month) of the study.

1.3.4 Aims of the study

The ultimate goal of the present study was to establish whether the three components of resilience, namely self-esteem, optimism and perceived control were associated with undergraduates’ coping with the daily hassles of student-life that contributed to their stress. As part of this goal the undergraduates’ stressors, their reactions to and coping with these stressors were first measured. Then to establish the consequences of such coping in the presence of resilience, undergraduates’ state of psychological wellbeing and academic performance were examined as outcome measures. Six aims were formulated for the study.
The aims were to:

1. Assess undergraduates’ stress levels on the daily hassles of student-life at four intervals during their first fourteen months at university

2. Examine the levels at which undergraduates coped with their student-life stressors at the selected intervals across that time;

3. Investigate changes in their levels of self-esteem, optimism and perceived control at these selected intervals across that time;

4. Explore the relationships among their coping levels and their self-esteem, optimism and perceived control levels at the selected intervals during that time;

5. Explore further relationships among undergraduates’ coping levels and their psychological well-being at the selected intervals across that time; and

6. Find out at the fourteenth month interval any differences that might have existed between undergraduates’ levels of self-esteem, optimism, perceived control, coping with student-life stressors and their academic achievement.
The aims were to answer the following questions:

**Question 1** What were the undergraduates’ stressors within the university environment across time?

**Question 2** How did undergraduates use coping strategies to manage their university stressors across time?

**Question 3** Did the levels of their self-esteem, optimism and perceived control change across time?

**Question 4** Were there relationships among their coping strategies and their self-esteem, optimism and perceived control across time?

**Question 5** Was there a relationship between their coping strategies and psychological well-being across time?

**Question 6** What differences existed between first-time achievers and non-first-time achievers’ self-esteem, optimism, perceived control and coping with daily hassles?

**1.4 Structural outline of the thesis**

The thesis consists of nine chapters (see figure 1.2 for a graphic representation of the structural outline). Chapter one, ending with this section and a chapter conclusion, provides an introduction and a background to the study. Chapter two provides an overview of the study’s methodology, including a report of a pilot study and a description of how data were analysed. This is followed by six chapters that report the study’s results: chapter three reports the experience of the undergraduates’ daily hassles of student life; chapter four discusses how the undergraduates coped with the daily hassles; chapter five describes the undergraduates’ resilience and chapter six, their resilience and coping with stress; and chapter seven relates the relationship that existed between their psychological well-being and their coping strategies whilst chapter eight deals with the association among the undergraduates’ coping strategies, their resilience and their academic performance. Finally, chapter nine provides an in-depth discussion of the study’s six sets of results together with overall conclusions.
Figure 1.2  Structural outline of the thesis
1.5 Chapter conclusion

The literature has suggested that there was a gap in the knowledge that related to the relationship between undergraduates' less enduring personality traits of resilience and their coping with daily hassles of university life. The designs and methods used to provide such knowledge were also less rigorous than anticipated. The present research set out to remedy the situation on both counts. It adopted a repeated questionnaire survey of undergraduates' views on their stress, coping with stress, their self-esteem, optimism, perceived control, and psychological well-being over a period of fourteen months and it used a semi-structure interview of a sample of the undergraduates who displayed extreme scores in their questionnaires. This research was overall seen as timely.
Chapter 2
Methodology of the Study

"Do not anticipate trouble or worry about what may never happen. Keep in the sunlight."
Benjamin Franklin (1775)

The Research in Context: Methods of the Study

The current chapter discusses the methods employed in this study to assess, over time, a sample of undergraduates' daily stressors, their coping with these stressors, and the relationships amongst that coping and their self-esteem, optimism perceived control, psychological well-being, and academic performance.

2.1 Introduction

The study used a repeated questionnaire survey of groups of undergraduates during their first fourteen months of a three-year programme, and a semi-structured interview of a sub-sample of these undergraduates at the end of the survey.

2.2 Research design and methods

2.2.1 Longitudinal survey

Undergraduates at two universities (University 1 and University 2) were asked to complete a piloted questionnaire (Appendix A, page 268) at four different and pre-determined measure points (figure 2.1), during their first fourteen months at university. The first measure point was in week one or two of the first term of their first year at university. The second measure point was in the first few days of the second term. The third was in the last week of the first academic year. The fourth and final measure point took place at the beginning of the undergraduates' second year, in the week they returned to university. The planned approach was to gather data amongst the same undergraduates by accessing them at the time of lectures which were related to their
core modules and at which they were all expected to be present. Although access to the lectures was achieved at each and every negotiated measure point, the composition of the samples, subsequent to the first measure point, measure point one, was different in both size and composition. The study lost some of its original respondents but gained a few new ones at measure points two, three and four, whilst some students’ response to the four measure points was inconsistence when they at times missed and other times returned to the measure points of the survey.

The inconsistent nature of the responses can be accounted for by students’ absence at lectures, attrition rate in the groups of students, and by some class members being present when they had previously been absent at lectures. Of interest, in the survey, all undergraduates who were present on a particular day returned a completed questionnaire, even though on one occasion a few took the questionnaire away for completion.

![Figure 2.1](image1)

**Figure 2.1** Stages and activities used to measure undergraduates’ stress, resilience and coping in the longitudinal study
2.2.2 Survey instrument

The questionnaire for the study, in a booklet format, contained four scales: The Student-life Stress Inventory (SLSI, Gadzella, 1991), which measured undergraduates' daily hassles and their reactions to these hassles; the Coping Operations Preference Enquiry (COPE, Carver et al., 1989) scale, which measured undergraduates' coping with daily hassles; the Resilience Indicator (RI, Major et al., 1998), which was designed to assess respondents' levels of self-esteem, optimism and perceived control; and the 12-item version of the General Health Questionnaire (GHQ-12, Goldberg & Williams, 1988), which was aimed at assessing respondents' levels of psychological well-being. These were four validated scales with high reliability alpha coefficients. The rationale for their choice is briefly discussed here and at 2.3.2.1, under the section dealing with materials used in this study, their validity and reliability will be further discussed.

The SLSI (Gadzella, 1991) was chosen because, first, it was the most appropriate instrument of its kind, at the outset of the study, which was specifically designed to solely measure university students' daily hassles. Other existing stress measuring tools used for university students were perceived to be inappropriate for this study. For example, the University Stress Questionnaire (USQ, Crandall, Preisler & Aussprung, 1992), looked at life events and used a checklist of these events, and not daily hassles), Life Experiences Survey (LES, Saroson, Johnson, & Siegel, 1978), measured only 17% of school-related events, and the Hassles Scale (HS, Kanner, Coyne, Schaefer & Lazarus, 1981), which although was used amongst students, had almost no items on school-related events within it (two items out of 20, 10%, were vaguely related to financial and transportation problems). Daily hassles, according to the literature (see, for example, Ross et al., 1999), were seen as the type of stressors that students were commonly exposed to and were therefore more appropriate to focus upon when examining students' stress.

Secondly, this inventory was seen by Gadzella, Masten and stacks (1998) to have significant correlations with two other instruments. The Inventory of Learning Processes (ILP, Schmeck, Ribich & Ramanaiah, 1977), which looked at learning issues
The COPE (Carver, Scheier & Weintraub, 1989) measure was the instrument of choice for measuring coping in undergraduates because it was developed among university students (at Miami University, Carver et al., 1989) and it focused on students’ coping with academic stressors and were later to be used in studying student stress, although nowadays it is widely utilized for the study of coping with stress in other groups (see, for example, in military stress, Limbert, 2004), in stress due to illness (see, for example, Angell et al., 2003), and in occupational stress (see, for example, Desbiens & Fillion, 2007).

The RI (Major, Cooper, Cozzarelli, & Zubek, 1998) was chosen for its brevity and as a valid instrument that could be relied upon to assess undergraduates’ self-esteem, optimism and perceived control. It had items which were properly-selected and relevant to undergraduates’ personal resources from three time-tested, reliable instruments (self-esteem from Rosenberg, 1975, optimism, from Scheier & Carver, 1985, and perceived control, from Pearlin, Meneghan, Lieberman, & Mullen, 1981). These were focal items in the present study.

Finally, the General Health Questionnaire (GHQ-12, Goldberg & Williams, 1988) was chosen for its suitability of use for almost any group of individuals, and all types of environment, including its use in students in the university environment.

2.2.3 Measure of undergraduates’ personal views

During the month that followed the administration of the questionnaire for the last time, a few undergraduates, who had previously given their consent to be contacted, were invited to a one-to-one interview. The overall aim of the interview was to obtain further information on the range of issues dealt with by the self-administered questionnaire. The interview focus was on both the concrete and magnitude aspects of the issues. The questions were directed at interviewees’ interpretation of some daily hassles, the particular reactions and strategies they used to cope with these hassles, the intrapersonal
qualities which they thought could have helped or hindered their coping, and the causes that could have affected their psychological well-being. Questionnaire respondents who showed either low or high scores on the SLSI, COPE, RI and GHQ-12 scales were included in the number of students who were called for interview.

2.3 Participants

The study accessed newly-enrolled undergraduates from two new universities in the south of England.

2.3.1 Ethical considerations

Ethical approval was obtained from the universities. The letters of approval can be seen in Appendix F, page 286, for university 1 and Appendix G, page 287, for university 2. During the data collection process participants were given assurance, an aspect which was stated in their information sheet (Appendix B, page 282 and Appendix C, page 283) as well as on the cover page of the study questionnaire (Appendix A, page 281), that the information they would give would remain confidential to the researcher, and that they could withdraw from the study, or withdraw the data they would have provided in any aspect of the study, if they so wished, at any stage of the study. They were given written information about the research and those who wished to participate signed a consent form (Appendix D, page 284, for University 1 and Appendix E, page 285, for University 2). In order to link individuals’ questionnaires across time, and at the same time uphold their anonymity, participants were asked to voluntarily provide their two grandmothers' first names at each measure point. This request was granted by the majority of participants. When the few participants in the sub-sample were invited for an interview, the invitation was made using the telephone numbers they had voluntarily provided. Although this approach somewhat breached the anonymity principle for these participants, those who were called for an interview were clear about the reason why they were being contacted, and all accepted without any hesitation and kept their interview appointment. At interview the respondents were reminded of the confidential stance taken for the study by the researcher, and all those who arrived for an interview consented to proceed with it.
2.3.2 Materials

2.3.2.1 Questionnaire

The questionnaire booklet had six sections. Table 2.1 presents the sections, each of which made up a scale.

**Table 2.1** Sections within the questionnaire booklet

<table>
<thead>
<tr>
<th>Section</th>
<th>Scale</th>
<th>Scale measures/enquires after</th>
<th>Number of subscales</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Student-Life Stress Inventory (SLSI)</td>
<td>Undergraduates’ daily stressors and reactions to these stressors</td>
<td>9</td>
</tr>
<tr>
<td>2</td>
<td>Coping Operations Preference Enquiry (COPE)</td>
<td>Strategies used by undergraduates to cope with their stressors</td>
<td>15</td>
</tr>
<tr>
<td>3</td>
<td>Resilience Inventory (RI)</td>
<td>Undergraduates’ self-esteem, optimism, and perceived control</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>General Health Questionnaire (GHQ-12)</td>
<td>Undergraduates’ psychological well-being</td>
<td>None</td>
</tr>
<tr>
<td>5</td>
<td>Demographics Scale (DS)</td>
<td>Undergraduates’ personal details</td>
<td>None</td>
</tr>
<tr>
<td>6</td>
<td>Achievement Scale (AS)</td>
<td>Undergraduates’ academic performance</td>
<td>None</td>
</tr>
</tbody>
</table>
Section one used the SLSI; section two used COPE; section three, RI and section four used the GHQ-12. The penultimate section, the demographic scale (DS), asked for the undergraduates’ personal details, such as their age, gender, student status, etc. The last section, section six, the achievement scale (AS), used only at the fourth measure point, questioned the undergraduates about their performance in courses in their first year at university.

The first four scales provided the most robust instruments with which each of the four constructs of the study, namely stress, coping, resilience and psychological well-being, could be measured. The other two scales were supplementary additions in the questionnaire and were essential inclusions for both a survey approach and the collection of required and study-relevant data.

In order to further ensure that the questionnaire would provide information relevant to the proposed study’s variables, it was trialed in a pilot study (reported and discussed in section 2.4 of this chapter). The results of this trial clearly demonstrated that the scales had measured what they were supposed to measure and had thus provided evidence that the way the questionnaire was structured was good for use in the study related to the thesis. The order of the sections was also right and logical. It provided the respondent with first the opportunity to rate undergraduates’ stressors and their reactions to these stressors and then assess their coping with the stressors, indicate the possible role that their personal attributes could have played in that coping and then, finally, rate their psychological well-being. This order was adhered to in the main study.

Following the positive way in which undergraduates volunteered and completed the questionnaire in a pilot study, the questionnaire (Appendix A) was used in its entirety even though it took approximately 30 minutes to introduce the study to group members and for them to complete the questionnaire. However, it was expected, and this proved to be the case, that subsequent administrations would be somewhat shorter. On average, respondents took 22 minutes to complete the questionnaire in the main study. The four authored scales within the questionnaire were designed for self-administration and were all regularly used and accepted by the research community. They were also easy to use, and were all of the Likert-type. The scales are described one by one.
2.3.2.1.1 Section One of questionnaire: Student-Life Stress Inventory (SLSI)

The SLSI (within the study questionnaire, Appendix A, first section) is designed by Gadzella (1991) to study university students’ stressors and their reactions to stressors. It is based on a model consisting of different kinds of stressors and reactions to stressors.

2.3.2.1.1 Contents of SLSI

The items in this inventory ask undergraduates questions about their life experiences on and off campus. The respondents are asked to rate each item in the inventory using a 5-point scale of the Likert-type format (Howitt and Cramer, 2003). They choose one alternative amongst five, whereby 1 = Never, 2 = seldom, 3 = occasionally, 4 = often, and 5 = most of the time.

The SLSI, a two-part self-report (table 2.2), consists of 51 items listed under nine different subscales distinctly placed under two categories. The first category, that of university life stressors, the first part of the inventory, refers to questions on five types of stressors organized consecutively under the subscales of Frustrations, Conflicts, Pressures, Changes and self-imposed. The second category, the second part of the inventory, which enquires after undergraduates’ reactions to university stressors, also in a consecutive way, relates to the four subscales of Physiological, Emotional, Behavioural and Cognitive appraisal reactions to stressors. The subscales of stressors and reactions to stressors are discussed.

Subscales of stressors

The subscale frustrations deals with the annoyances which hamper the undergraduate’s desire to get on with the things he or she has to do or has been involved in. Repeated lateness to class due to travelling difficulties, and inability to concentrate on private studies due to noisy neighbours are examples of undergraduates’ frustrations. The subscale conflicts pertain to the forced choices respondents have to make between equally valuable options in the university surrounding. For example, students may have to choose between going to the pub with friends and staying indoors to study. Both
these choices have an obvious advantage. The first may allow and consolidate a desired relationship and the second may help a student perform well in their studies. Then there is the subscale of Pressures, which deals with personal demands both at university and at home. These pressures are exemplified by the common situation encountered by students during their university life. Students have to simultaneously cope with relationships both at home and the university. These relationships may often become strained and thereby make further demands on the students’ internal resources. The next subscale, changes, relates to the movements in the nature of situations, sometimes quite unpredictable, that the undergraduate has to cope with. For example, undergraduates have to adapt to new routines when they arrive at university and this may place an extra burden on their personal time and relationships. The last subscale in this part of the inventory, self-imposed, refers to the undergraduates’ own personal demands and expectations that they may place upon themselves in the new university environment. Some students may set themselves high goals and in order to achieve these they may resort to a very demanding schedule, which may have an effect on both their personal time and relationships.

Subscales of reactions to stressors

The subscale referred to as physiological reactions assesses undergraduates’ somatic responses to stressful situations. For example, it looks at physical ailments such as colds, pains of various types (headache, joint pain and back pain), and skin conditions that may originate from demands encountered in and outside the university surrounding. The emotional subscale deals with a person’s emotions in the face of stressors. It, for example, identifies whether students experienced such things as fear, anxiety, and anger. The following subscale, behavioural, questions a respondent about his or her actions in stressful situations. It enquires, for example, after students’ proneness to cry, become irritable, or attempt to harm themselves or others, when they experience stressful situations. The last subscale, cognitive appraisal, requires a respondent to state whether they analyse stressful situations and determine the effectiveness of the strategies they use in these situations. An example of a relevant stressful situation is the large amount of time that is required to study a subject. An undergraduate may have to think of the best strategy to manage this workload and may use a plan in order to do so.
The subscale asks whether they think through the role of such a strategy to establish its effectiveness.

**Table 2.2** The 51-item SLSI: Categories of stressors and reactions to stressors

<table>
<thead>
<tr>
<th>Subscale</th>
<th>Category assessed</th>
<th>Number of items in category</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <em>Frustrations</em></td>
<td>Stressor</td>
<td>7</td>
</tr>
<tr>
<td>2. <em>Conflicts</em></td>
<td>Stressor</td>
<td>3</td>
</tr>
<tr>
<td>3. <em>Pressures</em></td>
<td>Stressor</td>
<td>4</td>
</tr>
<tr>
<td>4. <em>Changes</em></td>
<td>Stressor</td>
<td>3</td>
</tr>
<tr>
<td>5. <em>Self-imposed</em></td>
<td>Stressor</td>
<td>6</td>
</tr>
<tr>
<td>6. <em>Physiological</em></td>
<td>Reaction to stressors</td>
<td>14</td>
</tr>
<tr>
<td>7. <em>Emotional</em></td>
<td>Reaction to stressors</td>
<td>4</td>
</tr>
<tr>
<td>8. <em>Behavioural</em></td>
<td>Reaction to stressors</td>
<td>8</td>
</tr>
<tr>
<td>9. <em>Cognitive</em></td>
<td>Reaction to stressors</td>
<td>2</td>
</tr>
</tbody>
</table>

**2.3.2.1.1.2 Scoring of SLSI**

This inventory is designed so that scores from each of its nine subscales (categories) can either be used separately or as a composite value (a total score). To score the instrument, the values for each of the first eight subscales are summed up separately and recorded, thus yielding eight distinct scores. The values of the last subscale (*Cognitive appraisal*) are first reversed then summed up and recorded, providing the ninth and final score. To obtain the total score for the inventory, when required, the recorded values of all the nine categories are added together. Higher subscale scores suggest higher levels of stress from particular stressors, for the first five categories, and higher reactions to those stressors, for the next four categories. A higher total score would suggest a high level of stress and a lower one, a low level of stress.
2.3.2.1.3 Psychometric properties of SLSI

Since its inception in 1991, the SLSI has been used several times among higher education students (see, for example, Gadzella, 1994a; Gadzella and Baloglu, 2001; Gadzella and Guthrie, 1993; Gadzella, Masten and Stacks, 1998; Gadzella, Masten & Zascavage, 2009; Ming-Hui, 2008; Misra, McKean, West & Russo, 2000; and Pangle, 2004). For example, Pangle (2004) used it to examine relationships between spirituality and stress among a group of 150 randomly selected psychology and business undergraduates. The validity of the instrument is well established. Confirmatory factor analysis (CFA) and analysis of variance (ANOVA) carried out on the data obtained using the SLSI amongst university students, have suggested the concurrent validities for the instrument. (Gadzella and Guthrie, 1993), and Gadzella (1994b), using the SLSI amongst a further group of similar students, obtained results that showed significant differences among the students’ stress levels on the nine subscales, the two categories (Stressors and Reactions to stressors), and the total stress score, in this way establishing the sensitivity of this instrument in measuring students’ stressors and their reactions to these stressors.

Furthermore, the sound purpose of the instrument is well supported by tests of comparability, which show that it has good construct validity. Gadzella, Masten and Stacks (1998), reported significant correlations between the SLSI scores and the scores in three other instruments: Inventory of Learning Processes (ILP, Schmeck, Ribich, & Ramanaiah (1977); Test Anxiety Inventory (TAI, Spielberger, 1980); and Internality, Powerful Others, and Chance locus of Control (IPC, Leveron, 1981). Pearson’s Product Moment correlations showed some significant positive and negative correlations between the scores: Between SLSI and ILP, p < .03; SLSI and TAI, p < .05; and between SLSI and IPC, p < .04. As for its reliability, the correlations for the whole inventory in the study (Gadzella and Guthrie, 1993), for example, using test-retest responses, were .78 for the total group, .92 for the men and .72 for the women in the study. The latest study to determine the internal consistency of the SLSI was carried out by Gadzella & Baloglu (2001). The alpha coefficients were high: .92 for the total test; .90 for men, and .92 for women.
2.3.2.1.2 Section Two of questionnaire: Coping Operations Preference Enquiry (COPE)

The COPE (Questionnaire, Appendix A, second section), is a multidimensional coping inventory. Its purpose is to assess situational coping as well as dispositional coping. Situational coping refers to people’s responses to a specific situation or during a specific time period and dispositional coping relates to people’s typical responses to stressors.

The inventory incorporates fifteen conceptually and psychometrically distinct subscales, which were developed on the basis of previous work, such as the Ways of Coping Checklist (WCC, Folkman & Lazarus, 1980) and which demonstrated the variables’ role in facilitating or impeding adaptive coping in different contexts. Each subscale represents a dimension (Carver et al., 1989) and falls under one of the three coping approaches of problem-focused coping (PFC), emotion-focused coping (EFC), and self-regulated coping behaviour (S-RCB). These dimensions are presented in table 2.3.

The COPE inventory follows the theoretical framework proposed by Lazarus and Folkman (1984), which was in turn partly based on Bandura’s (1977 & 1982) self-efficacy theory, and purports the interactional model of stress. The framework holds that all potential stressors are first appraised by individuals as potentially threatening (primary appraisal) and then appraised in terms of the individuals’ perceived ability to cope with the stressors (secondary appraisal). In this way coping behaviour is seen to be a response to the perceived demands or threats of the stressors (Weinman, Wright and Johnson, 1995). This also makes the instrument useful in the assessment of a wide range of coping responses.

The COPE scale is a widely used inventory as it provides information about a wide range of coping styles. It compares well with other established coping scales such as the Ways of Coping Checklist (WCC, Folkman and Lazarus, 1980, 1988), but has an added advantage in that it includes several separate scales for assessing different components of active coping.
Table 2.3 The 60-item COPE: Coping Operations Preference Enquiry

<table>
<thead>
<tr>
<th>Subscale</th>
<th>Type of coping strategy</th>
<th>Item numbers in subscale</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <em>Active coping</em></td>
<td>Problem-focused coping</td>
<td>5, 25, 47, 58</td>
</tr>
<tr>
<td>2. <em>Planning</em></td>
<td>Problem-focused coping</td>
<td>19, 32, 39, 56</td>
</tr>
<tr>
<td>3. <em>Suppression</em></td>
<td>Problem-focused coping</td>
<td>15, 33, 42, 55</td>
</tr>
<tr>
<td>of competing activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. <em>Restraint coping</em></td>
<td>Problem-focused coping</td>
<td>10, 22, 41, 49</td>
</tr>
<tr>
<td>5. <em>Seeking social support</em></td>
<td>Emotion-focused coping</td>
<td>4, 14, 30, 45</td>
</tr>
<tr>
<td>for instrumental reasons</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. <em>Seeking social support</em></td>
<td>Emotion-focused coping</td>
<td>11, 23, 34, 52</td>
</tr>
<tr>
<td>for emotional reasons</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. <em>Positive reinterpretation and growth</em></td>
<td>Emotion-focused coping</td>
<td>1, 29, 38, 59</td>
</tr>
<tr>
<td>8. <em>Acceptance</em></td>
<td>Emotion-focused coping</td>
<td>13, 21, 44, 54</td>
</tr>
<tr>
<td>9. <em>Turning to religion</em></td>
<td>Emotion-focused coping</td>
<td>7, 18, 48, 60</td>
</tr>
<tr>
<td>10. <em>Focus on and venting emotions</em></td>
<td>Emotion-focused coping</td>
<td>3, 17, 28, 46</td>
</tr>
<tr>
<td>11. <em>Denial</em></td>
<td>Emotion-focused coping</td>
<td>6, 27, 40, 57</td>
</tr>
<tr>
<td>12. <em>Behavioural disengagement</em></td>
<td>Self-regulated coping Behaviour</td>
<td>9, 24, 37, 51</td>
</tr>
<tr>
<td>15. <em>Substance use</em></td>
<td>Self-regulated coping Behaviour</td>
<td>12, 26, 35, 53</td>
</tr>
</tbody>
</table>
2.3.2.1.2.1 Subscales of the COPE measure

The COPE scale uses a mixture of Lazarus' (1966) model of stress (primary and secondary appraisals, and coping) and Carver and Scheier’s (1985) model of behavioural self-regulation coping, which is understood as a translation of intention into action (Scheier & Carver, 1988). The measure basically covers the three well-researched dimensions of coping: problem-focused coping, emotion-focused coping, and a non-specific dimension (self-regulated coping behaviour, also known as avoidance coping), which has been seen to be a relevant, useful and integral part of the assessment of coping although it is not distinctly related to the two aforementioned dimensions (Zeidner, 1996). Each of these three dimensions has five sub dimensions (or sub-scales), which altogether provide COPE’s 15 sub dimensions. The first five sub dimensions relate to problem-focus coping and they are active coping, planning, suppression of competing activities, restraint coping, and seeking social support for instrumental reasons. The second five sub dimensions use the concept of emotion-focused coping and relate to seeking social support for emotional reasons, positive reinterpretation and growth, acceptance, turning to religion, and focus on and venting emotions. The remaining five sub dimensions, denial, behavioural disengagement, mental disengagement, humour, and substance abuse, are based upon the longstanding research by Carver and Scheier (1998) on other factors that could play a possible part in the coping with stress, and they are classified under the tenet of self-regulated coping behaviours. The 15 sub dimensions, based upon the order they are mentioned above and how they appear in the scale, are reviewed one by one.

Active coping

When a person is faced with a stressor, it is postulated (see Lazarus and Folkman, 1984, Moos and Schaefer, 1993, Zeidner, 1995, & Zeidner and Endler, 1996) that this person would react to the stressor in some way. It is thought that in the very least the person would interact with the stressor (Lazarus and Folkman, 1984) in order to reduce its effects and, if at all possible, to rid himself or herself of the stressor, perhaps for good. The taking of steps to circumvent or remove the stressor is referred to as Active coping (Carver et al., 1989). This taking of steps often includes direct actions, with the stressed person increasing his or her efforts and attempting to execute coping efforts in a
stepwise fashion. Active coping takes place in the primary appraisal (Lazarus & Folkman, 1984) phase of this stress experience, but can be present when a person uses the secondary appraisal (Lazarus & Folkman, 1984) approach of thinking through of what can be done to remove a stressor. A plan or planning, referred to below, often accompanies or soon follows this coping strategy.

Placing this in context, at the early stage in their new university experience undergraduates may not be totally prepared to take things into their own hands (see, for example, Felton, Revenson, and Hinrichsen 1984, Ross et al., 1999). There would be various reasons for this, such as insufficient knowledge of the environment, the requirements of a chosen study programme or uncertainties with existing and new relationships. Although these reasons might not apply to the majority of the undergraduates it could be argued that a significant minority would adopt the active coping tendency. This is the tendency where the undergraduate would act to remove the stressor or try to buffer its effects, according to Carver et al. (1989). Such active coping requires an individual to initiate direct actions, to increase their efforts, and to try to execute coping attempts in a stepwise fashion.

Planning

Planning relates to individuals and their thinking about how to cope with stressors and use the best possible action strategies. Undergraduates, for example, may think of strategies to cope with the anxiety attached to a newly-formed relationship or a new situation (such as having a very noisy flatmate), which is proving and likely to prove difficult in the future. This approach is argued by Lazarus (1999), as being distinctly of the problem-focused coping type but tends to occur in the secondary appraisal phase of the stress experience rather than in the primary phase, in contrast to, for example, Active coping, which occurs in the primary phase in the main.

Suppression of competing activities

This is another aspect of problem-focused coping. An individual may suppress other activities, trivial or significant, that may take their attention, in order to concentrate more fully on the challenge or threat at hand. Other things are put aside (an attempt to avoid becoming distracted by other events) to concentrate on dealing with the stressor. For example, faced with the prospect of termination of a newly-formed and valued
relationship with a person in the new environment, an undergraduate may cease with activities to do with learning, such as studying with a previously planned schedule, and instead concentrate on spending more time, for example, with the person in the relationship. This is commonly seen as an example of cognitive appraisal (Folkman & Lazarus, 1985) in action; the overall assessment of a situation by the individual.

Restraint coping

This sub dimension of the problem-focused type refers to people restraining themselves from taking actions to deal with a stressor. It is about waiting until an opportunity arises to take an action or actions. It is related to the idea of not acting prematurely, to wait for the most appropriate moment to act. It is seen as being both an active strategy (focused on dealing with the stressor) and a passive strategy (of not taking any action). A new undergraduate in the university environment may choose to wait and see, at least for a little while, how a perceived stressful situation develops before taking actions to manage it. For example, faced with the loneliness that may be attached to living alone in a flat for the first time, the stressed undergraduate may choose to wait and see what the future days are like and then act, instead of just deciding, for example, to seek alternative accommodation to live with friends or relatives straightaway.

Seeking social support for instrumental reasons

This is the remaining response which is relevant to problem-focused coping. It consists of seeking advice, assistance or information in order to cope with a problem or problems. When experiencing the difficulty of managing a very demanding environment-imposed study timetable, for example, an undergraduate who has not formally planned his or her study schedule before may seek help on how to plan their available time from classmates or from the relevant course lecturers, in order to cope with that difficulty.

Seeking social support for emotional reasons

This sub-dimension is primarily an aspect of emotion-focused coping. It refers to a person seeking moral support, sympathy or understanding from another person or persons. In the university environment, in order to cope with hassles, an undergraduate may go to a friend or a counsellor to express the fears they perceive with their hassles, express how they feel about them, or just talk to the friend or counsellor to obtain their
understanding and sympathy about these hassles. In analysis the *seeking social support for emotional reasons* sub dimension is closely related to that of *seeking social support for instrumental reasons* as they both use the same premise and principle ‘social support’. However, the two approaches are conceptually distinct since the intentions behind them are easily discernable and categorised. Although this is the case, Aldwin and Revenson (1987), for example, have argued that they often occur together. For this reason they are therefore studied together, since knowing about one sub dimension’s influence invariably necessitates the knowledge of the other sub dimension’s influence.

*Positive reinterpretation and growth*

In the face of adversity it has earlier been argued that primary and secondary appraisals do occur (see 2.3.2.1.2). These appraisals may take place in a cyclical rather than a linear coping fashion (Lazarus & Folkman, 1984). Also, people do not seem to only use problem-focused coping strategies. As they are beings with feelings they tend to pay attention to some or all of the emotions which are attached to their stressors or which emerge as a result of being stressed and they are constantly appraising and reappraising stressful situations. An emotion-focused approach, which often plays a part in the coping situation, is argued to be *Positive reinterpretation and growth* (Carver et al., 1989; Folkman and Lazarus, 1985; Lazarus & Folkman, 1984; Moos and Schaefer, 1993; Robotham and Julian, 2006). This sub-dimension is clearly related to the coping sub-dimension of *active coping*, in that it is its valuable supporter; that is, its adoption often leads the person to resume or continue with active, problem-focused actions.

*Positive reinterpretation and growth* exists whenever a stressed person construes a stressful situation in positive terms. It was conceptualised as a result of empirical precedents. Although not totally based on theory it is possible to draw links for this sub dimension to various kinds of theoretical principles. This sub dimension goes along the theoretical principle of, for example, positive reappraisal, as suggested by Lazarus and Folkman (1984), and is based on the idea of emotion-focused coping. It is a type of coping aimed at managing distress emotions rather than at dealing with the stress per se. The adoption of this approach by a stressed person can help reduce a particular stressor and should normally help the person continue with active problem-focused actions. In the stressful situation, such as when experiencing the pressure of a forthcoming exam, the undergraduate may take time out to reflect on where he or she is with the studies
which are relevant to the exam and what has been done and has to be done. That taking of stock, with a view of making amends and being motivated by these possibly gainful amends, may lead the undergraduate to move on with specific plans and actions and so on. This kind of approach, therefore, suggests that such a strategy may be supportive to the previously mentioned action-taking, problem-solving approaches.

Acceptance

This sub-dimension refers to the stressed person’s willingness to accept the reality of the presence of stressors. Acceptance usually means that the stressed person is engaged in the attempt to deal with actual stressors. Such a sub-dimension is often argued as being a functional coping response that strides over two aspects of the coping process. Carver et al. (1989) suggest that it occurs in the primary appraisal stage when a stressful situation is experienced by somebody. The situation is accepted by the person; that is, the person sees it as being real. The sub-dimension also occurs as a consequence of an individual’s acceptance that there are not any coping strategies to use. It is of value when a stressor is seen as one which has to be accommodated in contrast to one that can be ignored or changed.

In the case of the undergraduate who perceives the new environment as demanding and that there are numerous hassles to deal with and that this situation appears to be the nature of things in the environment, he or she may view this environment and its hassles as factors to be dealt with and may then try to cope under the constraints and limitations that prevail. This action might help the undergraduate progress in the environment.

Turning to religion

Carver et al. (1989) have suggested that one way in which many people cope with their stressors is by turning to religion. McCrae and Costa (1986) had previously stated that this is a coping response which can be seen as quite important for many people. However, its use is not always seen as conclusive and clear as this sub dimension tends to border with or relate to other sub dimensions. Thus, religion can be seen to serve as an emotional support and therefore would be related to the seeking social support for emotional reasons coping sub dimension. It has been argued by Carver et al. (1989) that this type of coping is a possible vehicle for the positive reinterpretation and growth coping sub dimension; or it can be part of the active coping one. It allows people time
out to rethink their position by passing their problems onto the being they think is more powerful than they are or who has solutions for those problems and this action also gives them time to review their situations.

The sub dimension of turning to religion as far as the COPE measure is concerned, is to assess the tendency of people to turn to religion in times of distress. For example, being away from home for the first time and having to share a flat with two or more people may be somewhat daunting for the undergraduate. Indeed, any one of the two hassles can bring about a sense of despair for that person. Under such adversity the undergraduate may resort to prayer or get involved in religious activities, such as attending religious gatherings, in order to cope.

Focus on and venting emotions

The focus on and venting emotions sub dimension pertains to a person’s display of an increase in their tendency to focus on the distress or upset being experienced, and to ventilate their emotions. This may be seen as a functional response in that, for example, when an undergraduate expresses his/her emotions, by, for instance, becoming tearful on the telephone to parents or a sibling for a period of time, in order to cope. However, if this expression goes on for too long, it can also impede adjustment according to Felton et al. (1984). This approach is then seen as a dysfunctional tendency since, as evidenced by Felton et al. (1984), such moves can and often do delay or affect a positive management of stress factors since they are often accompanied by the signs of behavioural disengagement (explained further on). But focusing on the distress may also distract people from active coping efforts and movement beyond the distress according to Carver et al. (1989). This sub dimension is clearly related to the seeking social support for emotional reasons sub dimension and can be seen as a maladaptive response to stress, especially when it goes on for weeks instead of days (McCrae & Costa, 1986; Rippetoe & Rogers, 1987).

Denial

This sub dimension is to do with the refusal by the stressed person to believe that a stressor or stressors exist. It also relates to attempts made by people experiencing stressors as if these stressors are not real. It is usually regarded as the opposite of the
acceptance sub dimension, suggest Carver et al. (1989). Its existence and use in the stressful situation is far from being straightforward and universally accepted. It is even seen as controversial in nature (Breznitz, 1983, and Carver et al., 1989). What cannot be ignored, however, is that there is a high probability that the sub dimension plays a part in the coping response (Levine et al. 1987). The presence of this sub dimension can be exemplified in the case where undergraduates spend excessive amounts of time away from their studies knowing that their important examinations, which they perceive as difficult and for which they are ill-prepared, are imminent.

**Behavioural disengagement**

*Behavioural disengagement* refers to a person’s reduction of their attempts to deal with a stressor. It also refers to the situation where a person ceases with the efforts to reach the goals which are being interfered with by the stressor. For example, in the new university environment an undergraduate may be enthusiastic about the activities within it and may be determined to put in efforts to endure the demands of these activities. Academic work or a new relationship may present as a challenge to that person who may be fixed on meeting the challenge initially. The person may take such actions as putting aside time for private and group studies or take regular time off to be with a person. However, with the passage of time, with sustained demands of the stressor or for other reasons, such as discouragement with efforts which do not seem to positively change the nature of the stressor, the person may no longer wish to continue with more efforts or to sustain previous efforts. They may just carry on with less effort or may no longer wish to tackle the stressor since the feedback they are getting from their efforts suggests that either their efforts are in vain or their attempts are compounded the more they try to tackle the stressor itself. This tendency is postulated by Carver et al. (1989) as most likely to occur when stressed individuals expect poor results for their coping efforts. Hess and Copeland (2001) and Carver et al. (1989) have suggested that there is a higher chance of this happening when undergraduates first move into the university environment.

**Mental disengagement**

Carver, Peterson, Follansbee and Scheier (1983) postulate that when prevailing conditions prevent a person from using the *behavioural disengagement* sub dimension that person would then resort to the *mental disengagement* approach instead. *Mental*
Disengagement is seen as a wide variety of activities that the stressed person engage in in order to be distracted from thinking about the behavioural actions (behavioural disengagement) taken or the goal with which the stressor is interfering. It is often exemplified by the activities a person engages in to take his or her mind off the problem or stressor such as escaping through sleep, daydreaming, and escaping through watching television. It is often seen as a ‘multiple act criterion’ (Fishbein & Ajzen, 1974) rather than being a unitary class of behaviour (Carver et al., 1989). In the academic environment this can be exemplified in the case of the undergraduate who decides to indulge in long hours of exercise, spend long evenings with friends in social leisure environments such as student clubs, away from thinking about academic work which is proving difficult to cope with after making repeated and genuine efforts.

Klinger (1975) has earlier suggested that this kind of approach can be seen as an adaptive response but Aldwin and Revenson (1987) and Cronkite and Moos (1984), among others, argue that this response often impedes adaptive coping.

Humour

Humour is described as joking about the stressor (Carver et al., 1989), making little of it to the extent of trivialising it. This strategy is viewed by Schwarzer and Schwarzer, (1996) as an escapism tactic more than a quality of coping in someone who is stressed. An undergraduate may become stressed by a lecturer’s constant lack of organisation. This person may deal with the situation by either laughing when questioned about it or may just decide to view the lecturer’s deficiency as nothing of importance.

Substance use

From a general point of view, the use of substances such as alcohol and tobacco is seen as learned behaviour acquired and maintained in response to social cues and social pressure (Biglan & Lichtenstein, 1984). In the coping situation the behaviour is considered as assisting coping by providing a distraction from problems. This distraction is a physiological process which works to divert attention temporarily from unpleasant self-awareness, suggest Steele and Josephs (1990). Carver and Scheier (1983) go on to state that substance use is an escapism approach and can be viewed as an aspect of mental disengagement.
In a difficult and demanding relationship with a member of the opposite sex in the university environment, an undergraduate may resort to habitual drinking in order not to think seriously about the intricacies of the relationship or its possible threatening outcomes.

2.3.2.1.2.2 Scoring of COPE

Each of the 15 sub-dimensions (subscales) of COPE is made up of four items, requiring a respondent to rate 60 items in all. Each subscale is scored separately and an aggregate score for the subscales is not recommended (personal correspondence with first author of the inventory, C.S. Carver, in 2003).

Respondents are asked to indicate the extent to which they make use of each coping response when they experience stressful events. A 4-point Likert-style format is used: 1 = I usually don’t do this at all; 2 = I usually do this a little; 3 = I usually do this a medium amount; and 4 = I usually do this a lot. Separate scores for each of the fifteen scales are computed simply by adding the scores on the four items that make up each subscale. Since the scores for each item range from 1 to 4, the scores for each subscale range from 4 to 16. To interpret the results the scores for each scale indicate the extent to which each type of coping was used. Higher scores indicate the greater intensity with which a person uses an approach and lower scores suggest a low reliance in that approach (that is, greater or lesser use of a strategy).

2.3.2.1.2.3 Psychometric properties of COPE

The COPE was first used and validated amongst a group of undergraduates at Miami University between 1987 and 1989. Since then the inventory has been used in many situations where information on dispositional and situational (contextual) coping was required. It has been used, for example, in the study of relations between the ‘Big five’ (Costa & McCrae, 1990) personality traits and coping with stress (Roesch, Wee & Vaughn, 2006), coping with major disaster (Khandai, 2004) and academic stress among undergraduates (Devonport & Lane, 2006).
As for its reliability, Carver et al. (1989) found the internal consistency (Cronbach's alpha) of the COPE subscales to be high as they all exceeded .70 (Hinton, 2004) with the exception of one subscale (Mental Disengagement), which yielded an average value of .53 (.45, .58 and .56, respectively) amongst three samples of university students (Carver et al., 1989). Test-retest reliabilities for the dispositional version ranged from .42 to .89, indicating that the coping tendencies measured by the COPE are reasonably high and stable. A similar result was found for the situational version of the instrument (Weinman, Wright and Johnston, 1995).

2.3.2.1.3 Section Three of questionnaire: Resilience Indicator (RI)

The RI (Questionnaire, Appendix A, third section), first developed by Major, Cooper, Cozzarelli, and Zubek (1998) to study women's adaptation to an abortion, has subsequently been used in the prediction and assessment of psychological adjustment to university life (see, for example, Gianakos, 2002; Li, 2006) The indicator looks at a person's self-esteem, optimism, and perceived control, three personality traits that are positively and significantly correlated with each other (Aspinwall & Taylor, 1992; Chan, Lai & Wong, 2006; Cozzarelli, 1991; Major et al., 1998). These traits are also seen as the core resources that contribute to a resilient personality. In the design of a single composite measure for a resilient personality for this scale (table 2.4), Major et al. (1998) have selected four items from existing measures of self-esteem (Rosenberg, 1975), four from dispositional optimism (Scheier & Carver, 1985), and four from perceived control (Pearlin, Menaghan, Lieberman, & Mullen, 1981).

Table 2.4 The 12-item RI: Resilience Indicator

<table>
<thead>
<tr>
<th>Subscale</th>
<th>Item numbers in subscale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-esteem</td>
<td>1 – 4</td>
</tr>
<tr>
<td>Optimism</td>
<td>5-8</td>
</tr>
<tr>
<td>Perceived control</td>
<td>9-12</td>
</tr>
</tbody>
</table>
2.3.2.1.3.1 Scoring of RI

The RI, used in its entirety in this study and with the order of items as they appear in Major et al.'s (1998) indicator that assesses a person’s self-esteem, optimism and perceived control, comprises therefore of 12 items (four items for each of the three subscales of resilience). Respondents are asked to rate these items using a Likert-type 5-point scale to indicate how they usually feel: 1 = strongly disagree, 2 = disagree, 3 = neither agree nor disagree, 4 = agree, and 5 = strongly agree.

Each of the three parts of the composite scale is scored by adding the ratings of a part’s four items then dividing this sum by four to obtain a mean average for that particular subscale. The sum of the three averages makes up the total resilience score. Higher scores (on individual subscales) indicate high self-esteem, optimism and perceived control or, in composite format, greater personal resilience. In the present study, individuals’ subscale scores as well as composite scores were utilised.

2.3.2.1.3.2 Psychometric properties of RI

The composite resilience scale has good internal reliability (alpha = .79; Major et al., 1998), as do the individual abbreviated subscales of self-esteem, alpha = .76; optimism, alpha = .73; perceived control, alpha = .78 (Major et al., 1998).

2.3.2.1.4 Section Four of questionnaire: General Health Questionnaire (GHQ-12)

The fourth section of the questionnaire (Appendix A) deals with undergraduates’ psychological well-being, using the General Health Questionnaire (GHQ-12; Goldberg & Williams, 1988). The GHQ-12 is a shortened version of the General Health Questionnaire (GHQ-60, the sixty-item version) designed by Golberg in 1978 to detect non-psychotic psychiatric disorders in people using a self-report approach. Its purpose is to identify cases as well as the degree of the disorder.
Table 2.5 The 12-item GHQ: General Health Questionnaire (GHQ-12)

<table>
<thead>
<tr>
<th>Variable</th>
<th>Item Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to concentrate</td>
<td>1</td>
</tr>
<tr>
<td>Managed amount of daily sleep</td>
<td>2</td>
</tr>
<tr>
<td>Feeling of usefulness</td>
<td>3</td>
</tr>
<tr>
<td>Capability to make decisions</td>
<td>4</td>
</tr>
<tr>
<td>Perceived intensity of strain</td>
<td>5</td>
</tr>
<tr>
<td>Management of difficulties</td>
<td>6</td>
</tr>
<tr>
<td>Ability to enjoy normal day-to-day activities</td>
<td>7</td>
</tr>
<tr>
<td>Ability to face problems</td>
<td>8</td>
</tr>
<tr>
<td>Feeling of unhappiness and depression</td>
<td>9</td>
</tr>
<tr>
<td>Loss of personal confidence</td>
<td>10</td>
</tr>
<tr>
<td>Thought of worthlessness</td>
<td>11</td>
</tr>
<tr>
<td>Degree of feeling of happiness, all things considered</td>
<td>12</td>
</tr>
</tbody>
</table>

The GHQ-12 is designed to identify two main types of problems: Inability of a person to carry out normal ‘healthy’ functions, and the appearance of new phenomena of a distressing nature in a person. Thus the questionnaire focuses on breaks in normal functioning. It measures personality disorders or patterns of adjustments. Ultimately it is designed to measure four identifiable elements of distress: depression, anxiety, social impairment (not able to function with and around people) and hypochondriasis (the feigning of illness).
2.3.2.1.4.1 Scoring of GHQ-12

The measure consists of 12 items (table 2.5), each of which refers to the experience of a particular symptom or item of behaviour in the recent past, using a 4-point Likert scale: 0 = ‘less than usual’, 1 = ‘no more than usual’, 2 = ‘rather more than usual’ or 3 = ‘much more than usual’. Respondents simply have to underline one of these statements for each item. A total score for a respondent, obtained by the sum of their ratings on the scale, can therefore range from 0 to 12. Either of the first two ratings on the scales receives a zero value. Equally, either of the other two ratings receives a value of 1. Scores are useful for comparing degrees of disorder and higher scores indicate a greater probability of a psychological problem, with scores of 4 or above being indicative of a psychiatric disorder (Goldberg & Williams, 1991).

2.3.2.1.4.2 Psychometric properties of GHQ-12

The General Health Questionnaire (GHQ), in both its long and short versions, is one of the most thoroughly tested indicators for psychological well-being amongst all populations, including university student groups (see, for example, Campbell & Svenson, 1992; Jenkinson et al. 1996; Moffat, McConnachie, Ross and Morrison, 2004; Roberts et al. 1999), and care situations (Schneider et al., 1999). It is the best validated self-administered measure for detecting psychiatric disorder in a British population and has also been translated and validated for other populations (Weiman, Wright, and Johnston 1995).

In five separate studies ranging over six years, Goldberg compared the GHQ with a standardized psychiatric interview (The Revised Clinical Interview Schedule, CIS-R, Lewis, Pelosi, Araya and Dunn 1992). Correlations ranging from .76 to .81 were found between the two scales. Sensitivity values ranged from 81% to 91%. Specificity results in four of the studies ranged between 88% and 94%; in the fifth one it was 73% (Weiman, Wright & Johnston, 1995). Hobbs, Ballinger, Greenwood, Martin and McClure (1983) used the GHQ in a general practice survey of 1,011 men aged 20 – 60 years, and statistical analysis of their data supported the intended use of this questionnaire.
There is also evidence for the high reliability of the GHQ. A test-retest coefficient in a study in a clinical setting, for instance, was .90 (N=20) when the stability of the patient’s condition was confirmed by repeating a psychiatric examination (Goldberg & Williams, 1988). Split-half reliability of the 60-item version was .95 for 853 respondents, and the inter-rater reliability for twelve interviews showed a disagreement on only 4% of symptom scores (Goldberg, 1992). Furthermore, as an example for the reliability of the GHQ-12 instrument, Politi et al., (1994), found a Cronbach’s alpha of .81 for the scale when it was used among a homogeneous group of 18-year-old males.

2.3.2.1.5 Section Five of questionnaire: Demographic Scale (DS)

This section of the questionnaire (section five, Appendix A) asks respondents to give information on their basic biographical features, such as age, sex, marital status and other details to do with their student status. For example, whether they were UK residents or not, lived away from home or alone, and whether they were liable for fees.

2.3.2.1.6 Section Six of questionnaire: Achievement Scale (AS)

For the final administration of the questionnaire to participants upon their return to university at the beginning of the second academic year, section six of the questionnaire (Appendix A) asked the undergraduates to provide information regarding their academic performance over the previous year. Questions were related to the number of courses taken by the participants and the participants’ success in these courses; that is, whether they had clear passes in their courses or whether they had to resit any courses. Achievement was limited to this information because ethics approval was obtained from both institutions on the expressed condition that the researcher would always preserve the anonymity of the respondents and would also upkeep the confidentiality of the data at all times. To have probed into micro details of achievement, such as grades in courses, or even access data bases where this information is kept, would have been seen as a breach of both this anonymity and confidentiality. The information on success on courses was seen as adequate information on how well students had managed their studies in the first year. The study also used an interview approach during which students were asked to comment on their studies and difficulties with them, if any. This was seen as providing further information about the students’ academic achievement.
and was appropriate for the rationale used in this study. Further, asking students to provide detailed results was considered as too personal information to seek from them. It was considered that some students would have felt uneasy or even reluctant to answer questions on their performance and such a request to the students might be construed as placing them at psychological risk. The intention was to let the undergraduates volunteer further information on how they did in their courses, in keeping with the British Psychological Society (BPS) code of ethics (BPS, 2000), as doing otherwise would have breached this code that says a researcher shall guard against any possible psychological harm to a study participant.

2.3.2.2 Interview approach

Participants for this part of the study were purposively sampled from the participants who gave consent to be contacted. The sample was selected to include participants who had high and low scores on university stressors (SLSI scores), coping with stressors (COPE scores), resilience (RI scores), and psychological wellbeing (GHQ-12 scores) and those who had passed the year’s assessments outright and those who had to resubmit assignments or resit examinations. The semi-structured in-depth interviews, which took place on a one-to-one basis in a private office, were conducted on the basis of an interview guideline that in the main targeted the participants’ perceptions on issues of stress and coping. This guideline was also based on the theoretical framework of stress and coping (Lazarus & Folkman, 1984) and its application to meaning making (Park & Folkman, 1987).

As the data gathering approach progressed successive interviews were informed by the data from previous interviews and additional questions were asked as recognizable patterns emerged in the data. Interviews were audio-taped.

The rationale for the interviews was based on the idea that although the undergraduates’ levels of stress and coping were to be known via their responses to the questionnaire, it was considered important for the study to have further information about these levels and the subjective experiences that they related to. Interview data, in other words, were seen as an appropriate and necessary complement to the quantitative data. Semi-structured interviews were therefore carried out at the beginning of the second year. A
randomized sample of participants who displayed features relevant to the study was simply contacted. All undergraduates who participated in the questionnaire survey had earlier been told in their information sheet (Appendix B and Appendix C) that there was a possibility of them being selected for an interview, which would subsequently be audio-taped. For the purpose of selection onto the interview all respondents to the questionnaire were asked to provide a telephone contact number if they were prepared to be interviewed.

2.4 Pilot Study

2.4.1 Introduction and aims of the pilot study

A pilot study was carried out to test the rigour of the proposed method, eliminate possible obstacles in the quest for information, identify potential problems, provide an avenue to consider the likely solutions to these problems, and to obtain a workable strategy to achieve the aims of the main study.

There were eight specific objectives for the pilot study:

(i) Develop and test a questionnaire
(ii) Assess the feasibility of a full-scale study
(iii) Assess whether the research protocol is realistic and workable
(iv) Establish whether the sampling frame and technique were effective
(v) Assess the likely success of proposed recruitment approaches
(vi) Identify logistical problems which might occur using the proposed methods
(vii) Estimate variability in outcomes to help determine sample size
(viii) Assess the proposed data analysis techniques to uncover potential problems
2.4.2 Methods

2.4.2.1 Procedure of the pilot study

Development of questionnaire

A multi-section questionnaire, in the form of an A5 booklet and consisting of the four scales, namely the SLSI, COPE, RI and GHQ-12 and a section on demographics, requiring respondents to answer questions on such things as their gender, marital status, domicile status, tuition fee liability, etc., was distributed amongst groups of undergraduates. In all, the questionnaire consisted of 145 questions and its length at this stage looked like a potential source of problem. However, despite this, it was decided that all items would contribute towards the aims of the main study and were therefore used.

Before administration to the groups, the questionnaire received comments on its soundness from three experienced university researchers. The questionnaire had earlier been approved (Appendix F, page 273, and Appendix G, page 274) by the research ethics committees at the two universities where data were to be collected.

Questionnaire administration

Once ethical clearance was obtained the Heads of the relevant schools for each of the two universities were approached for permission to access first year students on their three-year degree programmes. This permission was granted and further permission was obtained from lecturers and coordinators of programmes. However, for the purpose of the pilot study, only University 1 was used to collect data for the pilot study. Four groups (table 2.6) of students were accessed at this university. Only two psychology students, who formed the smallest group, signed up as a result of a school notice board advertisement. For the remaining three groups of the pilot sample, data were collected when students attended classes.
Table 2.6 Sample of undergraduate participants in the pilot study

<table>
<thead>
<tr>
<th>Undergraduate Programme</th>
<th>Number of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA Humanities</td>
<td>40 (recruited through class attendance)</td>
</tr>
<tr>
<td>BSc Psychology</td>
<td>2 (recruited through advertisement)</td>
</tr>
<tr>
<td>BSc Design and Technology</td>
<td>12 (recruited through class attendance)</td>
</tr>
<tr>
<td>BSc Social Work</td>
<td>8 (recruited through class attendance)</td>
</tr>
</tbody>
</table>

\[ N = 62 \]

For the 60 respondents who were accessed at their lecture time, data were collected at the end of lectures. The remaining two respondents provided their data in an individual and private interview. At every encounter with the students, regardless of the mode of access, the purpose of the study was explained to them and they were provided with an information sheet. They were then invited to ask questions to do with the research. Finally, before proceeding with the administration of the questionnaire, the undergraduates, who agreed to participate in the research, were asked to complete a consent form. The signing of a consent form was requested by both university research ethics committees even though it is generally accepted that completing a questionnaire is seen as a sign of consent to participate in a study. All students from the four groups (table 2.6) completed the questionnaires and all questionnaires were used in the subsequent data analysis.

The average time taken by undergraduates to complete the questionnaire was 25 minutes. An extra 10 minutes were spent introducing the research to each of the student groups and for their signing of consent forms.
2.4.2.2 Participants of pilot study

All 62 students who participated in this pilot study resided in the United Kingdom. Fifty-six (90 %) answered the question on age, providing an age range of 18-57 years (Mean: 27.6; SD: 10.3). Twenty six respondents (47 %) were in the age range of 18 to 21 years and 17 (30 %) were in the range of 22-32 years. Fifty-seven respondents (57/62; 92 %) provided information on their gender (65 % female and 35 % male). Fifty-eight respondents answered the question on marital status. Forty five of them (45/58; 78 %) were single and 13 (13/58; 22 %) were married or living with a partner. Of the 58 undergraduates (94 % of the responses) who answered the question on student status, 54 (93 %) were full-time students and out of the 58 responses on the question of living away from home 46 (79 %) stated that they did so. Fifty-two out of 58 respondents (90 %) were full-fee (home) paying students; the remaining six (10 %) were seconded from their work.

2.4.3 Results and Discussion

The aims of the pilot study were satisfactorily met. The design of the questionnaire proved useful in that it was easy to distribute, collect and collate. Nothing untoward was said about its wording and eight undergraduates felt the presentation of the questionnaire was attractive and three more stated that it was user-friendly. This information emerged as a result of a brief discussion with respondents, after they had returned their completed questionnaires. Although the questionnaire was quite lengthy, it did not present as a problem to those who completed it. None of the respondents mentioned that it was too long. All participants answered all the questions in the first four sections (the validated measures of the questionnaire). Five participants (less than 10 % of the total sample) did not answer all the questions in the demographic part of the questionnaire. The low non-response in this part of the questionnaire (there was no consistent pattern in questions that were left unanswered) could be an indication that some participants overlooked one or two questions as this section was at the back of the questionnaire, or they might have thought the questions too personal, or indeed might have decided to leave them out for reasons known to themselves, such as personal reasons, or might simply have become disinterested in answering the questionnaire. As
there was no identifiable trend for the missed questions, no further actions as to the formulation of question and format of presentation were instituted for the main study. Subsequent data analysis in the main study paid attention to trends in this section, and no real trend in any missed questions (minimal on the whole) could be detected.

The use of a question on a grand mother's first name, included in the pilot questionnaire for the use of cross-matching future responses, as in the longitudinal approach for the main study, was not problematic. All students answered this question, but one or two did add the word 'maternal' or 'paternal' or something to that effect next to their response. Therefore for future questionnaires in the main study it was decided to use 'grand mothers' first names'. This action proved useful as subsequently it was relatively easy to match individuals' responses through that method, and no further query arose from this item in the main study.

Finally, the decision to access the student groups by seeing them at a time that coincided with their lectures proved to be a useful one as this method of access offered a potentially adequate mean of recruiting undergraduates onto the main study.

Overall, this pilot study proved very encouraging to the research. All undergraduates in each of the four classes agreed to participate and all provided usable data. The biographical details from the participants also suggested that the sample likely to be accessed in the future, including its size, would be appropriate.

2.4.4 Conclusion: Changes as a result of pilot study

As mentioned above, the approach taken in the pilot study proved useful and problem-free. The initial researcher's concern with the large amount of time that would be needed by students to complete the questionnaire and that might have had a negative effect on their adherence to the proposed study was generally unfounded and it was decided to use the questionnaire as per its design for the pilot study in the main study. However, a slight change was made in the enquiry of respondents' personal details in the demographic scale of the questionnaire. It was decided that in the future use of the booklet respondents would be asked to provide information about both their
grandmothers' first names. In the pilot questionnaire only the names of one grandmother was requested.

The access to students at lecture times proved effective. Therefore, it was to remain the time of access to undergraduates in the main study.

2.5 **Procedure of the main study**

As in the case of the pilot study, co-ordinators of first-degree programmes and lecturers, who taught first year courses at each university, were, in the first instance, contacted for permission to access their students. The programme co-ordinators did not object either to the study's methods of collecting data or the timing of the collection. Ten lecturers, five from each of the two universities were then contacted. Of these, eight responded affirmatively (four from each university) and felt their classes would be suitable for participation in the study. The other two lecturers did not answer the email request. The non-response to the request was followed up once but to no avail. For the one-off access to undergraduates who had previously participated in the study, at the beginning of the second year a similar approach was used for the lecturers’ permission. In that instance all lecturers who were teaching the relevant continuing students allowed access to their students.

2.6 **Methods of data analysis**

2.6.1 **Questionnaire data**

The principal goal of the study was to find out whether with the passage of time there were differences and relationships amongst specific variables. First, a General Linear Model for repeated measures (ANOVA), with time as the independent variable, was used to establish how groups’ means for the stressors and reactions to stressors variables of the SLSI, the COPE’s dimensions, the self-esteem, optimism and perceived control variables of the RI, and academic performance variable, differed. Where significant differences were found for some variables, individuals’ mean scores for these variables were Bonferroni-adjusted and submitted to paired-samples t tests. The Bonferroni
adjustment (or correction) was useful in that it helped control the overall type 1 error (belief in a genuine effect when none exists) rate when six tests of comparison were carried out. It was applied with the normally used \( \alpha \)-level of .05. For example, in analyses where four sets of data were compared, the significance level for these tests was set at \( p < .008 \) (.05/6; 05 for the \( \alpha \)-level and 6 for the number of parameters used in the tests). Then, to find associations between the COPE’s dimensions and self-esteem, optimism, perceived control, and the variable assessed by the GHQ-12, tests of correlation of the bivariante type were used.

When reporting on results, apart from stating the descriptive statistics (for example, means and standard deviations) for the variables under consideration, a mention of effect size for a test was also made, using the following principle.

2.6.1.1 A note on the use of effect size

The correlation coefficient \( r \) was used to measure the effect size as it is, first, one of the most common effect size metrics (Field, 2001; Rosenthal & DiMatteo, 2001 and Law, Schmidt and Hunter, 1994) and, secondly, it provides a simple clear illustration of an effect size metric since as a correlation coefficient, it is constrained to lie between 0 (no effect) and 1 (perfect effect). These effects sizes are then measured against Cohen’s (1988, 1992) widely accepted suggestion about what constitutes a large or small effect:

\[
\begin{align*}
  r = .10 \text{ (small effect): in this case, the effect explains } 1\% \text{ of the total variance.} \\
  r = .30 \text{ (medium effect): the effect accounts for } 9\% \text{ of the total variance.} \\
  r = .50 \text{ (large effect): the effect accounts for } 25\% \text{ of the variance.}
\end{align*}
\]

Therefore, in the present research, when \( t \)-tests are utilised, the \( t \)-statistics are converted into a value of \( r \) (Rosnow and Rosenthal, 2005). Similarly, when One-Way ANOVAs are used, the effect size given by SPSS (called eta squared) is considered the same as \( R^2 \). Taking the square root of \( R^2 \) gives the effect size \( r \).
2.6.2 Interview data

The tape-recorded data were transcribed verbatim into a computer (Appendix N, page 294, provides the full transcript). The data were then analysed both thematically – an approach where expressed patterns of experiences are first noted and grouped together, and then catalogued into sub-themes, and, finally, built within a validated argument for choosing the themes (Aronson, 1994; Silverman, 2006), and using content analysis, where the observed content of data is analysed and then inferred upon in relation to other states or properties of its source (Flick, 2002; Mayring, 2000; Todd et al., 2004). Thus, the data were inspected for references that were pertinent to the variables under investigation. Participants’ answers were examined for their description of external reality, such as facts and events regarding their stressors and their coping with these, and for their internal experiences, for instance, feelings and meanings. Finally, the participants’ answers in the interviews and in their questionnaires were compared for consistency for the purpose of further clarification of emerging points or issues.

2.7 Chapter Summary: Methodology of the Study

A longitudinal questionnaire survey of a sample of undergraduates from two universities, complemented at its last stage by a focused semi-structured interview of a sub-sample of these undergraduates, was adopted in the present study. The survey initially used a questionnaire booklet, which consisted of four validated and reliable scales and a section on participants’ demographic details. At its final stage the questionnaire had a sixth section which asked respondents questions on their academic performance in their previous year at university. The questionnaire, in its initial format, was piloted on groups of undergraduates and adopted as appropriate for the proposed main study, after making a minor change to a biographic question, whose purpose was to cross reference participants’ responses. The experience derived in the recruitment of pilot participants also guided the decision to access participants at lecture times.
Chapter 3

Part 1 of the Study

"If you ask what the single most important key to longevity is, I would have to say it is avoiding worry, stress and tension. And if you didn't ask me, I'd still have to say it."

George F. Burns (c.1900)

Undergraduates’ Experience of Stress across Time: Results

The present chapter reports the results of the analysis of data obtained by surveying undergraduates’ views on stressors related to university life and their reactions to these stressors.

3.1 Study’s participants

3.1.1 Questionnaire survey

The study gained new participants and lost some of the original ones as it progressed through the fourteen-month study period. At the start of the study, during the first two weeks of the first term (measure point one), 389 usable questionnaires were returned. This number decreased to 263 questionnaires in the first week of the second term (measure point two), and of this new number 196 questionnaires (196/389, 50%) came from participants who completed the questionnaire at measure point one. In the last week at the end of the first academic year (measure point three) 168 undergraduates returned completed questionnaires of which 109 came from those who had answered the same questionnaire at the first measure point (109/389, 28%). At the final questionnaire survey stage, in the first week of the second academic year (measure point four) 158 undergraduates returned completed questionnaires. This number included 95 (95/389, 25%) of the original participants from the first measure point. Figure 3.1 shows the breakdown of responses for the four measure points, and Figure 3.2 shows the number of undergraduates who completed the questionnaire once, twice, thrice or four times during the study period.
Figure 3.1 Number of respondents over the fourteen-month measure period

Figure 3.2: Number of undergraduates who responded once, twice, thrice or four times to the questionnaire survey over the fourteen-month period.
At the end of the questionnaire survey period 578 individuals had participated in the main study and a total of 978 (964 useable) questionnaires were returned. In all 14 participants (from recruits subsequent to measure point one) were excluded from the study as their questionnaires were incomplete in most places and therefore not useable.

For the first measure point \( (n = 389) \), the number of respondents comprised of 198 participants from University 1 and 191 participants from University 2. Table 3.1 (a) presents the disciplines from which these students were derived. Forty-three percent of the respondents were from education, 34 % from psychology, 13 % from teachers in training, seven percent from business, and three percent from economics.

**Table 3.1 (a)** Details of undergraduates who completed the questionnaire booklet at its first administration (measure point one)

<table>
<thead>
<tr>
<th>Institution</th>
<th>Undergraduate programme</th>
<th>Number of Respondents (Percentage of sample)</th>
</tr>
</thead>
<tbody>
<tr>
<td>University 1</td>
<td>Education</td>
<td>108 (28%)</td>
</tr>
<tr>
<td></td>
<td>Teacher Training (Primary)</td>
<td>22 (6%)</td>
</tr>
<tr>
<td></td>
<td>Teacher Training (Secondary)</td>
<td>28 (7%)</td>
</tr>
<tr>
<td></td>
<td>Psychology</td>
<td>40 (10%)</td>
</tr>
<tr>
<td>University 2</td>
<td>Psychology</td>
<td>97 (24%)</td>
</tr>
<tr>
<td></td>
<td>Economics</td>
<td>10 (3%)</td>
</tr>
<tr>
<td></td>
<td>Business</td>
<td>26 (7%)</td>
</tr>
<tr>
<td></td>
<td>Education</td>
<td>58 (15%)</td>
</tr>
</tbody>
</table>

\( N = 389 \) (Total: for University 1: \( N = 198 \), University 2: \( N = 191 \))

In order to determine the number of undergraduates who responded to the questionnaire survey after the first measure point, an analysis of these respondents’ contribution, from their respective institutions and disciplines, are presented in tables 3.1 (b), 3.1 (c), and 3.1 (d).
At measure point two, for the two institutions combined, 48 % of the overall total respondents were from education, 36 % from psychology, 8 % from teachers in training, 6 % from business, and 2 % from Economics. Table 3.1 (b)

Table 3.1 (b) Details of undergraduates who completed the questionnaire booklet at its second administration (measure point two)

<table>
<thead>
<tr>
<th>Institution</th>
<th>Undergraduate programme</th>
<th>Number of Respondents (Percentage of sample)</th>
</tr>
</thead>
<tbody>
<tr>
<td>University 1</td>
<td>Education</td>
<td>83 (32%)</td>
</tr>
<tr>
<td></td>
<td>Teacher Training (Primary)</td>
<td>9 (3%)</td>
</tr>
<tr>
<td></td>
<td>Teacher Training (Secondary)</td>
<td>13 (5%)</td>
</tr>
<tr>
<td></td>
<td>Psychology</td>
<td>26 (10%)</td>
</tr>
<tr>
<td>University 2</td>
<td>Psychology</td>
<td>68 (26%)</td>
</tr>
<tr>
<td></td>
<td>Economics</td>
<td>4 (2%)</td>
</tr>
<tr>
<td></td>
<td>Business</td>
<td>17 (6%)</td>
</tr>
<tr>
<td></td>
<td>Education</td>
<td>43 (16%)</td>
</tr>
</tbody>
</table>

N = 263 (Total: for University 1: N = 131, University 2: N = 132)

At measure point three, 43.5 % of the overall total respondents were from education, 36 % from psychology, 14.5 % from teachers in training, 4 % from business, and 2 % from economics. Table 3.1 (c)

At the last measure point, point four, 37 % of the overall total respondents were from education, 38 % from psychology, 17 % from teachers in training, 6 % from business, and 2 % from economics Table 3, 1 (d).
Table 3.1 (c) Details of undergraduates who completed the questionnaire booklet at its third administration (measure point three)

<table>
<thead>
<tr>
<th>Institution</th>
<th>Undergraduate programme</th>
<th>Number of Respondents (Percentage of sample)</th>
</tr>
</thead>
<tbody>
<tr>
<td>University 1</td>
<td>Education</td>
<td>56 (33%)</td>
</tr>
<tr>
<td></td>
<td>Teacher Training (Primary)</td>
<td>6 (4%)</td>
</tr>
<tr>
<td></td>
<td>Teacher Training (Secondary)</td>
<td>18 (10.5%)</td>
</tr>
<tr>
<td></td>
<td>Psychology</td>
<td>13 (8%)</td>
</tr>
<tr>
<td>University 2</td>
<td>Psychology</td>
<td>48 (28%)</td>
</tr>
<tr>
<td></td>
<td>Economics</td>
<td>3 (2%)</td>
</tr>
<tr>
<td></td>
<td>Business</td>
<td>6 (4%)</td>
</tr>
<tr>
<td></td>
<td>Education</td>
<td>18 (10.5%)</td>
</tr>
</tbody>
</table>

N = 168 (Total: for University 1: N = 93, University 2: N = 75)

Table 3.1 (d) Details of undergraduates who completed the questionnaire booklet at its fourth administration (measure point four)

<table>
<thead>
<tr>
<th>Institution</th>
<th>Undergraduate programme</th>
<th>Number of Respondents (Percentage of sample)</th>
</tr>
</thead>
<tbody>
<tr>
<td>University 1</td>
<td>Education</td>
<td>38 (24%)</td>
</tr>
<tr>
<td></td>
<td>Teacher Training (Primary)</td>
<td>9 (6%)</td>
</tr>
<tr>
<td></td>
<td>Teacher Training (Secondary)</td>
<td>18 (11%)</td>
</tr>
<tr>
<td></td>
<td>Psychology</td>
<td>22 (14%)</td>
</tr>
<tr>
<td>University 2</td>
<td>Psychology</td>
<td>38 (24%)</td>
</tr>
<tr>
<td></td>
<td>Economics</td>
<td>3 (2%)</td>
</tr>
<tr>
<td></td>
<td>Business</td>
<td>9 (6%)</td>
</tr>
<tr>
<td></td>
<td>Education</td>
<td>21 (13%)</td>
</tr>
</tbody>
</table>

N = 158 (Total: for University 1: N = 87, University 2: N = 71)
Of the 31 undergraduates who completed the questionnaire at all measure points, 22 of them (71 %) were from education, six from psychology (19%), two from business (6 %) and the remaining one (4 %) from economics. This proportion of respondents from the various disciplines in the study, was a reflection of the size of the groups as by far the largest groups accessed were from education and psychology, with a much smaller size for the number of teachers in training, and particularly for those who were following the business and economics programmes.

The randomised sampling of interviewees provided seven undergraduates from education (54%), three from psychology (26 %), three from teachers in training (23 %), but none from either business or economics. Again, these samples represented the group sizes.

All students were volunteers in this study and all those who chose to participate did so by returning a completed questionnaire on the day a measure took place. At the first measure point undergraduates were also required to sign a consent form (Appendix D, for University 1 and Appendix E, for University 2). Thirty-four students across all four measure points chose to return the completed questionnaire via their lecturers when they were unable to complete all questions in class. Those few students, who took their questionnaires away for completion, without exception, returned their questionnaire duly completed.

### 3.1.2 Demographics

Of the 389 first-time respondents 279 (72 %) were female, 96 (25 %) were male, the remaining 14 (3 %), did not respond to the question on gender. The mean age of the 375 respondents who answered the question on age was 22.85 years with a standard deviation of 7.68 and a range of 19 – 45 years. 310 (80%) of the respondents were single and 65 (17 %) were either married or living with a partner. Fourteen of the respondents (3 %) did not answer the question on their marital status
For the question on their mode of attendance at university, 338 undergraduates (87%) stated they were full-time students while 36 (9%) said they attended university on a part-time basis. 15 (4%) of the students did not answer this question.

Two hundred and forty seven respondents (247/389; 63%) said it was the first time they had been living away from home; 88 (88/389; 23%) were living at home with their parents and 39 (39/389; 10%) lived with a spouse or partner. The remaining 15 (15/389; 4%) left the question of being away from home for the first time unanswered.

On the question about fee payment, 298 of the 389 undergraduates (76%) stated that they were paying the home university fee, while 76 (20%) of them said they were not liable for fees (a few students mentioned that their employers were funding their studies). 15 respondents (4%) left the question unanswered.

3.1.3 Interview and participants

Toward the end of the data collection period, after the administration of the questionnaire for the fourth and last time, 13 undergraduates were contacted in view of their stress, coping, resilience and psychological well-being profiles. All agreed to be interviewed on a one-to-one basis with the researcher. The interviews were audio-taped. Interviews varied in length from around twenty minutes to one hour. The duration of the interviews was determined by the participants. All data were submitted for analysis.

The sub-sample of undergraduate interviewees was made up essentially of individuals whose profiles in the questionnaire survey at measure point four represented a cross-section of the 158 questionnaire results for the same point. Nine participants had extreme scores on the four scales of the questionnaire and three of those participants had to repeat between one and three courses or modules. The remaining four undergraduates had a mixed profile on the scales. However, all four students had performed well in all their assignments in the first academic year.
3.2 Results: Undergraduates’ stress levels

3.2.1 Introduction

The overall aim of the present study was to investigate a possible association between undergraduates’ coping and their three components of resilience. Before doing so, however, the protocol as well as the adopted theoretical model for such a study required that in order to examine coping, the concept of coping itself had to be considered in its entirety. This, indeed, included stress, the factor with which coping was conceptually associated (Lazarus, 1999; Lazarus & Folkman, 1984). As a preliminary objective in this study it was therefore essential to investigate undergraduates’ stressors.

The literature review has revealed that research to do with undergraduates’ stress was mainly concentrated on the undergraduates’ first arrival at university (Bojuwuye, 2002; Fisher & Hood, 1988; Pancer et al., 2000). Very few studies have looked at undergraduates’ experience of stress for the duration of their whole stay in that environment, and only one or two studies have paid attention to the times perceived as most stressful for undergraduates (for example, assessment and result times, Ko, Kua & Fones, 1999). This was in spite of some evidence that a range of stressors, known as daily hassles, had a tendency to linger (Abouserie, 1994; Stilger, Etzel & Lantz, 2002) and could therefore be related to other factors in the undergraduates’ environment during their whole stay there. The present research uses that information to investigate undergraduates’ stressors with the intention of comparing the elicited results with the undergraduates’ coping strategies over time, in the first instance. This comparison led to the report on the association between coping and the components of resilience.

The first aim of the study, therefore, was to investigate undergraduates’ stress levels across their first fourteen months at university. For that investigation, the Student-Life Stress Inventory (described in detail in section 2.3.2.1.1, page 48 of chapter two), within the questionnaire booklet (Appendix A), was administered to undergraduate volunteers at four different points in that measure period. During the last month of that period, as part of the study’s overall goal to acquire a deeper understanding of their stressors and coping with stressors, a few of these volunteers were individually interviewed. Questions on their stressors and their reactions to these stressors were systematically
included in the interviews. The results which followed statistical analyses of questionnaire data (raw data, Appendix H, page 288) are presented, and vignettes and quotes, from the interview data, are used to exemplify undergraduates’ insight of their stressors and their reactions to them.

The cohort of undergraduates answered 51 questions ordered under nine stress subscales (subscale A to subscale I) within the SLSI section of a questionnaire booklet (section 1, pages 1 to 3, Appendix A). The questions pertained to the undergraduates’ experiences of university-life stressors (subscales A to E, Part I of SLSI) and their reactions to the stressors (subscale F to I, Part II of SLSI). The number of useable answers for each subscale of the SLSI and for each measure point is presented in table 3.2.

An initial analysis of data was carried out to establish whether the passage of time made a difference to the undergraduates’ mean scores on these subscales. A series of one-way repeated measures ANOVA tests was used on the four sets of mean scores (each set relating to a measure point) for each of the nine subscales, using time as the independent variable. Significant results were then followed by Bonferroni adjusted t tests at $p < .008$. The results for the individual subscales are presently reported.
Table 3.2 Number of undergraduates who responded to each of the SLSI subscales at the four measure points

<table>
<thead>
<tr>
<th>Subscale (Category)</th>
<th>Start of 1&lt;sup&gt;st&lt;/sup&gt; Term</th>
<th>Start of 2&lt;sup&gt;nd&lt;/sup&gt; Term</th>
<th>End of First Year</th>
<th>Start of 2&lt;sup&gt;nd&lt;/sup&gt; Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Stressors)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. <em>Frustrations</em></td>
<td>389</td>
<td>262</td>
<td>167</td>
<td>157</td>
</tr>
<tr>
<td>2. <em>Conflicts</em></td>
<td>389</td>
<td>262</td>
<td>167</td>
<td>157</td>
</tr>
<tr>
<td>3. <em>Pressures</em></td>
<td>389</td>
<td>262</td>
<td>167</td>
<td>157</td>
</tr>
<tr>
<td>4. <em>Changes</em></td>
<td>389</td>
<td>262</td>
<td>167</td>
<td>157</td>
</tr>
<tr>
<td>5. <em>Self-imposed</em></td>
<td>389</td>
<td>262</td>
<td>167</td>
<td>157</td>
</tr>
<tr>
<td>(Reactions to stressors)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. <em>Physiological</em></td>
<td>389</td>
<td>260</td>
<td>164</td>
<td>154</td>
</tr>
<tr>
<td>7. <em>Emotional</em></td>
<td>389</td>
<td>260</td>
<td>165</td>
<td>154</td>
</tr>
<tr>
<td>8. <em>Behavioural</em></td>
<td>389</td>
<td>262</td>
<td>167</td>
<td>157</td>
</tr>
<tr>
<td>9. <em>Cognitive</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Appraisal</em></td>
<td>389</td>
<td>263</td>
<td>168</td>
<td>158</td>
</tr>
</tbody>
</table>
3.2.2 **Category of stressors: Frustrations**

The first subscale of the SLSI enquired after undergraduates’ stressors that were due to frustrations, the annoyances which disturbed undergraduates’ desire to get on with study-related tasks and other activities in the university environment (subscale A). The participants’ mean scores on the questions, presented with their standard deviations (SD) for each measure point in table 3.3, were compared using an ANOVA for repeated measures. The effect of time on these scores was significant, $F(3, 468) = 3.112, p < 0.05, r = 0.14$.

**Table 3.3** Undergraduates’ mean scores, with standard deviations, on the Frustrations subscale of SLSI across the four different measure points of the fourteen-month long study period

<table>
<thead>
<tr>
<th></th>
<th>Start of 1st. Term</th>
<th>Start of 2nd. Term</th>
<th>End of 1st. Year</th>
<th>Start of 2nd. Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mean</strong></td>
<td>15.82</td>
<td>16.90</td>
<td>17.41</td>
<td>17.90</td>
</tr>
<tr>
<td><strong>Standard deviation</strong></td>
<td>4.58</td>
<td>4.02</td>
<td>4.49</td>
<td>5.33</td>
</tr>
</tbody>
</table>

Scores: Low = 7-11; Moderate = 12-23; High = 24-35

Paired-samples $t$ tests revealed significant differences in undergraduates’ mean scores between the start of the first and second terms, and between the start of the first term and second year at university. Table 3.4 presents the full results for all tests of difference on the Frustrations variable. These results suggested that at the start of the second term and the start of the second year, annoyances in the university surrounding proved to be a significant contributor to the stress experience of the undergraduates, more than they did at the beginning of the first term.
Table 3.4 Comparison of undergraduates’ mean scores on the *Frustrations* subscale of SLSI across the first fourteen months at university

<table>
<thead>
<tr>
<th>Subscale</th>
<th>(Category)</th>
<th>t</th>
<th>df</th>
<th>Sig.</th>
<th>r+</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Stressors)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Frustrations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pair 1</td>
<td>Scores at</td>
<td>-2.75</td>
<td>261</td>
<td><em>p &lt; .01</em></td>
<td>.17</td>
</tr>
<tr>
<td>Start of 1st.Term</td>
<td>Start of 2nd. Term &amp; Start of 2nd. Term</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pair 2</td>
<td>Scores at</td>
<td>-2.06</td>
<td>166</td>
<td><em>p &lt; .05</em></td>
<td>.16</td>
</tr>
<tr>
<td>Start of 1st.Term</td>
<td>End of 1st.Year &amp; End of 1st.Year</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pair 3</td>
<td>Scores at</td>
<td>-2.80</td>
<td>156</td>
<td><em>p &lt; .01</em></td>
<td>.22</td>
</tr>
<tr>
<td>Start of 1st.Term</td>
<td>Start of 2nd. Year &amp; Start of 2nd. Year</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pair 4</td>
<td>Scores at</td>
<td>-1.15</td>
<td>167</td>
<td>NS</td>
<td>.08</td>
</tr>
<tr>
<td>Start of 2nd. Term</td>
<td>End of 1st.Year &amp; End of 1st.Year</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pair 5</td>
<td>Scores at</td>
<td>-1.96</td>
<td>157</td>
<td>NS</td>
<td>.15</td>
</tr>
<tr>
<td>Start of 2nd. Term</td>
<td>Start of 2nd. Year &amp; Start of 2nd. Year</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pair 6</td>
<td>Scores at</td>
<td>- .95</td>
<td>157</td>
<td>NS</td>
<td>.08</td>
</tr>
<tr>
<td>End of 1st.Year</td>
<td>Start of 2nd. Year &amp; Start of 2nd. Year</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

+= Effect size; *. p < .008 (Bonferroni adjusted, two-tailed); NS = Not significant
3.2.3 Category of stressors: Conflicts

The second subscale of the SLSI, Conflicts, asked participants about their experience due to conflicts, situations where decisions had to be made in the presence of many choices (subscale B). The participants' mean scores on the questions, presented with their standard deviations (SD) for each measure point in table 3.5, were compared using an ANOVA for repeated measures. The effect of time on these scores was highly significant, $F(3, 468) = 6.249, p < 0.001, r = .20$.

Table 3.5 Undergraduates’ mean scores, with standard deviations, on the Conflicts subscale of SLSI across the four different measure points of the fourteen-month long study period

<table>
<thead>
<tr>
<th></th>
<th>Start of 1st. Term</th>
<th>Start of 2nd. Term</th>
<th>End of 1st. Year</th>
<th>Start of 2nd. Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>6.50</td>
<td>7.05</td>
<td>7.47</td>
<td>7.64</td>
</tr>
<tr>
<td>Standard deviation</td>
<td>2.63</td>
<td>2.44</td>
<td>2.59</td>
<td>2.47</td>
</tr>
</tbody>
</table>

Scores: Low = 3-5; Moderate = 6-10; High = 11-15

The subsequent paired-samples t tests on the undergraduates’ mean scores on the Conflicts subscale revealed a highly significant difference for these scores between the start of the first term and the end of the first year and between the starts of the first term and second year at university. Higher significant scores were therefore found for the last two of the four measure points. These results, presented in table 3.6, showed that stress due to conflicts was prominent in the undergraduates’ overall experience of stress at these particular times. However, the near-significant results for the other measure periods on that subscale also suggested a trend, and one that issues due to conflicts were perhaps an on-going source of stress for the undergraduates.
Table 3.6 Comparison of undergraduates’ mean scores on the *Conflicts* subscale of SLSI across the first fourteen months at university

<table>
<thead>
<tr>
<th>Subscale (Category)</th>
<th>$t$</th>
<th>$df$</th>
<th>Sig.</th>
<th>$r$ +</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Conflicts</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pair 1</td>
<td>-2.50</td>
<td>261</td>
<td>$p &lt; .05$</td>
<td>.15</td>
</tr>
<tr>
<td>Pair 2</td>
<td>-3.35</td>
<td>166</td>
<td>$p &lt; .01^*$</td>
<td>.25</td>
</tr>
<tr>
<td>Pair 3</td>
<td>-4.05</td>
<td>156</td>
<td>$p &lt; .01^*$</td>
<td>.31</td>
</tr>
<tr>
<td>Pair 4</td>
<td>-1.42</td>
<td>167</td>
<td>NS</td>
<td>.11</td>
</tr>
<tr>
<td>Pair 5</td>
<td>-2.03</td>
<td>157</td>
<td>NS</td>
<td>.16</td>
</tr>
<tr>
<td>Pair 6</td>
<td>-0.45</td>
<td>157</td>
<td>NS</td>
<td>.04</td>
</tr>
</tbody>
</table>

$+$ = Effect size. $^*$, $p < .008$ (Bonferroni adjusted, two-tailed); NS = Not significant
3.2.4 Category of stressors: Pressures

The subscale Pressures dealt with participants’ stressors due to pressures, their personal demands both at home and at university (subscale C). The participants’ mean scores on the questions, presented with their standard deviations (SD) for each measure point in table 3.7, were compared using an ANOVA for repeated measures. The effect of time on these scores was not significant, $F (3, 468) = .549$, $NS$, $r = .06$, suggesting that issues highlighted under the Pressures variable did not particularly change for the undergraduates during the whole measure period of fourteen months.

Table 3.7 Undergraduates’ mean scores, with standard deviations, on the Pressures subscale of SLSI across the four different measure points of the fourteen-month long study period

<table>
<thead>
<tr>
<th></th>
<th>Start of 1st. Term</th>
<th>Start of 2nd. Term</th>
<th>End of 1st. Year</th>
<th>Start of 2nd. Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>12.07</td>
<td>12.24</td>
<td>12.17</td>
<td>12.55</td>
</tr>
<tr>
<td>Standard deviation</td>
<td>3.72</td>
<td>3.26</td>
<td>3.40</td>
<td>3.46</td>
</tr>
</tbody>
</table>

Scores: Low = 4-7; Moderate = 8-14; High = 15 -20

3.2.5 Category of stressors: Changes

The subscale Changes of the SLSI (subscale D) asked participants about their stressors due to changes, which were seen as the movements in the course of events. The participants’ mean scores on the questions, presented with their standard deviations (SD) for each measure point in table 3.8, were compared using an ANOVA for repeated measures. The effect of time on these scores was not significant, $F (3, 468) = 2.377$, $NS$, $Eta Squared = 0.015$, $r = .12$. As for the case of the Pressures variable, the items that contributed to the Changes subscale did not differ enough across time to contribute to undergraduates’ overall experience of stress in a noticeable way.
Table 3.8 Undergraduates’ mean scores, with standard deviations, on the Changes subscale of SLSI across the four different measure points of the fourteen-month long study period

<table>
<thead>
<tr>
<th></th>
<th>Start of 1st. Term</th>
<th>Start of 2nd. Term</th>
<th>End of 1st. Year</th>
<th>Start of 2nd. Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>7.40</td>
<td>6.97</td>
<td>7.04</td>
<td>7.69</td>
</tr>
<tr>
<td>Standard deviation</td>
<td>2.55</td>
<td>2.52</td>
<td>2.74</td>
<td>2.97</td>
</tr>
</tbody>
</table>

Scores: Low = 3-5; Moderate = 6-10; High = 11-15

3.2.6 Category of stressors: Self-imposed

The last six questions of part 1 of the SLSI that surveyed students’ stressors asked the participants about their stressors which were of a self-imposed nature (subscale E). These stressors had to do with the undergraduates’ own expectations and the personal demands that they had placed upon themselves. The participants’ mean scores on the questions, presented with their standard deviations (SD) for each measure point in table 3.9, were compared using an ANOVA for repeated measures. The effect of time on these scores was not significant, $F (3, 468) = .165, NS, r = .03$. The results confirmed that undergraduates’ contribution to their stress experience through their own expectations and demands, did not differ across time.

Table 3.9 Undergraduates’ mean scores, with standard deviations, on the self-imposed subscale of SLSI across the four different measure points of the fourteen-month long study period

<table>
<thead>
<tr>
<th></th>
<th>Start of 1st. Term</th>
<th>Start of 2nd. Term</th>
<th>End of 1st. Year</th>
<th>Start of 2nd. Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>19.89</td>
<td>19.82</td>
<td>19.67</td>
<td>19.97</td>
</tr>
<tr>
<td>Standard deviation</td>
<td>3.64</td>
<td>3.73</td>
<td>4.05</td>
<td>3.97</td>
</tr>
</tbody>
</table>

Scores: Low = 6-10; Moderate = 11-20; High = 21-30
3.2.7 Reactions to stressors: Physiological

In part II of SLSI, the first 14 questions dealt with participants’ physiological reactions to stressors (subscale F). This subscale referred to individuals’ physical reactions, such as physical ailments, to stressors. The participants’ mean scores on the questions, presented with their standard deviations (SD) for each measure point in Table 3.10, were compared using an ANOVA for repeated measures. The effect of time on these scores was significant, $F(3, 462) = 2.989, p < 0.05, r = .14$

Table 3.10 Undergraduates’ mean scores, with standard deviations, on the Physiological subscale of SLSI across the four different measure points of the fourteen-month long study period

<table>
<thead>
<tr>
<th></th>
<th>Start of 1st. Term</th>
<th>Start of 2nd. Term</th>
<th>End of 1st. Year</th>
<th>Start of 2nd. Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>30.25</td>
<td>30.01</td>
<td>28.44</td>
<td>31.81</td>
</tr>
<tr>
<td>Standard deviation</td>
<td>8.95</td>
<td>9.52</td>
<td>9.57</td>
<td>10.96</td>
</tr>
</tbody>
</table>

Scores: Low = 14-23; moderate = 24-47; high = 48-70

The following paired-samples $t$ tests on the undergraduates’ scores for the variable dealing with their physiological reactions to stressors revealed a significant difference in the undergraduates’ scores on this variable only for measures taken at the undergraduates’ end of the first year and the beginning of their second year at university. The results are presented in Table 3.11. The physiological reactions, therefore, seemed to be of a concern, though only just, between the times the undergraduates finished the first year and restarted the succeeding year at university.
Table 3.11 Comparison of undergraduates' mean scores on the physiological reactions subscale of SLSI across the first fourteen months at university

<table>
<thead>
<tr>
<th>Subscale (Category)</th>
<th>t</th>
<th>df</th>
<th>Sig.</th>
<th>r+</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Reactions to Stressors)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physiological</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pair 1</td>
<td>-.14</td>
<td>261</td>
<td>NS</td>
<td>.01</td>
</tr>
<tr>
<td>Start of 1st. Term &amp; Start of 2nd. Term</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pair 2</td>
<td>1.65</td>
<td>166</td>
<td>NS</td>
<td>.02</td>
</tr>
<tr>
<td>Scores at Start of 1st. Term &amp; End of 1st. Year</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pair 3</td>
<td>-1.41</td>
<td>154</td>
<td>NS</td>
<td>.11</td>
</tr>
<tr>
<td>Scores at Start of 1st. Term &amp; Start of 2nd. Year</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pair 4</td>
<td>1.48</td>
<td>167</td>
<td>NS</td>
<td>.11</td>
</tr>
<tr>
<td>Scores at Start of 2nd. Term &amp; End of 1st. Year</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pair 5</td>
<td>-1.40</td>
<td>155</td>
<td>NS</td>
<td>.11</td>
</tr>
<tr>
<td>Scores at Start of 2nd. Term &amp; Start of 2nd. Year</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pair 6</td>
<td>-2.69</td>
<td>155</td>
<td>.008*</td>
<td>.21</td>
</tr>
<tr>
<td>Scores at End of 1st. Year &amp; Start of 2nd. Year</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

+= Effect size; *.p at 008 (Bonferroni adjusted limit, two-tailed); NS = Not significant
3.2.8  **Reactions to stressors: Emotional**

The next four questions in Part II of the SLSI pertained to participants' emotional reactions to stressors, that is, the undergraduates' emotions in the face of adversity (subscale G). The participants' mean scores on the questions, presented with their standard deviations (SD) for each measure point in table 3.12, were compared using an ANOVA for repeated measures. The effect of time on these scores was not significant, $F(3, 462) = 1.675$, *NS*, $r = .10$. Compared to the start of the first term, undergraduates' mean scores on the *Emotional* reactions to stressors subscale were just slightly lower at the three subsequent measure points. Undergraduates were not significantly using or expressing their feelings when they encountered stressful situations.

**Table 3.12**  Undergraduates' mean scores and standard deviations on the *Emotional* subscale of SLSI across the four different measure points of the fourteen-month long study period

<table>
<thead>
<tr>
<th></th>
<th>Start of 1st. Term</th>
<th>Start of 2nd. Term</th>
<th>End of 1st. Year</th>
<th>Start of 2nd. Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>11.30</td>
<td>10.50</td>
<td>10.53</td>
<td>10.91</td>
</tr>
<tr>
<td>Standard deviation</td>
<td>3.69</td>
<td>3.60</td>
<td>3.52</td>
<td>3.59</td>
</tr>
</tbody>
</table>

Scores: Low = 4-7; Moderate = 8-14; High = 15-20

3.2.9  **Reactions to stressors: Behavioural**

The following nine questions of Part II of SLSI enquired after participants' *Behavioural* reactions to stressors (subscale H). These reactions were to do with undergraduates' actions or behaviours when faced with stressors. The participants' mean scores on the questions, presented with their standard deviations (SD) for each measure point in table 3.13, were compared using an ANOVA for repeated measures. The effect of time on these scores was not significant, $F(3, 468) = 2.304$, *NS*, $r = .12$. These results confirmed that those undergraduates' behaviours as a response to their stressors in the university environment did not differ to such a level across the study time that a significant change could be noticed.
Table 3.13 Undergraduates’ mean scores and standard deviations on the *Behavioural* subscale of SLSI across the four different measure points of the fourteen-month long study period

<table>
<thead>
<tr>
<th></th>
<th>Start of 1st. Term</th>
<th>Start of 2nd. Term</th>
<th>End of 1st. Year</th>
<th>Start of 2nd. Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>16.27</td>
<td>16.14</td>
<td>16.63</td>
<td>17.65</td>
</tr>
<tr>
<td>Standard deviation</td>
<td>5.34</td>
<td>5.23</td>
<td>5.69</td>
<td>6.13</td>
</tr>
</tbody>
</table>

Scores: Low = 8-12; moderate = 13-26; high = 27-40

3.2.10 **Reactions to stressors: Cognitive Appraisal**

The remaining two questions of Part II of SLSI (subscale I) asked the participants about their cognitive appraisal reactions to stressors. For this subscale the undergraduates were required to state whether they thought through the personal stressful situations they experienced in the university environment. The participants’ mean scores on the questions, presented with their standard deviations (SD) for each measure point in table 3.14, were compared using an ANOVA for repeated measures. The effect of time on these scores was highly significant, $F(3, 471) = 16.054, p < 0.001, r = .30$.

Table 3.14 Undergraduates’ mean scores and standard deviations on the *Cognitive Appraisal* subscale of SLSI across the four different measure points of the fourteen-month long study period

<table>
<thead>
<tr>
<th></th>
<th>Start of 1st. Term</th>
<th>Start of 2nd. Term</th>
<th>End of 1st. Year</th>
<th>Start of 2nd. Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>6.72</td>
<td>5.53</td>
<td>6.80</td>
<td>6.53</td>
</tr>
<tr>
<td>Standard deviation</td>
<td>2.03</td>
<td>1.70</td>
<td>1.93</td>
<td>2.05</td>
</tr>
</tbody>
</table>

Scores: Low = 2-4; Moderate = 5-7; High = 8-10

The last Bonferroni adjusted and paired-samples $t$ tests were carried out on the undergraduates’ mean scores for their cognitive appraisal reactions to stressors. The tests revealed that there was a highly significant difference between the following measure periods: The start of the first term (measure point 1) and the start of the second term at university (measure point 2); the start of the second term and the end of the first
year (measure point 3); and between the start of the second term and the start at the second year (measure point 4). The results, presented in table 3.15, showed that although the undergraduates' mean scores were lower at the start of the second term, cognitive appraisal activities as a result of the experience of stressors in the university returned to its original levels at the end of the first year and the beginning of the second year. This showed that the undergraduates appraised their stressors more at measure points 1, 3 and 4 than they did at the start of the second term (measure point 2).

Table 3.15  Comparison of undergraduates' mean scores on the Cognitive Appraisal reactions subscale of SLSI across the first fourteen months at university

<table>
<thead>
<tr>
<th>Subscale</th>
<th>(Category)</th>
<th>t</th>
<th>df</th>
<th>Sig.</th>
<th>r+</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Reactions to Stressors)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cognitive Appraisal</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pair 1</td>
<td>Scores at</td>
<td>6.21</td>
<td>262</td>
<td>.001*</td>
<td>.36</td>
</tr>
<tr>
<td></td>
<td>Start of 1st.Term &amp;</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Start of 2nd. Term</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pair 2</td>
<td>Scores at</td>
<td>3.34</td>
<td>167</td>
<td>NS</td>
<td>.02</td>
</tr>
<tr>
<td></td>
<td>Start of 1st.Term &amp;</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>End of 1st.Year</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pair 3</td>
<td>Scores at</td>
<td>0.84</td>
<td>157</td>
<td>NS</td>
<td>.07</td>
</tr>
<tr>
<td></td>
<td>Start of 1st.Term &amp;</td>
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<td>Start of 2nd. Year</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pair 4</td>
<td>Scores at</td>
<td>6.58</td>
<td>167</td>
<td>.001*</td>
<td>.45</td>
</tr>
<tr>
<td></td>
<td>Start of 2nd. Term &amp;</td>
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<td></td>
<td>End of 1st. Year</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pair 5</td>
<td>Scores at</td>
<td>-4.75</td>
<td>157</td>
<td>.001*</td>
<td>.35</td>
</tr>
<tr>
<td></td>
<td>Start of 2nd. Term &amp;</td>
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<td></td>
<td>Start of 2nd. Year</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pair 6</td>
<td>Scores at</td>
<td>1.38</td>
<td>157</td>
<td>NS</td>
<td>.11</td>
</tr>
<tr>
<td></td>
<td>End of 1st. Year &amp;</td>
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<td></td>
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</tr>
<tr>
<td></td>
<td>Start of 2nd. Year</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* = Effect size; **p < .008 (Bonferroni adjusted, two-tailed); NS = Not significant
3.2.11 Graphic representation of significant results

The following graph, figure 3.3, summarises the significant values found for the undergraduates' two sources of stress and their two sets of reactions to stressors.

![Graph showing significant changes in stress subscales](image)

**Figure 3.3** Undergraduates' significant changes in the Frustrations, Conflicts, Physiological and Cognitive appraisal subscales of COPE
3.3 Undergraduates’ comments on their stressors and their reactions to the stressors: Interview data

The 13 undergraduates, who attended an interview, were asked questions about their experience of university life stressors and their reactions to these stressors. Each one of them spoke of at least one personal stressor that had arisen as a result of them attending university for the first time, but very few discussed how they reacted to the stressors (full transcripts, Appendix N, page 281). Furthermore, although most of these interviewees had completed section one of the questionnaire booklet (SLSI, Appendix A) more than once and would have been familiar with the themes on stress referred to in that section, the answers on stressors and reactions to stressors were not often directly stated with reference to the nine subscales of the SLSI. On closer inspection of data, however, these undergraduates’ stressors could somewhat be classified under a few of these subscales.

Three important sources of stress came to the fore. However, due to the nature of stressors and their tendency to overlap (Gadzella, 1994b; Lazarus, 1999), they were not always simple and easy to distinguish one from another. Academic work, with its ramifications, was the most common stressor mentioned by the undergraduates. It was followed by undergraduates’ preoccupation with financial issues, and then, to a lesser extent, by relationship issues in the university environment.

3.3.1 The demands of studying at university

Nine of the 13 undergraduates made a direct reference to academic demands. In the main, the amount of work they had to do was first and mostly mentioned when they stated these demands. The undergraduates were, first of all, concerned with having a lot of assignments. For many, this was far too big a load to carry and they were simply overwhelmed by the sheer number of assignments they were expected to submit either in a term or in the year. This concern was often linked with the limited time they felt they had at their disposal and, most importantly, with how they would manage their time in the university environment. The worry about time was also based upon the work submission deadlines that had been set by the institution.
“Work! The amount of (academic) work! (First female interviewee, Int.F1)

“...I was overwhelmed ...with academic work.” (Int. F 2)

“My main problem was the management of time and the ways to do things at university. ... I had a lot of coursework, particularly lab work to deal with.” (Int.F3)

“However, deadlines did bother me a little more. It did affect my sleep initially. I lost sleep when I was worried about handing in dates.” (Int. F1)

“At the start of the year your enthusiasm level is quite high. Concentrate, get everything done on time. But as the year goes on, you start pushing things, doing your work a little later each time. You are rushing, doing all night sessions, typing out your assignments.” (Tenth Male interviewee, Int.M10)

However, this concern about academic work was not a straightforward one; it was influenced and made complex by other issues. Within the concern about assignments undergraduates spoke of the level of difficulty attached to the assignments, the type of assignments that had to be carried out and some of them just disliked academic work. One or two undergraduates preferred exams to assignments, whilst others disliked both exams and assignments (coursework).

“... I do not have enough time to study and I have to cope with exams and assignments, which can be quite a lot for me.” (Int. F 6)

“... I thought we had quite a long time, with lectures and what have you. I don’t really like the idea of exams, to be honest. (Int. M12)

3.3.2 Preoccupation with financial issues

Finance and financial worries were the next most important source of stress. One in two undergraduates referred to financial responsibilities which worried them to various degrees. The first relevant issue was to do with debts. Undergraduates were concerned that they were incurring debts through loans whilst studying and felt that in the future debt would be a burden for them. Some felt they had to work to reduce or avoid the debt. This work was carried out on a part-time basis whilst they were in full time
education. They also had to budget in order to stay free from or reduce their debts and this action was somewhat difficult for them as well.

"Eh! Financially. Actually was the biggest problem I had (to cope) with...
"In the summer holidays I was paying off my debt that I had incurred in the first year. ... Money is a big problem. It will always be." (Int. M13)

"...I am also quite worried about my financial situation. I have taken a loan to pay for my fees. I am thinking about my debt. I will have to pay back even if I do not have any money.
"I do not completely put aside the thought that I will have a debt when I leave university. I am on a strict budget in order to cope". (Int. F5)

"The first pressure I have had is finance. I am on a strict budget in order to cope. I have a loan to be here and my debt is increasing." (Int. F6)

"I work part-time and study full-time. This is my first pressure. This organisation is also complicated and not very professional. This is added pressure. I have a family to look after; I have childcare to provide for and this means money. My financial situation is difficult at times..." (Int. F8).

3.3.3 Issues with interpersonal relationships

The third important stressor was related to relationship issues. All students spoke about their relationship with others, either inside or outside the university environment. Whilst the majority of them did not see their relationships with others as problematic or stressful, a significant minority did. The five who did, three women and two men, however, spoke of the effects that worries about relationships could have upon them. One of the women, for instance, had an ambivalent approach to a break-up in a recent relationship. After more than a year, she was unable to state how she really felt about the broken relationship, and whether this had some influence on how she generally felt. It seemed that at times she would be fine, but at other times, things would not be as pleasant as she would have liked them to be. This undergraduate also carried a high score for stress and general health and generally low scores for coping.
"...Boyfriend trouble. I have had a boyfriend for four years. We are now apart. I tried everything to fix our relationship, but it did not work. He lives in (a different country in Europe is mentioned) and now I live here." (Int. F4)

Another female undergraduate spoke about her stressors according to a degree of severity and classified her relationship with others as the third preoccupation in her mind. She had mixed feelings about relationships in the university environment:

"...My last pressure must be to do with my relationships with my colleagues and friends here. I do not have enough time to study and I see myself unable to mix properly with others. At times I think others are getting on well with each other and they are 'clicky', and I am left out. I do what I can about my relationships..." (Int. F6)

The male students who mentioned worries with relationships did so in reference to broken relationships with girlfriends. They spoke of having to give up their girlfriends through disagreement with them over coming to university. Both broke up with their friends a few months before starting university and, to some extent, they regretted the event.

"... Decision making is very important. I regretted my decision (to break up) a little. It was a five-year-long relationship. We are still talking. It works out. (Int. M10)

3.3.4 Stressors related to SLSI subscales

Further examination of interview data also revealed stressors which could be categorised under some of the subscales used in the SLSI. Many undergraduates made references to frustrating situations (SLSI Frustrations subscale), for instance. Some frustrations were mentioned, although they did not seem to be of a long-lasting nature. By far, travelling to and from campus was the greatest of them.
“My stress is more to do with travelling....” (Int. M9)
“Travelling is the next problem. It takes me two hours to get here.” (Int. F5)
“My initial worries were with deadlines and travelling across the campuses. But with time I was okay.” (Int. F2)

Some statements on stressors referred to Conflicts in the environment. The person with high stress scores described the nature of conflicts in the following term:

“I have no idea how I am doing with my problems. I just get on with things and hope. I have no solution. I cannot put my head down and say I am going to study. It does not work!” (Int. F4)

Clearly, this interviewee was having a difficult time deciding among alternatives in the university environment.

Other mentions could be referred to the SLSI subscale of Pressures. A respondent who had to repeat two courses at the end of the first academic year, for instance, had this to say:

“I lost my mum; money; studies. I had a part-time job; it is possible that this took a toll on my performance. It is my first time away at university. I have been away before. It was not my scene.” (Int.F7)

Self-imposed issues also added to some undergraduates’ stress. This type of stressor was related in the main to the undergraduates’ desire to succeed in their studies and even to compete with others.

“...It is my studies. I want to do well at all time. My expectations were different in school. Now I really want to do well...
“I am very competitive. All my friends had moderate marks, including myself... and I wanted to do better.” (Int. F3)

“I think you try so hard. ...From your assignments, your exams, trying to a get a good mark. I want to give a good impression! But at the same time, there are the students that you want to impress.” (Int. M11)
Finally, two undergraduates referred to how they reacted to some specific stressors. Their health was part of their conversation, with a mention of Physiological reactions to stressors, such as the presence of a physical ailment:

“My health was not affected; not more than usual.” (Int. F1)

“...However, for the last three weeks I have been ill. I generally tend to come down with a virus when I am feeling low, that sort of stuff.” (Int. F8)

3.4 Discussion

The undergraduates noticeably experienced more stress from the two specific sources, Frustrations and Conflicts, as they spent more time in the university environment, although they were less frustrated but more stressed through conflicts at the end of the first year. When they returned to university, in the second year, their levels of frustrations and conflicts were significantly increased, compared to when they first started university in the first term of the first year. This increase in frustrations, or daily annoyances, as well as the increase in the undergraduates having to choose among multiple and equally important alternatives, conflicts, concurred a little with what Dill and Henley (1998), Ko, Kua and Fones (1999), and Ross, Niebling and Heckert (1999), found: that there would be an increase in daily hassles due to a preoccupation with assessments, for example, toward the end of the first year. The present findings, however, confirmed that these types of stressors would have a tendency to linger, perhaps even through the undergraduates’ full programme of studies, although the present study did not cover the whole three years of the undergraduate programme. The simultaneous occurrence of these stressors also supported what Gadzella (1991) demonstrated. There was a positive relation between Frustrations and Conflicts and these two stressors overlapped.
The undergraduates’ higher physiological responses to stressors in the second year, compared to a decrease in this reaction’s level at the end of the first year, with a trend that such responses were decreasing from the time they entered university in the first term of the first year, suggested that when they returned to university, in the second year, undergraduates showed lower resistance to physiological ailments. This supported Misra et al.’s (2000) findings for that time in university students’ experience. Further, undergraduates’ decreased use of cognitive appraisal when faced with stressors at the start of the second term, kept an upward trend for the end of the first year and the beginning of the second year at university.

The start of the second year, in particular, seemed to be a crucial time for the undergraduates. Their stressors due to frustrations and conflicts were more pronounced at this time than at any other time in the study. Since their levels of cognitive reaction to stressors were also up at this time, it could be concluded that they were thinking more about their stressors then. This explanation is plausible as it concurred with what Lazarus and Folkman (1984) posited: people tend to use more cognition when they experience more stressors and knowing what the stressors are. Consequently, at that time, due to increased particular stressors and their particular effort to manage and make sense of them, it was not surprising to notice the undergraduates’ increased physical ailments.

3.5 Summary: Overview of results

The four-point measure of undergraduates’ stressors and their reactions to stressors showed significant results for four of the nine subscales of the SLSI. Two of the four subscales with significant values were related to stressors due to frustrations and conflicts, whilst the other two subscales were to do with undergraduates’ physiological and cognitive appraisal reactions to stressors.

- Compared to their initial levels of frustrations at the start of the first term, the undergraduates significantly experienced an increase in this type of stressor at the beginning of each term or year but not when the first year ended. The start of
a study term seemed to increase the issues that were related to frustrations in the undergraduate’s environment.

- Undergraduates’ stressors due to conflicts increased substantially at the end of the first year and the beginning of the second year, although there was an indication from the levels of these stressors that they were also going up at the start of the second term. Conflicts were a source of stress for undergraduates and one that was consistently present

- Their physical ailments were significantly at their highest when the undergraduates returned to university in the second year and they were at their lowest when they ended the previous year.

- Compared to the scores obtained at measure point one, the start of the first term, undergraduates’ thinking about what to do about their stressors significantly decreased at the start of the second term, but increased to significant levels at the end of the first year and start of the second year. The results showed that undergraduates were generally appraising their stressors although this appraisal would be less intense at the start of the second term at university.

- The non-significant fluctuations in the scores for the remaining five SLSI subscales suggested that the issues related to them did not change and did not contribute to the undergraduates’ overall change in their experience of stress in the university environment.

- Undergraduates spoke of issues that involved the changing pattern of events in the university environment, especially those due to an increase in academic load and financial demands. A few undergraduates had concern with their relationships, either with members of the opposite sex or with parents. Some spoke of their frustrations in the university environment and travelling was the number one frustration for a considerable few. One or two undergraduates made some remarks regarding stressors due to conflicts in their new environment, while others reflected on their own contribution to their stressors and suggested
that some of these stressors were self-imposed, mainly to do with their own expectations, the decisions they had made about studying, and the high targets they had set themselves
Chapter 4
Part 2 of the Study

"There are very few certainties that touch us all in this moral experience, but one of the absolute is that we will experience hardship and stress at some point."
James C. Dobson (c.1980)

Undergraduates’ Coping with Stress across Time: Results

The current chapter presents the results of the analysis of data obtained by asking undergraduates questions on how they coped with the daily hassles of student-life.

4.1 Introduction

The focus of the study was to determine how the undergraduates coped with the identified daily hassles of university life and then establish whether this coping was primarily related to their resilience, a relationship which could further extend to their psychological well-being and their academic achievement. Coping was considered as the main variable to which the other variables, including the previously examined stressors, in the study were connected. The strategies used by the undergraduates to cope as well as the trend in those coping levels were consequently investigated.

The second aim of the study was, therefore, to examine how the undergraduate volunteers, referred to in the previous chapter (section 3.1.1, page 80), coped with the stressors of university life during their first fourteen months at university. As in the case for their stressors and reactions to stressors, this sample of undergraduates were surveyed for their levels of coping with stressors at the four distinct occasions during the study time, and at the end of the measure period the sub-sample of 13 undergraduates were asked questions on their coping strategies with stressors. The COPE questionnaire was used to measure the coping levels. The questionnaire was the second section of the questionnaire booklet given to undergraduates (pages 4 to 6, Appendix A) at the four measure points. The questions on coping were part of the overall individual audio-taped interviews which took place at the close of the study.
4.2 Results:

4.2.1 Undergraduates’ coping levels: Questionnaire data

At each of the four measure points the undergraduates were asked the 60 questions of the COPE questionnaire (described in detail in section 2.3.2.1.2, page 52 of chapter two) in the same order. The number of responses (raw data, Appendix I, page 289) corresponded with the number of respondents for each subscale at each measure point (Table 4.1)

Table 4.1 Number of undergraduates who responded to each of the COPE subscales at the four measure points

<table>
<thead>
<tr>
<th>Subscale</th>
<th>Start of 1st Term</th>
<th>Start of 2nd. Term</th>
<th>End of First Year</th>
<th>Start of 2nd. Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Positive reinterpretation and growth *</td>
<td>389</td>
<td>262</td>
<td>167</td>
<td>157</td>
</tr>
<tr>
<td>2 Mental Disengagement**</td>
<td>389</td>
<td>262</td>
<td>167</td>
<td>157</td>
</tr>
<tr>
<td>3 Focus on and Venting emotions*</td>
<td>389</td>
<td>262</td>
<td>167</td>
<td>157</td>
</tr>
<tr>
<td>4 Seeking social support for Instrumental Reasons***</td>
<td>389</td>
<td>262</td>
<td>167</td>
<td>157</td>
</tr>
<tr>
<td>5 Active coping***</td>
<td>389</td>
<td>262</td>
<td>167</td>
<td>157</td>
</tr>
<tr>
<td>6 Denial **</td>
<td>382</td>
<td>262</td>
<td>167</td>
<td>157</td>
</tr>
<tr>
<td>7 Turning to Religion*</td>
<td>389</td>
<td>262</td>
<td>167</td>
<td>157</td>
</tr>
<tr>
<td>8 Humour**</td>
<td>389</td>
<td>262</td>
<td>167</td>
<td>157</td>
</tr>
<tr>
<td>9 Behavioural disengagement**</td>
<td>389</td>
<td>262</td>
<td>167</td>
<td>157</td>
</tr>
<tr>
<td>10 Restraint coping***</td>
<td>389</td>
<td>262</td>
<td>167</td>
<td>157</td>
</tr>
<tr>
<td>11 Seeking social support for emotional reasons*</td>
<td>389</td>
<td>262</td>
<td>167</td>
<td>157</td>
</tr>
<tr>
<td>12 Substance use **</td>
<td>389</td>
<td>262</td>
<td>167</td>
<td>157</td>
</tr>
<tr>
<td>13 Acceptance*</td>
<td>389</td>
<td>262</td>
<td>167</td>
<td>157</td>
</tr>
<tr>
<td>14 Suppression of Competing activities***</td>
<td>389</td>
<td>262</td>
<td>167</td>
<td>157</td>
</tr>
<tr>
<td>15 Planning***</td>
<td>389</td>
<td>262</td>
<td>167</td>
<td>157</td>
</tr>
</tbody>
</table>

* Emotion-focused coping (EFC). ** Self-regulated coping behaviour (S-RCB). *** Problem-focused coping (PFC)
4.2.1.1 Coping strategy: Positive reinterpretation and growth

The first subscale of COPE enquired after undergraduates’ coping with stress using the Positive reinterpretation and growth approach, which referred to whether these undergraduates interpreted stressful situations in positive terms.

The participants’ mean scores on the questions, presented with their standard deviations for each measure point in table 4.2, were compared using an ANOVA test for repeated measures. The effect of time on these scores was significant, $F(3, 453) = 3.18, p < .05$, $r = .14$.

**Table 4.2** Undergraduates' mean scores and standard deviations on the Positive reinterpretation and growth* subscale of COPE across the four different measure points of the fourteen-month long study period

<table>
<thead>
<tr>
<th></th>
<th>Start of 1st. Term</th>
<th>Start of 2nd. Term</th>
<th>End of 1st. Year</th>
<th>Start of 2nd. Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>10.90</td>
<td>11.38</td>
<td>10.43</td>
<td>11.07</td>
</tr>
<tr>
<td>Standard deviation</td>
<td>2.75</td>
<td>2.59</td>
<td>2.71</td>
<td>2.77</td>
</tr>
</tbody>
</table>

*: Low score: 4 – 6; Moderate score: 7 – 11; High score: 12-16

Ensuing paired-samples $t$ tests revealed a significant difference between undergraduates’ mean scores only for their coping using positive reinterpretation and growth at the start of the second term and the end of the first year at university. Table 4.3 presents the comparisons made for all measure points. These results suggested that undergraduates were interpreting their stressors in less positive terms at the end of their first year.
Table 4.3  Comparison of undergraduates' mean scores on the Positive reinterpretation and growth subscale of COPE across the first fourteen months at university

<table>
<thead>
<tr>
<th>Subscale</th>
<th>t</th>
<th>df</th>
<th>Sig.</th>
<th>r +</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pair 1  Scores at Start of 1st.Term &amp; Start of 2nd. Term</td>
<td>-1.67</td>
<td>257</td>
<td>NS</td>
<td>.10</td>
</tr>
<tr>
<td>Pair 2  Scores at Start of 1st.Term &amp; End of 1st.Year</td>
<td>1.70</td>
<td>162</td>
<td>NS</td>
<td>.13</td>
</tr>
<tr>
<td>Pair 3  Scores at Start of 1st.Term &amp; Start of 2nd. Year</td>
<td>-.52</td>
<td>151</td>
<td>NS</td>
<td>.04</td>
</tr>
<tr>
<td>Pair 4  Scores at Start of 2nd. Term &amp; End of 1st.Year</td>
<td>3.20</td>
<td>167</td>
<td>p &lt; .001*</td>
<td>.24</td>
</tr>
<tr>
<td>Pair 5  Scores at Start of 2nd. Term &amp; Start of 2nd. Year</td>
<td>.88</td>
<td>156</td>
<td>NS</td>
<td>.07</td>
</tr>
<tr>
<td>Pair 6  Scores at End of 1st.Year &amp; Start of 2nd. Year</td>
<td>-2.12</td>
<td>156</td>
<td>p &lt; .05</td>
<td>.17</td>
</tr>
</tbody>
</table>

+= Effect size; *. Significant at p < .008 (Bonferroni adjusted, two-tailed); NS = Not significant

4.2.1.2 Coping strategy: Mental disengagement

The second subscale of COPE, Mental disengagement, dealt with undergraduates' use of a wide array of activities in their university surrounding in order to become distracted from the attempts they made to deal with stressors. The subscale questioned the undergraduates on whether they were involved in activities that would stop them think of the goals university stressors were interfering with.
The participants' mean scores on the questions, presented with their standard deviations for each measure point in table 4.4, were compared using an ANOVA test for repeated measures. The effect of time on these scores was not significant, $F(3, 453) = 3.72, NS, r = .04$. There were only very slight variations in undergraduates' mean scores over the study period, which suggested there were no noticeable changes in the amount of distractions undergraduates engaged in in order to manage their stressors.

Table 4.4 Undergraduates' mean scores and standard deviations on the Mental disengagement* subscale of COPE across the four different measure points of the fourteen-month long study period

<table>
<thead>
<tr>
<th></th>
<th>Start of 1st. Term</th>
<th>Start of 2nd. Term</th>
<th>End of 1st. Year</th>
<th>Start of 2nd. Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>9.58</td>
<td>9.72</td>
<td>9.55</td>
<td>9.81</td>
</tr>
<tr>
<td>Standard deviation</td>
<td>2.42</td>
<td>2.38</td>
<td>2.23</td>
<td>2.62</td>
</tr>
</tbody>
</table>

* Low score: 4 – 6; Moderate score: 7 – 11; High score: 12-16

4.2.1.3 Coping strategy: Focus on and venting emotions

The third subscale of COPE, Focus on and venting emotions, dealt with undergraduates’ tendency to become fixed on the distress emanating from stressors and to express their emotions in an outwardly noticeable fashion.

The participants’ mean scores on the questions, presented with their standard deviations for each measure point in table 4.5, were compared using an ANOVA test for repeated measures. The effect of time on these scores was not significant, $F(3, 450) = 2.72, NS, r = .04$. As for the subscale Mental disengagement above, undergraduates' use of the coping variable Focus on and venting emotions did not change in intensity over the study period. There were no changes in the way they perceived their stressors and expressed emotions for the distress arising from these stressors.
Table 4.5  Undergraduates’ mean scores and standard deviations on the *Focus and venting emotions* subscale of COPE across the four different measure points of the fourteen-month long study period

<table>
<thead>
<tr>
<th></th>
<th>Start of 1st. Term</th>
<th>Start of 2nd. Term</th>
<th>End of 1st. Year</th>
<th>Start of 2nd. Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>9.76</td>
<td>9.70</td>
<td>9.54</td>
<td>9.85</td>
</tr>
<tr>
<td>Standard deviation</td>
<td>3.53</td>
<td>3.07</td>
<td>3.00</td>
<td>2.77</td>
</tr>
</tbody>
</table>

*. Low score: 4 – 6; Moderate score: 7 – 11; High score: 12-16

4.2.1.4 Coping strategy: *Seeking social support for instrumental reasons*

The fourth subscale, *Seeking social support for instrumental reasons*, asked undergraduates questions on their actions to do with seeking advice, information and even assistance in order to cope with a stressful situation or situations.

The participants’ mean scores on the questions, presented with their standard deviations for each measure point in table 4.6, were compared using an ANOVA test for repeated measures. The effect of time on these scores was significant, $F(3, 450) = 3.27, p < .05, \eta^2 = .14$

Table 4.6  Undergraduates’ mean scores on the *Seeking social support for instrumental reasons* subscale of COPE across the four different measure points of the fourteen-month long study period

<table>
<thead>
<tr>
<th></th>
<th>Start of 1st. Term</th>
<th>Start of 2nd. Term</th>
<th>End of 1st. Year</th>
<th>Start of 2nd. Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>10.26</td>
<td>10.76</td>
<td>10.14</td>
<td>11.05</td>
</tr>
<tr>
<td>Standard deviation</td>
<td>3.06</td>
<td>2.85</td>
<td>3.10</td>
<td>2.84</td>
</tr>
</tbody>
</table>

*. Low score: 4 – 6; Moderate score: 7 – 11; High score: 12-16
Undergraduates’ mean scores for the subscale *Seeking social support for instrumental reasons* were then compared using paired-samples *t* tests. A significant difference was only found between two measure points (table 4.7); between undergraduates’ mean scores at the end of the first year (measure point three) and those at the beginning of the second year (measure point four). Higher use of this approach was made at the last point compared to the previous one. The results suggested the undergraduates were making more use of advice, information and assistance from others in order to cope as they started a fresh year.

Table 4.7 Comparison of undergraduates’ mean scores on the *Seeking social support for Instrumental reasons* subscale of COPE across the first fourteen months at university

<table>
<thead>
<tr>
<th>Subscale</th>
<th><em>t</em></th>
<th>df</th>
<th>Sig.</th>
<th><em>r</em> +</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pair 1</td>
<td>.11</td>
<td>.11</td>
<td>.11</td>
<td>.11</td>
</tr>
<tr>
<td>Scores at</td>
<td>.11</td>
<td>.11</td>
<td>.11</td>
<td>.11</td>
</tr>
<tr>
<td>Start of 1st. Term &amp; Start of 2nd. Term</td>
<td>.11</td>
<td>.11</td>
<td>.11</td>
<td>.11</td>
</tr>
<tr>
<td>Pair 2</td>
<td>.03</td>
<td>.03</td>
<td>.03</td>
<td>.03</td>
</tr>
<tr>
<td>Scores at</td>
<td>.03</td>
<td>.03</td>
<td>.03</td>
<td>.03</td>
</tr>
<tr>
<td>Start of 1st. Term &amp; End of 1st. Year</td>
<td>.03</td>
<td>.03</td>
<td>.03</td>
<td>.03</td>
</tr>
<tr>
<td>Pair 3</td>
<td>.18</td>
<td>.18</td>
<td>.18</td>
<td>.18</td>
</tr>
<tr>
<td>Scores at</td>
<td>.18</td>
<td>.18</td>
<td>.18</td>
<td>.18</td>
</tr>
<tr>
<td>Start of 1st. Term &amp; Start of 2nd. Year</td>
<td>.18</td>
<td>.18</td>
<td>.18</td>
<td>.18</td>
</tr>
<tr>
<td>Pair 4</td>
<td>.16</td>
<td>.16</td>
<td>.16</td>
<td>.16</td>
</tr>
<tr>
<td>Scores at</td>
<td>.16</td>
<td>.16</td>
<td>.16</td>
<td>.16</td>
</tr>
<tr>
<td>Start of 2nd. Term &amp; End of 1st. Year</td>
<td>.16</td>
<td>.16</td>
<td>.16</td>
<td>.16</td>
</tr>
<tr>
<td>Pair 5</td>
<td>.06</td>
<td>.06</td>
<td>.06</td>
<td>.06</td>
</tr>
<tr>
<td>Scores at</td>
<td>.06</td>
<td>.06</td>
<td>.06</td>
<td>.06</td>
</tr>
<tr>
<td>Start of 2nd. Term &amp; Start of 2nd. Year</td>
<td>.06</td>
<td>.06</td>
<td>.06</td>
<td>.06</td>
</tr>
<tr>
<td>Pair 6</td>
<td>.20</td>
<td>.20</td>
<td>.20</td>
<td>.20</td>
</tr>
<tr>
<td>Scores at</td>
<td>.20</td>
<td>.20</td>
<td>.20</td>
<td>.20</td>
</tr>
<tr>
<td>End of 1st. Year &amp; Start of 2nd. Year</td>
<td>.20</td>
<td>.20</td>
<td>.20</td>
<td>.20</td>
</tr>
</tbody>
</table>

+= Effect size; *. Significant at *p* < .008 (Bonferroni adjusted, two-tailed); NS = Not significant
4.2.1.5 Coping strategy: *Active coping*

*Active coping* was the next subscale on which undergraduates had to answer questions. The items that made up that subscale asked the respondents questions on the actions or steps they had taken in order to deal with stressors in their university environment.

The participants’ mean scores on the questions, presented with their standard deviations for each measure point in table 4.8, were compared using an ANOVA test for repeated measures. The effect of time on these scores was significant, $F(3, 450) = 5.004, p < .05$, $r = .18$.

<table>
<thead>
<tr>
<th>Table 4.8</th>
<th>Undergraduates’ mean scores on the <em>Active coping</em> subscale of COPE across the four different measure points of the fourteen-month long study period</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Start of 1st. Term</td>
</tr>
<tr>
<td>Mean</td>
<td>9.56</td>
</tr>
<tr>
<td>Standard deviation</td>
<td>2.36</td>
</tr>
</tbody>
</table>

* Low score: 4 – 6; Moderate score: 7 – 11; High score: 12-16

The further analysis of the *Active coping* mean scores across the whole measure period, using paired-samples $t$ tests, revealed a significant difference between undergraduates’ higher means at the start of the second year compared to their means at the start of the first term, and between these still higher means at the start of the second year and the undergraduates’ means on that subscale at the end of the first year (table 4.9).

Apart from the non-significant difference between the mean scores at the start of the second term and other mean scores at other measure points, the results suggested that the undergraduates were focused on taking steps to cope with their stressful situations, using the *Active coping* approach, more at the end of the first year and the start of the second year, than at the two previous stages in the university surrounding.
Table 4.9  Comparison of undergraduates’ mean scores on the Active Coping subscale of COPE across the first fourteen months at university

<table>
<thead>
<tr>
<th>Subscale</th>
<th>t</th>
<th>df</th>
<th>Sig.</th>
<th>r +</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pair 1  Scores at Start of 1st.Term &amp; Start of 2nd. Term</td>
<td>2.31</td>
<td>256</td>
<td>p &lt; .05</td>
<td>.14</td>
</tr>
<tr>
<td>Pair 2  Scores at Start of 1st.Term &amp; End of 1st.Year</td>
<td>0.02</td>
<td>161</td>
<td>NS</td>
<td>.00</td>
</tr>
<tr>
<td>Pair 3  Scores at Start of 1st.Term &amp; Start of 2nd.Year</td>
<td>2.89</td>
<td>150</td>
<td>p &lt; .01*</td>
<td>.23</td>
</tr>
<tr>
<td>Pair 4  Scores at Start of 2nd. Term &amp; End of 1st.Year</td>
<td>1.94</td>
<td>167</td>
<td>p &lt; .05</td>
<td>.15</td>
</tr>
<tr>
<td>Pair 5  Scores at Start of 2nd. Term &amp; Start of 2nd. Year</td>
<td>1.05</td>
<td>156</td>
<td>NS</td>
<td>.08</td>
</tr>
<tr>
<td>Pair 6  Scores at End of 1st.Year &amp; Start of 2nd. Year</td>
<td>-3.06</td>
<td>156</td>
<td>p &lt; .01*</td>
<td>.23</td>
</tr>
</tbody>
</table>

+ = Effect size; * Significant at p < .008 (Bonferroni adjusted, two-tailed); NS = Not significant

4.2.1.6 Coping strategy: Denial

The sixth subscale, Denial, dealt with undergraduates’ refusal to believe the existence of stressors in their environment.

The participants’ mean scores on the questions, presented with their standard deviations for each measure point in table 4.10, were compared using an ANOVA test for repeated measures. The effect of time on these scores was significant, $F(3, 450) = 9.70$, $p < .05$, $r = .25$
Table 4.10  Undergraduates’ mean scores on the Denial* subscale of COPE across the four different measure points of the fourteen-month long study period

<table>
<thead>
<tr>
<th>Subscale</th>
<th>Start of 1st. Term</th>
<th>Start of 2nd. Term</th>
<th>End of 1st. Year</th>
<th>Start of 2nd. Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>6.17</td>
<td>6.45</td>
<td>7.09</td>
<td>7.57</td>
</tr>
<tr>
<td>Standard deviation</td>
<td>2.06</td>
<td>2.43</td>
<td>2.60</td>
<td>2.95</td>
</tr>
</tbody>
</table>

* Low score: 4 – 6; Moderate score: 7 – 11; High score: 12-16

Undergraduates’ mean scores on the Denial subscale were then submitted to a series of paired-samples t tests. Significant results were found for three out of the six sets of comparisons (table 4.11). Undergraduates were making higher use of this approach at the end of the first year and the beginning of the second year than at the start of the first term, and again at the start of the second year than at the start of the second term. These results meant that at these times undergraduates were increasingly refusing to accept that stressors were present in their university environment.

Table 4.11  Comparison of undergraduates’ mean scores on Denial subscale of COPE across the first fourteen months at university

<table>
<thead>
<tr>
<th>Subscale</th>
<th>t</th>
<th>df</th>
<th>Sig.</th>
<th>r ±</th>
</tr>
</thead>
<tbody>
<tr>
<td>Denial</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pair 1</td>
<td>-2.38</td>
<td>256</td>
<td>p &lt; .05</td>
<td>.15</td>
</tr>
<tr>
<td>Scores at Start of 1st. Term &amp; Start of 2nd. Term</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pair 2</td>
<td>-3.53</td>
<td>161</td>
<td>p &lt; .001*</td>
<td>.27</td>
</tr>
<tr>
<td>Scores at Start of 1st. Term &amp; End of 1st. Year</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pair 3</td>
<td>-4.84</td>
<td>150</td>
<td>p &lt; .001*</td>
<td>.37</td>
</tr>
<tr>
<td>Scores at Start of 1st. Term &amp; Start of 2nd. Year</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pair 4</td>
<td>-2.35</td>
<td>167</td>
<td>p &lt; .05</td>
<td>.18</td>
</tr>
<tr>
<td>Scores at Start of 2nd. Term &amp; End of 1st. Year</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pair 5</td>
<td>-3.29</td>
<td>156</td>
<td>p &lt; .001*</td>
<td>.25</td>
</tr>
<tr>
<td>Scores at Start of 2nd. Term &amp; Start of 2nd. Year</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pair 6</td>
<td>1.37</td>
<td>156</td>
<td>NS</td>
<td>.11</td>
</tr>
<tr>
<td>Scores at End of 1st. Year &amp; Start of 2nd. Year</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* = Effect size; * Significant at p < .008 (Bonferroni adjusted, two-tailed); NS = Not significant
4.2.1.7 Coping strategy: *Turning to religion*

Subscale seven of COPE referred to undergraduates *Turning to religion* in order to cope with their university stressors. This subscale related to people who passed on their problems to a higher being (for example, God), who they thought was more powerful than they were or had solutions to their problems (stressors).

The participants' mean scores on the questions, presented with their standard deviations for each measure point in table 4.12, were compared using an ANOVA test for repeated measures. The effect of time on these scores was significant, $F(3, 450) = 3.85, p < .05, r = .16$

<table>
<thead>
<tr>
<th>Table 4.12</th>
<th>Undergraduates’ mean scores on the <em>Turning to religion</em> subscale of COPE across the four different measure points of the fourteen-month long study period</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Start of 1st. Term</td>
</tr>
<tr>
<td>Mean</td>
<td>6.96</td>
</tr>
<tr>
<td>Standard deviation</td>
<td>4.12</td>
</tr>
</tbody>
</table>

* Low score: 4–6; Moderate score: 7–11; High score: 12-16

Subsequent paired-samples $t$ tests revealed a significant difference only between undergraduates’ mean scores for a greater use of the *Turning to religion* approach at the start of the second year at university than at the end of their first year there (table 4.13). These results pointed to a rather sharp increase in the participants’ turning to religion or God, in order to cope with their stressors as they progressed into their second year.
Table 4.13  Comparison of undergraduates’ mean scores on the *Turning to religion* subscale of COPE across the first fourteen months at university

<table>
<thead>
<tr>
<th>Subscale</th>
<th>t</th>
<th>df</th>
<th>Sig.</th>
<th>r+</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pair 1</td>
<td>1.73</td>
<td>257</td>
<td>NS</td>
<td>.11</td>
</tr>
<tr>
<td><em>Scores at Start of 1st. Term &amp; Start of 2nd. Term</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pair 2</td>
<td>1.56</td>
<td>162</td>
<td>NS</td>
<td>.12</td>
</tr>
<tr>
<td><em>Scores at Start of 1st.Term &amp; End of 1st.Year</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pair 3</td>
<td>-2.21</td>
<td>150</td>
<td><em>p &lt; .05</em></td>
<td>.18</td>
</tr>
<tr>
<td><em>Scores at Start of 1st.Term &amp; Start of 2nd.Year</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pair 4</td>
<td>1.89</td>
<td>167</td>
<td>NS</td>
<td>.15</td>
</tr>
<tr>
<td><em>Scores at Start of 2nd. Term &amp; End of 1st.Year</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pair 5</td>
<td>-1.29</td>
<td>155</td>
<td>NS</td>
<td>.10</td>
</tr>
<tr>
<td><em>Scores at Start of 2nd. Term &amp; Start of 2nd.Year</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pair 6</td>
<td>-3.171</td>
<td>155</td>
<td><em>p &lt; .001</em></td>
<td>.25</td>
</tr>
<tr>
<td><em>Scores at End of 1st.Year &amp; Start of 2nd.Year</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* = Effect size; *. Significant at *p < .008* (Bonferroni adjusted, two-tailed); NS = Not significant

4.2.1.8 Coping strategy: *Humour*

The eighth subscale of COPE referred to participants’ use of humour in order to cope with their stressors. *Humour* was the coping strategy used by people when they either joked about stressful situations or trivialised them.
The participants’ mean scores on the questions, presented with their standard deviations for each measure point in table 4.14, were compared using an ANOVA test for repeated measures. The effect of time on these scores was significant, \( F(3, 453) = 3.85, p < .05, \ r = .16 \)

**Table 4.14** Undergraduates’ mean scores on the *Humour* subscale of COPE across the four different measure points of the fourteen-month long study period

<table>
<thead>
<tr>
<th></th>
<th>Start of 1st. Term</th>
<th>Start of 2nd. Term</th>
<th>End of 1st. Year</th>
<th>Start of 2nd. Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>7.98</td>
<td>8.88</td>
<td>9.00</td>
<td>9.09</td>
</tr>
<tr>
<td>Standard deviation</td>
<td>3.34</td>
<td>3.20</td>
<td>2.93</td>
<td>3.34</td>
</tr>
</tbody>
</table>

* Low score: 4 – 6; Moderate score: 7 – 11; High score: 12-16

The undergraduates’ mean scores on the subscale *Humour* were analysed using paired-samples *t* tests. The analysis revealed a significant difference between undergraduates’ mean scores on *Humour* at the start of the first term and the start of the second term (table 4.15, next page). A substantial increase in its use was noted at the start of the second term. Similarly, there was a higher use of this approach at the start of the second year compared to the start of the first term. These results suggested that at the start of each term and each year, subsequent to their first term at university, there was a tendency for undergraduates to use humour in order to deal with their stressful situations, and they used that strategy more as time went by.
Table 4.15  Comparison of undergraduates' mean scores on the Humour subscale of COPE across the first fourteen months at university

<table>
<thead>
<tr>
<th>Subscale</th>
<th>t</th>
<th>df</th>
<th>Sig.</th>
<th>r+</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humour</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pair 1</td>
<td>-2.70</td>
<td>257</td>
<td>p &lt; .01*</td>
<td>.17</td>
</tr>
<tr>
<td>Scores at</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Start of 1st. Term &amp;</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Start of 2nd. Term</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pair 2</td>
<td>-2.63</td>
<td>162</td>
<td>p &lt; .05</td>
<td>.20</td>
</tr>
<tr>
<td>Scores at</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Start of 1st. Term &amp;</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>End of 1st. Year</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pair 3</td>
<td>-2.88</td>
<td>151</td>
<td>p &lt; .01*</td>
<td>.23</td>
</tr>
<tr>
<td>Scores at</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Start of 1st. Term &amp;</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Start of 2nd. Year</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pair 4</td>
<td>.09</td>
<td>167</td>
<td>NS</td>
<td>.01</td>
</tr>
<tr>
<td>Scores at</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Start of 2nd. Term &amp;</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>End of 1st. Year</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pair 5</td>
<td>.58</td>
<td>156</td>
<td>NS</td>
<td>.05</td>
</tr>
<tr>
<td>Scores at</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Start of 2nd. Term &amp;</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Start of 2nd. Year</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pair 6</td>
<td>.25</td>
<td>156</td>
<td>NS</td>
<td>.02</td>
</tr>
<tr>
<td>Scores at</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>End of 1st. Year &amp;</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Start of 2nd. Year</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

+ = Effect size; * Significant at p< .008 (Bonferroni adjusted, two-tailed); NS = Not significant

4.2.1.9 Coping strategy: Behavioural disengagement

The ninth subscale of COPE asked participants questions on their reduction of efforts to deal with stressors and their cessation of attempts to reach goals when these goals were interfered by the stressors. This subscale was called Behavioural disengagement.
The undergraduates' mean scores on the questions, presented with their standard deviations for each measure point in table 4.16, were compared using an ANOVA test for repeated measures. The effect of time on these scores was significant, \( F(3, 453) = 9.99, p < .05, r = .25 \).

Table 4.16 Undergraduates' mean scores on the Behavioural disengagement* subscale of COPE across the four different measure points of the fourteen-month long study period

<table>
<thead>
<tr>
<th></th>
<th>Start of 1st. Term</th>
<th>Start of 2nd. Term</th>
<th>End of 1st. Year</th>
<th>Start of 2nd. Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>6.67</td>
<td>6.48</td>
<td>6.76</td>
<td>7.85</td>
</tr>
<tr>
<td>Standard deviation</td>
<td>2.33</td>
<td>2.27</td>
<td>2.39</td>
<td>2.72</td>
</tr>
</tbody>
</table>

* Low score: 4 – 6; Moderate score: 7 – 11; High score: 12-16

The significant findings gave rise to further analysis of data. Paired-samples t tests revealed a significant difference between the higher use of this method at the start of the second year than at the start of the first term, between higher mean scores at the start of the second year than at the start of the second term, and between the higher scores at the start of the second year and the end of the first year (table 4.17, next page).

This meant that undergraduates were reducing their efforts to cope with their stressors and they were doing this at an increasingly significant degree.
**Table 4.17** Comparison of undergraduates’ mean scores on the *Behavioural disengagement* subscale of COPE across the first fourteen months at university

<table>
<thead>
<tr>
<th>Subscale</th>
<th>( t )</th>
<th>( df )</th>
<th>Sig.</th>
<th>( r^+ )</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pair 1</td>
<td>.96</td>
<td>257</td>
<td>NS</td>
<td>.06</td>
</tr>
<tr>
<td>Scores at</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Start of 1st Term &amp; Start of 2nd Term</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pair 2</td>
<td>.37</td>
<td>162</td>
<td>NS</td>
<td>.03</td>
</tr>
<tr>
<td>Scores at</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Start of 1st Term &amp; End of 1st Year</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pair 3</td>
<td>-3.94</td>
<td>150</td>
<td>( p &lt; .001^* )</td>
<td>.31</td>
</tr>
<tr>
<td>Scores at</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Start of 1st Term &amp; Start of 2nd Year</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pair 4</td>
<td>.57</td>
<td>167</td>
<td>NS</td>
<td>.04</td>
</tr>
<tr>
<td>Scores at</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Start of 2nd Term &amp; End of 1st Year</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pair 5</td>
<td>-4.38</td>
<td>155</td>
<td>( p &lt; .001^* )</td>
<td>.33</td>
</tr>
<tr>
<td>Scores at</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Start of 2nd Term &amp; Start of 2nd Year</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pair 6</td>
<td>-3.94</td>
<td>155</td>
<td>( p &lt; .001^* )</td>
<td>.30</td>
</tr>
<tr>
<td>Scores at</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>End of 1st Year &amp; Start of 2nd Year</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\( ^+ = \) Effect size; \( ^* \). Significant at \( p < .008 \) (Bonferroni adjusted, two-tailed); \( NS = \) Not significant

**4.2.1.10 Coping strategy: Restraint coping**

The tenth subscale of COPE dealt with undergraduates’ coping with stressors using the *Restraint coping* approach. *Restraint coping* refers to people restraining or stopping themselves from taking actions in order to manage their stressors.
The participants' mean scores on the questions, presented with their standard deviations for each measure point in table 4.18, were compared using an ANOVA test for repeated measures. The effect of time on these scores was not significant, \( F(3, 453) = 1.47, NS, r = .11 \). The mean scores obtained at the four measure points were essentially around the same values, undulating just slightly over the measure period. This meant that the undergraduates were not necessarily avoiding the use of actions that could help them cope with their stressors.

**Table 4.18** Undergraduates’ mean scores on the *Restrain coping* subscale of COPE across the four different measure points of the fourteen-month long study period

<table>
<thead>
<tr>
<th></th>
<th>Start of 1st. Term</th>
<th>Start of 2nd. Term</th>
<th>End of 1st. Year</th>
<th>Start of 2nd. Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>8.60</td>
<td>8.82</td>
<td>8.62</td>
<td>9.12</td>
</tr>
<tr>
<td>Standard deviation</td>
<td>2.43</td>
<td>2.19</td>
<td>2.34</td>
<td>2.74</td>
</tr>
</tbody>
</table>

* Low score: 4 – 6; Moderate score: 7 – 11; High score: 12-16

**4.2.1.11 Coping strategy: Seeking social support for emotional reasons**

*Seeking social support for emotional reasons*, the eleventh subscale of COPE, referred to a person seeking sympathy and understanding from others in order to cope with stressors.

The participants’ mean scores on the questions, presented with their standard deviations for each measure point in table 4.19 on the next page, were compared using an ANOVA test for repeated measures. The effect of time on these scores was not significant, \( F(3, 453) = .61, NS, r = .06 \). The mean scores for the undergraduates stayed the same over the fourteen-month measure period. This clearly suggested that these undergraduates were not essentially going to others for help with the feelings attached to their stressors or to get sympathy.
Table 4.19  Undergraduates’ mean scores on the *Seeking Emotional social support* subscale of COPE across the four different measure points of the fourteen-month long study period

<table>
<thead>
<tr>
<th></th>
<th>Start of 1st. Term</th>
<th>Start of 2nd. Term</th>
<th>End of 1st. Year</th>
<th>Start of 2nd. Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>10.31</td>
<td>10.73</td>
<td>10.30</td>
<td>10.40</td>
</tr>
<tr>
<td>Standard deviation</td>
<td>3.40</td>
<td>3.15</td>
<td>3.13</td>
<td>2.98</td>
</tr>
</tbody>
</table>

*. Low score: 4 – 6; Moderate score: 7 – 11; High score: 12-16

4.2.1.12  **Coping strategy**: *Substance use*

The twelfth subscale, *Substance use*, referred to undergraduates’ use of substances such as alcohol or drugs to distract them from their problems or stressors.

The participants’ mean scores on the questions, presented with their standard deviations for each measure point in table 4.20, were compared using an ANOVA test for repeated measures. The effect of time on these scores was significant, $F(3, 453) = 5.32, p < .05$, $r = .18$

Table 4.20  Undergraduates’ mean scores on the *Substance use* subscale of COPE across the four different measure points of the fourteen-month long study period

<table>
<thead>
<tr>
<th></th>
<th>Start of 1st. Term</th>
<th>Start of 2nd. Term</th>
<th>End of 1st. Year</th>
<th>Start of 2nd. Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>6.45</td>
<td>6.88</td>
<td>7.38</td>
<td>7.79</td>
</tr>
<tr>
<td>Standard deviation</td>
<td>3.41</td>
<td>3.38</td>
<td>3.24</td>
<td>3.34</td>
</tr>
</tbody>
</table>

*. Low score: 4 – 6; Moderate score: 7 – 11; High score: 12-16
The significant result from the analysis was followed by paired-samples $t$ tests. The new results are shown in table 4.21. There was a significant difference between the undergraduates' higher mean scores at the start of the second year and the lower scores at the start of the first term. Significance was also found between their higher means at the start of the second year and their means at the start of the second term. Undergraduates were using more alcohol and other substances in order to cope as they continued in the university environment.

### Table 4.21 Comparison of undergraduates’ mean scores on the *Substance use* subscale of COPE across the first fourteen months at university

<table>
<thead>
<tr>
<th>Subscale</th>
<th>$t$</th>
<th>$df$</th>
<th>Sig.</th>
<th>$r^+$</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Substance Use</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pair 1</td>
<td>Scores at Start of 1st. Term &amp; Start of 2nd. Term</td>
<td>-2.15</td>
<td>257</td>
<td>$p &lt; .05$</td>
</tr>
<tr>
<td>Pair 2</td>
<td>Scores at Start of 1st. Term &amp; End of 1st. Year</td>
<td>-2.61</td>
<td>162</td>
<td>$p &lt; .05$</td>
</tr>
<tr>
<td>Pair 3</td>
<td>Scores at Start of 1st. Term &amp; Start of 2nd. Year</td>
<td>-3.77</td>
<td>151</td>
<td>$p &lt; .001^*$</td>
</tr>
<tr>
<td>Pair 4</td>
<td>Scores at Start of 2nd. Term &amp; End of 1st. Year</td>
<td>-1.24</td>
<td>167</td>
<td>NS</td>
</tr>
<tr>
<td>Pair 5</td>
<td>Scores at Start of 2nd. Term &amp; Start of 2nd. Year</td>
<td>3.11</td>
<td>156</td>
<td>$p &lt; .01^*$</td>
</tr>
<tr>
<td>Pair 6</td>
<td>Scores at End of 1st. Year &amp; Start of 2nd. Year</td>
<td>.96</td>
<td>156</td>
<td>NS</td>
</tr>
</tbody>
</table>

$+$ = Effect size; $^*$: Significant at $p < .008$ (Bonferroni adjusted, two-tailed); NS = Not significant
Coping strategy: Acceptance

The next subscale, Acceptance, asked the undergraduates the four questions on their willingness to accept the actual existence of their stressors.

The participants’ mean scores on the questions, presented with their standard deviations for each measure point in table 4.22, were compared using an ANOVA test for repeated measures. The effect of time on these scores was not significant, $F (3, 453) = .79, NS, r = .07$. Undergraduates’ mean scores, and therefore their use of the Acceptance strategy were more or less the same for each of the four measure points. They were not particularly disposed to just accept the stressful situations in order to cope with them.

*Table 4.22* Undergraduates’ mean scores on the *Acceptance* subscale of COPE across the four different measure points of the fourteen-month long study period

<table>
<thead>
<tr>
<th></th>
<th>Start of 1st. Term</th>
<th>Start of 2nd. Term</th>
<th>End of 1st. Year</th>
<th>Start of 2nd. Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>9.54</td>
<td>9.61</td>
<td>9.22</td>
<td>9.59</td>
</tr>
<tr>
<td>Standard deviation</td>
<td>2.19</td>
<td>2.70</td>
<td>2.45</td>
<td>2.51</td>
</tr>
</tbody>
</table>

*Low score: 4 – 6; Moderate score: 7 – 11; High score: 12-16*

Coping strategy: Suppression of competing activities

The penultimate subscale, Suppression of competing activities, asked undergraduates questions on their tendency to suppress any possible type of activity that attracted their attention in order to concentrate on finding solutions to problems that they faced.

The participants’ mean scores on the questions, presented with their standard deviations for each measure point in table 4.23, were compared using an ANOVA test for repeated measures. The effect of time on these scores was significant, $F (3, 453) = 7.04, p < .05, r = .21$
Table 4.23 Undergraduates’ mean scores on the *Suppression of competing activities* subscale of COPE across the four different measure points of the fourteen-month long study period

<table>
<thead>
<tr>
<th>Subscale</th>
<th>Start of 1st. Term</th>
<th>Start of 2nd. Term</th>
<th>End of 1st. Year</th>
<th>Start of 2nd. Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>8.49</td>
<td>9.56</td>
<td>9.24</td>
<td>9.58</td>
</tr>
<tr>
<td>Standard deviation</td>
<td>2.13</td>
<td>2.16</td>
<td>2.42</td>
<td>2.51</td>
</tr>
</tbody>
</table>

* Low score: 4 – 6; Moderate score: 7 – 11; High score: 12-16

Further analysis of the data dealing with the *suppression of competing activities* subscale, using paired-samples t tests, revealed a significant difference between the undergraduates’ mean scores at the start of the first term and their higher mean scores at the start of the second term, the end of the first year, and the start of the second year. The results (table 4.24) showed that undergraduates steadily increased their effort at solving their problems or tackling their stressors by avoiding distracting activities as their time in the university environment increased.

Table 4.24 Comparison of undergraduates’ mean scores on the *Suppression of competing activities* subscale of COPE across the first fourteen months at university

<table>
<thead>
<tr>
<th>Subscale</th>
<th>t</th>
<th>df</th>
<th>Sig.</th>
<th>r +</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pair 1</td>
<td>4.67</td>
<td>257</td>
<td>p &lt; .001*</td>
<td>.28</td>
</tr>
<tr>
<td>Pair 2</td>
<td>3.12</td>
<td>162</td>
<td>p &lt; .001*</td>
<td>.24</td>
</tr>
<tr>
<td>Pair 3</td>
<td>4.05</td>
<td>151</td>
<td>p &lt; .001*</td>
<td>.31</td>
</tr>
<tr>
<td>Pair 4</td>
<td>1.14</td>
<td>167</td>
<td>NS</td>
<td>.09</td>
</tr>
<tr>
<td>Pair 5</td>
<td>.05</td>
<td>156</td>
<td>NS</td>
<td>.00</td>
</tr>
<tr>
<td>Pair 6</td>
<td>-1.254</td>
<td>156</td>
<td>NS</td>
<td>.10</td>
</tr>
</tbody>
</table>

+= Effect size; *.Significant at p < .008 (Bonferroni adjusted, two-tailed); NS = Not significant
4.2.1.15  **Coping strategy: Planning**

The fifteenth and final subscale of COPE dealt with questions of *Planning*, which related to whether undergraduates thought through solving problems and coped with stressors by employing and working with the best possible strategies at their disposal.

The participants’ mean scores on the questions, presented with their standard deviations for each measure point in table 4.25, were compared using an ANOVA test for repeated measures. The effect of time on these scores was significant, $F(3, 453) = 6.57, p < .05$, $r = .20$

<table>
<thead>
<tr>
<th></th>
<th>Start of 1st. Term</th>
<th>Start of 2nd. Term</th>
<th>End of 1st. Year</th>
<th>Start of 2nd. Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>9.34</td>
<td>9.48</td>
<td>10.13</td>
<td>10.50</td>
</tr>
<tr>
<td>Standard deviation</td>
<td>2.64</td>
<td>2.23</td>
<td>2.74</td>
<td>2.81</td>
</tr>
</tbody>
</table>

* Low score: 4 – 6; Moderate score: 7 – 11; High score: 12-16

The succeeding paired-samples *t* tests yielded a significant difference between the higher means at the start of the second year and the lower means at the start of the first term, and those at the start of the second term (table 4.26, next page). Undergraduates were therefore looking for ways to solve their problems or deal with their stressors, and they did this more as they progressed though time in their environment.
Table 4.26  Comparison of undergraduates’ mean scores on the Planning subscale of COPE across the first fourteen months at university

<table>
<thead>
<tr>
<th>Subscale</th>
<th>t</th>
<th>df</th>
<th>Sig.</th>
<th>r+</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pair 1 Scores at Start of 1st. Term &amp;</td>
<td>-0.54</td>
<td>257</td>
<td>NS</td>
<td>0.03</td>
</tr>
<tr>
<td>Start of 2nd. Term</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pair 2 Scores at Start of 1st. Term &amp; End of 1st. Year</td>
<td>2.38</td>
<td>162</td>
<td>p &lt; .05</td>
<td>0.18</td>
</tr>
<tr>
<td>Pair 3 Scores at Start of 1st. Term &amp; Start of 2nd. Year</td>
<td>3.75</td>
<td>151</td>
<td>p &lt; .001*</td>
<td>0.29</td>
</tr>
<tr>
<td>Pair 4 Scores at Start of 2nd. Term &amp; End of 1st. Year</td>
<td>-2.66</td>
<td>167</td>
<td>p &lt; .05</td>
<td>0.20</td>
</tr>
<tr>
<td>Pair 5 Scores at Start of 2nd. Term &amp; Start of 2nd. Year</td>
<td>-3.42</td>
<td>156</td>
<td>p &lt; .001*</td>
<td>0.26</td>
</tr>
<tr>
<td>Pair 6 Scores at End of 1st. Year &amp;</td>
<td>-1.02</td>
<td>156</td>
<td>NS</td>
<td>0.08</td>
</tr>
<tr>
<td>Start of 2nd. Year</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

+ = Effect size; *, Significant at p < .008 (Bonferroni adjusted, two-tailed); NS = Not significant

4.2.2 Undergraduates’ coping strategies: Interview data

During the semi-structured interviews in this study, the 13 undergraduate volunteers were asked questions about their coping efforts with daily hassles in their new environment. They provided a variety of answers (full transcripts, Appendix N, page 294), that could generally be classified under the three types of coping; that is, problem-focused coping (PFC), emotion-focused coping (EFC), and self-regulated coping behaviours (S-RCB), all of which theorists on stress and its management (for example,
Greenberg, 2002; Lazarus & Folkman, 1984) frequently discuss. However, there was no consistent trend in these coping strategies and, on the whole, the strategies did not mirror the coping variables that showed predominance in their use among the undergraduates’ coping scores using the COPE measure. But what was said could be clearly related to some specific coping strategies. Present interview extracts are given to show the variety of coping strategies undergraduates used. In some instances they exemplify some of the known coping variables, at times in a strong fashion and at other times in a less strong fashion.

In the face of adversity, undergraduates were mainly prepared to think through the stressors and, to a large extent, question themselves, in a positive way, on what they could do about these stressors. This coping approach as identified by the COPE subscale refers to the emotion-focused coping strategy of Positive reinterpretation and growth and, it would seem, was pivotal to all subsequent strategies. It was evident that the undergraduates’ often most forthcoming statements on coping were clearly related to this strategy. Interviewees would speak, for example, of their intention to feel good. They stated that they realised what situations they were in and expressed determination to deal with these situations. Indeed they even questioned the situations in order to manage them.

“I have decided to feel good.” (Int. F4)

“If I am under stress, I have to look at what is making me stressed. I find myself thinking: I do not normally feel this way. Why do I feel this way?” (Int. M9)

“Initially I am overwhelmed with a problem. But the next day I face it. If I don’t do it, who will do it? It is a question I often ask myself.” (Int. F5).

The undergraduates who indicated that they were affected by daily stressors also stated that they would do what was necessary to manage the stressors. This sort of approach to their stressors is posited by Lazarus and Folkman (1984) as appraisal. In the present situation both the primary and secondary types of appraisal (Lazarus and Folkman, 1984) were in use.
This explanation was, for instance, given:

"I think through the problem and use waiting as a coping approach" (Int. F 4).

This waiting approach, in this instance, also showed that Positive reinterpretation and growth was supported by Restraint coping, a PFC strategy which had further relevance in the coping with stress. Indeed all PFC strategies were substantial contributors to coping from the stage of positive thinking onward.

Having thought through the stressors and what to do about them, the undergraduates progressed onto solving the stressors or reducing the perceived threat from them. In conjunction with Positive reinterpretation and growth they used the whole array of problem-focused coping strategies. First, Active coping was a particularly popular coping method. Undergraduates would just try to manage the difficulties of the stressors. They did what they considered useful for the situations and they did so in a determined way.

"If you work hard, do something about it, it will be okay." (Int. M12)

"The piece of advice I would give to first years (first-year students) is to get involved as much as possible." (Int.M10)

However, Active coping was used with another PFC strategy, that of Planning. As a matter of course, undergraduates who insinuated that they were dealing with stressors commented that they would do that by using a plan of some sort to ensure that they achieved their goals.

"Planning works at the start of your year!" (Int. M10).

At the same time a few undergraduates, whilst adopting the combined approach of Active coping and Planning, went on to further use Restraint coping, which allowed them to wait and do some planning.
To a lesser extent, undergraduates, in their active coping and planning, sought the help of others in order to cope. Their Seeking of social support was for both instrumental (PFC) and emotional (EFC) reasons, and, at times, the second type was more pronounced than the first.

“My friend was experiencing the same problems or ... so, I felt I could talk to her about what was happening to me.” (Int.F1)

“I can rely on and trust (my friends).” (Int.M10).

“I am getting outside help at the moment, for coping.
“ If you are willing to take outside help it actually makes it easier (to cope).
“ I rely on my husband (to support me), more than others.
“ If you cannot rely on anyone else you must rely on yourself. But make sure other people can help too.” (Int. F4)

One particular statement on support provided some information on how this aspect of coping was useful to the undergraduates on the whole, at least to those who were interviewed.

“Being with my girl-friend and family helped a lot. It is not like being on your own. ...When you have a moan about something. ...”. (Int. M12).

In the search for others’ assistance there was sufficient evidence in the interview data to suggest that some undergraduates who were set on coping with stressors were also inclined to use the EFC strategy of Turning to religion. Four of the 13 undergraduates (31%) interviewed referred to religion and God and what religion or, more specifically, God did for them. However, the use of language when referring to the deity was rather specific to these individuals and they voiced their opinions on God’s help in a clear way, and without prompt or hesitation.

“I pray to get over my problems.” (Int. F4)

“It (God) motivates me. My own religion tells me God is in control.” (Int. F6)
"My faith keeps me going. Yes, it makes you optimistic. Regardless of what happens God is going to be with you." (Int. F5)

Whilst those three respondents were female, it was interesting to see that a young male adult also paid a lot of attention to the influence of religion in his coping with daily hassles. He pointed out in an enthusiastic way:

"I have my faith; no matter what kind of experience. I need to be good.
"I do pray for guidance." (Int. M9)

A very small number of undergraduates mentioned the use of a further EFC strategy, Acceptance, in the information they gave on their coping with stressors. However, this was not a pure reference to that particular strategy; it was linked to the aspect of being in control. Nonetheless, it was useful to see that some students would just accept things the way they were and try to manage.

"If I am not expected to have control in a situation, I accept it (the situation)." (Int. M9)

Finally, and interestingly, there were no distinct mentions that could have been linked to the undergraduates’ S-RCB ways of coping. The only instance where one of these ways could have been relevant was in the statement about what an undergraduate thought about his stressors and his coping with them. Then a sort of Denial strategy existed.

"I am kind of laid back. (...in this situation and about it all.)" (Int. M9)

This statement was from a person who contributed abundantly to the many questions in the interview. He did not hesitate in his answers.
4.3 Discussion

Throughout the measure period, undergraduates used a variety of coping measures to manage their stressors, which were generally seen as emerging from their frustrations and conflicts they perceived in the university environment. Although there were no changes in the way they accepted their stressors (Acceptance), vented their emotions when facing these stressors (Venting), went to others to obtain advice or gain their sympathy (Emotional support), restrained themselves in taking action to deal with their stressors (Restraint), or detached themselves from the reality of the stressors (Mental disengagement), they used the remaining coping strategies which were mainly of the problem-focused and self-regulated types.

In the case of problem-focused coping strategies, the upward trend in their use across time showed that undergraduates were set on going to others for information and resources, to take actions, and plan for their use of time in order to deal with their stressors. These strategies were more obvious at the start of the second year than at any other time. This result suggested that the undergraduates were set on facing and resolving their stressors. This agreed with Lazarus and Folkman’s view (1984) that when faced with stressors, people generally appraise their situation and, in secondary appraisal, attempt to do something about it. This was further demonstrated by Carver et al. (1989) in their study of undergraduates’ stress, where there was a prominence of problem-focused coping and by Major et al. (1998) when they studied women’s readiness to deal with the consequences of abortion. Major et al. (1998) found the women experienced reduced distress and more decision satisfaction when, they, for example, used instrumental support.

The self-regulated behaviours (also with an upward trend), such as humour, used by the undergraduates were seen as support for problem-focused coping strategies (Carver et al., 1998; Ben-Zur, 2002).

4.4 Summary: Overview of results

At least partial significant differences were found among the undergraduates’ mean scores obtained at the four measure points for 10 out of the 15 (67 %) subscales of COPE. These significant values ranged from a difference between two means and a
difference among four means. The five variables whose differences in means were not significant were Mental disengagement, Focus on and venting emotions, Restraint coping, Seeking social support for emotional reasons and Acceptance. Their mean values generally changed only slightly, in a mostly undulated fashion, over the measurement period of fourteen months.

- Of the variables with significant differences in means only one, Positive reinterpretation and growth, produced the result as a consequence of the mean values decreasing over time. The mean scores were significantly lower at the fourteenth month measure point than at the start of the undergraduates’ first term at university. The other nine variables, seeking social support for instrumental reasons, active coping, denial, turning to religion, humour, behavioural disengagement, substance use, suppression of competing activities, and planning, had significant differences between the four measure points due to a mostly successive increase in the mean values at the measure points subsequent to the measure at the start of the first term. Generally, the undergraduates’ highest mean scores were for the start of their second year at university.

- On further inspection of data similar patterns in mean increase were found for five of the nine subscales which showed significant values. First, Active coping, Substance use, and Planning showed their significant differences when the mean scores at the start of the second year were compared with the mean scores of the start of the first term and end of the first year. Secondly, the significance existed for both the Seeking of social support for instrumental reasons and Turning to religion only when their mean scores were higher at the start of the second year than at the end of the first year.

- When the undergraduates’ types of coping activities were examined, it was found that in order to cope with the stressors in the university surrounding, undergraduates were, on the whole, making use of more problem-focused coping (PFC) and self-regulated coping behaviours (S-RCB) strategies than emotional-focused coping (EFC) ones. The y used four out of the five PFC strategies (Seeking social support for instrumental reasons, Active coping, Suppression of
competing activities, and Planning) and, similarly, four out of the five S-RCB strategies (Denial, Humour, Behavioural disengagement, and Substance use) in an increasing fashion. They did not particularly use the PFC Restraint coping strategy, and the S-RCB Mental disengagement strategy. There was only a significant increase of the EFC turning to religion strategy, and, as stated earlier, a significant decrease in the EFC positive reinterpretation and growth strategy. The use of the three remaining EFC strategies (Focus on and venting emotions, Seeking social support for emotional reasons, and Acceptance) stayed the same over the four measure points.

- The interview data provided examples of types of coping. Undergraduates were generally set on using PFC strategies such as Active coping, and Seeking social support for instrumental reasons. They often used these two strategies in combination. Approximately a third of the undergraduates were using the EFC Turning to religion approach to cope with their stressors, supporting the significant mean scores for this variable in the questionnaire data. It also seemed that undergraduates were using another EFC, Acceptance, and S-RCB Denial strategies in some inconclusive way.
Chapter 5

Part 3 of Study

"In times of stress, be bold and valiant."

Horace (c. 8 BC)

Undergraduates' Resilience across Time: Results

This chapter provides the results of the analysis of undergraduates’ data on resilience, and on their self-esteem, optimism and perceived control, across their first fourteen months at university.

5.1 Introduction

Studies to date have not made a concerted effort to examine the role of self-esteem, optimism and perceived control in association with coping and stress, in the undergraduate population. Krueger, Caspi and Moffit (2000), for example, had suggested that such fragmentation in stress research, research which should inevitably investigate coping vis-à-vis individuals’ use of their intrapersonal qualities, ought to be redressed. The three personality characteristics that make up the trait of resilience therefore had yet to be studied together to establish whether this composite trait as well as its specific components were associated with the ways the undergraduates coped with their daily hassles.

The third aim of the study was to establish any differences that existed between undergraduates’ resilience scores over time. The scores for resilience as well as, separately, for those of self-esteem, optimism, and perceived control were examined.
5.2 Results

5.2.1 Changes in resilience and its subscales of self-esteem, optimism, and perceived control over time

Undergraduates who responded at the four measurement points of the questionnaire survey provided, without exception, complete answers to the RI (Appendix A, page 281) twelve questions. Table 5.1 presents the number of undergraduates who took part at each point of the survey. The undergraduates’ mean scores for the Resilience dimension (raw data, Appendix J, page 290) and for this dimension’s separate scores on self-esteem, optimism and perceived control (raw data, Appendix K, page 291), were analysed to find out whether there were changes in these scores over time. Interviewees’ responses on questions that were related to their personal characteristics and their coping with the stressors of university life, were also examined. Examples of stated relationships between the characteristics of resilience and managing stress are discussed.

<table>
<thead>
<tr>
<th>Table 5.1</th>
<th>Number of undergraduates who responded to the RI dimension of Resilience and to each of its separate subscales at the four measure points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dimension</strong></td>
<td>Start of 1st Term</td>
</tr>
<tr>
<td>Resilience</td>
<td>389</td>
</tr>
</tbody>
</table>
5.2.1.1 Undergraduates' resilience

A repeated-measures ANOVA test, with time as the independent variable, was used to compare the undergraduates' mean scores on Resilience. Resilience referred to the ability of the undergraduates to bounce back following an adverse experience. These participants' scores, with standard deviations, are presented in table 5.2. The effect of time on the scores was highly significant, $F(3, 438) = 35.290, p < 0.001, r = .44$. Undergraduates' scores on resilience were significantly higher at the three measure points which followed the initial measure point, the beginning of the first term.

Table 5.2 Undergraduates' Resilience* mean scores, with standard deviations, on the RI for their four measure points across the first fourteen months at university.

<table>
<thead>
<tr>
<th>Measure Point</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Start of 1st.Term</td>
<td>7.36</td>
<td>1.06</td>
</tr>
<tr>
<td>Start of 2nd.Term</td>
<td>8.71</td>
<td>1.18</td>
</tr>
<tr>
<td>End of 1st. Year</td>
<td>8.64</td>
<td>1.43</td>
</tr>
<tr>
<td>Start of 2nd.Year</td>
<td>8.53</td>
<td>1.52</td>
</tr>
</tbody>
</table>

* Scores: Low score: 1-4; Moderate score: 5-10; High: 11-16

Paired-samples $t$ tests on the Resilience scores revealed significant differences between undergraduates' increasingly higher mean scores as time went by. These differences existed for the means between the start of the first term and the start of the second term, the start of the first term and the end of the first year, and between the start of the first term and the
beginning of the second year (table 5.3). This result suggested that undergraduates, who, incidentally, already possessed a substantial degree of resilience, became more resilient as their experience lengthened in the university environment.

**Table 5.3** Comparison of undergraduates’ mean scores on the *Resilience* dimension of *RI* across the first fourteen months at university

<table>
<thead>
<tr>
<th>Subscale</th>
<th>t</th>
<th>df</th>
<th>Sig.</th>
<th>r+</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Resilience</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pair 1 Scores at</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Start of 1st. Term &amp;</td>
<td>14.23</td>
<td>248</td>
<td><em>p &lt; .001</em></td>
<td>.67</td>
</tr>
<tr>
<td>Start of 2nd. Term</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pair 2 Scores at</td>
<td>9.32</td>
<td>157</td>
<td><em>p &lt; .001</em></td>
<td>.60</td>
</tr>
<tr>
<td>Start of 1st. Term &amp;</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>End of 1st. Year</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pair 3 Scores at</td>
<td>8.40</td>
<td>146</td>
<td><em>p &lt; .001</em></td>
<td>.57</td>
</tr>
<tr>
<td>Start of 1st. Term &amp;</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Start of 2nd. Year</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pair 4 Scores at</td>
<td>.64</td>
<td>167</td>
<td>NS</td>
<td>.05</td>
</tr>
<tr>
<td>Start of 2nd. Term &amp;</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>End of 1st. Year</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pair 5 Scores at</td>
<td>.80</td>
<td>156</td>
<td>NS</td>
<td>.06</td>
</tr>
<tr>
<td>Start of 2nd. Term &amp;</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Start of 2nd. Year</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pair 6 Scores at</td>
<td>.27</td>
<td>156</td>
<td>NS</td>
<td>.02</td>
</tr>
<tr>
<td>End of 1st. Year &amp;</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Start of 2nd. Year</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

+ = Effect size; * = Significant at *p* < .008 (Bonferroni-adjusted, two-tailed); NS = Not significant
5.2.1.2 Undergraduates' self-esteem:

Undergraduates' means scores on self-esteem, an aspect of their resilience that placed an emphasis on the role that their personal feelings of self-worth played in the face of adversity, were submitted to a repeated-measures ANOVA test. This test revealed a highly significant difference among the scores across time, \( F(3, 438) = 25.72, p < .001, r = .42 \). This test was followed by paired-samples \( t \) tests, Bonferroni adjusted at \( p < .008 \). These subsequent tests disclosed significant differences in the undergraduates' increasingly higher scores across time. The undergraduates' mean scores are presented with their standard deviations in table 5.4.

As for the Resilience scores above, the tests showed a significant difference between the undergraduates' self-esteem scores at the start of the first term and the start of the second term, the end of the first year, and the start of the second year (table 5.5). In addition, a near-significant Bonferroni-adjusted value was found between the scores for the start of the second term and the end of the first year. This meant that the undergraduates evaluated their personal worth and capabilities in an increasingly significant fashion as they progressed through university.

Table 5.4 Undergraduates' mean scores with standard deviations on the self-esteem* subscale of the RI across the four measure points of the fourteen months period

<table>
<thead>
<tr>
<th>Measure Point</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Start of 1st. Term</td>
<td>2.72</td>
<td>.43</td>
</tr>
<tr>
<td>Start of 2nd. Term</td>
<td>3.26</td>
<td>.52</td>
</tr>
<tr>
<td>End of 1st. Year</td>
<td>3.13</td>
<td>.63</td>
</tr>
<tr>
<td>Start of 2nd. Year</td>
<td>3.14</td>
<td>.63</td>
</tr>
</tbody>
</table>

* Scores. Low = 1-2; Moderate = 3-5; High = 6-8
Table 5.5  Comparison of undergraduates’ mean scores on the *Self-esteem* subscale of *RI* across the first fourteen months at university

<table>
<thead>
<tr>
<th>Subscale</th>
<th>$t$</th>
<th>df</th>
<th>Sig.</th>
<th>$r^+$</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Self-Esteem</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pair 1     Scores at Start of 1st.Term &amp;</td>
<td>12.39</td>
<td>248</td>
<td>$p &lt; .001^*$</td>
<td>.62</td>
</tr>
<tr>
<td>Start of 2nd. Term</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pair 2     Scores at Start of 1st.Term &amp; End of 1st.Year</td>
<td>6.73</td>
<td>157</td>
<td>$p &lt; .001^*$</td>
<td>.47</td>
</tr>
<tr>
<td>Pair 3     Scores at Start of 1st.Term &amp; Start of 2nd.Year</td>
<td>6.54</td>
<td>146</td>
<td>$p &lt; .001^*$</td>
<td>.48</td>
</tr>
<tr>
<td>Pair 4     Scores at Start of 2nd. Term &amp; End of 1st.Year</td>
<td>2.19</td>
<td>167</td>
<td>$p &lt; .05$</td>
<td>.17</td>
</tr>
<tr>
<td>Pair 5     Scores at Start of 2nd. Term &amp; Start of 2nd.Year</td>
<td>1.58</td>
<td>156</td>
<td><em>NS</em></td>
<td>.13</td>
</tr>
<tr>
<td>Pair 6     Scores at End of 1st.Year &amp; Start of 2nd.Year</td>
<td>.18</td>
<td>156</td>
<td><em>NS</em></td>
<td>.01</td>
</tr>
</tbody>
</table>

$+$ = Effect size; * = Significant at $p < .008$ (Bonferroni-adjusted, two-tailed); *NS* = Not significant
5.2.1.3 Undergraduates’ optimism

The second subscale of the RI provided the undergraduates’ scores on optimism, a degree of their reflection on how positive they viewed the future to be. An initial ANOVA test for repeated measures on undergraduates’ mean scores on the subscale revealed a highly significant difference amongst them across time, $F(3, 348) = 23.98, p < .001, r = .38$. When the means of these scores for the four measure points (table 5.6) were compared using Bonferroni-adjusted paired-samples $t$ tests, there were highly significant differences between the scores for the first term and the subsequent scores of the other three measure points (table 5.7).

Undergraduates’ scores for optimism decreased at the end of the first year, to an even lower value compared to the scores at the start of the first term. This result suggested that at the end of the first year undergraduates saw the future in a less positive way, although the undergraduates were relatively more optimistic when they started the second academic year.

Table 5.6 Undergraduates’ mean scores with standard deviations on the optimism* subscale of RI at the four measure points across the fourteen-month study period

<table>
<thead>
<tr>
<th>Measure Point</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Start of 1st. Term</td>
<td>2.56</td>
<td>.45</td>
</tr>
<tr>
<td>Start of 2nd. Term</td>
<td>3.08</td>
<td>.54</td>
</tr>
<tr>
<td>End of 1st. Year</td>
<td>2.46</td>
<td>.87</td>
</tr>
<tr>
<td>Start of 2nd. Year</td>
<td>3.00</td>
<td>.63</td>
</tr>
</tbody>
</table>

* Scores. Low = 1-2; Moderate = 3-5; High = 6-8
Table 5.7  Comparison of undergraduates' mean scores on *Optimism* subscale of RI across the first fourteen months at university

<table>
<thead>
<tr>
<th>Subscale</th>
<th>t</th>
<th>df</th>
<th>Sig.</th>
<th>r+</th>
</tr>
</thead>
<tbody>
<tr>
<td>Optimism</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pair 1</td>
<td>10.73</td>
<td>248</td>
<td><em>p &lt; .001</em></td>
<td>.56</td>
</tr>
<tr>
<td>Scores at Start of 1st.Term &amp; Start of 2nd. Term</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pair 2</td>
<td>7.06</td>
<td>157</td>
<td><em>p &lt; .001</em></td>
<td>.49</td>
</tr>
<tr>
<td>Scores at Start of 1st.Term &amp; End of 1st.Year</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pair 3</td>
<td>6.61</td>
<td>146</td>
<td><em>p &lt; .001</em></td>
<td>.48</td>
</tr>
<tr>
<td>Scores at Start of 1st.Term &amp; Start of 2nd. Year</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pair 4</td>
<td>1.12</td>
<td>167</td>
<td>NS</td>
<td>.09</td>
</tr>
<tr>
<td>Scores at Start of 2nd. Term &amp; End of 1st.Year</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pair 5</td>
<td>1.49</td>
<td>156</td>
<td>NS</td>
<td>.12</td>
</tr>
<tr>
<td>Scores at Start of 2nd. Term &amp; Start of 2nd. Year</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pair 6</td>
<td>.40</td>
<td>156</td>
<td>NS</td>
<td>.03</td>
</tr>
<tr>
<td>Scores at End of 1st.Year &amp; Start of 2nd. Year</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

+ = Effect size; *. Significant at *p < .008* (Bonferroni adjusted, two-tailed); NS = Not significant


5.2.1.4 Undergraduates' perceived control

The last part of the RI referred to undergraduates' scores on the subscale of Perceived control, which dealt with the items pertaining to their perception of how much they were in control of events in their lives. The undergraduates' mean scores, presented in table 5.8, were submitted to an ANOVA test for repeated measures to establish differences in the scores across the four measurement points. The test revealed a significant difference amongst the scores across the time, $F(3.438) = 7.28, p < .001, r = .22$. Further comparison of the scores made by paired-samples $t$ tests, suggested significant differences between the undergraduates' scores at the start of the first term and those for each of the remaining three measurement points of the study (table 5.9).

Once more, as for the three previous sets of comparisons, the undergraduates' lowest scores at measurement point one, the start of the first term and the beginning of the study, were significantly different to the other measurement points' scores. Their levels of perception on being in control of their environmental events, however, were at the highest at the end of the first year compared to optimism, at which time the latter was at its lowest.

**Table 5.8** Means and standard deviations perceived control*

<table>
<thead>
<tr>
<th>Measure Point</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Start of 1st. Term</td>
<td>1.98</td>
<td>.67</td>
</tr>
<tr>
<td>Start of 2nd. Term</td>
<td>2.35</td>
<td>.82</td>
</tr>
<tr>
<td>End of 1st. Year</td>
<td>3.02</td>
<td>.61</td>
</tr>
<tr>
<td>Start of 2nd. Year</td>
<td>2.44</td>
<td>.87</td>
</tr>
</tbody>
</table>

* Scores. Low = 1-2; Moderate = 3-5; High = 6-8
Table 5.9    Comparison of undergraduates’ mean scores on the *Perceived Control* subscale of RI across the first fourteen months at university

<table>
<thead>
<tr>
<th>Subscale</th>
<th>$t$</th>
<th>$df$</th>
<th>Sig.</th>
<th>$r$ +</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Perceived control</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pair 1</td>
<td>5.65</td>
<td>248</td>
<td>$p &lt; .001^*$</td>
<td>.34</td>
</tr>
<tr>
<td>Scores at Start of 1st. Term &amp; Start of 2nd. Term</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pair 2</td>
<td>4.62</td>
<td>157</td>
<td>$p &lt; .001^*$</td>
<td>.35</td>
</tr>
<tr>
<td>Scores at Start of 1st. Term &amp; End of 1st. Year</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pair 3</td>
<td>4.19</td>
<td>146</td>
<td>$p &lt; .001^*$</td>
<td>.33</td>
</tr>
<tr>
<td>Scores at Start of 1st. Term &amp; Start of 2nd. Year</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pair 4</td>
<td>-1.33</td>
<td>167</td>
<td>NS</td>
<td>.10</td>
</tr>
<tr>
<td>Scores at Start of 2nd. Term &amp; End of 1st. Year</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pair 5</td>
<td>-.84</td>
<td>156</td>
<td>NS</td>
<td>.07</td>
</tr>
<tr>
<td>Scores at Start of 2nd. Term &amp; Start of 2nd. Year</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pair 6</td>
<td>.30</td>
<td>156</td>
<td>NS</td>
<td>.02</td>
</tr>
<tr>
<td>Scores at End of 1st. Year &amp; Start of 2nd. Year</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

$+$ = Effect size; *. Significant at $p < .001$ (Bonferroni adjusted, two-tailed); NS = Not significant
5.3 Interview data: Undergraduates' comments on their self-esteem, optimism, perceived control and their coping with university stressors

When asked about their personal qualities and how these qualities might have helped them cope with their stressors in the new environment, undergraduates made reference to their self-esteem, optimism and perceived control. Although they did not always mention these attributes by name, from their answers it could be construed that in particular instances they were clearly making references to these attributes. Thus, for self-esteem and its function in their coping, undergraduates often suggested their use of this quality together with the way they went about getting support from others in order to cope. This demonstrated what Luthar (2003), for example, has vehemently argued, that people with a recognisable amount of self-esteem would usually seek out help and support to get on with their day-to-day activities of life and to solve problems. It is not a surprise, therefore, to see the concepts of self-esteem and instrumental social support (Carver et al., 1989) reported together. The great majority of the undergraduates stated getting information and support from people and they welcomed the opportunity and were keen to speak of this approach.

5.3.1 Self-esteem

On the whole, answers on self-esteem emanated from two main questions. The first question related to how the undergraduates felt about themselves:

Do you take a positive attitude towards yourself?

The responses were generally similar, with most interviewees affirming that they always took a positive attitude towards themselves with a small minority stating that at times it was not the case for them. The time of concern for the minority’s decreased self-esteem was related to the start, often the first week, of their university experience. The following quotes exemplified the typical responses on positive (personal) self-worth.:
"I very rarely get stressed about things... I feel good about myself." (Interviewee, male, number 13 - Int.M13)

"Most of the time I feel good about myself." (Interviewee, female, number 4 - Int.F4).

"Yes! Most of the time." (Int. M10).

"When I first came here I did not feel that good (about myself). But now I do" (Int. F3)

The feeling of positive attitude towards oneself was often expressed as a firm statement or as a statement which suggested a kind of determination to take such an attitude. The undergraduates were mostly of the view that somehow they had to think highly of themselves:

"... I feel strong; it makes me proud of myself.
"To be honest, I have decided to feel good." (Int.F4)

"I have the power within myself." (Int. F6)

"Face it (my problem)! If I do not do it, who will do it?" (Int.F5)

"I kind of feel good about myself... I have enough strength to cope. I do not hate myself in any way...I feel I can apply myself better." (Int. M9)

One or two interviewees spoke of their decision to get on with things in the university environment, regardless of the difficulties that might develop. They were interested in accomplishment and were set on the final goal, that of getting a degree:
"I feel good and ready to do what I am doing.
"... So I feel really good doing something that will come at the end of it. I will be really proud I have done it." (Int. M12).

Responses also suggested that undergraduates were inclined to think through what they had to do and simply faced situations as these arose. An example of such an inclination came from respondent number 13, who obviously had thought about his situation and he had this to say about how he viewed his self-esteem when he had to cope with difficulties in the new surrounding:

"I very rarely get stressed about things.
"... I feel good about myself.
"... Deep down I will always get things done.
"Pretty much! (I feel good about myself)! I am a quite confident person. I think anyway.

Yea! I think ... (pause) pretty happy about life." (Int. M13).

The second question on self-esteem asked undergraduates whether they were able to manage the demanding situations that they encountered. A variety of responses were received. In the main these undergraduates thought somewhat highly about themselves, although, in the words of one of them, respondent number eight, "Not because I think I am worth it. I know what I have to do!" They generally felt satisfied with themselves as university students and most certainly as people.

**Do you feel able to get on with the demands of university life?**

Their expressions on their self-worth are clearly stated in the following quotations. These quotes also explained the undergraduates’ perception of their own knowledge and skills to perform in an academic situation and go on to further describe the determination and confidence with which they might have embarked upon university studies:
“Yes, of course! Self-value. I am somebody. I am not just passing in this world. I am special really. … My strength comes from my drive. At the start of the second year I feel more confident. I know I can approach my teachers and I know how.” (Int.F5)

“I believe in myself 110%….I am a quite calculated and cool person. What I enjoy doing, I am good at doing….I like to believe in myself...Believe in my ability to get a job like anyone else.” (Int. M10).

“… Self-confidence, self-esteem, even when I come out (complete the degree programme) I want to get a job.” (Int. M11).

5.3.2 Optimism

A few questions allowed undergraduates to refer to the quality of optimism. This word and the concept it represents was by far the most used, among the three concepts that dealt with resilience, when the interviewees were asked about their personal qualities. Almost every undergraduate had something to say about how they viewed the future. They also often referred to their future situation in relation to what roles others might play in helping them achieve what they set out to achieve. The undergraduates’ responses could be placed under two, perhaps somewhat related, categories: The first category was to do with how they felt about the future and the second was related to what they thought the future might have in store for them.

*How do you feel about the future?*

One or two undergraduates were clear about how they felt of the future. They expressed these feelings in an outright fashion:

“I am quite optimistic in my outlook.” (Int.F2)

“I am very optimistic. I know where I am heading.” (Int.M10)

“Life is going to be ok (I am) Very positive in myself.” (Int.M13)
They alluded to their previous and their then present feelings on how positive the future looked for them:

“I was initially not optimistic, but I became optimistic.” (Int.F1)
“I don’t know. I don’t know. Maybe. It depends on the situation possibly. I would like to think that generally this is the case (Things will be fine)” (Int.F8)

Some foresaw some difficulties and realised that these difficulties might make things harder for them:

“It is going to be hard with my studies, but I will finish well.” (Int.F3)

Seven undergraduates suggested that they would not be fine unless they received support from others. Four of these seven students stated that this type of support would come from a supernatural being, God.

“Yes! It (trusting in God) makes you optimistic. I am hoping to do better this year.” (Int.F5)
“Yes! (God will help).” (Int.F6)
“Optimistic! Partly on my Christian faith.” (Int.M9)

One or two undergraduates were unclear about how they viewed the future

“I am pessimistic by nature. I never think things will work out; but I try and know I will find the strength to continue. I will have my energy again.” (Int. F4).
“Eh! ... I would not have said so (that I am optimistic) Not in particular. No!” (Int. M12).

Do you think that things will work out in the end?

In order to find out what they thought a positive future meant, the undergraduates were asked to comment on the end results of them attending university. A simple “Yes, everything will be fine” (Int.F6, Int.F7), was, for example, often the answer.
One or two undergraduates saw the answer to this question as resting on what they would do to help themselves. Some undergraduates stated that there had been and there were still difficulties in the new environment, but felt these difficulties had to be surmounted. They were prone to look at the bright side of things:

"... You will probably know what you are going to do. If you work hard and do something about it, it will be ok. If it will be quite an achievement when I finish the course, There is light at the end of the tunnel." (Int.M12)

The last interviewee summed up the answer this way:

"It will always pan out." (Int. M13).

This statement suggested that the students had made up their mind to be content with the results in the end, and projected the view that they would eventually manage to achieve their academic goals.

### 5.3.3 Perceived control

The interviewees generally spoke about not having total control in the university surrounding and this appeared to be more of an issue for the period identified as the beginning of their university life than for the other three periods with which the study was concerned. It would seem that the undergraduates’ familiarity with the place helped to increase their sense of control. Also, there was a kind of insinuation on their part that the expectation of a total control of all situations in the university surrounding was unrealistic. They were of the view that the institution would make new demands upon them, demands which they felt would not always concur with their expectations and they also felt they were prepared to manage these demands to a satisfactory end. Indeed, it was clear from
their statements that they experienced new demands and they suggested that they would have no choice but to deal with the demands.

**Do you feel you are in control of things in your university environment?**

"Most of the time I did not feel in control last year. But this year I am (in control)."  
(Int.F1)

"I was not in control (of what happened) in my surrounding." (Int.F7).

The nature of what they had to do in such surrounding also contributed to that sense of low control:

"I do not feel in control of my studies. This is simply because university work/studies are not something easy to cope with." (Int.F4)

"I think it is difficult here sometimes to feel in control." (Int.F8)

Four undergraduates simply felt they had to take on what university life had to offer and what they perceived the university expected from students, including compliance to rules and commitment to studies:

"I feel that if I work hard I will succeed." (Int. F2).

"Even if I have to work long hours to get things done, I will have it done.  
"I think so. Yea! I think I am in control. I think student life is an easy life really." (Int.M13)

This sort of agreeable attitude towards their new environment and its demands contributed to a kind of acceptance of what came their way. This also illustrated that they were not thinking of being perturbed with new demands, but that they would somehow meet these demands and a positive outcome would ensue:
"I am realistic in my approach, situations beyond my control: then I have got to say
I have to trust... (Later on), if I am not expected to have control in a situation, I accept it."  
(Int.M9)

However, even the students who felt they had no options but to comply in the surrounding
had contradictory views on this feeling at times:

"Even when you say you are not in control the majority of time you are in control."  
(Int.M9)

This seemed to be sufficient for six of the interviewees, and getting on at university was
something they simply thought they had to do in a determined fashion. They insinuated that
they would be equipped to deal with university demands:

"A lot of it is problem-resolution; integrity, sincerity, honesty."  (Int.M9)

"... I would rather sort my problems out than to rely on someone else to do it for
me. I don’t know that this is a good thing though."  (Int.M10)

The perception of control was further discussed by the undergraduates in terms of
experience and personal qualities that they thought they had in such a surrounding:

"... I have not got to worry... I have a few strings
"It is knowledge and experience."  (Int.M10)

"... I still see certain things that I think I will never be able to do but like in the first
year, you will probably know what to do. If you work hard, do something about it, it will
be ok!"  (Int.M12)
This propensity to accept and manage the demands that would come their way explained how they felt about their control, and was a source of worry for two undergraduates who were regardless determined to get on with the demands of university life:

"I have that feeling (of being in control) and it helps me cope. However, because I try to solve things on my own, I often encounter difficulties in doing that." (Int.M12)

This perception is somewhat attached to the ultimate goal of being at university and having to just get on with things:

"... But once the future is around you consider that too much and you focus on the job at present." (Int.M12)

5.4 Discussion

Undergraduates showed an increased ability to manage and put adverse situations behind them and to maintain a positive attitude as they proceeded with the university study programmes. These results on resilience exemplified the undergraduates' preparedness and ability to deal with demands in the university environment as demonstrated by Darlaston-Jones et al. (2003) and McInis et al. (2000) in their study of first-term and first-year undergraduates. However, the present results also showed that the resilience of undergraduates intensified as time went on.

The undergraduates showed that their high feelings of self-worth, the positive views with which they saw the future and the positive perception they had about their control of situations in the university environment were all constantly interrelated. The interrelationships suggested that not only did the components provide the measurement of the personality resilience as one construct, as previously proposed by Judge et al. (2002), but that these components overlapped and were therefore similar in some way (Rosenbaum, 1990). However, it also agreed with the opposite argument put forward by Kobasa (1988) that although the components overlapped they had to be studied as separate
entities. The viewing of the future in a positive light, optimism, for example, tended to decrease for the undergraduates as they reached the end of the first year.

5.5 Summary: Overview of results

- Undergraduates’ ability to bounce back from stressful situations (resilience) at university progressively increased at the three points subsequent to their arrival in this environment. Similarly, compared to this time at university, the levels of their own personal worth (self-esteem), their positive attitude with which they viewed the future (optimism), and the control they thought they had in the environment (perceived control) gradually and significantly increased across time.

- In face-to-face interviews undergraduates described their self-esteem in terms of the positive attitude they took towards themselves. They were generally confident about their self-worth but to a large extent saw this self-worth, and ultimately their self-esteem, as related to or as an enabler of the social support they would receive. They also saw this quality of resilience as directly associated with what they would achieve at the end of their university career.

- When asked about how they saw the future, undergraduates spoke of this in relation to the difficulties they had encountered in the new surrounding and would continue to encounter. They saw these difficulties as obstacles that had to be overcome and as a logical part of the process of securing a good future. They went on to refer to this type of positive feeling about the future, their optimism, as resting upon the actions they had taken and would have to take to achieve in the environment. Generally, they felt that if they were to work hard the future would be bright as they would achieve their goal and they mostly thought that this kind of future could be arrived at with support from others.

- As for the relevance of their control in the environment, they were generally of the view that there were situations in which they would not have a choice to do what
they wanted but to comply with the demands. There were things that they had to do or manage if it were their intention to persevere with their degree until a successful end. They related control with their actions, as with the case of optimism; using their experience and determination to stay the course, always setting their sight on the final outcome for their being in the university environment.

- This sense of future achievement was probably the most important factor that helped keep these undergraduates functioning in the environment and best explained the undergraduates’ self-esteem, optimism and perceived control. All across their statements on these three factors undergraduates related the factors to the goal they had to reach, that is, their expectation and hope to achieve their qualification at the end of their undergraduate programme.
Chapter 6

Part 4 of the Study

“Every stress leaves an indelible scar, and the organism pays for its survival after a stressful situation by becoming a little older.”

Hans Selye (1976)

Undergraduates’ Resilience and Coping with Stress across Time: Results

Chapter six reports the results of data analysed to establish whether or not an association existed between the undergraduates’ resilience and their coping with stress.

6.1 Introduction

A search for an association between resilience and coping strategies was the main purpose and focus of the present study. All measures carried out so far on undergraduates’ stressors, coping with stressors, their three components of resilience, an all those to follow on their psychological well-being and their coping strategies, and these strategies vis-à-vis their academic achievement, are meant to converge on and contribute to the detection of the association. The quest for this association was perceived as presently required to provide the academic community and those who are interested in students’ welfare, with an explanation of interrelationships of factors to do with student stress and of possible measures that could be put in place to ease the burden that daily stressors impose on undergraduates. Such an endeavour was further supported by the suggestion made in previous research (see, Major et al., 1998; Luthar, 2003) that the personality trait of resilience was related to people’s successful adjustment to adverse situations.
In search of the explanation, the fourth aim of the study was to explore relationships among undergraduates' self-esteem, optimism and perceived control, as measured by the Resilience Indicator (RI) and their coping subscales as measured by COPE. The 12 questions that made up the RI are on page seven of the questionnaire booklet (Appendix A, page 281). At interviews the individuals who made up the sub-sample were also asked to comment on their personal attributes that helped them manage their stress. The results of the relationships that existed among the factors of resilience and the subscales of coping with stress and the relevant interview data on undergraduates' resilience and coping are presented.

6.2 Results

6.2.1 Relationships between subscales of RI and subscales of COPE

Bivariate correlation tests were carried out on the undergraduates' scores (raw data, Appendix K, page 291) of their self-esteem, optimism, perceived control and their scores on the fifteen subscales of COPE (Appendix I, raw data, page 289), in order to establish a relationship between pairs of these subscales, for each of the four measurement points.

The results are presented in the order the COPE subscales appeared in the questionnaire booklet (pages 4 to 6, Appendix A). Table 6.1 presents the means and standard deviations for all COPE subscales. The means and standard deviations for self-esteem, optimism and perceived control were respectively referred to in table 5.4, table 5.6 and table 5.8 (respectively, on pages 139, 141 and 143 of chapter five).
Table 6.1  Undergraduates’ mean scores and standard deviations on their COPE subscales at the four measure points

<table>
<thead>
<tr>
<th>Subscale</th>
<th>Start of 1st Term M (SD)</th>
<th>Start of 2nd Term M (SD)</th>
<th>End of First Year M (SD)</th>
<th>Start of 2nd Year M (SD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  Positive reinterpretation and growth *</td>
<td>10.90 (2.75)</td>
<td>11.38 (2.59)</td>
<td>10.43 (2.71)</td>
<td>11.07 (2.77)</td>
</tr>
<tr>
<td>2  Mental Disengagement**</td>
<td>9.58 (2.42)</td>
<td>9.72 (2.38)</td>
<td>9.55 (2.23)</td>
<td>9.81 (2.62)</td>
</tr>
<tr>
<td>3  Focus on and Venting emotions*</td>
<td>9.76 (3.53)</td>
<td>9.70 (3.07)</td>
<td>9.54 (3.00)</td>
<td>9.85 (2.77)</td>
</tr>
<tr>
<td>4  Seeking social support for Instrumental Reasons***</td>
<td>10.26 (3.06)</td>
<td>10.76 (2.85)</td>
<td>10.11 (3.10)</td>
<td>11.05 (2.84)</td>
</tr>
<tr>
<td>5  Active coping***</td>
<td>9.56 (2.36)</td>
<td>10.12 (2.26)</td>
<td>9.50 (2.45)</td>
<td>10.44 (2.81)</td>
</tr>
<tr>
<td>6  Denial **</td>
<td>6.17 (2.06)</td>
<td>6.45 (2.43)</td>
<td>7.09 (2.60)</td>
<td>7.57 (2.95)</td>
</tr>
<tr>
<td>7  Turning to Religion*</td>
<td>6.96 (4.12)</td>
<td>7.41 (4.20)</td>
<td>6.60 (3.14)</td>
<td>8.02 (4.04)</td>
</tr>
<tr>
<td>8  Humour**</td>
<td>7.98 (3.34)</td>
<td>8.88 (3.22)</td>
<td>9.00 (2.93)</td>
<td>9.09 (3.34)</td>
</tr>
<tr>
<td>9  Behavioural disengagement**</td>
<td>6.67 (2.3)</td>
<td>6.48 (2.27)</td>
<td>6.76 (2.39)</td>
<td>7.85 (2.72)</td>
</tr>
<tr>
<td>10 Restraint coping***</td>
<td>8.60 (2.43)</td>
<td>8.82 (2.19)</td>
<td>8.62 (2.34)</td>
<td>9.12 (2.74)</td>
</tr>
<tr>
<td>11 Seeking social support for emotional reasons*</td>
<td>10.31 (3.40)</td>
<td>10.73 (3.15)</td>
<td>10.30 (3.13)</td>
<td>10.40(2.98)</td>
</tr>
<tr>
<td>12 Substance use**</td>
<td>6.45 (3.41)</td>
<td>6.88 (3.38)</td>
<td>7.38 (3.24)</td>
<td>7.79 (3.34)</td>
</tr>
<tr>
<td>13 Acceptance*</td>
<td>9.54 (2.19)</td>
<td>9.61(2.70)</td>
<td>9.22 (2.45)</td>
<td>9.59 (2.51)</td>
</tr>
<tr>
<td>14 Suppression of Competing activities***</td>
<td>8.49 (2.13)</td>
<td>9.56 (2.16)</td>
<td>9.24 (2.42)</td>
<td>9.58 (2.51)</td>
</tr>
<tr>
<td>15 Planning***</td>
<td>9.34 (2.64)</td>
<td>9.48 (2.23)</td>
<td>10.13 (2.74)</td>
<td>10.50 (2.89)</td>
</tr>
</tbody>
</table>

* Emotion-focused coping (EFC). ** Self-regulated coping behaviour (S-RCB)
*** Problem-focused coping (PFC)
6.2.1.1 Relationships between Self-esteem, Optimism, Perceived control and Positive reinterpretation and growth

Undergraduates’ scores on Positive reinterpretation and growth were significantly correlated with their scores on Self-esteem and Optimism at the start of the first term and the end of the first year.

There was no significant relationship between their scores on Positive reinterpretation and growth and Perceived control for all four measurement points (table 6.2).

The results showed that undergraduates’ lower sense of personal value (self-esteem) and lower positive perception of what the future held (optimism) were related to their lower interpretation of the stressors in positive terms at the start of the first academic term and the end of the first year across the considered time span of fourteen months.

Table 6.2 Correlations between the Positive reinterpretation and growth subscale of COPE and the three subscales of RI across the measure points of the fourteen-month study period

<table>
<thead>
<tr>
<th>COPE subscale</th>
<th>Self-esteem</th>
<th>Optimism</th>
<th>Perceived control</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Measure Point)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Positive</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>reinterpretation and growth</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Start of 1st. Term)</td>
<td>.25*</td>
<td>.26*</td>
<td>-</td>
</tr>
<tr>
<td>(Start of 2nd. Term)</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>(End of 1st. Year)</td>
<td>.23*</td>
<td>.20*</td>
<td>-</td>
</tr>
<tr>
<td>(Start of 2nd. Year)</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

*.* Correlation is significant at the .01 level (2-tailed); _ = Not significant
6.2.1.2 Relationships between Self-esteem, Optimism, Perceived control and Mental disengagement

The undergraduates’ scores on coping using the Mental disengagement approach were significantly related to their scores on Self-esteem for the measure points at the end of the first year and start of second year at university. Higher self-esteem was related to their lower use of distracting activities that would take them away from efforts made to deal with their stressors at the end of the first year and to their higher use of that strategy at the beginning of the second year.

There were no significant relationships between Mental disengagement and either Optimism or Perceived control for all four measurement points (table 6.3).

Table 6.3 Correlations between the Mental disengagement subscale of COPE and the three subscales of RI across the measure points of the fourteen-month study period

<table>
<thead>
<tr>
<th>COPE subscale (Measure Point)</th>
<th>Self-esteem</th>
<th>Optimism</th>
<th>Perceived control</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Mental disengagement</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>(Start of 1st. Term)</td>
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<td>–</td>
<td>–</td>
</tr>
<tr>
<td>(Start of 2nd. Term)</td>
<td>–</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>(End of 1st. Year)</td>
<td>.22*</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>(Start of 2nd. Year)</td>
<td>.22*</td>
<td>–</td>
<td>–</td>
</tr>
</tbody>
</table>

* Correlation is significant at the .01 level (2-tailed); _ = Not significant
6.2.1.3  Relationships between Self-esteem, Optimism, Perceived control and Focus on and venting emotions

There was a significant relationship between the undergraduates' levels of coping using the Focus on and venting emotions approach and their levels of Self-esteem at the end of year one and between their levels of Focus on and venting emotions and their levels of Perceived control at the start of term one and the start of year two.

The results showed that undergraduates' lower self-esteem at the end of the first year was related to their lower tendency to focus on the distress arising from their stressors and express their emotions as a result of this focus. A higher use of this strategy was, however, associated with their lower perception of how much they were in control of events in the university environment.

There were no significant relationships between the levels of Focus on and venting emotions and the levels of Optimism for all four measurement points (table 6.4).

Table 6.4  Correlations between the Focus on and venting emotions subscale of COPE and the three subscales of RI across the measure points of the fourteen-month study period

<table>
<thead>
<tr>
<th>COPE subscale</th>
<th>Self-esteem</th>
<th>Optimism</th>
<th>Perceived control</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Measure Point)</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>3. Focus on and venting emotions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Start of 1st. Term)</td>
<td>-</td>
<td>-</td>
<td>.16*</td>
</tr>
<tr>
<td>(Start of 2nd. Term)</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>(End of 1st. Year)</td>
<td>.21*</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>(Start of 2nd. Year)</td>
<td>-</td>
<td>-</td>
<td>.21*</td>
</tr>
</tbody>
</table>

*: Correlation is significant at the .01 level (2-tailed); _ = Not significant
6.2.1.4 Relationships between Self-esteem, Optimism, Perceived control and Seeking social support for instrumental reasons

There was a significant relationship between the undergraduates' levels of Seeking social support for instrumental reasons and those of their Self-esteem at the third measure point of the study, the end of first year, and those of their Perceived control at the fourth measure point, the start of second year (table 6.5).

The results showed that a lower feeling of self-worth was related to a lower attempt by the undergraduates to go to others to obtain resources to help them cope with their stressors at the end of the first year. However, a higher use of this strategy was associated with their lower feeling of having control of events in the university environment at the start of the second year.

There were non-significant relationships between their levels of Seeking social support for instrumental reasons and their levels of Optimism for any of the measurement points.

Table 6.5 Correlations between the Seeking social support for instrumental reasons subscale of COPE and the three subscales of RI across the measure points of the fourteen-month study period

<table>
<thead>
<tr>
<th>COPE subscale</th>
<th>Self-esteem</th>
<th>Optimism</th>
<th>Perceived control</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Measure Point)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Seeking Social support</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>for instrumental reasons</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>(Start of 1st. Term)</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>(Start of 2nd. Term)</td>
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<td>-</td>
<td>-</td>
</tr>
<tr>
<td>(End of 1st. Year)</td>
<td>.21*</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>(Start of 2nd. Year)</td>
<td>-</td>
<td>-</td>
<td>.23*</td>
</tr>
</tbody>
</table>

* Correlation is significant at the .01 level (2-tailed); _ = Not significant
6.2.1.5 Relationships between Self-esteem, Optimism, Perceived control and Active coping

There was a positive relationship between the undergraduates’ coping using the Active coping approach and their levels of Self-esteem at the start of the undergraduates’ first term and end of first year at university, and their levels of Optimism at the start of the first term.

Undergraduates lower self-esteem and lower positive feelings about the future at the start of the first term were related to their lower use of steps to deal with stressors in the university environment. This lower self-esteem was also associated with their lower use of these steps at the end of the first year.

Non-significant relationships were found between the undergraduates’ levels of Active coping and their levels of Perceived control (table 6.6).

Table 6.6 Correlations between the Active coping subscale of COPE and the three subscales of RI across the measure points of the fourteen-month study period

<table>
<thead>
<tr>
<th>COPE subscale (Measure Point)</th>
<th>Self-esteem</th>
<th>Optimism</th>
<th>Perceived control</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Active coping</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Start of 1st. Term)</td>
<td>.17*</td>
<td>.19*</td>
<td></td>
</tr>
<tr>
<td>(Start of 2nd. Term)</td>
<td>_</td>
<td>_</td>
<td></td>
</tr>
<tr>
<td>(End of 1st. Year)</td>
<td>.21*</td>
<td>_</td>
<td></td>
</tr>
<tr>
<td>(Start of 2nd. Year)</td>
<td>_</td>
<td>_</td>
<td></td>
</tr>
</tbody>
</table>

*. Correlation is significant at the .01 level (2-tailed); _ = Not significant
6.2.1.6 Relationships between Self-esteem, Optimism, Perceived control and Denial

There was a significant relationship between the undergraduates’ levels of Denial and their levels of Optimism at the beginning of the first term and their levels of Perceived control at the start of the first and second terms and the end of the first year.

Lower optimism and lower perceived control were related to undergraduate’s lower refusal to believe that those stressful events existed in the university environment at the beginning of the first term. Higher perceived control at the start of the second term and end of the first year were associated with their higher use of this refusal.

There were no significant correlations between the undergraduates’ Denial and Self-esteem scores for the four measurement points (table 6.7).

Table 6.7 Correlations between the Denial subscale of COPE and the three subscales of RI across the measure points of the fourteen-month study period

<table>
<thead>
<tr>
<th>COPE subscale (Measure Point)</th>
<th>Self-esteem</th>
<th>Optimism</th>
<th>Perceived control</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Denial</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Start of 1st. Term)</td>
<td>_</td>
<td>.16*</td>
<td>.24*</td>
</tr>
<tr>
<td>(Start of 2nd. Term)</td>
<td>_</td>
<td>_</td>
<td>.29*</td>
</tr>
<tr>
<td>(End of 1st. Year)</td>
<td>_</td>
<td>_</td>
<td>.25*</td>
</tr>
<tr>
<td>(Start of 2nd. Year)</td>
<td>_</td>
<td>_</td>
<td>_</td>
</tr>
</tbody>
</table>

*: Correlation is significant at the .01 level (2-tailed); _ = Not significant
6.2.1.7  Relationships between Self-esteem, Optimism, Perceived control and Turning to religion

The undergraduates' levels of their use of the coping approach *Turning to religion* were significantly related to their levels of their *Self-esteem* at the start of the first term and the start of the second year and with their levels of *Perceived control* at the end of the first year.

Undergraduates' lower self-esteem was related to their lower use of the coping strategy of passing their problems to a higher being at the start of the first term, but a higher self-esteem was related to the higher use of this strategy at the start of the second year. However, a higher sense of being in control of situations was associated with lower use of the strategy at the end of the first academic year.

There were no significant relationships between these levels of *Turning to religion* and *Optimism* across the study period (table 6.8).

**Table 6.8**  Correlations between the *Turning to religion* subscale of COPE and the three subscales of *RI* across the measure points of the fourteen-month study period

<table>
<thead>
<tr>
<th>COPE subscale</th>
<th>Self-esteem</th>
<th>Optimism</th>
<th>Perceived control</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Measure Point)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>7. Turning to religion</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>(Start of 1st. Term)</td>
<td>.15*</td>
<td>-</td>
<td>-</td>
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<tr>
<td>(Start of 2nd.Term)</td>
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<td>-</td>
<td>-</td>
</tr>
<tr>
<td>(End of 1st. Year)</td>
<td>-</td>
<td>-</td>
<td>.26*</td>
</tr>
<tr>
<td>(Start of 2nd.Year)</td>
<td>-.21*</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

*: Correlation is significant at the .01 level (2-tailed); _ = Not significant
6.2.1.8 Relationships between Self-esteem, Optimism, Perceived control and Humour

The undergraduates' scores on the coping variable Humour were positively related to their scores on their resilience variable Optimism at the end of the first year, whilst negatively related to their scores on the Perceived control variable for the same measure point.

At the end of the first year, undergraduates' lower positive feelings about the future and higher perception of being in control of events were related to their higher trivialisation of stressful events in the university environment.

No significant relationships were found for any of the measure points between the undergraduates' scores on Humour and Self-esteem (table 6.9).

Table 6.9 Correlations between the Humour subscale of COPE and the three subscales of RI across the measure points of the fourteen-month study period

<table>
<thead>
<tr>
<th>COPE subscale (Measure Point)</th>
<th>Self-esteem</th>
<th>Optimism</th>
<th>Perceived control</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>8. Humour</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>(Start of 1st. Term)</td>
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<td></td>
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<tr>
<td>(Start of 2nd. Term)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>(End of 1st. Year)</td>
<td></td>
<td>.25*</td>
<td>-.22*</td>
</tr>
<tr>
<td>(Start of 2nd. Year)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*. Correlation is significant at the .01 level (2-tailed); _ = Not significant
6.2.1.9 Relationships between Self-esteem, Optimism, Perceived control and Behavioural disengagement

There were significant relationships between the undergraduates' scores on Behavioural disengagement and their scores on Perceived control for all four measure periods.

Undergraduates' lower perception of being in control of events at the beginning of the first term and second year was associated with their higher reduction of efforts to deal with stressors and to reach their interfered-with goals. Their higher perception was, however, related to their lower reduction of efforts at the start of the second term and with a higher reduction at the start of the second year.

No significant relationships were detected between Behavioural disengagement scores and the scores on either Self-esteem or Optimism for all measurement periods (table 6.10).

Table 6.10 Correlations between the Behavioural disengagement subscale of COPE and the three subscales of RI across the measure points of the fourteen-month study period

<table>
<thead>
<tr>
<th>COPE subscale</th>
<th>Self-esteem</th>
<th>Optimism</th>
<th>Perceived control</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Measure Point)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Behavioural disengagement</td>
<td></td>
<td></td>
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<tr>
<td>(Start of 1\textsuperscript{st}. Term)</td>
<td>_</td>
<td>_</td>
<td>.35*</td>
</tr>
<tr>
<td>(Start of 2\textsuperscript{nd}. Term)</td>
<td>_</td>
<td>_</td>
<td>.19*</td>
</tr>
<tr>
<td>(End of 1\textsuperscript{st}. Year)</td>
<td>_</td>
<td>_</td>
<td>.27*</td>
</tr>
<tr>
<td>(Start of 2\textsuperscript{nd}. Year)</td>
<td>_</td>
<td>_</td>
<td>.21*</td>
</tr>
</tbody>
</table>

*. Correlation is significant at the .01 level (2-tailed); \_ = Not significant
6.2.1.10 Relationships between Self-esteem, Optimism, Perceived control and Restraint coping

The undergraduates' scores on the coping subscale Restraint coping were significantly related to their scores on Self-esteem and Optimism only at the start of the first term, and were not significantly related to their scores on Perceived control at any of the four measurement points (table 6.11).

At the beginning of the first term, undergraduates' lower feelings of self-worth and lower positive feelings about the future were associated with their lower use of restrictions to take actions in order to manage their stressors.

Table 6.11 Correlations between the Restraint coping subscale of COPE and the three subscales of RI across the measure points of the fourteen-month study period

<table>
<thead>
<tr>
<th>COPE subscale</th>
<th>Self-esteem</th>
<th>Optimism</th>
<th>Perceived control</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Measure Point)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Restraint coping</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Start of 1st. Term)</td>
<td>.20*</td>
<td>.15*</td>
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<td>(Start of 2nd. Term)</td>
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<tr>
<td>(End of 1st. Year)</td>
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<td>-</td>
</tr>
<tr>
<td>(Start of 2nd. Year)</td>
<td>-</td>
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</tr>
</tbody>
</table>

*. Correlation is significant at the .01 level (2-tailed); _ = Not significant
6.2.1.11 Relationships between Self-esteem, Optimism, Perceived control and Seeking social support for emotional reasons

Throughout the study period, there was only one significant relationship between the undergraduates’ measures of Seeking social support for emotional reasons and their measures of Self-esteem at the end of the first year (table 6.12).

Undergraduates’ lower feelings of self-worth were related to their seeking of sympathy and understanding from others in order to manage their stressors, at that time. There were no relationships between this coping strategy and their optimism and perceived control for the four measure points.

**Table 6.12** Correlations between the Seeking social support for emotional reasons subscale of COPE and the three subscales of RI across the measure points of the fourteen-month study period

<table>
<thead>
<tr>
<th>COPE subscale</th>
<th>Self-esteem</th>
<th>Optimism</th>
<th>Perceived control</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Measure Point)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Seeking social support for emotional reasons</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>(Start of 1st. Term)</td>
<td></td>
<td></td>
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<tr>
<td>(Start of 2nd. Term)</td>
<td>.26*</td>
<td></td>
<td></td>
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<tr>
<td>(End of 1st. Year)</td>
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<td></td>
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<tr>
<td>(Start of 2nd. Year)</td>
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</tbody>
</table>

*Correlation is significant at the .01 level (2-tailed): _ = Not significant
6.2.1.12 Relationships between Self-esteem, Optimism, Perceived control and substance use

In the tests of relationships only one significant result was found. The undergraduates' scores on the Substance use subscale were significantly related to their scores on Perceived control subscale at the start of the first term (table 6.13).

Undergraduates' lower perceived control of events in the university environment at the beginning of the first term was related to their lower use of substances to distract them from their problems, at that time.

Table 6.13 Correlations between the Substance use subscale of COPE and the three subscales of RI across the measure points of the fourteen-month study period

<table>
<thead>
<tr>
<th>COPE subscale (Measure Point)</th>
<th>Self-esteem</th>
<th>Optimism</th>
<th>Perceived control</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>12. Substance use</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Start of 1st. Term)</td>
<td>_</td>
<td>_</td>
<td>.16*</td>
</tr>
<tr>
<td>(Start of 2nd. Term)</td>
<td>_</td>
<td>_</td>
<td>_</td>
</tr>
<tr>
<td>(End of 1st. Year)</td>
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<td>_</td>
<td>_</td>
</tr>
<tr>
<td>(Start of 2nd. Year)</td>
<td>_</td>
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</tr>
</tbody>
</table>

*. Correlation is significant at the .01 level (2-tailed): _ = Not significant
6.2.1.13 **Relationships between Self-esteem, Optimism, Perceived control and Acceptance**

Undergraduates' *Acceptance* scores were significantly related to their *Self-esteem* and *Optimism* scores at the beginning of the first term and to their *Perceived control* scores at the start of the second year of the study period (table 6.14).

At the beginning of the first term, undergraduates' lower feelings of self-worth and lower positive feelings of the future were related to their lower willingness to accept that there were stressors in the university environment. Their lower feelings of being in control of events were, however, related to their higher willingness to accept these events.

**Table 6.14** Correlations between the *Acceptance* subscale of COPE and the three subscales of RI across the measure points of the fourteen-month study period

<table>
<thead>
<tr>
<th>COPE subscale (Measure Point)</th>
<th>Self-esteem</th>
<th>Optimism</th>
<th>Perceived control</th>
</tr>
</thead>
<tbody>
<tr>
<td>13. Acceptance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Start of 1st. Term)</td>
<td>.18*</td>
<td>.19*</td>
<td>-</td>
</tr>
<tr>
<td>(Start of 2nd. Term)</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>(End of 1st. Year)</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>(Start of 2nd. Year)</td>
<td>-</td>
<td>-</td>
<td>-.21*</td>
</tr>
</tbody>
</table>

* Correlation is significant at the .01 level (2-tailed); _ = Not significant

177
6.2.1.14 Relationships between Self-esteem, Optimism, Perceived control and Suppression of competing activities

Using the bivariate correlation tests, the only significant relationship found was between the undergraduates’ scores on Suppression of competing activities subscale and their scores on Perceived control subscale at the start of the second year. This was also a negative relationship (table 6.15).

Decreased Perceived control scores were related to increased Suppression of competing activities scores.

Undergraduates’ lower perception of being in control was associated with their higher tendency to suppress all activities they could get involved in in order to concentrate upon their stressors and manage them at the beginning of the second year.

Table 6.15 Correlations between the Suppression of competing activities subscale of COPE and the three subscales of RI across the measure points of the fourteen-month study period

<table>
<thead>
<tr>
<th>COPE subscale</th>
<th>Self-esteem</th>
<th>Optimism</th>
<th>Perceived control</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Measure Point)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Suppression of competing activities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Start of 1st. Term)</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>(Start of 2nd. Term)</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>(End of 1st. Year)</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>(Start of 2nd. Year)</td>
<td>-</td>
<td>-</td>
<td>- .24*</td>
</tr>
</tbody>
</table>

*. Correlation is significant at the .01 level (2-tailed); _ = Not significant
6.2.1.15 Relationships between Self-esteem, Optimism, Perceived control and Planning

There were significant relationships between the undergraduates’ scores on the COPE subscale of Planning and their scores on Self-esteem of RI at the start of the first term and end of the first year, their scores on Optimism at the start of the first term, and their scores on Perceived control at the beginning of the second year (table 6.16).

Undergraduates’ lower feelings of self-worth and lower positive feelings about the future at the start of the first term were related to lower use of the strategy of thinking through stressors and managed them with the best methods at their disposal at that time. Their lower feelings of self-worth were, however, related to their higher use of the strategy at the end of the first year. Further undergraduates’ lower perception of being in control of events was associated with their higher use of the strategy, at the start of the second year.

Table 6.16 Correlations between the Planning subscale of COPE and the three subscales of RI across the measure points of the fourteen-month study period

<table>
<thead>
<tr>
<th>COPE subscale</th>
<th>Self-esteem</th>
<th>Optimism</th>
<th>Perceived control</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Measure Point)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Planning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Start of 1st. Term)</td>
<td>.20*</td>
<td>.16*</td>
<td>—</td>
</tr>
<tr>
<td>(Start of 2nd. Term)</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>(End of 1st. Year)</td>
<td>.22*</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>(Start of 2nd. Year)</td>
<td>—</td>
<td>—</td>
<td>-.24*</td>
</tr>
</tbody>
</table>

*: Correlation is significant at the .01 level (2-tailed); _ = Not significant
6.3 Undergraduates' resilience and coping with stress: Interview data

Although undergraduate interviewees were clear about the coping methods they employed to deal with their stressors, their contribution on the relationship between their personal resilience characteristics and coping was not always so and was generally less forthcoming in spite of appropriate prompts during interview. However, as suggested in the previous chapter they referred considerably to their resilience. Their resilience was connected to a sense of realism; in relationship to what had to be carried out in the university surrounding and what was expected of them as students. They realised that they had to be committed to their studies and that this meant complying with rules and regulations. The undergraduates spoke about their self-esteem and suggested that through their self-worth they were able to function as students and were meeting the tasks that were set. They had the overall view that because they had embarked on their university studies they had to persevere with their studies, even when faced with difficulties. They saw the end-product, the qualification they would obtain, as something they could achieve and would work for. In the end they thought that everything they did, either easy or difficult, was for their goal. Nothing would distract them from their goal. They saw stressors merely as challenges which had to be dealt with and as far as they were concerned they felt they were sufficiently equipped to deal with the stressors.

“I face it! (My situation). ...That (stressor) is a challenge. I am going to deal with it.” (Interviewee female, number five, Int. F5).

Self-esteem allowed the undergraduates to seek social support for emotional reasons.

“... Partly within me... to become reliant on people. This is due partly to my personality”. (Int. F8)

“At the time, being with my girlfriend helped a lot. It is not like being on your own... I have my support.” (Interviewee male, number twelve, Int. M12)
The interviewees referred to optimism and coping, in conjunction with their ability to succeed. They viewed their future and their achievement in their studies in a positive light. In a general way it was that sort of attitude that helped them function satisfactorily during their university stay. However, they were not too detailed on that point. They related perseverance to optimism and optimism seemed to allow the undergraduates to keep going with their studies:

"... But in the end I will do it. I know...I can do it."

"Two years are not a long time to go. I am looking forward to finishing (the study programme)" (Int. M12)

Self-confidence helped support people's optimism.

"I am a quite confident person." (Int. M13)

However, when the undergraduates related to their perceived control it was also with a sense of self-worth and some optimism. They spoke about their control and ability to manage when, for example, they referred to their financial difficulties and the possible solutions to these difficulties.

Personal control was made particularly relevant in conjunction with coping strategies and one of these strategies was often related to the turning to religion in order to cope.

"Optimism,... partly on my Christian faith.

"I am realistic in my approach, situations beyond my control...

Good can come out of bad... I need to be good; all that sort of thing." (Int.M9)

Control also had to do with the person's abilities:

"When I manage through the training I have had." (Int. M9)
Those who were getting on with their work stated that they were in control. That perception helped them get on, and even seemed to add to their sense of self-esteem.

"I am saying I can do it. I am worth it," (Int. M10)

6.4 Discussion

Undergraduates showed they were using all 15 coping strategies (see, table 6.1) in an increasing fashion. At the beginning of the first term, their increased levels in four self-regulated behaviours, one emotion- and four problem-focused coping strategies, were significantly different to their levels in these strategies at the beginning of the second year. The undergraduates' levels of self-esteem, optimism, and perceived control, which progressively increased across time, were also similarly significantly different for, at least, these two measure points. Further, at various stages of the study a significant relationship existed between the components of resilience and the coping strategies. However, that relationship was inconsistent. Whilst Self-esteem correlated with a few mixed coping strategies at the beginning of the first term, it was not associated with any of them at the start of the second term, but with a few more at the end of the first year and with only two (Mental disengagement and Turning to religion) at the start of the second year. The relationship also differed for the types of strategies used. Clearly, the undergraduates were not constantly dealing with their stressors using the same approach regardless of their evaluation of their personal worth.

The relationship between optimism and coping strategies illustrated this inconsistency further. Optimism was related to five coping strategies at the start of the first term and with only Positive reinterpretation and growth, and Humour at the end of the first year. Even though undergraduates very often spoke positively about the future, with the view that all will be well for them in the end, this was not reflected in their use of coping strategies. The final sets of correlations between perceived control and coping strategies showed some
encouragement of relationship, although it too stayed inconsistent. Undergraduates would use a few coping strategies, mainly of the non-problem-focused types in the presence of perceived control at the start of the first term, two self-regulated types at the start of the second term, with these same two strategies and an emotional-focused type at the end of the first year, but with a mixed set of eight coping strategies (three problem-focused, three self-regulated behaviours, ant two emotional-coping strategies) at the start of the second year.

*Perceived control* was the only component of resilience that constantly related to a coping strategy (*Behavioural disengagement*). But this relationship was inconsistent too. A negative relationship existed at the two end points of the study and another negative relationship for the two middle points, when indeed the levels in both variables progressively increased. As a result of this it was not possible to clearly suggest that the undergraduates’ coping strategies were associated with their reduction in efforts to deal with stressors. A further attention to this relationship at the time the undergraduates’ achievement was considered with their coping strategies and resilience (reported in chapter 8 of the present study), however, revealed that perceived control may play a part in undergraduates’ first-time success.

### 6.5 Summary: Overview of results

- At the start of the first term:
  undergraduates’ lower *Self-esteem* was significantly related to three out of the five problem-focused coping strategies (*Active coping, Restraint coping and planning*) and three out of the five of its emotion-focused coping strategies (*Positive reinterpretation and growth, Turning to religion and Acceptance*), but none with its five self-regulated coping behaviours.

  Significant relationships were also found for the subscale *Optimism* with *Active coping, Restraint coping and planning* and with *Positive reinterpretation and Growth* and *Acceptance* and two of the five self-regulated coping behaviours (*Denial and Humour*).
Perceived control was related to three of the five self-regulated coping behaviours (Denial, Behavioural disengagement, and Substance use) and the emotion-focused coping strategy of Focus on and venting emotions.

- At the start of term two:
  No correlations were found between either Self-esteem or Optimism and the subscales of COPE.

Higher scores for Perceived control were significantly related to higher scores on Denial and lower scores on Behavioural disengagement, two self-regulated coping behaviours.

- At the end of the first year:
  There was a significant relationship between higher Self-esteem and three problem-focused coping approaches (lower Seeking social support for instrumental reasons, lower Active coping and higher Planning), three emotion-focused coping strategies (Positive reinterpretation and growth, Focus on and Venting emotions, and Seeking social support for emotional reasons) and Mental disengagement, another self-regulated coping behaviour.

Optimism was positively and significantly related to just Positive reinterpretation and growth, whilst Perceived control had a significant relationship with Turning to religion, Denial, Humour and Behavioural disengagement, the first subscale being an emotion-focused coping strategy, and the remaining three being of the self-regulated coping behaviour type.

- At the start of the second year:
  When the undergraduates returned to university, Self-esteem was significantly related to Mental disengagement and Turning to religion.
No significant relationships were found between Optimism and the subscales of COPE.

However, the largest number of significant correlations since measurement began with the cohort of undergraduates was found for Perceived control and six subscales of COPE. Perceived control was significantly correlated with Focus and venting emotions and Acceptance (emotion-focused coping), with Seeking social support for instrumental reasons, Suppression of competing activities, and Planning (problem-focused coping) and with Behavioural disengagement (self-regulated coping behaviour),

- The interview data confirmed, that undergraduates with higher self-esteem were inclined to seek social support for instrumental reasons although some of them would seek that sort of support for emotional reasons as well. Self-esteem, optimism and perceived control seemed to interact to help undergraduates cope with their stressors. Undergraduates felt they had to deal with the stressors and were generally prepared to do so. Undergraduates had a general view that the events in the university environment were a reality and this had to be faced if they wanted to achieve well academically.
Chapter 7

Part 5 of the Study

"Adopting the right attitude can convert a negative stress into a positive one"

Hans Selye (1976)

Undergraduates’ Psychological Well-being and Coping with Stress across Time: Results

This chapter reports the investigation of a relationship between the sample of undergraduates’ psychological wellbeing and their coping with stress over their first fourteen months at university.

7.1 Introduction

Studies in stress often explore the association that may exist between stressors and ill-health (see, Nandino et al., 2003, Roberts et al., 1999, Stradling, 2001). Such an exploration is seen as justifiable as many studies (see, for example, Carney et al., 2005, Roberts et al., 2000) have reported a positive relationship between these two variables, and the transactional model of stress and coping (Lazarus & Folkman, 1984) posits illness as an associate factor in that coping, a linking variable that ought to be examined every time stress is researched (Morrison and Bennett, 2006). Surtees and Miller (1990), for example, saw that 49.7 % of their 175-student sample scored above the cut-off point of 5 on The Interval General Health Questionnaire (Surtees & Miller, 1990) indicating concern for the students’ mental well-being and Webb et al. (1997) found that 17.3 % male and 25.4 % female of their sample of 3,075 students had scores which indicated a moderate level of anxiety that would require attention from health care professionals. In the present study, an association between stressors and illness is explored and this activity also fulfills the adopted framework which suggests that such an exploration is imperative (Lazarus, 1999; Moos & Schaefer, 1993).
The fifth aim of the study, therefore, was to explore the relationship between undergraduates' coping levels as measured by the COPE scale and their psychological well-being, which used the GHQ-12 (raw data, Appendix L, page 292). The GHQ-12 asked respondents to refer to any medical complaints and their general health in the few weeks prior to answering the questionnaire booklet. It is found on pages 8 and 9 of Appendix A, page 281. The sub-sample of 13 undergraduate interviewees were also asked questions on their psychological and general health whilst they attended university.

The present results first relate to the statistical associations among the undergraduates' sets of scores on the GHQ-12 and the 15 COPE subscales, with each set representing data for one of the four measure points of the study. Then they provide an analysis of the association of psychological well-being and coping strategies derived from the verbal information offered by the sub-sample of undergraduates.

7.2 Results

7.2.1 Undergraduates' psychological well-being and coping with stress: Relationship between the measures

The undergraduates who responded to the survey were consistent in the provision of questionnaire data. Complete answers on psychological wellbeing questions were received from the 389 undergraduates at the first measure point, the 263 undergraduates at the second measure point, 168 at the third and 158 at the fourth. Bivariate tests of correlation were carried out between the undergraduates' scores on the four measures of the GHQ-12 and the four measures for each of the COPE subscales. The relationships that existed between the GHQ-12 and a particular COPE subscale were identified and are presented set by set from section 7.2.1.1

The means and standard deviations of undergraduates' scores on the GHQ-12 at all measure points are presented in table 7.1. The means and standard deviations for the undergraduates' scores for each COPE subscale and for each measure points were presented in the previous chapter (table 6.1, page 164).
Table 7.1 Undergraduates’ mean scores and standard deviations on the GHQ-12* scale across the four different measure points of the fourteen-month long study period

<table>
<thead>
<tr>
<th></th>
<th>Start of 1st. Term</th>
<th>Start of 2nd. Term</th>
<th>End of 1st. Year</th>
<th>Start of 2nd. Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>2.30</td>
<td>2.45</td>
<td>2.27</td>
<td>1.82</td>
</tr>
<tr>
<td>Standard deviation</td>
<td>.75</td>
<td>.90</td>
<td>.81</td>
<td>.76</td>
</tr>
</tbody>
</table>

*: Scores: Low = 0-1; Moderate = 2-3; High = 4-12

7.2.1.1 Psychological wellbeing and Positive reinterpretation and growth

The tests of correlation showed no significant relationships for all measure points among the undergraduates’ psychological wellbeing and their Positive reinterpretation and growth coping subscale across the study time, \( r = -0.09 \) at the start of the first term; \( r = -0.01 \) at the start of the second term; \( r = -0.08 \) at the end of the first year; and \( r = 0.07 \) at the start of the second year. Undergraduates’ interpretation of stressful situations in positive terms was not related to their changing levels of psychological well-being; levels which represented an absence of non-psychotic psychological disorder in these undergraduates.

7.2.1.2 Psychological wellbeing and Mental disengagement

Bivariate tests of correlation revealed that a significant relationship existed between undergraduates’ higher scores on the psychological well-being (GHQ-12) scale and their higher scores on the Mental disengagement coping subscale at the start of the second term at university, \( r = 0.22, p < 0.01 \) (Table 7.2). At this time, an increase in psychological well-being scores (psychological ill-health) was associated with the undergraduates’ tendency to become distracted from the actions that they had hitherto taken to deal with their stressors.
Table 7.2  Correlations between psychological well-being scale of GHQ-12 and Mental disengagement subscale of COPE across the fourteen-month study period

<table>
<thead>
<tr>
<th>Scale</th>
<th>Mental disengagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Measure point)</td>
<td></td>
</tr>
<tr>
<td>GHQ-12 (Start of 1st. Term)</td>
<td>.06</td>
</tr>
<tr>
<td>GHQ-12 (Start of 2nd. Term)</td>
<td>.22**</td>
</tr>
<tr>
<td>GHQ-12 (End of 1st. Year)</td>
<td>.01</td>
</tr>
<tr>
<td>GHQ-12 (Start of 2nd. Year)</td>
<td>.06</td>
</tr>
</tbody>
</table>

**. Correlation is significant at the .01 level (2-tailed)

7.2.1.3 Psychological wellbeing and Focus on and venting emotions

Bivariate tests of correlation showed that undergraduates’ psychological well-being scores were significantly related with their Focus on and venting emotions coping scores at the start of the first term, $r = .26, p < .01$, the start of the second term, $r = .30, p < .01$, and the start of the second year, $r = .20, p < .05$ (table 7.3). There was no significant relationship between the two variables at the end of the first year, $r = .05, p > .05$. Undergraduates’ psychological well-being was positively associated with their outward expression of emotions that would have helped them cope with their stressors at all measure points, except for measure point three, the end of the first year.
Table 7.3 Correlations between psychological well-being scale of GHQ-12 and Focus on and venting emotions subscale of COPE across the fourteen-month period of the study

<table>
<thead>
<tr>
<th>Scale (Measure point)</th>
<th>Focus on and venting emotions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Start of 1st. Term</td>
</tr>
<tr>
<td>GHQ-12 (Start of 1st. Term)</td>
<td>.26**</td>
</tr>
<tr>
<td>GHQ-12 (Start of 2nd. Term)</td>
<td></td>
</tr>
<tr>
<td>GHQ-12 (End of 1st. Year)</td>
<td></td>
</tr>
<tr>
<td>GHQ-12 (Start of 2nd. Year)</td>
<td></td>
</tr>
</tbody>
</table>

**. Correlation is significant at the .01 level (2-tailed)
*. Correlation is significant at the .05 level (2-tailed)

7.2.1.4 Psychological wellbeing and Seeking social support for instrumental reasons

Bivariate tests of correlation revealed that there were no significant relationships between the GHQ-12 scale and the COPE subscale of Seeking social support for instrumental reasons, for the four measure points. Undergraduates’ changing levels of psychological well-being were not related to their equally changing scores on their strategy of going to others for information and advice in order to cope with their stressors.

7.2.1.5 Psychological wellbeing and Active coping

Similarly, there were no significant relationships between the measures on the GHQ-12 and those of the COPE subscale of Active coping, for the four measure points. The undergraduates’ levels of psychological well-being were not associated with their taking of actions to cope with their stressors.
7.2.1.6 Psychological wellbeing and *Denial*

The correlation of GHQ-12 and the COPE subscale of *Denial* was highly significant at the start of the second term (table 7.4). At this time in their university experience undergraduates' higher scores on psychological well-being were related to their higher scores on their refusal to believe the existence of stressors, another coping strategy.

**Table 7.4** Correlations between psychological well-being scale of GHQ-12 and *Denial* subscale of COPE across the fourteen-month period of the study

<table>
<thead>
<tr>
<th>Denial</th>
<th>Start of 1st. Term</th>
<th>Start of 2nd. Term</th>
<th>End of 1st. Year</th>
<th>Start of 2nd. Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>GHQ-12 (Start of 1st. Term)</td>
<td>0.05</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GHQ-12 (Start of 2nd. Term)</td>
<td></td>
<td>0.22**</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GHQ-12 (End of 1st. Year)</td>
<td></td>
<td></td>
<td>0.09</td>
<td></td>
</tr>
<tr>
<td>GHQ-12 (Start of 2nd. Year)</td>
<td></td>
<td></td>
<td></td>
<td>0.06</td>
</tr>
</tbody>
</table>

**. Correlation is significant at the .01 level (2-tailed)

7.2.1.7 Psychological wellbeing and *Turning to religion*

Using bivariate tests of correlation no significant relationships were found between the GHQ-12 scale and the COPE subscale of *Turning to religion* for any of the four measure points. The undergraduates' changing psychological well-being states had no associations with their similarly changing scores on appealing to a higher being for help in coping with stressors, over the measure period.
7.2.1.8  Psychological wellbeing and *Humour*

There were no significant correlations amongst the measures of the GHQ-12 and those of the COPE subscale of *Humour* for the duration of the measure period. The particular trend in psychological scores did not correlate with undergraduates’ changing scores on the strategy of just joking about or make light of stressors in order to cope with them.

7.2.1.9  Psychological wellbeing and *Behavioural disengagement*

The bivariate tests of correlation demonstrated that there was a significant relationship between a person’s psychological wellbeing, and their use of the *Behavioural disengagement* strategy at the beginning of their first term at university (table 7.5). At this stage in the undergraduates’ early experience at university, their relatively higher state of psychological ill-health was related to their cessation or reduction of efforts to reach their goals, when these goals were being interfered with by stressors.

**Table 7.5**  Correlations between psychological well-being scale of GHQ-12 and *Behavioural disengagement* subscale of COPE across the fourteen-month period of the study

<table>
<thead>
<tr>
<th>Scale</th>
<th>Behavioural disengagement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Start of 1st. Term</td>
</tr>
<tr>
<td>GHQ-12 (Start of 1st. Term)</td>
<td>.20**</td>
</tr>
<tr>
<td>GHQ-12 (Start of 2nd. Term)</td>
<td>.12</td>
</tr>
<tr>
<td>GHQ-12 (End of 1st. Year)</td>
<td></td>
</tr>
<tr>
<td>GHQ-12 (Start of 2nd. Year)</td>
<td></td>
</tr>
</tbody>
</table>

**Correlation is significant at the .01 level (2-tailed)**
7.2.1.10 Psychological wellbeing and Restraint coping

There was a significant and positive relationship between the undergraduates’ lower state of psychological well-being and the higher restraining of their actions in order to manage stress scores, at the start of the second term (table 7.6). A lowered psychological well-being level (risk of ill-health) was associated with undergraduates’ decision to use only coping activities that could help them manage particular stressors.

Table 7.6 Correlations between psychological well-being scale of GHQ-12 and Restraint coping subscale of COPE across the fourteen-month period of the study

<table>
<thead>
<tr>
<th>Scale</th>
<th>GHQ-12 (Start of 1st. Term)</th>
<th>GHQ-12 (Start of 2nd. Term)</th>
<th>GHQ-12 (End of 1st. Year)</th>
<th>GHQ-12 (Start of 2nd. Year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>GHQ-12 (Start of 1st. Term)</td>
<td>-.01</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GHQ-12 (Start of 2nd. Term)</td>
<td>.17*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GHQ-12 (End of 1st. Year)</td>
<td>.05</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GHQ-12 (Start of 2nd. Year)</td>
<td>.08</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Correlation is significant at the .05 level (2-tailed)
7.2.1.11 Psychological wellbeing and *Seeking social support for emotional reasons*

Across the study, no significant relationships were found between undergraduates’ scores on their psychological wellbeing scale and their scores on *Seeking social support for emotional reasons* subscale, which referred to the undergraduates’ actions of approaching friends, family members and others in order to get their sympathy, for their subsequent reason of coping with university stressors.

7.2.1.12 Psychological well-being and *Substance Use*

There were no significant relationships, across the four measure points, between the undergraduates’ scores on the GHQ-12 scale and their scores on the *Substance use* COPE subscale, a coping strategy that might have distracted them from their stressors. Although there was an increase in undergraduates’ use of substances, such as alcohol and tobacco, to help them cope with their stressors, their scores on this coping strategy were not associated with their psychological well-being scores.

7.2.1.13 Psychological well-being and *Acceptance*

No significant relationships were found between undergraduates’ psychological well-being and their *Acceptance* coping strategy, their preparedness to accept situations the way they were in the university environment.

7.2.1.14 Psychological well-being and *Suppression of Competing Activities*

Bivariate tests of correlation showed there was a significant relationship between undergraduates’ higher scores on coping with stress by stopping other activities except those which would solve a particular problem or deal with a stressor (suppression of competing activities) and their higher psychological wellbeing scores at the start of the second term (table 7.7)
Table 7.7  Intercorrelations between psychological well-being scale of GHQ-12 and Suppression of competing activities subscale of COPE across the fourteen-month period of the study

<table>
<thead>
<tr>
<th>Scale (Measure point)</th>
<th>GHQ-12 (Start of 1st. Term)</th>
<th>GHQ-12 (Start of 2nd. Term)</th>
<th>GHQ-12 (End of 1st. Year)</th>
<th>GHQ-12 (Start of 2nd. Year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>GHQ-12 (Start of 1st. Term)</td>
<td>03</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GHQ-12 (Start of 2nd. Term)</td>
<td>.16*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GHQ-12 (End of 1st. Year)</td>
<td>.08</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GHQ-12 (Start of 2nd. Year)</td>
<td>.10</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*. Correlation is significant at the.05 level (2-tailed)

7.2.1.15 Psychological well-being and Planning

Undergraduates’ Planning strategy, the setting aside of time to think through the best possible strategies for them to tackle problems in the university environment, did not correlate with their psychological well-being levels at any of the four measure points.

7.2.2 Interview data: Psychological wellbeing and coping with stress

At the end of the study, the undergraduates who took part in the interviews were asked to look back at the last fourteen months of university experience and comment on their general health during that time. Two distinct themes regarding psychological health emerged from their comments. The first one was worry. Nine of the undergraduates
mentioned worry within their statements on health and insinuated that it was a threatening state of mind to be in, even though they did not directly say that this worry could be detrimental to their personal psychological wellbeing. They often alluded to the worry in association with the stressors that they encountered at university. The second theme that unfolded when undergraduates made reference to their actions for staying healthy was the determination to brave or get on with difficult situations.

7.2.2.1 Worry and psychological health

Undergraduates were worried at various times during the fourteen-month period. Whilst it would not have been a surprise to hear of them being more worried at the start of their academic life than at any other periods (Hickman et al., 2000; Pancer et al., 2000, for example, have earlier demonstrated that the transition to university was perhaps the most worrying period of all), there were no indications in their conversations to suggest that this worry was not of the same intensity across the period in question. At the start of the first term they would have had to face many new situations, most of which could have been sudden increased demands on their resources and the meeting of new challenges. The worry they referred to coincided with new as well as recurring demands.

Worry often manifested itself in changes in behaviour, and by far the most common change was an alteration of sleep patterns. It resulted in some of the undergraduates not having adequate sleep. The sleep disturbance or the loss of sleep, particularly with the loss being more prominent in the early hours of the morning, was a potential situation that could have led to affective disorders, such as depression (Greenberg, 2002), in some of the undergraduates. One participant described the effects of her worry in the following way:

"The last three weeks I have been having nightmares and they bother me. I wake up at around three o'clock in the morning and I cannot sleep any more. I feel so tired during the next day" (Int.F4)

This participant had a high psychological well-being score (indicating ill-health) at the beginning of the second year as well as a high Resilience Indicator score at that time.
Another participant indicated that the worries that existed in her life were also of a chronic nature and was detrimental to her well-being although there was some reticence on her part to admit that this was the case.

"I lose sleep... I am also losing weight at the moment. I did not feel too good in the first week (of the first term) due to stress.... Initially I was a little homesick." (Int.F3)

The consequence of that loss of sleep, however, was not always easy to interpret nor did it seem detrimental to a person's health:

"I lost sleep when I was worried about handing in dates.  
"My health was not affected; no more than usual" (Int.F1)

The ‘no more than usual’ statement, however, did suggest that there was at least something wrong with that person’s health although it was not possible to identify what was wrong.

Furthermore, this worry was often based around the responsibilities leading to activities that had to be carried out in the university environment. It did not always affect the students. In some participants it was:

"I was overwhelmed, under pressure.  
... I have not been affected by my small worries in any way. I sleep well and I enjoy good health  
.... I worry a lot about my studies” (Int.F2)

A few participants did not allow worries to be any kind of hardship to them,

"Initially... I find a problem overwhelming. Then the following day I get up and about and attend to the problem” (Int.F5).
Meanwhile others treated problems as things to be endured and dealt with and often ignored them and in this way stopped the emergence of worries:

“… but I did not find that there was any massive time I was really worried…” (Int.M12)

Some participants at times felt bad and spoke of the causes of their worries in these terms:

“… I struggled with particular subjects being taught.
... for the last three weeks I have been ill. I generally tend to come down with a virus when I am feeling low, that sort of stuff.” (Int.F8)

Finally, a participant summed up the nature of difficulties and the ever common way in which perhaps most participants experienced difficulties.

“I had ups and downs during the year” (Int.M12)

7.2.2.2 Determination not to be affected by difficulties and problems

Seven individuals, which included the five males, were determined not to be bothered by stressors they encountered in the university environment. They were as if prepared to come on top of adverse situations come what may. They had made up their mind to progress in a positive way in their new environment and did not allow difficulties to thwart their plan for getting on. Their stance was clearly due to a personal quality and could arguably be explained as such and in relation to their self-esteem. This almost stoical, ‘whatever happens, I will move on’ attitude might have helped keep away the harmful effects of difficulties on their psychological wellbeing. The following instance exemplified this attitude:

“I feel good about myself. Pretty much! I am a quite confident person. I think, anyway. Yea! I think... pretty happy about life.
“I take things as they come. Yea! Yea!”(Int.M13)
Some individuals could see that problems and difficulties meant hardship for them and a type of hardship that could surely have affected their psychological well-being. They were therefore determined to face and do something about these problems and difficulties and saw their approach as an effective strategy in their environment. Their actions were at times risky, although they were often the first to admit this and to do something constructive about these actions. For example, one or two participants had tried to adjust to situations in a maladjusted way, such as drinking more than usual, and had soon realised the dangers of this approach and made amends.

A potentially risky behaviour exemplifies what some people might have been prepared to do in order to progress in the university surrounding:

"I feel fine (now). I stopped drinking regularly.
"To be honest, I have decided to feel good
"I used to feel very low. I have accepted everything (in my environment) now." (Int.F7)

7.3 Discussion

When they first arrived at university, undergraduates’ relatively lower psychological well-being (at risk of ill-health) was associated with their tendency to engage in activities that would take their mind off stressors (Mental disengagement) and to focus on the distress being experienced and express their emotions outwardly (Focus on and venting emotions). This meant that the undergraduates were reducing their efforts to deal with their stressors, but at the same time they would concentrate on the feelings arising from such stressors and ventilate these feelings. In this case both distraction from and focus on stressors with a purpose was experienced. These two strategies, with the undergraduates in a state of ambivalence, are seen as impeding the undergraduates’ adjustments to the stressors (Felton, Revenson & Hinrichsen, 1984) and their adaptive coping (Aldwin & Revenson, 1987). This situation was still present at the beginning of the second term and in the presence of the undergraduates’ refusal to accept that stressful events existed (Denial), thereby minimising the undergraduates’ distress further. However, the undergraduates were waiting for appropriate opportunities to act
to solve their stressors (*Restraint coping*) and by stopping other activities in order not to be distressed by them in an effort to deal with stressors (*Suppression of competing activities*). These strategies were interestingly a mixture of both acting and not acting to deal with the stressors. Such a result was therefore not conclusive and in no way helped to establish a firm association between psychological ill-health and coping strategies. This inconsistent relationship was somewhat confirmed when there was no association between psychological well-being and any coping strategies at the end of the first year. This inconsistency carried on further when at the start of the second year higher psychological well-being was associated with higher use of the focus on the distress of stressors and the expression of emotions by undergraduates.

The unstable association recorded so far was supported by the interview data where undergraduates, with either lower or higher scores on stressors in the university environment, showed a propensity to use actions to solve their stressors. They also provided no signs that they were attempting to either ignore or deny their stressful situations, nor did they vent their feelings when they focused on the distress emanating from their stressors.

7.4 **Summary: Overview of results on psychological wellbeing and coping**

- There was a positive relationship between undergraduates’ risk of psychological distress (an increase in self-reported *Psychological well-being* scores), their ventilation of emotions (*Focus and venting emotions*), and their reduction in the attempts to deal with stressors (*Behavioural disengagement*) at the start of the first term;

- There was a negative relationship between undergraduates’ risk of psychological distress and their focus on and venting their emotions but a positive one with actions that distracted them from thinking about the stressors (*Mental disengagement*), refusing that stressful situations existed (*Denial*), restraining themselves to take actions to deal with stressors (*Restraint coping*), and
suppressing activities that were not concerned with a challenge or threat \((\text{Suppression of competing activities})\), at the start of the second term and

- At the end of the first year no significant relationships were found between \textit{Psychological wellbeing} scores and any of the scores for the COPE subscales;

- There was a negative relationship between psychological well-being (good psychological health) and the ventilation of emotions at the beginning of the second year.

- Interview data relevant to the relationship between psychological health and coping suggested that some undergraduates had worries which led to abnormal psychological conditions and some reacted to these worries by just deciding to face them.
Chapter 8

Part 6 of the Study

"The capacity of man himself is only revealed when, under stress and responsibility, he breaks through his educational shell, and he may then be a splendid surprise to himself no less than to the teacher."

Harvey Cushing (c. 1930)

Undergraduates’ Coping, resilience and Academic Performance: Results

This chapter provides the results of a comparison made between undergraduates’ scores on coping, self-esteem, optimism, and perceived control and their academic performance.

8.1 Introduction

Further, studies which utilise the transactional model of coping (Lazarus, 1999) are required to consider the association among all variables which have been either evidenced to be, or conceptualised as being relevant in the integral consideration of the transaction between the stressed individual and his or her environment. The particular nature of this environment is also deemed important. Apart from a threat to their psychological well-being in such an environment it is also thought that the undergraduates’ academic achievement may be associated with their coping with stress and other indirect variables such as the undergraduates own intrapersonal qualities (personality traits). In addition, for the specificity of the environment, where teaching and learning are taking place, achievement must inevitably be a variable whose association with other factors in this environment must be explored (Devonport & Lane, 2006). Thus, it is important, for instance, to establish whether the undergraduates’ coping strategies, their self-esteem, optimism and perceived control were related to their academic achievement. For this reason academic achievement is examined in the
present study, which utilised Moos and Schaefer's (1993) conceptual framework of stress and coping, consisting in turn of the transactional model as its basic premise.

Consequently, the sixth and last aim of the study was to investigate any differences that existed among undergraduates' coping levels on COPE, their self-esteem, optimism and perceived control on RI, and academic performance (raw data, Appendix M, page 293), at the beginning of the second year at university. The 158 undergraduates who took part in the last of the four-stage questionnaire survey provided the data on the usual scales (pages 1 to 9 and 12 of Appendix A, page 281) and, in addition, on their previous year's academic achievement. For that new purpose they completed page 11 of the questionnaire booklet (Appendix A). Since academic performance commonly preoccupies students (Stilger et al., 2001) and may add to their experience of stress (Monk, 1996), the sample of 13 undergraduates who attended one-to-one interviews were also asked questions on their academic progress in the previous year, including their achievement.

8.2 Results

Out of the sample of 158 undergraduates only one person did not provide usable answers to this part of the questionnaire. Of those who answered, 128 (128/157, 81.5%) passed all courses at the first attempt in their first year. The 29 (18.5%) who did not pass at the first attempt, had referred results in one or more courses or modules. Sixteen out of the 29 undergraduates (55%) were reassessed in one course, five (17%) in two courses, four (14%) in three courses, and another four, the remaining 14 per cent, in four courses.

One hundred and twenty undergraduates (120/157, 76%) were full-time students and followed between 7 and eight courses or modules. The other 37 (24%) were part-time students and had registered for three or four courses in the previous year.

Paired-samples t tests were used to establish whether there was a difference between the self-esteem, optimism and perceived control of the undergraduates who succeeded in all their courses or modules at the first attempt and of those who did not succeed at the first attempt. Similar tests were also used to find out whether the coping strategies used by
the two groups of undergraduates to cope with their university stressors were different. The sub-sample of undergraduates who attended interviews was asked, amongst other aspects, to comment on their personal traits, their coping with stress strategies, and their academic performance. Their comments are categorised, analysed and reported.

8.2.1 Undergraduates' self-esteem, optimism, perceived control and academic achievement

The questionnaire scores showed that there were no significant differences between undergraduates' views of their self-worth (Self-esteem), the positive attitudes with which they contemplated the future (Optimism), their views on the amount of control they had in the university environment (Perceived control) and their academic performance (table 8.1). Undergraduates' academic achievement was not associated with their personal evaluation of their own worth, their expectation that good things will happen to them, and their self-assessment of their ability to exert control at any one of the measure periods during the first fourteen months at university.

Table 8.1 Comparison of first-time and non-first-time achievers' self-esteem, optimism and perceived control at the start of the second year

<table>
<thead>
<tr>
<th>Subscale</th>
<th>Successful Students</th>
<th>Unsuccessful Students</th>
<th>t</th>
<th>df</th>
<th>sig.</th>
<th>r*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-esteem</td>
<td>3.16 (.58)</td>
<td>3.05 (.83)</td>
<td>.88</td>
<td>155</td>
<td>.38</td>
<td>.02</td>
</tr>
<tr>
<td>Optimism</td>
<td>2.99 (.59)</td>
<td>3.04 (.81)</td>
<td>-.38</td>
<td>155</td>
<td>.71</td>
<td>.03</td>
</tr>
<tr>
<td>Perceived control</td>
<td>2.40 (.85)</td>
<td>2.59 (.97)</td>
<td>-1.07</td>
<td>155</td>
<td>.29</td>
<td>.08</td>
</tr>
</tbody>
</table>

* Effect size
8.2.2 Undergraduates’ coping with stress and academic achievement

A significant difference was only found between undergraduates’ Seeking social support for instrumental reasons subscale of COPE, and their academic performance (table 8.2). Passing courses at the first attempt was related to undergraduates’ searching for information and help from others in order to cope with their own stressors.

Table 8.2 Comparison of first-time and non-first-time achievers’ coping strategies at the start of the second year

<table>
<thead>
<tr>
<th>Subscale</th>
<th>Successful Students</th>
<th>Unsuccessful Students</th>
<th>t</th>
<th>df</th>
<th>sig.</th>
<th>r +</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive reinterpretation and growth</td>
<td>11.15 (2.72)</td>
<td>10.72 (3.18)</td>
<td>.73</td>
<td>155</td>
<td>.46</td>
<td>.06</td>
</tr>
<tr>
<td>Denial</td>
<td>7.40 (2.94)</td>
<td>8.03 (2.96)</td>
<td>-1.05</td>
<td>155</td>
<td>.30</td>
<td>.08</td>
</tr>
<tr>
<td>Turning to religion</td>
<td>7.75 (3.99)</td>
<td>8.86 (3.97)</td>
<td>-1.36</td>
<td>154</td>
<td>.18</td>
<td>.11</td>
</tr>
<tr>
<td>Humour</td>
<td>9.02 (3.32)</td>
<td>9.44 (3.50)</td>
<td>-.62</td>
<td>155</td>
<td>.54</td>
<td>.05</td>
</tr>
<tr>
<td>Behavioural Disengagement</td>
<td>7.80 (2.69)</td>
<td>7.90 (2.76)</td>
<td>-.18</td>
<td>154</td>
<td>.86</td>
<td>.01</td>
</tr>
<tr>
<td>Restrainment coping</td>
<td>9.13 (2.75)</td>
<td>8.97 (2.64)</td>
<td>.28</td>
<td>155</td>
<td>.78</td>
<td>.02</td>
</tr>
<tr>
<td>Substance use</td>
<td>7.76 (3.43)</td>
<td>7.76 (2.94)</td>
<td>-.01</td>
<td>155</td>
<td>.99</td>
<td>.01</td>
</tr>
<tr>
<td>Acceptance</td>
<td>9.55 (2.56)</td>
<td>9.59 (2.56)</td>
<td>-.08</td>
<td>155</td>
<td>.94</td>
<td>.01</td>
</tr>
<tr>
<td>Mental Disengagement</td>
<td>9.80 (2.58)</td>
<td>9.66 (2.84)</td>
<td>.26</td>
<td>155</td>
<td>.79</td>
<td>.02</td>
</tr>
<tr>
<td>Focus on and venting emotions</td>
<td>9.92 (2.83)</td>
<td>9.00 (2.71)</td>
<td>1.61</td>
<td>155</td>
<td>.11</td>
<td>.13</td>
</tr>
<tr>
<td>Seeking social support for instrumental reasons</td>
<td>11.24 (2.78)</td>
<td>9.76 (93.08)</td>
<td>2.54</td>
<td>155</td>
<td>.01*</td>
<td>.20</td>
</tr>
<tr>
<td>Active coping</td>
<td>10.42 (2.83)</td>
<td>10.21 (2.60)</td>
<td>.38</td>
<td>155</td>
<td>.71</td>
<td>.03</td>
</tr>
<tr>
<td>Seeking social support for emotional reasons</td>
<td>10.50 (3.00)</td>
<td>9.45 (2.90)</td>
<td>1.71</td>
<td>155</td>
<td>.09</td>
<td>.14</td>
</tr>
<tr>
<td>Suppression of Competing activities</td>
<td>9.60 (2.47)</td>
<td>9.24 (2.65)</td>
<td>.70</td>
<td>155</td>
<td>.49</td>
<td>.06</td>
</tr>
<tr>
<td>Planning</td>
<td>10.48 (2.81)</td>
<td>10.21 (3.23)</td>
<td>.45</td>
<td>155</td>
<td>.65</td>
<td>.04</td>
</tr>
</tbody>
</table>

+ = Effect size; *: Significant at the .01 level (two-tailed)
8.2.3 Interview data: Undergraduates’ views on coping, self-esteem, optimism, perceived control and academic performance.

The interview findings demonstrated that in general participants had mixed feelings about the effects of and coping with stress, on their performance. Their comments on coping and performance suggested that they ventured in the academic situation expecting to experience stress and were prepared to deal with their stressors, and spoke about the stressors in, at times, fairly casual ways. For many participants, stressors bore no relationships with their academic pursuits and achievement. Stressors and academic work were just different entities.

The very first person who attended an interview revealed that she had to resubmit one assignment (for a course) at the end of the first academic year. She was of the view that although she was stressed at various times, and even continued to experience pressures at the start of the second year, that that stress was there and had to be dealt with, even to the extent of being ignored in perhaps the hope that it would go away, thus adopting the Denial coping strategy. Initially not in control in the academic surrounding she felt, at the point of interview that she had experienced enough of university life and its demands to feel in control and saw stress as a separate and an irrelevant factor in her surrounding.

“Daily hassles did not affect my performance on the whole” (Int.F1)

However, undergraduates made clear associations between their achievement and the personal qualities of optimism, perceived control and self-esteem that helped them cope with their academic responsibilities. Although the influence of these qualities is not considered separately, data suggested that there were interrelations among them. Often undergraduates discussed one quality with another one, which demonstrated the simultaneous function of these qualities and to a large extent the similarities (and overlaps) that existed among them.
8.2.3.1 Optimism, coping with stress and academic achievement

University-life stressors contributed to most of the participants’ feeling of pressure especially at the initial stage of their university career, but that contribution had a tendency to decrease as time went by and as the participants became more acquainted with their environment. The viewing of the future in a positive way had a clear part to play in reducing that pressure, and it gave more strength to individuals to carry on with their academic responsibilities and eventually to succeed. One participant, who performed well in all her assignments at the first attempt and in spite of her view that initially she struggled a little, had this to say:

"...I am quite optimistic in my outlook. I feel that if I work hard I will succeed. My performance at the beginning of the year was not that okay; we had to prepare a lot. Things like piled on. However, the year generally went well. I had fairly good marks. I scored mainly in the 2.1s" (Int.F2)

Undergraduates were keen to plan their use of time in order to cope with the necessary academic activities. They combined the approach of their decision to achieve, which, to a degree, was based on their optimism, with a competitive spirit. This combination was a strong contribution to their eventual academic success. Another person had a profile fairly similar to the interviewee’s above. She wanted to succeed and displayed a lot of determination, very near to fortitude, in her approach.

"I had pressure to achieve. Pressure to perform. I really want to do well. I failed my lab report. I finished the year quite well after the initial difficulty.... I am very competitive. I wanted to do better" (Int.F3)

8.2.3.2 Perceived control, coping with stress, and academic achievement

Four interviewees were clear about what the personal feeling of being in control could do for their performance and, again, confidence. One of them, a first-time successful student, said a lot about himself. He first spoke about his optimism and how he wished to do what he had to do and that he had the necessary support to go on with his plan. He then spent a lot of time commenting on his perception of being in control. He referred to
it as his ability to be realistic in situations. He would accept things that he had to do and been given instructions to do.

"I am realistic in my approach, situations beyond my control: then I have to say, I have to trust, and when I look back in a few years' time." (Int.M9)

However, he stated that he would do all things in his power to succeed, and that there were things he could definitely do. That approach, overall, demonstrated the function of perceived control in achievement:

"I like to feel I am in control at times. I am not a control freak (though)
"...I passed all my courses last year" (Int.M9)

8.2.3.3 Self-esteem, coping with stress, and academic achievement

The feeling of high self-esteem also played a part in helping people achieve. Those who were successful in the year referred categorically to their self-esteem as a strong aspect of their good performance. Interviewee number 10 exemplifed this aspect in his brief but clear words.

"Yes! Most of the time (I feel good about myself)
"I am very optimistic. I know where I am heading
"...Overall, I did well in all my assignments. But I was confident anyway... I am good at doing.” (Int.M10)

Other successful undergraduates gave further information for the possible link between their self-esteem and achievement. They were of the view that the link existed because they were content with what they were doing and this contentment gave them the confidence to feel positively about themselves. This heightened self-esteem also allowed an undergraduate to focus onto important things in the environment.
“Self-confidence, self-esteem even when I come out I want to get a job. I don’t know, pick out at random, whatever, I still have confidence in an interview. I think I will do well.... I think you try so hard... from your assignment, your exams, trying to get a good mark. I want to give a good impression.” (Int.M11)

“Some of it (stress) was doing assignments to start with.... I do not like the assignments but like exams. I want to do it (get a degree). In the end I will do it. I was happy with my achievements... the feedback from my teachers.... The teachers’ comments were positive ... My teaching practice sessions (went well).” (Int.M12)

“Pretty much! (feel good bout myself) I am a quite confident person. I think, anyway. Yea! I think...pretty happy about life... I think in a positive way... Yes! I am in control... I would like to do things myself” (Int.M13).

Self-esteem also led to a determination to achieve. The undergraduate continued,

“The year has been okay. ...In the first year... You have to have an average of 40%... This year will be different. I really am here to get my degree, really. We worked in groups; sometimes doing separate assignments. We had four or five of us working together. You can bounce ideas off each other. It is easier that way really.” (Int.M13)

8.2.3.4 Self-esteem, optimism, perceived control, and coping with stress combined, and academic achievement

In the first four interviews the attribute ‘optimism’ emerged as a recognisable concept that interviewees were commonly alluding to when they spoke about their management of daily hassles and achievement. During successive interviews that information was used to develop further questions to find out in a more specific way whether optimism occurred on its own or in association with self-esteem and perceived control. It was interesting to note that especially for those who succeeded at the first attempt, there was a tendency for them to somewhat relate to all the three traits at the same time. Interviewee number five, a student who succeeded in all her assignments made categorical statements on these traits and her success. She always felt valued and felt
good about herself; she was optimistic that things would work out (as she said things had worked out well for her in the past), and above all, she felt in control.

“I did reasonably well in my exams. ... I could have done better. But I was okay. “At the start of the second year I feel more confident. I know I can approach my teachers and I know how...I was in the 50s with a couple of 60s (referring to her grades)” (Int.F5)

The combination of these three traits also instilled confidence in students. The following person’s penultimate statement about the relationship between her personal qualities and ability to succeed was a statement uttered with exclamation. ’I know I can do it!’ This person, who had no trouble with her academic performance, went on to make the following comments:

“I did well this year...I would say to anyone who is afraid of academic work: go ahead and do it. It has been a useful experience... a challenging experience” (Int.F6)

Another interviewee summed up the three traits and their possible co-occurrence in his own life:

“I feel good and ready to do what I am doing (self-esteem and perceived control) “It will be quite an achievement when I finish the course.... There is light at the end of the tunnel (optimism).” (Int.M12)

The existence of the three traits, either singly or in combination, in helping students perform was further confirmed by their mere absence. Interviewee number eight had to resubmit two assignments towards the end of summer in her first year of studies. She had borderline referrals. She referred to them as failures and that she had not passed the year. Her statements about these aspects were all negative. When she was asked questions about her optimism, for instance, she said,

“I don’t know. I don’t know. Maybe. I would like to think that generally this is the case (that is, ‘I am optimistic’). (Int.F8)
But she was neither personally convinced nor convincing about her optimism. She expressed her difficulties in being in control in the university environment and gave the reasons why this was her feeling

"I think it is difficult here sometimes to feel in control. There are room changes, registration... This is most difficult to cope with when you have the feeling that you don't know what is going on, because you cannot manipulate all these situations."
(Int.F8)

This person also had a rather low self-esteem. She went on to say,

"I failed the year. ... This (current) year is better. Definitely better!"
"... I struggled with particular subjects... so that is a bit of a struggle, if you like.
(It is) Difficult to grasp!" (Int.F8)

8.3 Discussion

Undergraduates’ levels of resilience were not associated with their academic achievement or non-achievement at the end of the first year. Since this was the case it was not possible to directly compare these present results with ones from previous studies. However, the results, to some extent, disputed what Hess and Copeland (2001), for example, found; that highly resourceful students, that is, those who strive to do as much they can to render their situation less stressful, would be more effective in managing their academic demands (including performance) than others. It also somewhat disagreed with Luthar’s (2003) postulation that students’ resilience would be a major contributory factor in helping them cope with academic demands. All undergraduates’ levels of resilience increased over time and there was no difference between the levels of those who passed their courses at the first time (first-time achievers) and those who had to repeat assessments (non-first-time achievers).

When the coping strategies for those two categories of students were compared it showed that the students who went to others to get information and to see how they could cope with their stressors were more likely to pass their courses at the first attempt than those who did not. Use of resources was associated with first-time success, much in
agreement with the view that Brissette, Scheier and Carver (2002) expressed: those who seek support from others in order to manage their stressors were more successful to adjust to stressful situations, including academic performance, than those who did not seek such a support.

8.4 Summary: Overview of results on coping, resilience and academic achievement

- The only significant difference found between the performance categories of the undergraduates and their coping strategies for stressors was, that those undergraduates who passed their courses at the first attempt were more prepared to go to others for information and resources (Seeking social support for instrumental reasons) that would help them cope than those who did not pass their courses at the first attempt. There were no significant differences between undergraduates’ academic achievement and either their self-esteem, optimism or perceived control.

- The interview data revealed that undergraduates were generally clear about their university life stressors and their coping with them. They necessarily saw stressors as normal aspects of this type of life. These stressors, from their points of view, were expected, that the stressors were distinct from other aspects in the environment, and that they had to be coped with, perhaps in isolation from other responsibilities. Many undergraduates spoke of their coping strategies and three strategies relevant to COPE subscales were identified. These were the Active coping, Planning, and Seeking social support for instrumental reasons strategies, all belonging to the problem-focused coping type.
Chapter 9

Discussion of the Study

'In times of great stress or adversity, it's always best to keep busy, to plough your anger and your energy into something positive'

Lee Lacocca, (c 1992)

General Discussion and Overall Conclusions

This chapter critically evaluates the contribution that the study makes to our knowledge and understanding of undergraduates' resilience, the ways in which undergraduates perceive and cope with stressors, the relationship between resilience and coping, and the association that these factors have with undergraduates' psychological well-being and academic achievement. The meaning of the study’s findings is first discussed. This discussion is then followed by an evaluation of the study’s methods and design, a consideration of the directions that future studies could take, and an exposition of the study’s overall conclusions.

9.1 Introduction

This study used a questionnaire, which was administered at four different points in time, and further information-seeking semi-structured interviews to explore undergraduates’ resilience (i.e., self esteem, optimism and perceived control), their coping with stressors, their psychological well-being, and their academic achievement. The latter was measured in terms of whether the undergraduates successfully completed their courses at the first attempt or not.

Coping, as measured by the COPE scale, was considered under the categories of: problem-focused strategies; emotion-focused strategies; and self-regulated coping behaviours (Carver et al., 1989). The scale was utilized within the interaction model of coping with stress (Lazarus & Folkman, 1984) and as put forward by Moos and Schaefer (1993) and which used as a supposition that coping was the mediating variable between stressors, resilience, psychological well-being and academic achievement.
9.2 Discussion of results

9.2.1 Stressors

What were the undergraduates’ stressors within the university environment across the first fourteen months?

Across the fourteen-month measure period, undergraduates experienced more stressors of the *Frustrations* type at the start of every term than at the end of the first year at university. They were more stressed by issues related to the category *Conflicts* at the end of the first year and the beginning of the second year than at the start of their first and second terms. Their *Physiological* reactions to stressors, which were stable over the first year, significantly decreased at the start of the second year. Additionally, their *Cognitive appraisal* reactions to their stressors were higher at the end of the first year and the beginning of the second year than at the start of the second term.

At interview, the undergraduates’ views on stressors suggested that throughout the study period they experienced stressors from both the *Frustrations* and *Conflicts* aspects, but also from the *Self-imposed* category such as spending long and comparatively (in comparison with their fellow students) more time studying in order to achieve the highest possible grades. It was generally not obvious that they had repeatedly suffered from minor ailments due to their stressors, but it was clear that they did appraise their daily hassles to a considerable degree.

Undergraduates, on the whole, knew about their stressors and could easily relate to them and the difficulties they generated.

When they first arrived at university (measure point one), the undergraduates were frustrated by a range of annoyances, which included difficulties with travel to and from the university campus, with changes to class timetables, understanding coursework specifications, and with finance. Whilst their scores were at the low end of the moderate range for the *Frustrations* subscale at the beginning of university life, these scores
significantly increased toward the high end of the moderate range after the undergraduates had spent approximately three months in the university surrounding (measure point two). The undergraduates were still experiencing the previously highlighted annoyances or frustrations. The scores returned to a level similar to that of measure point two when the second academic year started (measure point four), after a slight fall at the end of the first academic year (measure point three). The overall questionnaire results for the undergraduates’ frustrations were an indication that every time the undergraduates started a term subsequent to their very first term at university, their progress in moving on with university activities was impeded, and that at these times they could easily have been concerned about failing in the accomplishment of the goals which they had set themselves and about being denied opportunities in spite of their abilities. In other words: annoyances, initially perceived by the undergraduates as not very demanding events, became problematic for them every time they faced a new term. Consequently, it could be argued that the beginning of every term subsequent to their start at university was a time of increased preoccupation with annoyances for these undergraduates.

The extent of the frustrations experienced by the undergraduates was by no means uncommon. Dill and Henley (1998), Robotham and Julian (2006) and Ross, Niebling and Heckert (1999) demonstrated that frustrations were common among university students, and, to some degree, were expected by these students. Ross et al. (1999), for example, surveyed 100 students during their first semester at university, using the Student Stress Survey scale (SSS, Insel & Roth, 1985) and found that frustrating events accounted for most of the university students’ overall experience of stress (62% of the stressors - 28% environmental, 19% interpersonal and 15% academic; the rest of the stressors, 38%, was due to intrapersonal factors) as they went through the transition to university life. Ross et al. (1999) referred to the frustrating events as daily hassles, which ranged from environmental, interpersonal stressors, to academic sources of stress. The results of the present study demonstrated that interpersonal relationships were an important contributor to undergraduates’ overall experience of stressors, not only confirming Ross et al. (1999) findings but also what Dill and Henley (1998) found when they compared a sample of 94 traditional and nontraditional psychology students to establish their perception of the sources of stressful events in their first semester at university. Furthermore, and
interestingly, in the present study, within their expressions on frustrations, undergraduates also took a rather stoical attitude towards these frustrations (annoyances), to the extent of even suggesting that they expected difficulties of that nature. This approach to stressors supported Misra et al.’s (2000) findings that students who entered the university environment knew that they would have to deal with annoyances and as a result they accepted these annoyances and were somewhat prepared to face them. This expectation of difficulties or demands on the undergraduates produced an attitude which was perhaps responsible for the ability with which they endured the daily annoyances.

However, while the scores on Frustrations agreed with Misra et al.’s (2000) findings, a clear upward trend in the undergraduates’ scores, which was additionally supported by the undergraduates’ contributions during the semi-structured interviews, demonstrated a potential lack of habituation to annoyances. It was in complete contrast to the postulation made by Bojuwoye (2002) and Ross et al. (1999), based on the empirical evidence provided by D’Zurilla and Sheedy (1991) on the relationship between university students’ problem-solving ability and their psychological stress during the first semester of the first academic year: that there would be a prominence of frustrations during the undergraduates’ first term at university which would then be less prominent as time went by. In the current study, there was a significant increase in undergraduates’ scores at the start of the second year, the point at which the mean Frustrations scores were highest. However, since the size and the composition of the samples of respondents changed noticeably across measure points, it was not altogether possible to conclude that this would clearly and normally be undergraduates’ experience elsewhere.

For the Conflicts subscale, its significantly higher scores at the end of the first year and start of the second year suggested that at these two particular points undergraduates had a problem deciding between choices in the university environment. As with Frustrations, scores on Conflicts increased over the measure period to reach its highest value when the second year started. The nearly significant difference between the scores for the start of the first term and the start of the second term further suggested that conflicts in this environment were on an upward trend throughout the measure period. Some students made
decisions, and often these decisions were difficult to arrive at. With respect to their relationship with members of the opposite sex, for example, some of the students who were interviewed had to choose between the continuation of such a relationship and their studies and generally had ongoing regrets about their break-ups, when these had occurred. They also experienced difficulties with making decisions between joining peers in social situations or using the time to study. Conflicts were undoubtedly another principal contributor to students' stress over time.

These results on Conflicts agreed with what was found by Andrews and Wilding (2004), Bojuwoye (2002), Fisher (1994), Gadzella (1994b) and Hess and Copeland (2001), when they demonstrated that students were stressed by the array of options, at times difficult, which they faced when they attended university, and as a result of having to choose among these options. However, the results only partially agreed with previous findings, which suggested that conflicts would be more stress-provoking at the beginning of a degree programme than at its mid-part (Bojuwoye, 2002, and Ross et al., 1999). In addition the current findings also disputed another argument made by D’Zurilla and Sheedy (1991) that the difficult situation with the making of choices would decrease in intensity as the first year ended and would stay low as time went by. These anomalies could well have been due to the design and methods used in the previous studies which were all carried out when students arrived at university for the first time and failed to survey the students beyond the first semester. Each study used a questionnaire approach and did not follow this up with any other methods. Had complementary methods been used, further concurring or disconfirming data on the variables might have been obtained. As for the contribution of the present results, it could be proposed that these results clearly extend our knowledge of students’ experience of conflicts. It could therefore be postulated that this type of stressor would be continuously present for the students in the university environment. However, since the present study does not cover the whole period of students’ stay in the university environment, further research to consider a longer trend would be required to firmly establish the present results. This postulation would then disconfirm the claim made by Bojuwoye (2002) and Ross et al. (1999), that conflicts would not linger. Such a proposition might be further supported by the fact that there are new responsibilities and new
opportunities in the university environment, such as increased efforts to budget and earn money, new study plans, and job searching. These would account for the sustained conflicts. It is also possible that the demanding nature of courses, the repeated cycle of assessments, with their outcomes and consequences could be accountable for the sustainability of the conflicts.

A further point of note about the significant results for Frustrations and Conflicts when the undergraduates were surveyed regarding their stressors was the co-occurrence of items on the two subscales and the similarities in their score pattern. The results confirmed the analyses of correlation carried out by Gadzella (1993) on the nine factors of the SLSI scale. Gadzella (1993) found that the two types of stressors had a tendency to be concurrent. She showed a significant correlation, for example, between Frustrations and Conflicts ($r = .20$ for men and $r = .42$ for women. Since this was a validation of the scale and its subscales Gadzella (1993) did not explore the reasons why the correlation coefficients were different for males and females. However, in the validation of the instrument similar correlations for both males and females were found. For example, intercorrelations between Pressure and Frustrations showed responses as $r = .50$ for men, and $r = .50$ for women, and between Self-imposed and Conflicts, $r = .25$ for men, and $r = .30$ for women. Thus conflicts may turn into annoyances, and in turn these annoyances may make it difficult for a student to take a clear decision when two or more choices are available. Furthermore, Misra et al. (2000) found that conflicts were a common stressor and that such a stressor did not happen in isolation from other stressors. They, for instance, found that Pressures factors such as assignment deadlines and a high academic workload existed in the presence of Self-imposed factors such as the students’ competitive attitude to achieve or their tendency to procrastinate. This was indeed true in the present study. Although there was no significant correlation between the Pressures and Self-imposed scores many of those students who mentioned a preoccupation with workload at interview also suggested that they had a great desire to achieve and reported taking actions that would help them reach their goal.

For the Physiological reactions to stressors subscale, the significant difference between the subscale’s lower scores at the end of the first year and its higher scores at the beginning of
the second year, indicated that undergraduates’ physical health might have improved as the first year ended, but deteriorated a little when the undergraduates returned to university for their second academic year. Undergraduates’ scores across the four measure points, however, were always at the moderate level. This suggested that they experienced some physical ailments, which might only have worsened a little when they returned to university in the second year. The undergraduates’ level of reactions to stressors agreed with what Misra et al. (2000) found in their one-off mailed survey of students, regardless of what stage of study the students were at. Misra et al. (2000) demonstrated that physiological reactions such as sweating, trembling, stuttering, headaches, weight loss or gain, or body aches, were clearly encountered by a few respondents of their sample of 249 students, at a noticeable level, but this applied mainly to those students in their second year. These researchers did not, however, provide an explanation for this occurrence at this particular stage.

In the present study, the scores on reactions to stressors in the questionnaire were, in part, supported by the verbal contributions at interview. A few students mentioned that their physical health was affected. But, no one associated their ailments to stressors encountered during the time spent at university. However, since they also referred to their physical ailments only in trivial terms, it was insufficient information on which a conclusive support for the questionnaire scores which went up at the start of the second year could be derived. This situation was perhaps indicative of what has been said regarding students’ perception of their physical health. Baglin (2003) stated that students were not particularly adept at recognizing that they were stressed and knowing that they had physical symptoms as a result of being stressed.

Lastly, undergraduates’ scores on the Cognitive appraisal subscale were a little lower at the start of term two than at the other three measure points. This meant that when they had been in the university environment for around three months, the undergraduates were thinking, and analyzing their stressors and the effectiveness of the strategies they were using to cope with these stressors, a little less at that time. This partly corroborated and partly disconfirmed the postulation made by Lazarus and Folkman (1984) regarding the use of appraisal in the stress experience. Lazarus and Folkman (1984) posited that, when faced
with stressors, students (and people in general) react using the process known as cognitive appraisal (primary and secondary appraisals). They argued that the more students experienced stressors the more they would appraise the situation if it was their intention to cope with these stressors in the future. In the present research, it was true that this argument by Lazarus and Folkman (1984) applied to the relatively lower Conflicts scores at the start of second term, when the making of choices between equally desirable choices was relatively less demanding for the undergraduates. But it was not true for the Frustrations scores at that time, when the annoyances were deemed to have been a greater threat to the undergraduates. Furthermore, the physiological reactions scores were lower at the start of the second term. Fewer conflicts were found in the presence of fewer ailments and less thinking and analyzing of stressors and coping strategies at that time.

Importantly, the interview data suggested that undergraduates understood their stressors as they made reference to examples which clearly related to the conflicts and especially the frustrations they experienced in the university surrounding. They spoke of the difficult choices they had to make between activities to do with their relationships and their studies and they experienced annoyances, such as the travelling and timetabling issues. Their verbal contributions, however, were not limited to these two types of stressors. In addition, as mentioned earlier, they reported stressors which originated from their personal sources and these stressors were relevant to two other sets of SLSI scores, which had yielded non-significant results. They mentioned stressors which could typically be classified under the tenet of Pressures and Self-imposed. This was not surprising as the Pressures subscale of the SLSI dealt with such personal aspects as relationship problems and a competitive spirit in the university environment whilst the Self-imposed subscale also dealt with high targets set by the students themselves and the strive to find perfect solutions to problems. Self-imposed emerged as a highly relevant factor for undergraduates. Many interviewees had a competitive approach to university life and set themselves fairly rigid plans in order to achieve their goals. The stressors, which referred to the self-imposed approach, supported the findings from Schaefer’s (1996) questionnaire survey that undergraduates were inclined to set themselves difficult tasks and get into the spirit of competitiveness with their peers. These undergraduates would also be involved, in extra-curricular activities and would force
themselves into very intensive study (Schaefer, 1996, Stewart-Brown et al., 2000). In the present study undergraduates were making extra efforts in the environment and many of them worried about assessments, an aspect similarly demonstrated in Ahern’s (2001) study of students at the end of first year stage.

9.2.2 Coping

How did undergraduates use coping strategies to manage their university stressors across time?

Across the study period, undergraduates managed their stressors by using four problem-focused-coping strategies (PFC, Active, Instrumental support, Suppression and Planning), four self-regulated coping strategies (S-RCB, Denial, Humour, Behavioural and Substance) and only one emotion-focused coping strategy (EFC, Religion). However, these strategies were not consistently utilised during that period. There were no changes in the undergraduates’ use of the remaining four emotion-focused coping strategies (Reinterpretation, Acceptance, Venting and Emotional support), one Problem-focused coping strategy (Restraint) and one self-regulated-coping strategy (Mental) in that period.

Further, at interview undergraduates stated that they were bothered with the daily hassles of university life, such as the strained relationship with friends, classmates, and neighbours in their living quarters and keeping to a financial budget, and without exception, all of those interviewed stated that they dealt with their worries and concerns by confronting them. This was a good example of active (Problem-focused) coping, and was a support for the predominant use of such an approach as shown in the undergraduates’ coping scores.

Compared to when they first arrived at university, the undergraduates were increasingly using the problem-focused coping strategy, Suppression of competing activities, to cope with their stressors. Throughout the measure period of fourteen months they became more
and more focused on activities that would help them manage their stressors and paid less or no attention to activities that would have distracted them from this focus. For example, faced with difficulties to do with academic workload and having the desire to achieve well, the undergraduates would set aside more time than before to study and would spend less time in social activities, or would just ignore these activities. For example, faced with difficulties to do with academic workload and having the desire to achieve well, the undergraduates would set aside more time than before to study and would spend less time in social activities, or would just ignore these activities. The Suppression of competing activities (Suppression) strategy is seen by Carver et al. (1989) and Major et al. (1998) as a measure aimed at solving a stressful situation. It can be effective as the stressed person intensively concentrates their resources on a problem with the intention of solving it. This Suppression occurred in the presence of another problem-focused coping strategy, Active coping (Active), although a non-significant difference between undergraduates' scores for Active coping was found for the start of the first term and the end of the first year. The more or less simultaneous occurrence of these two strategies further suggested that undergraduates were clearly involved in activities aimed at solving their stressors. Thus, they would have been engaged in actually using more time to study, for instance. However, whilst the undergraduates were using these forms of coping they also relied on two self-regulated coping behaviours to deal with their stressors. The first was Denial, which suggested that the undergraduates were refusing to believe that some stressors existed. They used that approach more at the end of the first year and the beginning of the second year than during the first six months or so at university. It would seem that in the active measures of coping, they gradually became oblivious of some stressors. The second was Humour. They trivialised their stressors, an approach which they used more at the start of the second term and second year than during the rest of the first year.

The concurrence of these four strategies was not accidental. Carver et al. (1989), for example, suggested that such self-regulated coping behaviours as Denial and Humour can be supportive to problem-focused coping activities. Denial, for instance, can minimise distress and facilitate coping and is thus seen as useful (Breznitz, 1983), although it can create additional difficulties (Ben-Zur, 2002; Carver et al., 1989; Koeske, Kirk & Koeske, 1993; and Matthews, Siegel, Kuller, Thompson & Varat, 1983), whilst humour may reduce the impact of a stressor, at least in the short run (Weiman, Wright & Johnston, 1995), and
can facilitate more positive cognitive appraisals (Kuiper et al., 1995) and can increase the likelihood of the stressed person looking at more alternative perspectives to their stressors (Abel, 2002). This support, however, is only seen as useful if it were to occur at the initial stage of a stressful encounter. Beyond that time it is seen as a hindrance rather than assistance. Carver et al. (1989) and Matthews et al. (1983) stated that denial could create additional problems unless a stressor could beneficially be ignored. Thus, denying the reality of a stressful event might allow the event to become more serious and may impede the course of a problem-focused coping strategy which must eventually occur. What needed to be established, therefore, was whether the mixture of coping strategies was beneficial to the undergraduates in this study.

It was obvious, when they referred to their coping strategies at interview; that the undergraduates were keen to confront their stressors. They used an active coping approach when they spoke about working hard to ensure that they passed their assessments. In addition, there was no mention of either denying stressful situations or making light of them, or for any other self-regulated coping behaviours. Instead the undergraduates would use further problem- and emotion-focused coping measures such as the seeking of social support of the instrumental and emotional kinds, Planning and the Restraint coping varieties.

At the start of the second year at university the undergraduates were distinctly and significantly using four of the five COPE's problem-focused coping strategies, four of the five self-regulated coping behaviours, and only one of the five emotion-focused coping strategies. They had carried on with the Suppression and Active approaches. Further, they had added Seeking social support for instrumental reasons (Instrumental support) and Planning to these. Instrumental support is an active way of coping with stressors. The undergraduates would seek information and material resources, such as books and literature from others in order to cope with their study workload. Planning related to the undergraduates’ thinking and rethinking of their situations at university in order to become
more prepared to manage these situations. Paying more attention to what they were doing with their study workload, for example, afforded them the opportunity to revisit the actions they had taken towards ensuring their good performance in assessments and to think about what else could be done to sustain this achievement.

The problem-focused coping strategies were accompanied by a further two self-regulated coping behaviours in addition to the two referred to earlier (Denial and Humour). *Behavioural disengagement (Behavioural)* as well as *Substance use (Substance)* played a part in the undergraduates’ coping. When desirable social activities presented themselves to the undergraduates as a negative contributory factor to their management of a heavy academic workload, they reduced their efforts to carry on with these activities even to the extent of forfeiting the benefits that were related to these activities. Some students gave up personal relationships as well as other social activities, such as meeting up in social occasions with classmates or flatmates. They felt they could not cope with social activities and with their workload at the same time. They also found themselves using more substances, in the main alcohol, in order to cope. This was indeed a worrying aspect of their coping as this strategy is seen as maladjusted coping (Carver et al. 1989, Lazarus & Folkman, 1984, and Major et al. 1998), and, as a self-regulated coping behaviour, was not seen at the beginning of the first term of the first year but rather at the start of the second year. As stated before, early use of self-regulated coping behaviours is useful, but somewhat detrimental to the stressed person if it occurs rather late in the stress experience (Carver et al. 1989; and Matthews et al., 1983). This would suggest that undergraduates were taking risks in their coping.

The single emotion-focused coping strategy that played a part in the undergraduates’ coping is *Turning to religion (Religion)*. This strategy was not only present and important at the start of the second year, however. Scores on its subscale were also found to be significantly higher at the end of the first year when compared to scores at the beginning of the first term. Undergraduates sought the support of a higher being. Whilst an informed
explanation has been given for the coexistence of problem-focused strategies and self-regulated coping behaviours, in that together they can help resolve difficulties attached to stressful events, there was no clear explanation for the presence of turning to religion except to state that such an approach is seen as important to many people and part of their day-to-day living (McCrae & Costa, 1986). It may therefore serve a purpose in the coping situation. Carver et al. (1998) demonstrated that it could serve as a vehicle for another emotion-focused coping strategy, Positive reinterpretation and growth (Reinterpretation) or as a tactic for active coping with stressors. This is somewhat disputable in the present context, though, as a significant difference was only found between increased scores (compared to those at the beginning of the first term) and lowered scores at the start of the second term and lowered scores at the beginning of the second year, and at no other time, suggesting that this was perhaps a spurious result and as such could not be relied upon.

Further, Behavioural disengagement seemed to continue to play a part in all coping approaches. Scores on this subscale successively and significantly went up compared to previous measures, confirming that undergraduates were set on not paying attention to some stressors, even by doing so they stood the chance of not meeting the goals on which they were concentrating because those goals were being interfered with by the stressors.

9.2.3 Resilience

Did the undergraduates’ levels of self-esteem, optimism and perceived control change across time?

Undergraduates were more likely to bounce back when they were faced with adversity at the start of the second term, the end of the first year, and the beginning of the second year, than they were at the start of their university career, the beginning of the first term. Undergraduates’ scores for resilience and its components increased, from a relatively low point (in the moderate band) at the start of the first term, to significantly higher scores at the start of the second term, end of the first year, and beginning of the second year. Personal
views on resilience, which were obtained from the sub sample of undergraduates during interviews, demonstrated that these undergraduates perceived themselves highly on self-esteem. For instance, they felt that they had the ability to study and complete their degree programme and deserved to be at university. In addition, they were mostly optimistic about their future. They spoke of their future as being ‘bright’ and their statements on achieving their future academic goal were, without exception, positive. Further, for their perception of control in the university environment, they felt they could manage the events that they were aware of and suggested they knew university life would make extra demands on them and were, generally, prepared to meet these demands. For example, comments were made in respect to how they would manage their substantial increase in academic work, their adaptation to new living quarters and adjustment to new and increased daily chores.

The resilience scores demonstrated that undergraduates entered the university environment with a considerable level of resilience. This suggested that they were beginning their programme with a substantial ability to bounce back from adverse events. This personal disposition confirmed the postulation made by Darlaston-Jones, Cohen, Haunold, Pike, Young and Drew (2003) and McInnis, James and Hartley (2000), who investigated attrition rates among undergraduates during their transition to university. These investigators proposed that students arrived at university (a crucial period; see, Fisher & Hood, 1988; Pancer et al., 2000) with the ability and intention to deal with academic tasks and even manage some other demands, such as those arising from newly-established relationships with peers and altered relationships with family members, or simply from homesickness. As for the attrition rates, it was other factors, such as students’ commitment to their goal, their own expectation of university life, and age, which correlated highly with performance (Clark & Ramsey, 1990; and McInnis, James and Hartley, 2000), and previous school experience that contributed to the levels of dropout among students. Further, McInnis, James and Hartley (2000), for example, argued, but did not demonstrate through investigation, that students’ personality characteristics such as self-esteem and perceived control would help them come satisfactorily through negative experiences at university and would keep them committed to their goal. They also explained that this goal commitment had to do with the level at which an undergraduate was determined to achieve a desired or
required goal. So, ambition as well as determination was related to the undergraduates' ability to get on with activities to achieve their goal regardless of events. Tinto (1993) shared this view by suggesting that students entered higher education with a level of commitment to the goal of completing a degree, and it would seem by the results in the present study, that the students were set on this commitment. This is further supported by the rather low attrition rates for courses relevant to the sample of the study. At university 1, the attrition rates for psychology students in the year the study was carried out (2004-2005), was 5.5% for psychology students and 6.1% for education students. At university 2, the rates for that year were 10.2% for psychology students, 3.2% for physical education students, and 6.8% for trainee teachers.

In addition, in the present study, the resilience components were all highly intercorelated, almost to the point of suggesting that they all measured just one component (or construct). This finding concurred with what Judge, Erez, Bono, and Thoresen (2002), and Ozer (1999) suggested. For example, in a meta-analysis of people's characteristics such as self-esteem, control and self-efficacy, Judge et al. (2002) posited that a single factor could explain these characteristics as they correlated highly with each other and each individual characteristic accounted for only a small percentage of unique variance. Similarly, when Major et al. (1998) studied the effects of personality (in this case, the combination of self-esteem, optimism and perceived control) on women's post abortion adaptation they found that these psychological resources were so closely related that they overlapped, therefore demonstrating similarities among them, and as such they suggested and reported these components, at times, as a single factor.

However, the present finding on resilience went somewhat against what Kobasa (1988) had concluded through empirical evidence: that the components of personality characteristics, in Kobasa's case, hardiness, which is made up of commitment, control and challenge, were distinct entities and had to be studied separately. Interestingly, this conclusion was disputed when Rosenbaum (1990) demonstrated that there was an apparent overlap between two of the components, control and challenge, as he proposed his concept of learned resourcefulness. Learned resourcefulness, according to Rosenbaum and Jaffe (1983) is seen
as a set of behavioural and mostly cognitive skills by which a person regulates internal responses (for example, emotions and cognitions) that might interfere with such execution as a target behaviour. Rosenbaum (1990) suggested that whilst learned resourcefulness would not influence a person's self-efficacy expectancy, which was a person's beliefs about whether he or she can cope with a situation effectively (Bandura, 1977), Levinscha and Alexander (1990), for example, found a significant positive relationship between learned resourcefulness and self-efficacy.

In the present study, this phenomenon of interrelationships between the components of resilience was additionally supported by the way in which undergraduates who were interviewed personally expressed their views on their abilities to deal with stressful events. They made distinct allusions to the components of resilience. However, it could clearly be seen from their statements that more emphasis was placed on a relevant mixture of the components rather than a single component, thereby illustrating the inevitable closeness of the components. For example, undergraduates referred to their future success in academic work quite a lot and they spoke in terms of being positive, in that all would be well in the future (optimism). However, it could also be deduced, from their statements on success, that they felt they would be able to manage the responsibilities as well as the tasks which were related to their prospective performance (perceived control). Furthermore, within these views it could be surmised that they placed some important value on their own ability to perform (self-esteem). This instance, therefore, clearly supported the point on overlap made by Judge et al. (2002) and Major et al. (1998).

9.2.4 Relationship between resilience and coping

*Were there relationships among the undergraduates' coping strategies and their self-esteem, optimism and perceived control across time?*
9.2.4.1 Self-esteem and coping

At the beginning of the first term at university, the lower was the undergraduates’ self-esteem the less they were likely to use the three emotion-focused coping strategies of Acceptance, Positive reinterpretation and growth (Reinterpretation), and Turning to religion (Religion), and the less they were to use the three problem-focused coping strategies of Active coping (Active), Restraint coping (Restraint), and Planning. The coexistence of this mixture of coping strategies, which could be explained with reference to the strategies’ functions, had therefore a clear relationship with the undergraduates’ lower self-esteem.

When they first arrived at university, it would seem that undergraduates’ feeling of a low sense of value was related to their lesser tendency to accept that their stressors existed. At that time, they were using less or little of the Acceptance strategy. Acceptance is widely understood as being the result of a consideration of stressors by stressed individuals (referred to as cognitive appraisals, Carver et al., 1989; Lazarus & Folkman, 1984) in order to see what could be done about the stressors. For this strategy, secondary appraisal (Carver et al., 1989; Lazarus, 1999; and Lazarus & Folkman, 1984) is used. It would seem that these undergraduates did not perceive that stressful situations had to be accommodated or, if they felt that these situations were present, they did not feel that the situations could either be changed or dealt with successfully. The undergraduates, therefore, were less involved in appraising their stressors. This approach was supported by another emotion-focused coping strategy, Reinterpretation. The lower their self-esteem the less they were likely to use Reinterpretation, that is, the less they viewed stressful situations in a positive light, and the less effort they were making to deal with the distress which was being caused by their stressors. It could be deduced that they did not wish to pay attention to these stressful events. The lesser use of these two emotion-coping strategies would be seen as complementing each other as both strategies referred to the undergraduates’ perception of events and the viewing of these events as amenable to change.
With their lower self-esteem the undergraduates had the tendency to use less of *Religion*; that is, the less they would turn to a higher being or to religion for support. This noticeable lack of use of this strategy might not have been coincidental. This strategy would normally be prominent as either a source of emotional support or as a method that might allow *Reinterpretation* to take place (Caver *et al.*, 1989; McCrae & Costa, 1986). Since less *Reinterpretation* was being used, a lower use of *Religion* would therefore be seen as an expected outcome.

In the presence of their higher self-esteem at the end of the first year, however, the less the undergraduates were likely to use the three emotion-focused coping strategies of *Reinterpretation*, *Focus on and venting emotions* (*Venting*), and *Seeking social support for emotional reasons* (*Emotional support*), the less they were to use of the problem-focused coping *Active*, and the less of the self-regulated coping behaviour, *Mental disengagement*. This negative relationship could not be easily explained, especially in view of the results for the relationship between coping strategies and self-esteem at the beginning of the first term. However, the higher their self-esteem at the end of that year the more the undergraduates were likely to use the two problem-focused coping strategies of *Instrumental support* and *Planning*. The overall present results showed inconsistency in the relationship between self-esteem and the variety of coping strategies.

Undergraduates’ higher scores on self-esteem at that time were found in the presence of a less positive reinterpretation of stressful events, less focus on the emotions that could be linked to the events and less attempts to look for explanations or to share views with others on the events. They were, therefore, using less of the strategies that could reduce their distress emotions. This, according to Lazarus (1993), suggested that they would be more inclined to search for active coping steps instead. However, this was not altogether the case, as they were also using less coping activities that would reduce their focus on the problems created by their stressful events in order to solve them. In addition, they were using less of the activities that could have distracted them from the events, signifying further that they could have been prepared to take actions. Nonetheless, they had a greater tendency to go to others for assistance and they seemed to spend more time thinking about the best methods...
they could use to deal with their stressors. These were contradictory methods in the coping with stressors, which would point to an unspecific relationship between the current and relevant coping strategies and self-esteem. This relationship also disconfirmed the findings at the start of the first year and went against the postulation made by Lazarus (1993) on the coexistence of the two types of coping strategies (emotion- and problem-focused)

Further, at the start of the undergraduates’ first term at university, their low self-esteem was related to their lesser use of Restraining, which suggested that they were more likely to act prematurely and would not wait for an opportunity to present itself before acting. But they were less likely to take steps to manage their stressors; that is, they used less Active strategy. In addition, they thought less of the stressful situations they were in and were likely to do less planning to get rid of their stressors.

The tendency to concurrently use less of the emotion-focused- and the three problem-focused-coping strategies, in the presence of lower self-esteem could be considered as genuine. This is explained by what the two types are meant to do. They can both lead to change (Lazarus & Folkman, 1984). Therefore they have a major function in the face of adversity. Lazarus (1993) demonstrated that problem-focused coping strategies are instrumental in changing the stressed person-environment relationship by acting on the environment or the person, whilst emotion-focused strategies aim to change the way the stressful relationship with the environment is attended to and the relational meaning of what is taking place in the environment. The less use of both types of coping strategies would be consistent with their functions and should coexist. The fact that they existed in the presence of lower self-esteem would therefore demonstrate that this intensity of self-esteem would be related to the intensity of the discussed coping strategies, at least for the beginning of the undergraduates first term at university.

At the beginning of the second year, the higher their self-esteem the more the undergraduates were likely to use Mental and the more of Religion to cope with their stressors. The complete lack of relationship between problem-focused coping strategies and the positive relationship with a new strategy of coping, a self-regulated one, Mental
disengagement, clearly confirmed the instability of that relationship and, in essence, of any conclusion that self-esteem was undeniably related to specific coping strategies or coping per se.

Two important points emanated from the overall results of this examination of a relationship between self-esteem and coping, and they were both related to the perspective of stability in the variables’ scores. The first point was to do with the stability of self-esteem. Although subsequent to the first measure point, undergraduates’ scores were higher at the three measure points, the scores for these three points did not always follow an upward trend (see table 5.4) to match the successive increase in resilience. This lack of stability was seen as a crucial factor. Kernis, Grannemann and Barclay (1989), suggested that higher but unstable self-esteem (Kernis, 2003, called it a fragile self-esteem) could lead to more hostility and anger in stressed individuals. So, it could have added to the undergraduates’ stressors instead of helping them manage these stressors. The second point referred to the instability of the undergraduates’ use of coping strategies. Although a few strategies were related to self-esteem they were not always the same strategies and the relationship were at times positive and at other times negative (as it was the case for scores at the beginning of the first term and the end of the first year, for example). It could perhaps be surmised that an unstable self-esteem will be found in the presence of unstable coping strategies and vice-versa.

Respondents at interview, which took place at the fourteenth month of the study, just after the start of the second year, stated they felt highly about themselves (high self-esteem) and through that feeling were able to approach others in order to acquire information to cope with their stressors (instrumental support) or simply talk through their stressors with others (emotional support). This relationship, however, did not reflect what was said in the questionnaire survey for that time (start of second year).
9.2.4.2 Optimism and coping

At the beginning of their first term at university, the lower the undergraduates’ optimism, the less likely they were to use Acceptance, Reinterpretation, Active, Restraint, Planning and Denial strategies to cope with their stressors. The use of this mixture of coping strategies could be explained in part but did not provide a clear conclusion of a relationship between the undergraduates’ coping strategies and their positive view of the future.

At that time, undergraduates seemed to be less inclined to recognise and consider that they had stressful situations to deal with (they use less Acceptance) and were consequently not looking at these situations thinking they could make them less stressful (they used less Reinterpretation). In other words their low positive outlook of the future seemed to make them neither aware of nor disposed to attend to their stressors. Because of that they were also looking less at ways to change any troubled person-environment relationships (they used less of Planning) and less at taking actions to manage their stressors (less of Active). Since this was the case, they would not have been in the position of restricting their coping to certain strategies (less at Restraint), as there would have been simply no need to take such action. Their coping strategies seemed to be logical at this point, and together with their levels of optimism they supported, although in an opposite manner, what was suggested by Aspinwall and Brunhart (2000), that people high on optimism would have a better recognition of their stressors and would also be more prepared than the less optimistic people to change their behaviours to solve their stressful situations. However, the undergraduates were also less likely to use the self-regulated coping behaviour Denial (the proneness to dismiss real events), which in turn would be contradictory to their less Acceptance, since those two coping strategies are seen as opposites (Carver et al., 1989). The latter result could therefore be considered as inconclusive.

For a particular note at this stage, lower optimism was associated with less use of the same three problem-focused coping strategies (Active, Restraint and Planning) the less use of which, incidentally, was also found for lower self-esteem. Lower optimism agreed in a similar way with the less use of Acceptance and Reinterpretation (the two emotion-focused
coping strategies) for that particular measure point. The only difference that existed was undergraduates with low optimism were likely to use less Denial and those with low self-esteem were using less of Religion. It could perhaps be deduced that optimism and self-esteem were acting together in the face of stressors, at least for a considerable amount of time in the first part of their university experience, a point which was clearly supported when no relationships were found between either their optimism or self-esteem and their coping strategies for the start of the second term.

At the end of the first year, however, whilst their lower levels of optimism showed that they were still less likely to use Reinterpretation, the more they tended to cope with their stressors by making light of these stressors or just laughed and joked about them (that is, the more they used Humour). Although there was some consistency between Reinterpretation and optimism at this time, there was no consistent support for that relationship over time, especially when no relationships between optimism and coping strategies existed for both the beginning of the second term and the beginning of the second year. Although in the absence of any other relationships between the lower levels of optimism and the remaining coping strategies, it would seem that the undergraduates’ lower levels of optimism were still associated with less Reinterpretation. However, the undergraduates used more of Humour at the end of the first year. This suggested that undergraduates would just make light of any stressors in order to cope with them. This avoidance coping (self-regulated coping behaviour) would be useful in mediating the strength of stress (Abel, 2002).

The relationship between optimism and some coping strategies occurred mostly at the beginning of the undergraduates’ university experience. Lower optimism was related to less use of both problem- and emotion-focused coping strategies. The relationship can be argued in a way similar to what was said about the functions of coping strategies (that they can lead to change, p.217) when self-esteem was referred to in relation to the coping strategies. However, undergraduates were also using less of the self-regulated coping behaviour, Denial, at that time confirming further that the result was genuine for this measure point. Self-regulated coping strategies are avoidant strategies, which prevent the
stressed individual from facing or even identifying their stressors (Carver et al., 1989; Lazarus, 1993; Major et al., 1998).

Undergraduates spoke of their personal qualities to deal with their daily hassles in way of optimism in the main. They referred positively to the future. Regardless of their hassles and their coping with these, they seemed to be disposed to agree and accept that the future would be bright. Optimism, therefore, played a part in the undergraduates’ lives, in spite of its inconsistent relationship with coping strategies.

9.2.4.3 Perceived control and Coping

The lower their perceived control the less the undergraduates were likely to refuse that their stressors existed (that is, they used less Denial), and the less they used substances such as alcohol, cigarettes and drugs (that is, less Substance use, or Substance) to cope with their stressors at the beginning of the first term at university. However, at this time, the lower this perceived control the more they reduced their efforts to deal with their stressors, even to the point of becoming more prone to give up their attempt to achieve their goals at university, most likely because their goals were being interfered with by their stressors (that is, they used more Behavioural disengagement (Behavioural) a self-regulated coping behaviour), and the more they used the Venting coping strategy. These relationships with three self-regulated coping strategies and one emotion-focused coping strategy showed that undergraduates’ perceived control was related to non-active coping approaches when managing stressors at the very beginning of their university programme.

These results suggested that the undergraduates perceived that they could not change the stressors (they had lower perceived control) at the start of their first term. When they had such a perception of their stressors in the university environment (stressors whose existence they were prepared to accept in the first place; that is, they used less Denial), they had the tendency to give up managing their stressors (Behavioural) and dealt with them by ventilating the emotions which arose as a result of the stressors (that is, they used more Venting). In the present situation, however, they did not consider using drugs or alcohol
(Substance), for example, to manage the stressors. This series of coping strategies suggested that undergraduates were more willing to accept stressors as they could not do much about them. However, they chose to express their emotions to cope with these stressors. Carver et al. (1989) and Felton, Revenson and Hinrichsen (1984) argued that such a strategy could impede adjustment to stressful situations and that it could distract people from active coping, something which was true for the undergraduates. They were not pursuing strategies that could help them resolve difficulties or remove stressors.

At the start of the second term, the higher their perceived control, the more the undergraduates were likely to use Denial but the less of Behavioural approaches, both of the self-regulated coping behaviour type, to cope with their stressors. These results clearly showed that perceived control was related to dysfunctional (Carver et al., 1989) coping strategies.

The more the undergraduates felt in control in the university environment the more they were then prepared to face activities that could help them manage their stressors (that is, the less they used Behavioural.). This relationship suggested the reverse of what was found for a similar correlation of the two variables at the start of the first term, establishing at a further stage that perceived control, depending on its levels, would exist or not exist in the presence of active coping activities. Further, higher perceived control was present when the undergraduates used more of the Denial strategy. This relationship suggested that, either a higher sense of control would exist when undergraduates were refusing to believe that stressors were present. Undergraduates would then be more prepared to ignore their stressors. Or, the higher their perceived control the more the undergraduates would refuse that their stressors existed.

However, the higher their perceived control at the end of the first year, the more they continued to use the Denial approach, which was similar to the relationships detected between perceived control and Denial at the start of the first term and of the second term. They were, however, more likely to use Behavioural, a relationship between perceived control and this strategy, which was contrary to what was found at the beginning of the first
term. They also used more *Humour* in the higher perceived control, signifying that they had a tendency to make light their stressors. This higher perceived control also suggested that they were less likely to turn to God or religion in order to cope with their stressors at that time. An increased level in perceived control, therefore, meant they used less of the emotion-focused coping strategy. Up to this stage perceived control was clearly related to *Denial*.

Finally, the lower their perceived control at the beginning of the second year the more the undergraduates used *Venting, Acceptance, Instrumental support, Behavioural, Planning*, and the more they were likely to put other activities aside in order to avoid being distracted by these activities and to concentrate on their stressors (that is, they used more *Suppression*) in order to cope with their stressors. These results clearly showed an unstable relationship between perceived control and all coping strategies.

The first part of the results, the relationship between lower perceived control and *Venting*, and between lower perceived control and *Behavioural*, concurred with what was found for this relationship for these three variables at the beginning of the first term. So, with lower perceived control the undergraduates were more likely to indulge in fewer activities to deal with their stressors and would spend more time ventilating their emotions in order to cope with their stressors. They were also more inclined to accept the stressful situations as they seemed to have the intention of dealing with them. However, at this time of lower perceived control (at the beginning of the second year), the undergraduates were more inclined to use three problem-focused coping strategies. They were more prepared to go to others for information and other assistance, *Instrumental support*, suppress other activities in order to focus on their stressors (*Suppression*) and to think through methods that they could use to manage their stressors (*Reinterpretation*). Perceived control was related to more coping strategies at this time than at any previous time. It is therefore possible to assume that with time, the undergraduates had realised the extent of their control in the environment and, though they perhaps felt less in control, they were prepared to adopt some strategies that would help them cope with their stressors.
What also appeared of interest in the results dealing with perceived control and coping strategies, was the lack of any relationship at any time during the study between the level of perceived control and the COPE’s Active coping strategies. In other words, perceived control was not related to the undergraduates’ taking actions to deal with the stressors.

The undergraduates who were interviewed felt that there were demands from the university and that those demands were expected and they had no option but to meet those demands. As far as their perceived control was concerned, they acknowledged that there were situations beyond their control in that environment and that they would persevere in their university career knowing that that was the case and would accept these situations.

9.2.4.4 Comments on coping and resilience

The changeable relationship between some coping and resilience subscales was unexpected given the scores for the resilience components steadily increased over time and undergraduates backed these scores by their supporting interview statements. Undergraduates were expected to use more problem-focused coping strategies and less self-regulated coping behaviours as their experience lengthened in the university environment (Lazarus & Folkman, 1984, referred to earlier, p.206). They particularly referred to their functioning in the university environment with reference to the amount and kind of control they thought they had. Also, each of the coping scores showed an increase over its original score at the start of the first term and it was obvious that those interviewed were indeed using a distinct range of effective coping strategies. A more consistent relationship than the present was therefore expected, especially when Terry and Jimmieson (2003), in their study of stress and coping, albeit in organisational change, found that those participants who perceived a high level of control in the stressful situation did not doubt the efficacy of their coping attempts and used effective coping methods. That is, they kept to problem-focused positive strategies (Semmer, 2006). Additionally, Terry and Jimmieson (2003) demonstrated that people with high self-esteem were less likely to engage in ineffective ways of coping.
The role of control in the present study can also be further examined. There was a distinct use of problem-focused coping strategies and self-regulated coping strategies and very little use of emotion-focused coping strategies. This was a sign that undergraduates felt that their stressors could be dealt with (Lazarus, 1999). That was in spite of their use of self-regulated (avoidant) coping strategies, which could be detrimental in the long run but beneficial in the short run especially when used in conjunction with other problem-focused coping strategies (Koeske, Kirk & Koeske, 1993). Self-regulated behaviours are often considered as the avoidance type of coping. Denying or disengaging temporarily from a situation may provide time out for the stressed person to positively manage or find a solution to the situation at a later date. This may also allow other problem-focused (active) strategies such as Planning and Reinterpretation and growth. However, if avoidant coping methods are used for too long it has been argued by Carver et al. (1989) and Ben-Zur (2002), that they can become psychological risk factors or as stated by Holohan and Moos (1987a), markers for adverse responses to stressful events. Avoidance coping is also considered as a method that can potentially lead to unsuccessful (maladaptive/negative) coping (Ben-Zur, 2002). This notion was also supported by Bowker, Bukowski, Hymel and Sippola (2000), who suggested that greater sense of control led to the increased use of problem-focused coping and lower perceptions of control were related to the use of more emotional-coping strategies. They added that control was also associated with the appraisals of coping that encouraged more direct (active, Problem-focused) coping.

9.2.5 Coping and psychological well-being

Was there a relationship between the undergraduates coping strategies and their psychological well-being across time?

Undergraduates who reported higher levels of psychological distress in the first term at university were more likely to use coping strategies that resorted to Venting (EFC) and Behavioural (SRCB) coping strategies at that time. During the first two weeks of the first term the undergraduates’ mean scores on psychological well-being were relatively higher, compared to the GHQ-12 scores recorded for them at the other three measure points. This
situation indicated the undergraduates’ poorer psychological health at that time. It would also suggest that this was perhaps the most vulnerable time for them across the period used by the study.

This time of transition to university is known for a noticeable incidence of psychological disturbance for undergraduates (Fisher & Hood, 1987), and is one of anxiety, depression, phobias, obsessions and somatic symptoms for them (Fisher & Hood, 1988). Surtees and Miller (1990) also found that a higher percentage of undergraduates (49.7% of a sample of 175 students) scored above the cut-off point for mental well-being at the beginning of their study programme compared to a follow up interview of 35.8%, after the students had been at university for six months. The finding in the present study therefore agrees with the results of previous research.

However, of interest is that the undergraduates, in the presence of higher psychological distress, were also using higher venting of emotions compared to the other two measure points of the first year and only less than for the measure point at the start of the second year, for this coping strategy. The venting of emotions is sometimes seen as functional in that it can allow a person using it to move forward and adjust to the stressful situation (Carver et al., 1989). It could therefore be deduced that in the presence of higher psychological distress there is likely to be more venting of emotions. But that may only be applied to undergraduates’ first encounter with the new university environment. Higher scores on psychological well-being also suggested that undergraduates were using more of the Behavioural coping strategy (compared to the scores for this strategy at the second measure, the start of the second term). This coping approach, of the self-regulated type, suggested that undergraduates had to resort to more of their intrapersonal strategies to manage their stressors when higher psychological distress existed.

At the beginning of the second term, undergraduates who had higher levels of psychological distress used less Venting (EFC), but more Mental disengagement (Mental, SRCB), more Denial (SRCB), more Restraint (PFC) and more Suppression of competing activities (Suppression, PFC). Undergraduates continued to experience around the same
level of poorer psychological health that they started with at the very beginning of their university programme. The start of the second term was a time of renewed preoccupation with academic work, and not only with the high volume of work, but also with assessments (Ko, Kua & Fones, 1999). This would seem to have kept the undergraduates’ psychological health near to its starting level of the beginning of the first term. However, at the beginning of the second term undergraduates seemed to spend less time ventilating their emotions (Venting). They had perhaps realized and felt that this ventilation of feelings was not helping them manage their stressors. The cessation of or decrease in the expression of emotions could be supported by the undergraduates’ next coping strategies. They were getting more involved in activities that would distract them from thinking about what their situation was doing to their goal (more Mental), and they were even doing this to the point of choosing to ignore that stressful situations existed (more Denial). These two self-regulated coping behaviours can often exist together when an individual is faced with stressors (Carver et al., 1983) and are seen as a stressed person’s way to avoid dealing with a stressful situation.

However, the presence of the next problem-focused coping strategy, Restraint, suggested the opposite of avoidance coping. The undergraduates were prepared to wait for opportunities to use the best possible ways to cope with their stressors. They were therefore aware of their stressors (they were using the secondary appraisal approach in the stress experience and they were not ignoring the stressors) and, at the same time, they had a greater tendency to suppress other activities in order to deal with the stressors that they themselves had identified (more Suppression). Furthermore, two opposite coping strategies Suppression, and Mental also occurred together. Carver et al. (1983) argued that the Suppression of competing activities strategy had a definite purpose (an active coping approach) and one which was in direct contrast with Mental disengagement (an avoidant coping approach). The relationship between the psychological state and coping strategies at that time was a rather complex one. The undergraduates were using a mixture of strategies, at times functional, as in the case of Restraint and Suppression (which belong to the function of changing the troubled person-environment), and Venting (which refers to the function of either changing the way the stressful relationship with the environment is
managed or looking at the stressful situation in relation to what is happening), and other times dysfunctional, as in the case of Denial and Mental (which mainly serve as an avoidance purpose). In the presence of poorer psychological health, it could therefore be argued that undergraduates would use a multiple approach vis-à-vis their stressors. But that may be solely after they had experienced their stressors for a while.

Finally, at the start of the second year, those undergraduates who reported lower levels of psychological distress (better psychological health) used more of the Venting (EFC) approach to deal with their stressors. This finding for that time was in contrast with what was found for the relationship between psychological health and Venting at both the start of the first term and the start of the second term. The explanation for such a relationship would lie in the unique nature which might be attributed to Venting. Venting might have had a supporting role for psychological health.

Venting could be argued to be a unique coping strategy as it is seen to verge between the dysfunctional and functional. Although Tolor and Fehon (1997) argue that it is dysfunctional where focusing on emotions for a prolonged period of time would impede positive coping and distract people from active coping efforts, that is, it could negatively affect planning and could instead encourage Behavioural and Mental (two S-RCBs) coping approaches, it is also viewed as primarily of the emotion-focused coping type by Tolor & Fehon (1997) and Scheier & Carver (1992) and as such is functional in bringing out a change in the way the relationship between the stressors and the environment was viewed, and the relational meaning of what was to take place in this environment.

Interview data relevant to the relationship between psychological health and coping suggested that two undergraduates had worries which led to some psychological distress but the remaining 11 reacted to these worries by just deciding to face them, and referred to no signs of psychological distress.

Further, the interview data revealed that nearly all undergraduates were generally positive about their university experience, including their stressors and reactions to stressors, and
although three of them were anxious at times, and this might have changed their behaviour a little (for example, they commented that they suffered from insomnia), they generally did not refer to themselves as being continuously worried and uncertain of their environment. Eight undergraduates spoke about how they coped. Often they would use others for both types of social support (Instrumental and Emotional). Seeing friends or others to express their feelings would also support the quantitative data on this part of the study. Those who approached their friends for sympathy (Emotional support) had higher scores on coping and better psychological health. Even though five students stated they were worried about their academic load, most of the undergraduates were taking actions to ensure that all went well with their performance. So, it would seem that undergraduates were using more problem-focused coping strategies. That would support what Luthar (2003) found about problem-focused coping strategies: that the strategies suggested a positive attitude to stressors, and that these stressors could be managed. With such a positive outlook, undergraduates, in general, were not experiencing psychological distress.

9.2.6 Undergraduates’ Self-esteem, Optimism, Perceived control, Coping and Academic achievement

What differences existed between first-time achievers’ and non-first time achievers’ self-esteem, optimism, perceived control and coping with daily hassles?

At the beginning of the second year, first-time achievers as well as non-first-time achievers reported feeling good about themselves, being positive about their future, and having the confidence that they were in control of situations in the university environment. First-time achievers, however, sought more information, advice and material assistance from others (Instrumental support), than non-first-time achievers did at that time. Interview data pertinent to this part of the study confirmed that many undergraduates were using instrumental support, but not always in isolation from other strategies. They did so in conjunction with two other problem-focused coping strategies; Active coping, and Planning.
The final step in data examination was to explore the possible influence that the components of resilience might have had on undergraduates' academic performance. At the start of the second year, there was no significant difference between the First-time achievers (128/157, 82% of the sample of students at the start of the second year) and the Non-first-time achievers' (29/157, 18%) resilience scores. On visual inspection of the descriptive statistics the differences in all undergraduates' mean scores for Self-esteem, Optimism and Perceived control were negligible. The differences were also not in any way inclined toward a specific direction.

When the means in the previous sets of scores, obtained at the three earlier measure points, were compared to the means at the start of the second year, they too displayed similar values for all undergraduates across the four measure points. Since undergraduates' scores were consistently comparable, it could perhaps be surmised that all undergraduates, irrespective of their success or failure in courses or modules in the first year, experienced more or less equal levels of the aspects of resilience at the end of the first year. This is the time at which they were involved in most of their academic assessments. The non-significant result in this part of the present study, and indeed the totality of the result per se, confirmed what Luthar (2003) and Major et al. (1998) argued vehemently about in their own results: that when people, and therefore these undergraduates, possessed a distinct level in one of the three components of resilience they would simultaneously have corresponding levels in the other two components. It also disconfirmed the claim made by Ross & Broh (2000) and Schmidt and Padilla, (2004), who found that self-esteem, in particular, was positively correlated with academic achievement. The result of this study did not support that argument to a large extent. First, the measure of comparison between self-esteem and achievement had yielded non-significant results and, second, not everyone went through the first year without having to repeat courses or modules. Therefore, it could be argued that the students' resilience was not necessarily a contributory factor to their academic performance - the two variables were, in essence, unrelated.

Importantly, however, there was a significant difference between First-time achievers' higher mean scores and the Non-first time-achievers' lower mean scores on the
instrumental support coping strategy. In previous work, a higher level of this strategy was found to correlate with a higher level of optimism (Brissette, Scheier & Carver, 2002; Ko et al., 1999) and in the present research (lower) perceived control was the only aspect of resilience which was significantly related to that (higher) coping strategy. Indeed, in the interview data, undergraduates spoke more of their optimism than the other two aspects. Further, when undergraduates spoke of their optimism they went on to state that there were perceived limitations as to what they could do but were determined to get on with the activities attached to their studies at university. Optimism and perceived control, at least, were interacting. The intricate relationships among the three components should perhaps be acknowledged in the final evaluation of their coexistence. However, it would seem that lower perceived control would distinctly lead students to seek more instrumental support and in this way succeed.

The statistically significant increase in the scores of the three aspects of resilience over time and the clear insinuation by the undergraduates at interview that self-esteem, optimism and perceived control were interchangeable concepts for them, suggested that, to some degree these aspects were interrelated. If one aspect was influential on assisting undergraduates succeed at the first attempt, it is logical to suggest that the other aspects were also playing a part. However, given the results, it may be more plausible to deduce that the less the undergraduates saw they could do to change things in the university surrounding, the more they sought assistance from others, and consequently, it seemed that the more likely they were to succeed in passing their courses or modules at the first attempt.

9.3 Evaluative summary

The ultimate aim of this research was to contribute to the knowledge on how the three aspects of the personality factor resilience namely, self-esteem, optimism and perceived control, were associated with undergraduates’ coping with stress. The overall results suggested that undergraduates recognized their stressors and generally accepted them as events they needed to cope with in the university environment. Although the resilience of
all undergraduates increased over time, those with low perceived control were more likely to use instrumental support to manage their stressors.

Extant research (see, for example, Luthar, Cichetti & Becker, 2000) has suggested that such knowledge would help put in place facilities to help improve the psychological health of undergraduates, who have been shown to experience more ill-health than other adults in the general population, after controlling for gender and age (Wyville-Staples, 1998). Self-esteem, optimism and perceived control, which are seen as a person’s intrapersonal qualities (Major et al., 1998) and also as positive self-beliefs (Helgeson, 1999) have been postulated to be intricately related and it has been argued that this relationship could presumably lead to more effective coping and therefore better psychological well-being (Miller, 2003). They would enable undergraduates to take problem-solving actions in adverse situations rather than to passively endure them (Luthar, 2003). Furthermore, when undergraduates possess higher levels of these components, Hess and Copeland (2001) argued that that they would be better equipped to face the situations and perform well academically.

The six studies in this research have provided evidence for the only substantial conclusion that a relationship existed between lower levels of Perceived control and higher search for information, advice or assistance in order to cope with stress. This significant finding became clear when resilience characteristics of the undergraduates who succeeded in their assignments at the first attempt were compared with those who had to resit some courses.

The longitudinal approach in the research revealed that undergraduates stayed within the moderate levels of stress, coping, resilience and psychological well-being throughout the fourteen-month measure period. These similar levels were used to examine relationships among the four variables as time progressed. Stress was found to originate from frustration and conflict responses, which partly supported claims from other research. But these consistent responses also contradicted existing findings. Coping was from a mixture of the three types of coping strategies (problem-focused, emotion-focused, and self-regulated coping behaviours). Stress and coping levels remained the same, which demonstrated that
undergraduates were prepared to sustain their coping efforts in the university environment, especially when they were aware of their stressors and generally understood them. Their coping strategies, in the main, were also of such a kind as to prove beneficial to them as it has been demonstrated that these strategies led to the positive management of stressors (Carver et al. 1989). However, there was an aspect which was thought to be counterproductive in that the undergraduates were also using far too many of the self-regulated coping behaviours. The use of such behaviours, where people rely too much on their own attributes in order to cope, carried risks for the undergraduates as these behaviours are seen to be maladaptive in nature (Carver et al., 1993; Lazarus & Folkman, 1984; Major et al., 1998). Lazarus (1993) states that maladaptive coping methods can lead to the deterioration of adaptational outcomes. For example, it can lead to low morale and deterioration in physical health, and in social functioning. This approach was not necessarily obvious in the personal account many undergraduates gave about their coping, however. The risks were, therefore, not of a great importance, and considerably less so in view of the increase in previously significant coping strategies. Furthermore, with respect to coping, undergraduates were not using most of the emotion-focused coping methods, which was a sure sign that they felt that their stressors were manageable and susceptible to change.

A surprising result, and by no means a spurious one since it tended to recur, was also found between stress and Focus on and venting emotions coping strategy mostly for the duration of the measure period. This specific strategy tended to be associated with a decrease in the risk of psychological distress. It would seem that undergraduates who focused on and vented their emotions had a better psychological health and it did not really distract people from active coping efforts and movement beyond a distress nor did it exacerbate the distress, as suggested earlier by Scheier and Carver (1988) that it would.

When the undergraduates’ self-esteem, optimism and perceived control were surveyed, these were found to increase in intensity over time. They increased in both first-time achievers and non-first-time achievers. However, a difference was also found in the two groups’ separate mean scores for the variables. Although the difference was not significant,
the distribution in the scores were deemed worthy of consideration, especially when the three variables were examined to see whether they eventually influenced the academic outcome or not after accounting for coping strategies and psychological well-being. First-time achievers had higher mean scores on Self-esteem but lower ones on Optimism and Perceived control than non-first-time achievers. Through deduction, therefore, it could be argued that self-esteem may contribute to achievement. However, lower Perceived control in first-time achievers may contribute to their first-attempt success and accounted in general for undergraduates’ higher use of Seeking social support for instrumental reasons coping strategy. Since this was the case it was also deduced that first-time achievers had more need of the said coping strategy. Further, the relationship between social support and academic achievement provided some support to the work of Carver et al. (1989), who demonstrated that instrumental social support had a functional role in that this approach allowed university students to access information and resources that facilitated their coping with stressors such as exams and assignments.

Since undergraduates’ psychological well-being had a very distant relationship with one or two coping strategies, namely at the start of the second term, it could be argued that undergraduates’ psychological health, stress and coping with stress had no interrelationship at all and since this was the case, it is not deemed necessary to investigate psychological well-being further. Such a variable was not pronounced in the chosen population and could therefore be overlooked in further research. In pursuance of the study’s ultimate aim, the resilience factors and their effects on achievement were investigated for a difference in their variables’ scores. The results have been discussed and have provided the information that low Perceived control may help undergraduates achieve. The finding is argued to be important and insightful and provides an organic foundation for deeper studies on the three components of resilience.

9.4 Methodological considerations

One of the issues that exist around research which simultaneously investigates multiple constructs is the use of the most appropriate approach to collect data (Ben-Zur, 2002).
Ongoing and recent stress research promotes the utilisation of mixed methods and favours longitudinal rather than cross-sectional studies (Hair & Graziano, 2005). The collection of data with a questionnaire in a survey has been, is (Feldman & Stenner, 1997), and most certainly will continue to be an important part of the research approach. It allows the exploration of constructs with an established method. Such a method is not only well known but is also readily accepted by the research community, and is therefore highly credible. It also provides scientists in general with what they believe to be objective data, an aspect which supports that credibility further. There is, however, an argument to mix the questionnaire initiative with other methods. In the move to understand constructs, quantitative as well as qualitative data are advocated as useful by Silverman, (2006). Therefore the choice of a mixed method can be, for example, the interview format with a questionnaire survey. Interview has been rarely used either with the questionnaire approach or on its own.

In light of this, a semi-structured interview was used in the present research and it provided an evidence-based method for corroborating the questionnaire data. Specifically, the amount of information given by volunteers provided a necessary adjunct to the questionnaire data, in that it allowed further interpretation of each of the constructs under study. This information was also clear and simple. However, as opposed to the questionnaire survey approach, which required all volunteers to answer the questionnaire on four occasions, the face-to-face dialogue was carried out only once with a sub-sample of these volunteers. The timing of the interview was rationalised as it was meant to coincide with volunteers’ personal views on the constructs after a considerable experience of university life, and also with reference to their academic performance of the previous year. On this occasion, it was therefore appropriate. However, since each measurement point in the study was considered crucial for the understanding of the constructs under investigation, it would be useful in the future to also carry out the interview at each of those points. However, there are some practical issues attached to this; some may be easy to solve but others are likely to stay problematic. First, there is the question of voluntary participation. Although the principle of using only volunteers in social science studies must be strictly adhered to, it poses a difficulty for both recruitment and continued participation.
in a study. Interviews are generally time-consuming (in the present study one or two one-to-one interviews lasted up to one hour) and it is hard to have undergraduates committed to such task more than once, especially when they receive no reward for either participation or their time. A possible solution to this could be found in the provision of credits for attending interviews, but this may only apply to undergraduates who are undertaking programmes, such as psychology, where credits are relevant. Furthermore, this approach would have unwanted ramifications in that the number of volunteers may be reduced and it may result in the researcher using uninterested volunteers.

Second, there is the aspect of attrition in the sample. Across time, it is difficult to sustain the number of participants. Numbers would most certainly go down, as happened in the current research. It is true that some new recruits were also found without much prompt. However, such a situation is rather unusual and it may not be ideal to have new recruits at various occasions as it forbids, for example, the comparison of data among the same people across time. Third, repeated one-to-one interviews require sustained attention to interview questions and topics by the researcher and if care is not constantly exercised, they may result in a waste of interviewees’ time with the accompanied risk of accumulating unnecessary or unwieldy data (Silverman, 2006). In the future, when interviews are used to complement quantitative data instead of a one-to-one approach perhaps focus groups could be an alternative view-gathering method. This may allow for the more-than-once interview difficulties and also avoid the acquisition of unnecessary data.

Further into the methodology of the present research, the access to students at around their lecture times was most appropriate. It worked well in the pilot study and participation was high when undergraduates were invited to participate in the subsequent main study. When some of them who willingly supplied their telephone numbers were contacted, everyone agreed to meet the researcher of the present study. So, these aspects can be utilised in further such research. Finally, the research design is important in the establishment of a link among constructs. Spurious results may be obtained in one-off studies, but they are often frowned upon and many researchers do at time have to repeat their studies because of this type of findings. Repeated measurements across time can do away with such results as they
allow for the same participants to be assessed over and over and for an exploration of their data to detect similarities or differences among them. In the present research, it was comparatively easy to correlate or differentiate among the same participants’ data. Furthermore, the spacing of the measure was rationalised from existing findings and recommendations in the relevant literature. This was felt appropriate too. However, for a still more improved approach, the longitudinal access to students should be altered to extend over the whole three years of the undergraduate’s programme. In this way, every change in the university environment, and the repetition of stressful events, such as exam periods, would be repeatedly covered to uncover a trend if one existed.

9.5 Implications for policy and practice in higher education (HE)

The results of the study indicate that during at least the first of the three years of a university programme, undergraduates undertake their study with the knowledge and expectation that new and extra demands will be made upon them. The general view from the undergraduates shows that they feel prepared to accept and cope with most of these demands, for they see these demands as an aspect of university life they have to endure and as one which is liable to change. They, on the whole, are found to learn to manage their demands and do so by seeking support from resources external to them. These resources are most often found and expected by the undergraduates to be within the confines of the new environment. This preparedness to learn, which uses in the main problem-focused coping strategies with some self-regulated behaviours whilst avoiding emotion-focused approaches, together with the undergraduates’ readiness to go to others for assistance, presently seen as two related aspects, have clear implications for institutional policy making and for the current practice of disseminating information to undergraduates and making resources available to them at university. The implications are particularly relevant to the university services system, in the teaching and learning activities it provides in order to integrate the two aspects. In considering the implications, present and possible future university initiatives are discussed, after a brief overview of what the present study’s results mean in terms of recent findings.
The present result of learning to manage university demands agrees with Harvey, Drew and Smith’s (2006) finding that at the time of transition and adjustment which happens in the first year at university, a period that is distinguished from later ones, undergraduates learn to manage the experience on offer to all students (mass experience) and face the experience of belonging to a new group when they follow their courses. So, at this time, the activities the undergraduates are exposed to can play a part in the acquisition of that learning. Following this finding, Rowley, Hartley and Larkin (2008) demonstrated that first-year undergraduates expected to have less contact with lecturers when they first arrived at university, but continued to be surprised at the low amount of contact they have had with the lecturers when they reached the end of the first academic year. The undergraduates also stated that although guidance was available it mostly came from electronic sources and was offered by non-academic rather than academic staff. This guidance was seen to be available in an ‘on demand’ format and the undergraduates felt they had to be proactive to obtain it. The undergraduates worried about their personal abilities such as writing, presentation and note taking skills, much in keeping with what Wingate (2006) found. Eventually, they wanted more feedback, more one-to-one contact rather than general advice on how to develop their skills, a point which is further supported by Warwick, Maxwell, Statham, Aggleton & Simon (2008) and Reddy, Greasley, Parson, Harrington & Elander (2008). Clearly these results showed that undergraduates wanted more frequent contact with lecturers for specific reasons, and, since the present research demonstrates that undergraduates seek information and resources that would help them manage, it is useful to focus on areas where this contact could be instituted and improved.

First, the present research implies that first-year undergraduates should be encouraged to set up mutual self-study groups in which they are seen to have opportunities to discuss with their peers issues they may be reluctant to raise with other people in their surrounding, in line with the postulation made by Hartley (2002), Rodger and Tremblay (2003) and Smith, May and Burke (2007). Hartley (2002), for example, suggested that such groups could help to direct undergraduates who might otherwise not seek out assistance. This approach would allow the undergraduates to focus on issues to do with their disciplines, including those to do with their current learning, assessment and course requirements. Secondly, first-year
undergraduates should be mentored by second-year undergraduates, whose recent experience may be useful to allay first-year undergraduates’ worries or perceived demands and to discuss the methods they used to manage these demands in their own first year. The second-year students could, for example, help identify and discuss what resources and information they accessed in the first year and discuss those which might be most useful. Thirdly, first-year undergraduates would benefit from small group teaching, a comment they made about wanting more of this approach (see, earlier, Rowley, Hartley & Larkin, 2008). In such an approach they would be more inclined to speak up as they might feel less intimidated, and less threatened by the thought of making mistakes. They would be more prepared to ask questions pertinent to their own needs and discipline, and in this way they would build on their confidence which might help their learning (Jarvis, 2007). This is, most importantly, a good avenue for enhancing students’ ‘study skills’. These skills are often a source of concern for a significant number of students and there are long-standing university attempts and interventions to deal with them (Gibbs, 2009). The worries about their personal abilities, however, could be alleviated by allowing, beforehand, the prospective first-year university students to attend summer schools in which they get ‘university-style’ learning experience through, for example, presentations from university lecturers.

Further, the small group teaching of the future should also be well embedded in the learning contexts (disciplines) that the learners are currently involved with. This would be a rather plausible stance as Hattie, Biggs and Purdie (1996) argue that contexts should be looked at separately from each other as there is little evidence that skills can transfer across disciplines. The undergraduates’ specific study skills and the interventions that are in place to deal with them are also an aspect that can be improved by such a strategy.

Fourthly, face-to-face contact with the undergraduates’ lecturers could be increased. This will serve as a way of providing the undergraduates with further opportunities to ask questions about particular aspects of their academic work (which are sometimes neglected), as they become more aware of their needs in this environment. For example, Stokes and Martin (2008) argue that students would benefit if reading lists were supplied with a
commentary in which lecturers delineate, in an extra session, how each item is relevant to their topics and how it might develop their understanding of these topics. However, the preparation to meet students’ needs with more face-to-face contact will have to be thoroughly thought-through by institutional student services. This will involve staff development. It is known, for instance, that academic staff may not be generally aware of what sort of resources or range of information the students might need. Robotham and Julian (2006) argue that staff, and in particular, academic staff, are not generally aware of students’ need and search for support, and Curtis (2005) found that some academic staff did not recognise the extent of part-time working and its possible detrimental effects on individuals, in spite of the long-standing study by Lindsay & Paton-Salzburg (1994), which revealed that students’ academic performance, in way of their degree classifications, was adversely affected by being in employment whilst studying. Robotham (2008) adds that the situation stays unchanged.

In addition to these activities, to help in the proliferation of information and resources to students, institutions should become more prepared to establish and run learning skills centres. These centres should become the hub for free advisory service and resource for all students, regardless of the students’ levels of studies and disciplines, and should provide assistance on writing and study strategies. The facilities from such places would include the provision of seminars, workshops, lectures, one-to-one consultations between a student and an advisor, all of which would be designed to engage students in the epistemology and discourse of their discipline. This is particularly seen as a sound approach, as Wingate (2007) strongly argues that when ‘study skills’ efforts are provided within the disciplines by their respective experts, the effects can indeed be very beneficial to students. Reddy, Greasley, Parson, Harrington, & Elander (2008), for example, see seminars provided by the learning skills centres as valuable for the way they effectively help with student writing skills and the understanding of assessment requirements, for their ability to ease interactions between students and staff and allow the students to ask questions in a less intimidating environment, and also as an important opportunity for students to work with peers.
Finally, more information could be passed on to undergraduates if they were to belong to learning communities, especially within an online platform. In the present day of advanced technology and the ubiquitous availability of the World Wide Web, undergraduates are today required to access a wide range of information about their courses using this medium. They habitually use a dedicated web portal as a teaching and learning. They should be encouraged to become more conversant with such technology, very much in the way an ever-increasing number of young people, as part their daily activities, access such sites as Facebook or My Space, delivered by the Web 2.0 account (Tinker, Byrne, & Cattermole, 2009), where they communicate with people, usually friends, of their own choice and with common interests. Learning communities or learning groups, consisting of a discussion room, can be an effective venue where students at the same stage in a discipline and following the same courses may exchange views, ask questions on the points they do not understand about their courses for example, and provide their interpretation on important and perhaps poorly understood aspects of their learning such as the assessment protocol within a course. These groups could also invite the presence and contribution, either virtually or face-to-face, from relevant course lecturers. The latter stance would certainly forestall the criticism of a lack of more regular contact with academic staff.

The above initiatives are supported by further educational concepts and empirical research. Gibbs (2009), in his explanation on how to develop students’ learning, discusses eight domains of learning that could help a person become an effective learner in higher education and the associated processes that are designed to impact their learning. Three of these domains seem to be particularly important to help students in their search for information and support. The first domain is that the university student services system should make rules, procedures and ‘tactics’ explicit and should make students practise these tactics, such as revision tactics and examination tactics, and giving them immediate feedback on their performance. These can be done via learning communities, learning skills centres, for instance. The second domain is that the system should enable the discussion of the ‘hidden curriculum’ with students in relation to examination questions and criteria. The discussion, within the activities of seminars with academic staff and learning skills centres, would therefore facilitate and enhance performance. The third domain is that the system
should facilitate close contact with members of the community (academics, senior undergraduates) and their scholarly products. The encounters, via seminars and learning skills centres, would afford the undergraduates with an opportunity to see how these people think, argue, speak and write.

9.6 Future directions

The research has indeed provided insightful knowledge on how the three components of resilience are associated with the coping of stress. It is known in the cohort of undergraduates studied that the link is partial and is relevant to perceived control only, although self-esteem, optimism and perceived control are themselves consistently and significantly related. It is also known that undergraduates’ psychological well-being is not associated with the type of coping strategy they use.

The present research looked at the constructs over just a third of the time the undergraduates would spend in the university environment. This is, by any means, a good and rationalised approach. However, the data showed that resilience and its components increased in a linear fashion across time. Future research should include the study of self-esteem, optimism, perceived control over a longer temporal period to control for subtle changes in scores in order to establish their influence on coping as well as achievement. Also, as first-time achievers’ lower perceived control scores were significantly different from their higher coping scores on the Seeking social support for instrumental reasons, it would be useful to explore the role of social support in a future longer study to detect how stable that difference is. This is especially pertinent in light of research (see Major et al. 1989), which suggests that social support has a tendency to change and habituation to an environment may account for the change.
9.5 General conclusions

The following conclusions could be drawn from this research:

- Frustrations and conflicts are persistent and stable stressors throughout at least the first year of undergraduate studies.
- Although undergraduates perceive situations as stressful many of them have a well-developed understanding of the demands in the university environment.
- Less emotion-focused coping strategies are used over time, suggesting that stressful conditions are not viewed as resistant to change.
- Undergraduates' self-esteem, optimism, and perceived control correlate with and overlap one another, and equally increase in intensity as time goes by.
- The choice of coping strategies does not correlate with psychological distress.
- Increasing use of problem-focused coping strategies has no relationship with psychological distress.
- The greater use of the emotion-focused coping strategy, Focus on and venting emotions, negatively correlates with psychological distress, suggesting it is a useful coping strategy.
- Lower perceived control does not correlate with psychological distress.
- Lower perceived control is related to a higher use of information and resources from others in order to cope with stress.
- There is a relationship between the seeking of information and assistance from others in order to cope and academic achievement at the first attempt.
- Achievement does not correlate with self-esteem, optimism and perceived control.
- Students care about their academic performance and eventual success, and would often do what it takes to ensure their success at university.
- Perceived control is the only one of the three components of resilience to be associated with coping.
- The undergraduates' beneficial search for information on their learning activities can be facilitated and enhanced by the university student services system's establishment and wider use of learning skills centres and learning communities.
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The Questionnaire Booklet
The Influence and Effects of Stress upon Undergraduate Students

The enclosed questionnaire is part of an information-gathering process within an approved research project, which looks at the influence of stress upon undergraduates.

We, the investigators, should like to know what students think of and how they deal with the daily hassles of student life. The information you provide will help us review the support and services that students receive. We should be very grateful if you could complete the following questionnaire. There are no right or wrong answers to the questions. All you need to do is answer the questions as honestly as you possibly can.

The questionnaire has many sections. Please complete all sections and all items within them. At the beginning of each section, you will find a set of instructions. Please read these carefully before providing your answers. Your answers, to be treated in strict confidence, will only be available to the two named investigators below. They will be stored under code numbers and your name is not required on this questionnaire to ensure anonymity and confidentiality.

There is no obligation for you to participate in this research. If you prefer not to complete this questionnaire simply return it unanswered.

The principal researcher of the project is Benjamin Bruneau, a senior lecturer at the University of Greenwich. He is researching under the supervision of Dr. Caroline Limbert, a research fellow at the Oxford University Department of Postgraduate Medical & Dental Education. Should you require further information about this research please do not hesitate to contact Benjamin Bruneau on: 020 8331 8064 or B.S.Brunneau@gre.ac.uk.

Thank you for your participation
Please read the following statements carefully and respond to each statement as it has related or is relating to you as a student. Use the 5-point scale which indicates the level of your experience with:

1 = never, 2 = seldom, 3 = occasionally, 4 = often, 5 = most of the time

I. STRESSORS:

II. A. As a student (frustrations):
   1. I have experienced frustrations due to delays in reaching my goals.  
      1 2 3 4 5
   2. I have experienced daily hassles which affected me in reaching my goals. 
      1 2 3 4 5
   3. I have experienced lack of resources (money for car, books, etc.). 
      1 2 3 4 5
   4. I have experienced failures in accomplishing the goals that I set. 
      1 2 3 4 5
   5. I have not been accepted socially (became a social outcast). 
      1 2 3 4 5
   6. I have experienced dating frustrations. 
      1 2 3 4 5
   7. I feel I was denied opportunities in spite of my qualifications. 
      1 2 3 4 5

B. I have experienced conflicts which were:
   8. Produced by two or more desirable alternatives. 
      1 2 3 4 5
   9. Produced by two or more undesirable alternatives. 
      1 2 3 4 5
   10. Produced when a goal had both positive and negative alternatives. 
      1 2 3 4 5

C. I experienced pressures:
   11. As a result of competition (on grades, work, relationships with spouse and/or friends). 
      1 2 3 4 5
12. Due to *deadlines* (papers due, payments to be made, etc.).
   1 2 3 4 5

13. Due to an *overload* (attempting too many things at one time).
   1 2 3 4 5

14. Due to *interpersonal relationships* (family and/or friends, expectations, work responsibilities).
   1 2 3 4 5

D. I have experienced (*changes*):
15. Rapid *unpleasant* changes.
   1 2 3 4 5

16. *Too many* changes occurring at the same time.
   1 2 3 4 5

17. Change which disrupted my life and/or goals.
   1 2 3 4 5

E. As a person (*self-imposed)*:
18. I like to compete and win.
    1 2 3 4 5

19. I like to be noticed and be loved by all.
    1 2 3 4 5

20. I worry a lot about everything and everybody.
    1 2 3 4 5

21. I have a tendency to procrastinate (put off things that have to be done).
    1 2 3 4 5

22. I feel I must find a perfect solution to the problems I undertake.
    1 2 3 4 5

23. I worry and get anxious about taking tests.
    1 2 3 4 5

II. REACTIONS TO STRESSORS:

F. During stressful situations, I have experienced the following (*physiological*):
24. Sweating (sweaty palms, etc.).
    1 2 3 4 5

25. Stuttering (not being able to speak clearly).
    1 2 3 4 5

26. Trembling (being nervous, biting fingernails, etc.).
    1 2 3 4 5

27. Rapid movements (moving quickly, from place to place).
    1 2 3 4 5

28. Exhaustion (worn out, burned out).
    1 2 3 4 5

29. Irritable bowels, peptic ulcers, etc.
    1 2 3 4 5

30. Asthma, bronchial spasm, hyperventilation.
    1 2 3 4 5
1 = never, 2 = seldom, 3 = occasionally, 4 = often, 5 = most of the time

31. Backaches, muscle tightness (cramps), teeth grinding.  
   1 2 3 4 5  
32. Hives, skin itching, allergies.  
   1 2 3 4 5  
33. Migraine headaches, hypertension, rapid heartbeat.  
   1 2 3 4 5  
34. Arthritis, over-all pains.  
   1 2 3 4 5  
35. Viruses, colds, flu.  
   1 2 3 4 5  
36. Weight loss (can’t eat).  
   1 2 3 4 5  
37. Weight gain (eat a lot).  
   1 2 3 4 5  

G. When under stressful situations, I have experienced (emotional):  
   38. Fear, anxiety, worry.  
   1 2 3 4 5  
   1 2 3 4 5  
   40. Guilt.  
   1 2 3 4 5  
   41. Grief, depression.  
   1 2 3 4 5  

H. When under stressful situations, I have (behavioural):  
   42. Cried.  
   1 2 3 4 5  
   43. Abused others (verbally and/or physically).  
   1 2 3 4 5  
   44. Abused self (used drugs, etc.).  
   1 2 3 4 5  
   45. Smoked excessively.  
   1 2 3 4 5  
   46. Was irritable towards others.  
   1 2 3 4 5  
   47. Attempted suicide.  
   1 2 3 4 5  
   48. Used defense mechanisms.  
   1 2 3 4 5  
   49. Separated myself from others.  
   1 2 3 4 5  

I. With reference to stressful situations, I have (cognitive appraisal):  
   50. Thought about and analysed how stressful the situations were.  
   1 2 3 4 5  
   51. Thought and analysed whether the strategies I used were most effective.  
   1 2 3 4 5  

Please continue on the next page
We are interested in how people respond when they confront difficult or stressful events in their lives. There are lots of ways to try to deal with stress. This part of the questionnaire asks you to indicate what you generally do and feel when you experience stressful events. Obviously, different events bring out somewhat different responses, but think about what you usually do when you are under a lot of stress.

Then respond to each of the following items by choosing one number for each, using the response choices listed just below.

<table>
<thead>
<tr>
<th>Response</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I usually don’t do this at all.</td>
</tr>
<tr>
<td>2</td>
<td>I usually do this a little bit.</td>
</tr>
<tr>
<td>3</td>
<td>I usually do this a medium amount.</td>
</tr>
<tr>
<td>4</td>
<td>I usually do this a lot.</td>
</tr>
</tbody>
</table>

Please try to respond to each item separately in your mind from each other item. Choose your answers thoughtfully, and make your answers as true FOR YOU as you can. Please answer every item. There are no ‘right’ or ‘wrong’ answers, so choose the most accurate answer for YOU – not what you think ‘most people’ would say or do. Indicate what YOU usually do when YOU experience a stressful event.

1. I try to grow as a person as a result of the experience.
2. I turn to work or other substitute activities to take my mind off things.
3. I get upset and let my emotions out.
4. I try to get advice from someone about what to do.
5. I concentrate my efforts on doing something about it.
6. I say to myself “this isn’t real”.
7. I put my trust in God.
8. I laugh about the situation.
9. I admit to myself that I can’t deal with it, and give up trying.
10. I restrain myself from doing anything too quickly.
11. I discuss my feelings with someone.
12. I use alcohol or drugs to make myself feel better.
13. I get used to the idea that it happened.
1 = I usually don’t do this at all.
2 = I usually do this a little bit.
3 = I usually do this a medium amount.
4 = I usually do this a lot.

14. I talk to someone to find out more about the situation.
15. I keep myself from getting distracted by
   other thoughts or activities.
16. I daydream about things other than this.
17. I get upset, and am really aware of it.
18. I seek God’s help.
19. I make a plan of action.
20. I make jokes about it.

21. I accept that this has happened and that it can’t be changed.
22. I hold off doing anything about it until the situation permits.
23. I try to get emotional support from friends and relatives.
24. I just give up trying to reach my goal.
25. I take additional action to try to get rid of the problem.
26. I try to lose myself for a while by drinking alcohol or
   taking drugs.
27. I refuse to believe that it has happened.
28. I let my feelings out.
29. I try to see it in a different light, to make it more positive.
30. I talk to someone who could do something concrete about
   the problem.

31. I sleep more than usual.
32. I try to come up with a strategy about what to do.
33. I focus on dealing with this problem and, if necessary,
   let other things slide a little.
34. I get sympathy and understanding from someone.
35. I drink alcohol or take drugs, in order to think about it less.
36. I kid around about it.
37. I give up the attempt to get what I want.
1 = I usually don’t do this at all.
2 = I usually do this a little bit.
3 = I usually do this a medium amount.
4 = I usually do this a lot.

38. I look for something good in what is happening.
39. I think about how I might best handle the problem.
40. I pretend that it hasn’t really happened.

41. I make sure not to make matters worse by acting too soon.
42. I try to prevent other things from interfering with my efforts at dealing with this.
43. I go to the cinema or watch television, to think about it less.
44. I accept the reality of the fact that it happened.
45. I ask people who have had similar experiences what they did.
46. I feel a lot of emotional distress and I find myself expressing those feelings a lot.
47. I take direct action to get around the problem.
48. I try to find comfort in my religion.
49. I force myself to wait for the right time to do something.
50. I make fun of the situation.

51. I reduce the amount of effort I’m putting into solving the problem.
52. I talk to someone about how I feel.
53. I use alcohol or drugs to help me get through it.
54. I learn to live with it.
55. I put aside other activities in order to concentrate on this.
56. I think hard about what steps to take.
57. I act as though it hasn’t even happened.
58. I do what has to be done, one step at a time.
59. I learn something from the experience.
60. I pray more than usual.
We should like to know how you usually think and feel when you encounter stressful situations. Please read the following statements carefully and respond to each statement as it has related or is relating to you. Use the 5-point scale, which indicates the level of your experience with:

1 = strongly disagree, 2 = disagree, 3 = neither agree nor disagree, 4 = agree, 5 = strongly agree

1. I take a positive attitude towards myself.
2. On the whole, I am satisfied with myself.
3. I certainly feel useless at times.
4. At times I think I am no good at all.
5. I always look on the bright side of things.
6. I am always optimistic about my future.
7. I hardly ever expect things to go my way.
8. I rarely count on good things happening to me.
9. There is really no way I can solve some of the problems I have.
10. Sometimes I feel that I am being pushed around in life.
11. I have little control over the things that happen to me.
12. I can do little to change many of the important things in my life.
Next, we should like to know if you have had any medical complaints and how your health has been in general, over the last few weeks. Please answer the following questions simply by underlining the answer which you think most nearly applies to you. Remember that we want to know about the present and recent complaints, not those that you had in the past.

Have you recently . . .

1. been able to concentrate on whatever you’re doing?
   - Better than usual
   - Same as usual
   - Less than usual
   - Much less than usual

2. lost much sleep over worry?
   - Not at all
   - No more than usual
   - Rather more than usual
   - Much more than usual

3. felt that you are playing a useful part in things?
   - More so than usual
   - Same as usual
   - Less useful than usual
   - Much less Useful

4. felt capable of making decisions about things?
   - More so than usual
   - Same as usual
   - Less so than usual
   - Much less than usual

5. felt constantly under strain?
   - Not at all
   - No more than usual
   - Rather more than usual
   - Much more than usual

6. felt you couldn’t overcome your difficulties?
   - Not at all
   - No more than usual
   - Rather more than usual
   - Much more than usual
Have you recently . . .

7. been able to enjoy your normal day-to-day activities? More so than usual  Same as usual  Less so than usual  Much less than usual

8. been able to face up to your problems? More so than usual  Same as usual  Less so than usual  Much less able

9. been feeling unhappy and depressed? Not at all  No more than usual  Rather more than usual  Much more than usual

10. been losing confidence in yourself? Not at all  No more than usual  Rather more than usual  Much more than usual

11. been thinking of yourself as a worthless person? Not at all  No more than usual  Rather more than usual  Much more than usual

12. been feeling reasonably happy, all things considered? More so than usual  About same as usual  Less so than usual  Much less than usual
Once again, in strict confidence and with a reminder that you cannot be identified, we should like to know how you have performed in your academic work over the last year. Please answer these questions by ticking or filling the appropriate boxes.

1. How many courses (modules/courses) did you take during the year just gone:

   Seven? Eight? or More than eight?

2. Did you pass all your modules/courses?

   'Yes [ ] NO [ ]

3. If ‘No’, how many resits did you have to take?

   Seven? Eight? or More than eight?

Please go to the next page
Finally, please answer the following questions about yourself. Please tick (√) or fill the appropriate boxes

Are you?  
Male       Female

Single/living on your own  
Married/living together

A full-time student  
A part-time student

Please state your age □ □ years

Please state your date of birth (e.g. 19.06.87)

What are your grandmothers’ first names?  

Is this the first time you are away from home studying?  
Yes       No

Do you normally reside in the UK?  
Yes       No  
If the answer to this question is No, please enter your country of residence in this box  

Are you liable for home fee payments?  
Yes       No

At some time in the very near future we should like to have a brief interview with you as part of the information gathering for this research project. Please provide us with a contact number to indicate that you are willing to be interviewed.

Telephone Number:  

This is the end of the questionnaire!

Thank you for taking time to answer this questionnaire.
Appendix B

Information Sheet (University 1)
To the participant:

1. The research project you have been asked to participate in is entitled “A study of the influence and effects of stress upon undergraduates”.
2. The purpose of the project is to determine the extent to which life’s daily hassles can affect the health and academic performance of various students.
3. The project is designed to promote scientific knowledge.
4. It is part of a research degree programme that the principal researcher, Benjamin Bruneau, is following at Oxford Brookes University.
5. Participants are sought from the School of Social Sciences and Law of Oxford Brookes University and the School of Health and Social Care of the University of Greenwich.
6. You, the participant in the project, will be asked to complete a questionnaire on four different occasions during the first fourteen months of your three-year programme.
7. The questionnaire, which takes approximately thirty minutes to complete, is for the purpose of obtaining research data only.
8. Your name will not be required on the questionnaire.
9. When completing the questionnaire for the fourth time you will be asked to indicate whether you would not mind participating in a brief one-to-one interview with the principal researcher. The purpose of this audio-taped interview is to collect data to further inform the answers received from the questionnaires.
10. The research project is not related to your courses in any way whatsoever, and you can rest assured that the principal researcher has absolutely no way of influencing the outcome of your courses.
11. If you become affected in some way either by completing the questionnaire or by participating in the interview, please remember that you can contact counsellors at the University Student centres. Their telephone number is: i) for Avery Hill: 020 8331 9444; ii) for Medway: 020 8331 97904; and iii) for Greenwich Maritime: 020 8331 7868.
12. Your participation in this project is not expected to carry any risks to you.
13. You are reminded that your participation in the project is voluntary; that you can withdraw from it at any time; that you can withdraw your data from any future analysis and/or publication; that you do not have to answer some questions if you do not wish to; and that whatever is said to the principal researcher will remain confidential and will only be used for the purpose of this research project. For this reason all data collected will remain under lock and key in the principal researcher’s secured office and will only be accessed by him.
14. The findings of the research will be accessible to all participants from a library-kept research report.
15. Ethical approval has been obtained from the University of Greenwich Research Ethics Committee and Oxford Brookes University Research Ethics Committee.
16. Concerns about this project may be directed to the School of Social Sciences and Law of Oxford Brookes University, at any time during the course of the project.
17. The project is supervised by an experienced researcher, Dr. Caroline Limbert, who has widely published in the field of stress. She works in the Department of Psychology at Oxford Brookes University. Her telephone number is 01865 48 3776 and her email address is climbert@brookes.ac.uk.
18. The principal researcher’s telephone number is: 020 8331 8064; his email address is B.S.Brunneau@gre.ac.uk

Thank you for your participation in this project. 

Benjamin Bruneau
Appendix C

Information Sheet (University 2)
A Research Study

PARTICIPANT INFORMATION SHEET

Study title: The Influence and Effects of Stress on Undergraduates

You are invited to take part in a research study. Before you decide it is important that you understand why the research is being done and what it will involve. Please take time to read the following information carefully.

1. What is the purpose of the study?

This study aims to determine the extent to which life’s daily hassles can affect the health and achievement of students and to identify the students’ personal traits and resources that may help them cope positively with those hassles. The research represents a contribution to knowledge in that it intends to test a theoretical model through investigation and statistical analysis.

2. Why I have been chosen?

First year students, who may be at more risks from the detrimental effects of stress than other students, are being asked to provide data to this research by completing a questionnaire and by participating in an interview.

3. Do I have to take part?

The decision to participate in the study is entirely yours. Your participation is voluntary and you can withdraw from the study at any time. You can also withdraw your data from any future analysis and/or publication, if you so wish.

4. Is the study related to my programme at Oxford Brookes University?

The study is not related to your programme in any way whatsoever, and you can rest assured that the principal researcher has absolutely no way of influencing the outcome of your courses.
5. **What will happen to me if I take part?**

You will be asked to complete a questionnaire on four different occasions during the first fourteen months of your programme. On the last occasion you will be invited to a brief interview with the researcher. The spacing of the questionnaire completion is to find out whether people’s coping do change with time and, if so, for what reasons. The tape-recorded interview is for the purpose of clarifying one or two issues referred to in the questionnaire. Please remember that completing the questionnaire at the various stages does not commit you to participate in the interview. The decision of whether to participate or not will remain yours and yours only, and will have no untoward reflection upon your contribution to the research study. Likewise, the interview will only be tape-recorded with your permission, and you will have the choice of being taped or not.

6. **What are the possible benefits of taking part?**

The study is designed to promote scientific knowledge in the field of personality and coping with stress. It may identify further resources that university services could use to support their students.

7. **Will what I say in the study be kept confidential?**

Whatever you say to the principal researcher will stay confidential and will only be used for the purpose of this study. For this reason all data collected will remain under lock and key in his secured office at university and will only be accessed by him.

8. **Will the data I provide stay anonymous?**

Every possible effort is made to ensure that participants are not identified. Your name will not be required on the questionnaire. The principal researcher will use information at the end of the questionnaire to link your questionnaires. Again, only the researcher will be able to do this (by linking your date of birth and a specific detail from you). Participants’ questionnaires and consent forms will be kept in separate lockable cabinets. However, if the number of participants is small it is possible that a few participants may become more identifiable to the researcher than others.
9. What will happen to the results of the research study?

The results of the study will form part of a chapter in the principal researcher’s thesis. A library-kept report, intended for the participants and the borrowers at large, will also contain a summary of the results. Finally, the results will be included in research papers, which will be submitted for publication to education and psychology journals.

10. Who is organising and funding the research?

The principal researcher is a student at Oxford Brookes University. The research study forms an integral part of his degree programme.

11. Who has reviewed the study?

The study has been approved by the Research Ethics Committee of Oxford Brookes University.

12. Who are supervising the study?

Dr. Caroline Limbert and Professor Terezinha Nunes, both from the Psychology Department of Oxford Brookes University, are the principal researcher’s supervisors in this study.

13. What do I do if I have a concern about the study?

If you have any concerns about the conduct of this study please contact the Chair of Oxford Brookes Research Ethics Committee. The email address is: ethics@brookes.ac.uk

14. What do I do if I am affected by the study?

Your participation in this study is not expected to carry any risks for you. However, if you become affected in some way by either completing the questionnaire or by participating in the interview, please contact the Counselling Service at the Helena Kennedy Student Centre, Headington Hill. The Service’s telephone number is 01865 48 4650 (ext. 4650 if calling from within Oxford Brookes University) and its email address is: ssrecept@brookes.ac.uk (for appointment).
15. Where can I get further information about the study?

For further information please contact the principal researcher, Benjamin Bruneau on 020 8331 8064 or B.S.Bruneau@gre.ac.uk.

Thank you for your participation in this study.

Benjamin Bruneau
Appendix D

Consent Form (University 1)
CONSENT FORM

Please answer the following questions to the best of your knowledge

Do you confirm you are: YES NO

(i) a University of Greenwich undergraduate? [ ] [ ]

Have you:

(i) read the information explaining about the study? [ ] [ ]
(ii) had an opportunity to ask questions and discuss this study? [ ] [ ]
(iii) received satisfactory answers to all your questions? [ ] [ ]
(iv) received enough information about the study? [ ] [ ]

To whom have you spoken?

Do you understand:

that you are free to withdraw from the study and free to withdraw your data from any future analysis and/or publication

• at any time
• without having to give a reason for withdrawing [ ] [ ]

I hereby fully and freely consent to participate in a study entitled:

A study of the influence and effects of stress upon undergraduates

• I understand the nature and purpose of the questionnaire.
• I understand that it will take approximately 1/2 hour to complete the questionnaire.
• I understand and acknowledge that the study is designed to promote scientific knowledge and that the data I provide will remain confidential to the principal investigator who will use them for no other purpose other than research.
• I understand that the information I provide in the questionnaire will be used only for the purpose set out in the information sheet, and my consent is conditional upon the principal investigator complying with his duties and obligations under the Data Protection Act (1998).

Signature of Participant: ____________________________ Date: ________________
Appendix E

Consent Form (University 2)
CONSENT FORM

Please answer the following questions to the best of your knowledge

Do you confirm you are:      YES      NO

(i) an Oxford Brookes University undergraduate?  [ ]  [ ]

Have you:

(v) read the information explaining about the study?  [ ]  [ ]
(vi) had an opportunity to ask questions and discuss this study?  [ ]  [ ]
(vii) received satisfactory answers to all your questions?  [ ]  [ ]
(viii) received enough information about the study?  [ ]  [ ]

To whom have you spoken? ______________________

Do you understand:

that you are free to withdraw from the study and free to withdraw your data from any future analysis and/or publication
  • at any time
  • without having to give a reason for withdrawing  [ ]  [ ]

I hereby fully and freely consent to participate in a study entitled:

A study of the influence and effects of stress upon undergraduates

• I understand the nature and purpose of the research.
• I understand and acknowledge that the data I provide will remain confidential to the principal researcher who will use them for no other purpose other than research.
• I understand that anonymous quotes from interviews may be used in a final report and/or publications related to this study.
• I understand that in the event of the principal researcher’s sample size being small, complete anonymity of the participant may not be guaranteed.
• I understand that the information I provide in the questionnaire will be used only for the purpose set out in the information sheet, and my consent is conditional upon the principal investigator complying with his duties and obligations under the Data Protection Act (1998).

Signature of Participant: ______________________      Date: __________
Appendix F

Research Ethics Approval (University 1)
Dear Mr Bruneau,

Research Ethics Committee - Application No. 034-01

'The association of undergraduates’ academic achievement and health with life's daily hassles, resilience, and social support.'

I am pleased to inform you that your proposal with the above title was approved by the Research Ethics Committee on 27th October 2003 subject to the following amendments:

- The research proposal needs to go to either the Head of School or Director of Research for approval (signature required).
- Identify whether this will include social science students or only nursing/midwifery students.
- There needs to be a proviso that if students feel affected by the questionnaire or interview that they can contact the counsellors in the Student Centre, the telephone numbers of the appropriate student centres need to be included.
- Julie Payne needs to sign the risk assessment form.
- The consent form needs to be more explicit about the length of time it will take to complete the questionnaire (30 minutes) for consent to be informed. This also needs to be altered in the letter to the participants.
- The name of the committee needs to be altered to read Research Ethics Committee (not Research and Ethics Committee).

I am advised by the Committee to remind you of the following points:

1. Your responsibility to notify the REC immediately of any information received by you, or of which you become aware, which would cast doubt upon, or alter, any information contained in the original application, or a later amendment, submitted to the REC and/or which would raise questions about the safety and/or continued conduct of the research.

2. The need to comply with the Data Protection Act

3. The need to comply, throughout the conduct of the study, with good research practice standards

4. The need to refer proposed amendments to the protocol to the REC for further review and to obtain REC approval thereto prior to implementation (except only in cases of emergency when the welfare of the subject is paramount).
5. You are authorised to present this University of Greenwich Research Ethics Committee letter of approval to outside bodies, e.g. LRECs, in support of any application for further research clearance.

6. The requirement to furnish the REC with details of the conclusion and outcome of the project, and to inform the REC should the research be discontinued. The Committee would prefer a concise summary of the conclusion and outcome of the project, which would fit no more than one side of A4 paper, please.

7. The desirability of including full details of the consent form in an appendix to your research, and of addressing specifically ethical issues in your methodological discussion.

On behalf of the Committee may I wish you success in your project.

Yours sincerely

[Signature]

Lynne Spencer
Executive Secretary, Research Ethics Committee

c.c. Dr Annmarie Ruston
Dear Ben

I write to confirm that your proposal 'Study of the influence and effects of stress upon undergraduates' (34-01) was approved by the Research Ethics Committee at the meeting held on 1st March. All the additional information requested by the Committee was provided and found to be satisfactory.

Best wishes

Julie Poulton
REC Administrator

Julie Poulton
Research Student Administrative Office
Office of Student Affairs
University of Greenwich at Medway
Central Avenue
Chatham Maritime
Chatham
Kent ME4 4TB
Tel: 01634 883030
Appendix G

Research Ethics Approval (University 2)
Dear Mr Bruneau

040053 The association of undergraduates’ academic achievement and health with life’s daily hassles, resilience and social support

Thank you for submitting your application to the University Research Ethics Committee. Your application was discussed at our meeting on February 25th 2004 and the Committee agreed approval subject to the following conditions:

1. It is not appropriate to refer students to a member of the academic staff for counselling and support, particularly when they may be students of that member of staff. Could you please revise the participant information sheet to provide details of how to contact counsellors at the University’s Counselling Service, including telephone numbers. We note that you have also been asked to include this information by the REC at Greenwich University.

2. Could you please revise your participant information sheet in relation to the following points:
   a. Completing questionnaires does not commit students to taking part in a subsequent interview
   b. Interviews will be tape-recorded only with the participant’s permission
   c. The email for the University Research Ethics Committee is ethics@brookes.ac.uk

3. If you propose to include anonymised quotes from the interviews in any reports or publications, please include this as a separate item in your consent form.

4. Could you please revise the last page of your questionnaire to make it clear that participants do not have to agree to be interviewed nor to give you their contact number. That is, change your last sentence to:
   a. ‘If you are willing to be interviewed, please provide us with a contact telephone number so that we can arrange a convenient time to meet.’

Could you please confirm in writing, within the next two weeks, that you will meet these conditions. Could you please provide responses and revised documents as appropriate before you begin any data collection. When these have been received and agreed, I will send another letter indicating full approval.

The Committee also raised the following point which we would like to draw to your attention but which is not part of the conditions of approval.
1. The Committee did not accept your response to section 3.2 that the study entailed no risk to participants as the questionnaires require students to rehearse a number of negative feelings about themselves. You may wish to discuss this further with your supervisors.

I hope you find these comments helpful. If you need any further clarification on any points in either of the above sections, please do contact me.

I look forward to hearing from you soon.

Yours sincerely

[Signature]
Professor Mary Boulton
Chair
University Research Ethics Committee

Co
Dr Caroline Limbert
Professor Terezinha Nunes
Morag MacLean

[Signature]
Teresa Smallbone
Deputy Chair
2 April 2004

Mr Benjamin Bruneau
School of Health and Social Care
Room H138
University of Greenwich
Avery Hill
London SE9 2PQ

Dear Mr Bruneau

040053 The association of undergraduates’ academic achievement and health with life’s daily hassles, resilience and social support

Thank you for your letter of March 15th 2004 outlining your response to the points raised in my previous letter and attaching the revised documents.

I am pleased to inform you that, on this basis, I have given Chair’s Approval for the study to begin.

In order to monitor studies approved by the University Research Ethics Committee, we will ask you to provide a (very brief) report on the conduct and conclusions of the study in a year’s time. If the study is completed in less than a year, could you please contact me and I will send you the appropriate guidelines for the report.

Yours sincerely

Mary Boulton
Professor Mary Boulton
Chair
University Research Ethics Committee

Cc Morag MacLean
Terezinha Nunes
Caroline Limbert
Appendix H

Data for Aim 1

To assess undergraduates’ stress levels on the daily hassles of student-life at four intervals during their first fourteen months at university

(Data obtained using Student-Life Stress Inventory, SLSI)

Nine subscales:

1. Frustrations
2. Conflicts
3. Pressures
4. Changes
5. Self-imposed
6. Physiological
7. Emotional
8. Behavioural
9. Cognitive appraisal
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Appendix I

Data for Aim 2

To examine the levels at which undergraduates coped with their student-life stressors at the same intervals across that time

(Data obtained using Cope Operations Preference Enquiry, COPE)

Fifteen Subscales:

1. Positive Reinterpretation and Growth
2. Mental disengagement
3. Focus on and venting emotions
4. Seeking social support for instrumental reasons
5. Active coping
6. Denial
7. Turning to religion
8. Humour
9. Behavioural disengagement
10. Restraint coping
11. Seeking social support for emotional reasons
12. Substance use
13. Acceptance
14. Suppression of competing activities
15. Planning
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Appendix J

Data for Aim 3

To investigate changes in their levels of their self-esteem, optimism and perceived control at these intervals across that time

(Data obtained using Resilience Indicator, RI)
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Appendix K

Data for Aim 4

To explore the relationships among their coping levels and their self-esteem, optimism and perceived control levels at the intervals during that time

(Data obtained using Resilience Indicator, RI)

Three subscales:

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2. Optimism
3. Perceived control
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Appendix L

Data for Aim 5

To Explore further relationships among undergraduates’ coping levels and their psychological well-being at the intervals across that time

(Data obtained using COPE and General Health Questionnaire, GHQ-12)
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Data for Aim 6:

To find out at the fourteenth month interval any differences that might have existed between undergraduates’ levels of self-esteem, optimism, perceived control, coping with student-life stressors and their academic achievement

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Appendix N

Interview Transcripts
APPENDIX N

Interview Data

Semi-structured interviews of a sub-sample of undergraduates

Researcher’s notes and comments are in brackets ( )

R = Undergraduate respondent
I = Interviewer
Transcripts

1. **Respondent number 1** (Female)

   Interviewer (I) What are the most stressful events/tasks at university for you?
   
   Respondent (R) “Probably lab. reports; deadlines; exams.”
   
   What is stressful in your personal life?
   
   (R) “Nothing in particular. Travelling was, at first, now it has gone away.”
   
   (I) What is stressful on campus?
   
   (R) “Work; the amount of work.”
   
   (I) Was it a burden for you?
   
   (R) “Quite a bit!
   
   “Life is easy, generally. I have no financial problems.
   
   “However, deadlines did bother me a little more. It did affect my sleep initially. I lost sleep when I was worried about handing in dates.
   
   “But I had support. I have a good friend. We push each other along. It is easy when we have ways of coping.”
   
   (I) Why is social support (supporting each other) important?
   
   (R) “I knew there was somebody in whom to confide”
   
   (I) What was the perceived social support from your friend like?
   
   (R) “I felt the source of support was in my friend. My friend was experiencing the same problems, or so I felt I could talk to her about what was happening to me.
"We did other things together, like going out together; the movies, walking together, travel together."

(I) Apart from the social support, are there traits in yourself that helped you cope?

(R) "I was initially not optimistic but I did become optimistic.

"I am not patient. V...., my friend, is!

"That is a good trait that my friend has. Patience is a quality. More than traits."

(I) Did you feel you were in control?

(R) "Most of the time I did not feel in control last year. But this year I am (in control)."

(I) What about your health? Was it affected?

(R) "My health was not affected; not more than usual."

(I) What about your academic performance?

(R) "Daily hassles did not affect my/our performance on the whole. But we managed. But my answers are not totally true about my performance. It was more around the 40’s than anything else.

“My friend and I will be glad to answer further questions if you have any. If you need us just send us an email.”

(She then left her email address with me.)

2. **Respondent number 2** (Female)

(I) What was it like when you first arrived at university?

(R) "When I first came here I felt under a lot of pressure.

"I was overwhelmed, under pressure.

"But I had my friend and I felt we had each other and so could cope with daily hassles."
As a student, I faced several challenges that I managed to overcome with the support of my friend. Initially, I was worried about meeting deadlines and managing my time effectively. However, with time, I learned to better manage my workload and balance my responsibilities. My friend was a great support throughout this process.

Regarding health, I am fortunate to have not faced any significant health issues during the year. I was able to maintain a good level of health and energy, which helped me manage the stress of university life.

In terms of academic performance, I had a good year. I scored well in most of my subjects, mainly in the 2.1's. I believe the supportive environment and effective management of time contributed to my success.

In terms of personal life, I had a brother who I kept in touch with regularly. We were closer than ever, which helped me maintain a good support network.

In conclusion, the year was a mix of challenges and achievements, but ultimately, I believe I managed to handle it well with the help of my friends and family. I am looking forward to the future and all the opportunities it holds.

3. **Respondent number 3** (Female)

**(I) What difficulties did you experience during your year at university?**

**(R)**

"My main problem was the management of time and the ways to do things at university. I had to really concentrate and make more effort. I had a lot of coursework, particularly lab work to deal with."

**(I) Apart from coursework/academic work, what else might have bothered you?**

**(R)**

"The courses are not always well organised.

"The professor does not always know what to do. It is rather confusing at times."

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For example, week one report the professor was being trained.

(I) How well did you adjust to university life?

(R)
"Initially I was a little homesick. Then I have so much to do that I do not have time to think of my family. I do not have a social life. I share a flat with six friends, on the campus."

(I) Do you worry about anything?

(R)
"Yes! A lot! It is my studies. I want to do well at all time. My expectations were different in secondary school. Now I really want to do well. My friends are interested only in socialising and mainly drinking. This is costing me a lot of money. I want to do well because I saved to come here, I have got pressure to achieve and pressure to perform."

(I) When you are anxious does it stop you from sleeping?

(R)
"I lose sleep, especially about lab reports.

"I am also losing weight at the moment."

(I) Do you get support from anybody if you require it?

(R)
"Not really. I have a personal tutor. I failed my first lab report. We were not really taught about lab reports properly. The teachers who taught us went through rather confusing experiments regarding our lab reports.

"I had a problem in my report; also because I was not told, not to put my opinion in it.

"The teacher said: your lab report was so bad; you did not really understand what the lesson was about and you did not do well at all.

"I sought out information. I asked the teachers questions all the time."

(I) Do you have a lot of leisure time?

(R)
"I do not have time for recreation. I do not find time at all."

(I) Have you got any friends?

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"Yes! Many friends, but I am so busy. I have some difficulty understanding some of my friends. Their language and their accents at times make it difficult for me."

(I) What was your worst moment during the year?
(R) "My worst moment here was when I failed the lab report."

(I) How do you feel about the future?
(R) "It is going to be hard with my studies but I will finish well. I finished the year quite well after the initial difficulty."

(I) How was your health in the last year?
(R) "I did not feel too good in the first week due to stress. I am a diabetic too. This did not help, especially when I had to have more tests before the campus doctor would prescribe my diabetic drugs. I had to be reassessed for this condition. That was stressful. I have been a type II diabetic for fifteen years. I now have access to a doctor on campus."

(I) Do you feel on top of it all?
(R) "I am very competitive. All my friends had moderate marks including myself... and I wanted to do better."

4. **Respondent number 4** (Female)

(I) How has your year been?
(R) "My expectations of university life were different to what I saw. I did not really have the right idea. I had a sort of idea but it was different. I had a problem with assignments. I was expected to copy from books. He said that... he said that, it said that; another man said that, then another man said that. All the work is so boring. I cannot think for myself; I must read... and use the reading. That is really the case. It is really strange."

(I) What other demands are there? Can you explain the demands you were under at university?
“Hum! ...”

Any source?

"There were some... Financial implications. Boyfriend trouble. I have had a boyfriend for four years. We are now apart. I tried everything to fix our relationship, but it did not work. He lives in Switzerland and now I live here."

Have you got other problems?

"I have no idea how I am doing with my problems. I just get on with things and hope. I have no solution. I have no idea. I cannot put my head down and say I am going to study. It does not work!"

Is there anything else?

"Accommodation is a problem this year. I did not apply on time... not acting on time to apply for accommodation.

"My guinea pig is also dying. He is quite old!

How do you deal with problems?

"For the financial aspect I just try to work and save and pay as much as I can. For my relationship problem I just avoid to think of it and get on with my studies. I try to occupy my mind with my studies all the time. I have a new boyfriend but things are not really that good between us. He is not very committed to our relationship. So I try not to think too much about it.

How do you normally tackle problems?

"I think through the problem and use waiting as a coping approach.

Do you think you have personal strengths, personal qualities to cope?
"I keep on going because I want to achieve. I need the qualification and I work for it. I need it for my work."

Do you feel good about yourself?

"Most of the time I feel good about myself."

What are your inner strengths?

"I do not give up easily. I feel strong; it makes me proud of myself."

However, ...

I am pessimistic by nature.

"I never think things will work out; but I try and know I will find the strength to continue."

"I will have energy again."

But, do you not agree that this is optimism?

"No! I do not feel I will do well after this year. I will survive but I do not know whether I will be able to."

Do you feel good about yourself?

"I work out; hard at times. I work out to get rid of my tension. I distract myself by this."

Do you feel in control of what you do?

"I do not really feel in control of my studies. This is simply because university work/studies are not something easy to cope with. Not like I used to at secondary school."

"I panic at exams. I know that I am not good at structuring my thoughts."

(Except that she is articulate and quite clear in her thinking.)
“I cope on my own. I do not get support from other people.”

Any other way you cope?

“I stopped praying about ten years ago. I am still a Catholic though.”

Do you drink?

“I drank last Monday and I got drunk!

“I used to drink a lot before coming here…wine and beer.”

Do you smoke?

“No!”

Is there a point in being strong?

“You know you have to get there.”

Does your family help you? Do you get any support from members of your family?

“My parents call once a week. It helps me to stay focused in my studies. If they did not call I would be affected. It is enough and good for them too. They tend to write more than call.”

Do you think you have adequate support?

“I wish I had more support!

“These days I also try to text my friends as much as I can. Texting is good for me!” I try to text my ‘boyfriend’ a lot. He was a student here. Now he is working. He has finished his studies.”

How do you feel generally with your health?

“I feel fine. I stopped drinking regularly. When I take sugar I feel better.”
I am losing a lot of weight, because of the pressure. I am also quite nauseous.

(I) What are your emotions like?

(R)
"To be honest! I have decided to feel good. I used to take drugs and I drank a lot to get on with things. But now I have stopped all that. I am using my will power."

"The drugs I use to take: I did not even know what I took. Things I was offered and I just took them."

(I) What do you drink normally?

(R)
"Martini; wine; tequila.

(No prompting here)

"Generally speaking I cope with my emotions."

"The last three weeks I have been having nightmares and they bother me. I wake up at around three o’clock in the morning and I cannot sleep any more. I feel so tired during the next day.

"This problem is getting worse, because the demands are increasing. It is like them. My dad and my mum have a sleep problem. When we have a problem we cannot sleep.

"I am also not keeping to a diet."

(I) Have you used the student services at all?

(R)
"I know about student services, but I am not in contact with them. I am ok at present.

"I have got two friends. One flatmate is always keeping in contact with me. It is good to talk with other people. Two weeks ago I spoke to my only other sister. Generally we are a close-knit family."
“Yes! One thing is that I had a limited time to do my coursework.

“Placement took a lot of my time too. Eighteen hours (of placement) a week.

“I am also quite worried about my financial situation. I have taken a loan to pay for my fees. I am thinking about my debt. I will have to pay back even if I do not have any money. If only I had wealthy parents! Students from wealthy parents or parents who can send their children to university are free from this worry. I am from a working class family. Our biggest problem is finance. Those who are studying to be teachers are lucky. They get a grant; we get a loan; and a debt!

“Travelling is the next problem.

“It takes me two hours to get here. Pressure also mounts up in my voluntary work because I have to do it with my university studies.

“I do not completely put aside the thought that I will have a debt when I leave university. I am on a strict budget in order to cope”.

(I) When you face a problem do you say ‘I must deal with it!’ Or, are you overwhelmed by the problem?

(R) “Initially it is overwhelming. Then the following day I get up and about and attend to the problem. Face it! If I don’t do it, who will do it? It is a question I often ask regarding a problem. That is the challenge. I am going to deal with it.”

(The person continues to talk about her problem.)

“What makes me pick myself up, at the end of the day, it is my faith, my religious faith. My faith keeps me going. My faith keeps me out of bed.

“It reminds me of a song I used to sing. ‘Take it to the Lord in prayer.’ I stop worrying; pray about it. You are not alone! There is somebody with you, someone that keeps you going. You are not going to fall into pieces because you have got problems.”

(I) That inner help from God does it give you a kind of optimism?

(R) “Yes! It makes you optimistic. Regardless of what happens God is going to be with you all the way! God is not going to do it physically for you. He has left you the instructions.”

(I) Are you in control?

(R) “Yes! I am in control.”
(I) Are you in control through God?

(R)
“Yes! Definitely!”

(I) Do you feel good about yourself?

(R)
“Yes! Always!”

(I) Do you feel valued?

(R)
“Yes! Of course! Self value. I am somebody. I am not just passing in this world. I am special really.”

(I) What do you consider to be your strength?

(R)
“My strength comes from my drive. It is due to my upbringing by Salvation Army parents. Inner strength in them. It has always been there.”

(I) Do you expect support?

(R)
“My strength is from God. Support from lecturers as well. The church motivates you in everything that you do. I do expect people to support me. You need to support each other. This university’s Vice Chancellor needs the support as much as we do.”

(I) How has your health been like over the year?

(R)
“So far my health has been ok. Better than when I was doing pressurised youth work, more than a year ago.”

(I) Did you have any exams?

(R)
“I did reasonably well in my exams. It was a new course for me. I could have done better. But I was ok.

“At the start of the second year, I feel more confident. I know I can approach my teachers, and I know how. I will be able to discuss my essays and what have you in a better way. I was in the 50’s with a couple of 60’s.”
"I am hoping to do better this year."

(I) In order to cope with any difficulties at university what advice would you give to prospective students?

(R) "I would advise people to revise their financial situations before jumping in. But to do it in spite of the time needed and the financial implications."

6. **Respondent number 6** (Female)

(I) What have been your pressures over this last year at university?

(R) "The first pressure I have had is finance. I am on a strict budget in order to cope. I have a loan to be here and my debt is increasing. My second problem is to do with my studies. I do not have enough time to study and I have to cope with exams and assignments, which can be quite a lot for me. I need a lot of time to study and many of the subjects I do are new to me, or difficult. My last pressure must be to do with my relationships with my colleagues and friends here. I do not have enough time to study and I see myself unable to mix properly with others. At times I think others are getting on well with each other and they are clicky, and I am left out. I do what I can about my relationships and I have a good friend though. This keeps me going."

(I) How do you cope with the pressures?

(R) "My own religion tells me God is in control. I also have the power within myself; to do things for myself. Once I have that faith that is by my side, I feel motivated, I have the spiritual being watching my back, supporting me.

"God is with me. But I am not sitting down thinking that He is going to do it all for me. I know that with his spirit in me I will be able to do. And that is what gets me out of bed. That keeps me going."

(I) That inner strength from God does it give you a kind of optimism?

(R) "Yes!"
(I) How has your health been over the year?

(R) “My health has not been good. I am anaemic. I do not eat enough. Although I know, ... I know... I need to eat properly. I did not do this, this very morning. I had an attack on the bus and I had to go to McDonald’s and eat.

“I know I can do it.”

(I) How did you do with your university work this year?

(R) “I did well this year I would say to anyone who is afraid of academic/university work; go ahead, do it. It has been useful to experience. It has been a challenging experience.

“I would say to anyone: come here regardless. Think it through. I think I have coped so far because I have thought-through the problem/situation before I started.”

7. Respondent number 7 (Female)

(I) Did you encounter any problems during your last year at university?

(R) “I failed this year.”

What were the problems?

(R) “I lost my mum; money; studies. I had a part-time job; it is possible that this took a toll on my performance. It is my first time away at university. I have been away before. It was not my scene. I left it.”

(I) How do you cope with your problems?

(R) “I pray to get over my problems. I had support from other people. I grew in strength in my faith.”

(I) Did you feel you had control over what happened?

(R) “I was not in control.”
Did you think that things would work out in the end?

"Yes!"

Did you have strong feelings about what was happening to you?

"I used to feel very low. I have accepted everything now."

How do you see this year? Is it going to be fine?

"It will be better. Definitely better!"

If you were asked about the study you are doing, would you advise somebody to do it?

"This course is not very well-organised. I would advise people to do it though, but not here."

Have you any questions for me?

"None!"

8. **Respondent number 8** (Female)

What sort of pressure do you encounter at university?

"I work part-time and study full-time. This is my first pressure. This organisation is also complicated and not very professional. This is added pressure. I have a family to look after; I have childcare to provide for and this means money. My financial situation is difficult at times. The financial implications: My employer does not know I have the pressure of performing well. If I fail a course it will be up to me to pay; pay out and follow that course again. And I will lose my job if I fail. It is that difficult!"

"I can manage most of the time; but there are times when things are more difficult than other times. Definitely at the beginning of terms. This beginning of year has been
absolutely difficult everywhere. I try to make sure that I have some time for me. Personal time.”

(I) The way you cope, are you actually satisfied with it?

(R) “Normally I would say yes. However, I am getting outside help at the moment for coping. If you are willing to take outside help it actually makes it easier.

“I rely on my husband more than others. Because, we rely on each other in terms of childcare. We also ensure that we have to do what we need to do.

“I sort of expected that support.”

(I) Do you have features in you that help you cope?

(R) “Partly within me, and reliant upon people around. Without that support structure I will find university a lot harder than I do. Because these little groups of people that enable me to kind of talk and share the issues we have as professionals really makes a difference with the way you deal with everything on a day to day.

“This is partly due to my personality too.”

(I) About your personality, are you very optimistic by nature?

(R) “I don’t know. I don’t know. Maybe. It depends on the situation possibly. I would like to think that generally this is the case.”

(I) Do you feel that you are in control of what happens around you?

(R) “I think it is difficult here sometimes to feel in control. There are room changes, registration… This is most difficult to cope with when you have the feeling that you don’t know what is going on, because you cannot manipulate all these situations.”

(I) Do you feel that you are a person of some value?

(R)
“I cope because I know how to. Not because I think I am worth it. That is an element in my coping. I don’t want to fail. I know what I have to do. I have to deal with day-to-day life because I have a five-year old. There is that element in it: you know you have to do.”

(I) Is it long-term coping?

(R) “No! Short-lived! I don’t want to fail.”

(I) Were you ok last year?

(R) “Ups and downs. First lot of assignments was good. The second lot was not that great, but I still passed all my assignments. So I was pleased that I passed.”

(I) Which term was the worst for you, regarding assignments?

(R) “The last one. I think we spatter as task groups. I think it was to do with me as well because I struggled with particular subjects being taught. I kind of felt they were being pushed upon me. So that was a bit of a struggle, if you like. Difficult to grasp!”

(I) What was your health like?

(R) “I have been ok. However, for the last three weeks I have been ill. I generally tend to come down with a virus when I am feeling low, that sort of stuff.”

(I) Is there a particular time during which you have been ill last year?

(R) “Once or twice. They tended to be about the first couple of weeks in the last term”

(I) What advice would you give to somebody to survive the course?

(R) “Make sure you really have a good support structure outside the university. If you are working with professionals get together and make sure that your family and stuff are behind you. If you cannot rely on anyone else you must rely on yourself but make sure other people can help too!”

9.  **Respondent number 9** (Male)
(Preamble: This person, although following an undergraduate programme is really in the 'postgraduate' mode. Has started a PhD, changed course and is now learning to be a teacher. According to him he is in a completely different domain; he has moved from medical to social sciences. He explains his case: before he was regurgitating information instead of thinking for himself and giving his viewpoints. He stated that sciences were his passion and was not too keen on the theoretical world. He was not bothered by the change and that he liked the process of learning. That: 'it is brilliant! I love it!).

(I) What stress do you experience here at university?

(R) "My stress is more to do with travelling from Folkestone to here. Sometimes the rooms are wrong, the teachers are late. I use my time. I manage time properly."

(I) When it comes to personality traits, do you think you have some qualities that make you cope with your stress?

(R) "I need to be under pressure. I do a lot of research and background work. I know when I am writing an essay - all done in the last couple of days. When you combine this with the work I have to do, youth work, one evening I might actually turn out, to me is to drop everything I am doing, including the essay which is due at eight o'clock the next morning, to go and do things with people. But I do not need to do that kind of things. But I do it.

"I feel that the work I do over a period of time, I am ok with that, but work that I do in a short period of time, I just feel I can apply myself better. The short-term memory is good but stressful.

"My personality traits: To do what I do. I sort of follow what parents are like; that makes me who I am. I am kind of laid back. I do not procrastinate. I prioritise the work that I do; the people that I work for. That is my priority. That is a personality type of me.

"It is strange. Because I think as a scientist I think logically. I think with my heart then my head most of the time.

"Optimism: partly on my Christian faith. I do not think I am going to have an easy life. I am going to have the fullness of life. If I am under stress, I have to look at what is making it stressful.

"I am realistic in my approach, situations beyond my control: then I have got to say, I have to trust and when I look at it in a few years' time I can say 'This is why this has happened'. To me, based on experience in my life before, I kind of see if I look back at difficult times I can see what I did; sometimes you cannot see I trust the things are going to come good. I
believe in Jesus, in God, in getting to heaven, sensitivity, sensibility. Only good can come out of it. Good can come out of bad. I have not been a Christian all my life; I improve, or try to as I go along.

“It is looking at how it works. Do not think looking for a future will necessarily be the way it goes, but in terms of how it works out, I have my faith no matter what kind of experience; I need to be good; all that sort of thing – to me the underpinning thing in my life.”

(I) You mentioned being in control. Are you in control?

(R)
“I like to feel that I am in control at times. I am not a control freak. There are times when I am not in control.”

(I) Please explain these occasions.

(R)
“When I am not in control, such as in a professional situation, when I do not have control over, I take it, and I hope I manage through the training I have had. That is where the training comes in. If I am not expected to have control in a situation, I accept it.

“For me having control; I feel I have to relinquish control. Like the Muslim, it is about submission to God. But I have to test that. I can’t say let us declare war in Iraq because it is God’s will. For me God is love. What I am doing, it is kind it is true; what I am doing is trusting God. But then I believe what God gives me and say ‘You are in control.’ My professional life is one of those. I do pray for guidance. At the same time I hear God say: ‘This is what you trained for at university’. In that respect control has been given to me.

“I am contracted for twenty-five hours a week. I work that in two or three days. I work up to ten eleven o’clock at night. That is because I feel so passionate about it. Also, the human, the effect that I do is God’s work. I am trusting God at all time. My approach is very spiritual. My life is not easy. I have had my parents go through cancer, a cousin who has tried to commit suicide, and recently I have had a failed relationship. I had an engagement, which broke down. All sorts of issues that I have in my life. It is not perfect.”

(I) Do you bounce back from adversity easily?

(Did not answer the question)

(R)
“It is more to do with a continual process. This is about focusing my relationship with God.
"God guides me in everything I do."

(I) Are you therefore very realistic in the way you approach your life?

(R)
"I wanted to be a doctor. I did my A levels at work. French universities referred my qualifications. I did a biomedical degree at Canterbury and Cambridge. Everything was fine and I enjoyed that."

(I) Are you optimistic by nature?

(R)
"Even when you say you are not in control the majority of time you are in control."

(I) Do you rate yourself highly?

(R)
"As a human being I do. There are aspects of my appearance. I have never felt depressed in my life. I have felt low, but I have never been depressed.

"I kind of feel good about myself. I put it down to my spiritual journey. This is in terms of a human viewpoint.

"I have financial problems, but I have enough strength to cope. I do not hate myself in any way, I do not want any part of my body to be changed with plastic surgery; I kind of feel I do. I hope that I am not arrogant about it. I have people who put me back in my place; when it happens I know it has happened; meeting people for the first time. When I do feel patronising and arrogant I do go back and apologise about this because it is something I just realise in myself."

(I) You seem to be in control!

(R)
"I passed all my courses last year. After four weeks of intense conference with the Salvation Army I felt vulnerable at being questioned by somebody. Somebody questioned something of my work. I do experience personal attacks, for a lot."

"Then I find myself thinking. I do not normally feel this way. Why do I feel this way? How can I deal with that? How can I deal with personal criticisms in my life without getting really upset or uptight about? Ok. They question why I do not do this? Let me at this!"

"A lot of it is problem-resolution; integrity, sincerity, honesty."
Humble. It is also humility. I think it is so important, when we relate our life to other people's lives. Whatever I do, wherever I go, it is only beneficial for the other person. I have all sorts of judgment to make speaking to people on an eye-to-eye level. I accept people. I am not perfect by any means.

“In situations where you do not have that humility that we should have, we have to make this as much as possible. Personality in the media. Appearing arrogant about them. 60% or so participants. Average age twenty-four years. Belief in God: .90 correlations. High percentage of girls. Compare with general population as far as age and sex are concerned. It depends on how you view it. As a Christian I believe that God created us in spirit so that we have communion with other people. Faith and difficulties under stressful situations, if you are out of control, cry out to God. Help me! There is no appropriation of belief and faith. There is belief and faith in somebody else; whether they choose another faith or not! Existentialist and very strong faith in God.

“Regardless of what happens around me or experience, I carry on.”

This respondent goes on:

“However much we think society is secular, however much we think people are coming out of the faith....”

10  **Respondent number 10** (Male)

(I) **How did you do in your exams and courses last year?**

(R)

“Overall, I did well in all my assignments. But I was confident anyway. I am an ex-accountant. It was all about chasing money. But university studies are different. You feel you are doing something useful. I am keen on sports. This is why I want to be a PE teacher.”

(I) **Are you optimistic by nature?**

(R)

“I have had quite a lot of life experience. I know what I want basically. I believe in myself 110%. I am a quite calculated and cool person, anyway. I have got to stop and do what I want to do.”

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(I) Did you encounter any difficulties in the first year?

(R) "There were a number of personal issues."

(I) How did you cope with the issues?

(R) "I took a selfish approach in that I can still reasonably, I have got to do what I have to do to get to my goal. I had a relationship problem. I said to her: 'You don’t come first.' It is a strong step to take, but it is important to focus on one’s career."

(I) How did you manage your approach?

(R) "Decision making is very important. I regretted my decision a little. It was a five-year-long relationship. We are still talking. It works out.

"I live with my mother."

(I) Was there anything else?

(R) "There is a lot of peer pressure on campus. I would like to say that the majority living in courts are struggling.

"On the whole I would say, because they are going out to student union, to the bar and doing a lot of other things."

"I am an only child. I like my own space. I like to go home."

(I) Do you bounce back easily from an adverse situation?

(R) "It depends on what it is. On some things I bounce back quickly. On others it may take time. Relationships in particular take a big toll on me."

(I) Do you have a feeling that you are always in control of what is happening in your life?

(R) "I have that feeling and it helps me cope. However, because I try to solve things on my own, I often encounter difficulties in doing that."
(I) What do you do in these difficulties?

(R)
“I want to listen and get people to bounce ideas onto. But I am not a talker of my problems. I would rather sort my problems out than to rely on someone else to do it for me. I don’t know that this is a good thing though.”

(I) What do you think?

(R)
“I don’t know. I don’t really trust people. I don’t rely on people. I could, you know, but... it is difficult.”

(I) Do you feel good about yourself?

“Yes! Most of the time.”

(R)

(I) Do you feel you are worth it?

“What I enjoy doing, I am good at doing. I like to believe in myself. If I don’t believe in myself, if I am teaching or coaching, kids or adults, if they don’t believe I can do it, you have lost already.”

(I) How do you actually cope with your studies?

(R)
“Generally, satisfactory.”

(I) What about your time management?

(R)
“My time management could be better. In the first year towards the end, I was getting panicky.”

(I) Do you plan your work?

(R)
“At the start of the year your enthusiasm level is quite high. Concentrate, get everything done on time. But as the year goes on, you start pushing things, doing your work a little later each time. You are rushing, doing all night sessions, typing out your assignments.”
What takes away the enthusiasm, some of it?

“I don’t know. I think because you know you are going into the summer, you know you are going to have fun at that period. Start off, you look forward to the future. But once the future is around you consider that too much and you focus on the job at present.”

What sort of support do you think you get?

“From university, or in general?”

From anywhere!

“My mother is a great support. I have a strong bond with my mother. She basically enables me to come to university financially. I gave up working. It is going to take a toll on you, on your wallet. I had a car payment. She helped me pay the car. Where possible she always helps me.

“My mum is an only child.”

What about your friends, do they support you in some way?

“Friends! ... I have got three or four friends on my course. And I have got friends from my old school, way back fifteen years. They are all very good friends, I can rely on, trust if I want to.”

Do you worry about the future?

“I am very optimistic. I know where I am heading.”

“I have already got a job offer in America, when I graduate. Whether I take it or not is a different thing. There is something there already. I have not got to worry. I have always got something to work on. I have previously done some work in US tax. So, I have a few strings.”

If you had something, a kind of advice you would want to give to a person who is coming on the course, what would this be?

“To do well at university.
“From my own perspective, I know other people will give different answers, but I am the year student group rep. Get involved! I have a good interest in first year. The piece of advice to first years is to get involved as much as you possibly can. Outside, and in the classroom. The thing is if C... or J... (two teachers) gives the opportunity: cricket, courses, etc.. Even if you do not like cricket, do it, do it.

“The course we are doing is so driven by the qualifications you have. There is a lot of opportunities coaching, or whatever. Get interested in things.”

(I) Do the students have to worry about anything?

(R)
“Definitely. I would not form, clicky groups. We have got a distinct three clicks in our group. There is only one or two people in that year that cross over groups. It is not nice sometimes. In that respect I would encourage everyone to interact a lot more. Because, if you can’t interact with adults in a university environment, what hope will you have in society?

(I) How can you improve the student’s lot? As far as student services are concerned?

(R)
“Hum!...can’t think...

“I said to C... (the main teacher) at the beginning of this year, as student rep, there are two or three of us that would be quite happy, willing, to come and tell new students what it is like to be at University. C... did not take us up on that. I would happily come in. The kid is fresh out of school! They are not going to ask C..., or anybody, particular questions. I understand that I feel that if one of us were there it would make the transition easier for them.

“My perception: this was a common practice.

“This practice is thought about perhaps, but does not exist”

(This respondent asks a question.)

“Why did you pick me up?”

(My answer to the question ‘I have had 978 questionnaires returned to me and your last questionnaire fell into a category which I thought I could pursue for more information.’ This respondent was coping very well and he had a constant total score of zero on his GHQ-12.)

(This respondent goes on)
"I understood what you were doing. So I took the time to fill in my questionnaire meticulously but I know a lot of people just filled the questionnaire in 'for the sake of doing it' I just thought it was a bit of a coincidence. For I consider myself as being in control"

(I) Do you feel you are in control of things at university?

(R)
"Even if I did not have a job to go to. I will still manage. I believe in my ability to get a job like anyone else. It is not arrogance. I am not arrogant in any way. It is knowledge, experience.

"I am saying I can do it. I am worth it!

"I know I can do it. It is that simple."

(The respondent asks: Is optimism related to ambition?)

(I explain resilience here)

(I briefly tell S… (the interviwee) what a resilient person may be like in terms of being optimistic, with good self-esteem and with a perception of being in control.)

(The respondent goes on)

"People may interpret my actions as arrogant. My girlfriend in particular. She went down the road that I was cold, indifferent."

(Here I suggested to S… (the interviewee) that this might be one of the perceptions that one would get as a result of his approach.)

(The respondent goes on)

"I think that this is the hardest part about it all. The perceptions that other people have?"

11. **Respondent number 11** (Male)

(I) What was good about last year at university?

(R)
"Joining the sports club; not reading and studying; joining the rugby club. I think about what people did last year. They did not enjoy themselves a lot. They did not leave their rooms. There are two particular people who never actually left their rooms. I don’t know
why they did not. I spoke to them in the flat. I don’t know why they did it. For me to join
the club; it is something on a Wednesday, a sports match to look forward to. There is an
immediate group of friends without really getting to know everyone. You are part of a
group, and that is important.

“You have praise and acceptance.

“There was a time in my life that I was striving for praise from my father. I never got it, but
wow; I have a character trait that just blocks this off.

“I think you try so hard. From your assignments, your exams, trying to get a good mark. I
want to give a good impression! But as the same time, there are the students that you want
to impress. No one wants to come across as the class geek, or what have you. That is the
hardest part about it for me. Trying to balance friends with people who have not got the
same ambition, or what have you. There is a lot of people on my course who are also

negative.”

(I) Can you tell me anything about success, achieving, attitude?

(R) “You would like to be appreciated for what you are, what you achieve.

“A lot of people want to be seen for the wrong reason. I take the opposite approach. I want
to do everything well.”

(I) What about your optimism?

“On our course, we did orienteering; they (the other students) did not have a clue about
map reading and they wanted to go off to the furthest checkpoint in the woods at night And
I said, ‘why don’t we try to get to the nearest point and win? I don’t like losing. I
absolutely loathe losing.

(I) Are you competitive then?

(R) “I am very competitive. Even if I am losing I will play to the very end.”

(I) What about ambition and Optimism?

(R) “I think university is more accessible now.

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"There was a time that people went to university.

"University is now so readily accessible some people do not really want to be here. They have been bullied by their parents. Or their families.

"It is fashionable.

"I said to my younger friends, doing their A-levels: if you are unsure about the course you are studying or doing at university take a gap year...I took a year out. That has really helped out. Take your time to choose. There is no point at all doing something you do not want to do.

"Too many students pick way outside their interests.

"If our year group were to start back in year 1 tomorrow, 50-60% will not be in that course.

"There is a number of people on this course that, now, they won’t leave, they are saying to me ‘I don’t know where to go after this. I don’t want to be a teacher, I don’t want to work in sport....

“One particular person was talking about dropping out. I said ‘You are in the second year! The guy had very good marks as well. I said ‘You are not doing anything wrong. Just carry on to the end. I know a lot of people who have got issues with their jobs. They are policemen or whatever.

"I think that nowadays employers are not really looking at the degrees you have. The fact that you have taken time out to further yourself and go to university. Obviously there are areas they want degrees in certain subjects. I don’t think it matters too much what subject you do.

"If you do something you are happy with, like I am doing physical education and sports. Self-confidence, self-esteem even when I come out I want to get a job. I don’t know, pick out at random, whatever, I still have confidence in an interview. I think I will do well.

“In accountancy, people did not look after the younger ones (junior people) so well. They did not get on very well. My belief in myself and there is a constant battle to do well (succeed). I talked to one of my bosses about that. He said: I don’t treat you as a child. If he spoke to me the way he did outside the office I would not be happy because he is sat behind a desk. It is like a paratrooper.”

(This respondent then asks a question): 'Was my score similar?’ But went on to say, on his own accord:

“I think that was the time I broke up with my girlfriend. When my scores were different.”
12. **Respondent number 12** (Male)

(I) Did you experience any stress in the last year?

(R) “Not massively”
Some of it was doing assignments to start with; but I did not find that there was any massive time I was really worried. It is no!”

“I don’t really like to do assignments and exams to be honest.
“T thought, we had quite a long time, with lectures and what have you. I don’t really like the idea of exams. For about a week I was really worried. It has been good!”

(I) What have you learned in your first year to help you do better in your second year?

(R) “I think the first thing, hum... just to try and not panic. But when I saw like the course guide and read some of what the assignments would be when I first read it, it made no sense and they looked really confusing. I think the first year, the time you start doing them they are not as complicated as what they seemed. Like this year, I have started reading the briefs of the assignments, read some of the guides, I still see certain things that I think I will never be able to do but like in the first year, you will probably know what you are going to do. If you work hard; do something about it, it will be ok!”

(I) How did you feel during the year?

(R) “I had ups and downs during the year?

(I) What helped you deal with problems over the last year?

(R) “At the time being with my girlfriend and my family helped a lot. It is not like being on your own. When they are always there, isn’t it? When you have a moan about something. I have my support.”

(I) Do you expect and perceive this kind of support, for the next two years?

(R)
“Yea! I do. I have split up with my girlfriend and I have got my parents. My parents are very helpful. My dad is a headmaster. He knows what is going on and this and that. So it is a kind of helpful. They are very supportive.

“I am no longer with my girlfriend. “

(I) When the split took place did it have any effect on you?

(R) “It was in the summer. So I was ok. It was not great, but it was ok.”

(I) Did you get over it very quickly?

(R) “Not really. I did not get over it very quickly. It happened a couple of months ago. I am just trying to get this out of my life.”

(I) What is helping you cope with it?

(R) “I do not know really. Just my friends. I have a couple of friends.”

(II) Have you got the strength within you to cope with it?

(R) “Eh! ... I do not know really. I have been with her quite a long time. There is nothing I can particularly think of.

“I am not ... I am upset about it but I take everything, so to say, in my stride.”

(I) Are you by nature optimistic?

(R) “Eh! ... I would not have said so. Not in particular. No!”

(I) Do you feel in control?

(R) “Yea! I do! I was upset but I never thought I was going to do something stupid. I always knew it could happen.
I am very philosophical about what happened to me. Yea! Yea!”
(I) Do you have a lot of confidence in what you do?

(R)
"Hum! ..."

(I) How good do you feel about doing a degree?

(R)
"I feel good and ready to do what I am doing. I had a place to come and do this about eight years ago, when I left school. I did not come in the end and ended up going to work. I always wanted to do this course, but I always missed out the university part. Last year when I decided to come and do it, it was quite a major thing for me. So, to come actually to university because I know that I would not be a teacher if I did not really enjoy university. I do not like the assignments but like exams. So I feel actually good doing something that will come at the end of it. I will be really proud I have done it. I will be really happy, but it is just at the moment, it is not that I massively enjoy. I like the teaching and I like the idea of being in schools, but I do not really like the idea of coming to university. It will be quite an achievement when I finish the course. There is a light at the end of the tunnel."

(I) Do you feel that regardless you will do the degree?

(R)
"Yea! Sort of. I want the end result. I do not want to do it. But in the end I will do it. I know in the long run I can do it. I know I want to do it, because I know what I want to do. So, that keeps me going, even though I do not particularly enjoy. I don’t want to do it. I just do it."

(I) What about your actual performance this year?

(R)
"Hum! ... My assignments were alright. I had a couple that just passed. Eh! Yea! I was quite pleased with the specialism. I got really good mark in. Hum! ... The teaching practice went really, really well. That was good. To be honest, this is not the reason I do not particularly like to be at university. I feel as though I’d rather be really good in the teaching practice and not so great at the assignments. So, I was happy that I would rather have a good teaching practice like I did, and may be could have been better at some assignments, but really bad teaching practice. So, I was happy with the comments I got from the school. I was really happy. My teacher’s comments were positive and so I was happy."

(I) How do you feel about the future?

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“Even if I were doing university work, I was in a house on my own. I am looking forward to going to school (placement) next week, because I can do much at school. I don’t know...I know the first year went quite quick. Two years are not a long time to go. That is about six months at university every year. So, I am feeling...I am looking forward to finishing. I just want to do the teaching. So I am quite... I know there is a reason for doing it.”

Have you some questions you want to ask? Do you have any comments?

What about student services?

“I have not got massively into student life. Because I live local, I have my own house and girlfriend and maybe not much older. I have been working for some time. I have got my own set of friends; sort of live local. I did not really. University is something I come to. I went to the lectures and went home. I did not really get to need the services. I thought the course, some of it. I did not really. I thought some of it could have been improved, by the way that things are run, maybe regarding that. I don’t really think there is anything that I would want. Just to say I think they have done this. I would like maybe things regarding information, get an assignment back, that I don’t really need student support. I was never around to need the services.”

Are you an independent person?

“Not very! The course is something I do not want to do. But I know it is something I will have to do. It is the end product. So....

“I think if I had done this when I left school I don’t think I would have done it all. It is something I have got to do. The outcome of it is to become a teacher. I feel I could have done it a few years earlier, but I am glad I did not do it straightaway, when I was eighteen. Experiences help me to cope.”

Respondent Number 13 (Male)
(I) How has the year been for you?

(R) “The year has been ok. It could have been better. Not too bad. Study-wise I would have worked harder. I mean. It was my first year. It is only a year that I had to pass. I did not have to do so. The results did not count towards anything. It is just to get through the first year really. You have to have an average of 40%. So, as long as you have got 40% you have passed the year. This year it will be different. Results will count towards my classification.

“I probably could have worked harder last year, but I did just... I really did well in a way.”

(I) Do you live on campus?

(R) “I lived on campus last year, but I rent a house with friends this year.”

(I) What was your experience like?

(R) “Hum! ... I personally did not really enjoy it that much. I am 23 now. So I was a little older when I came to university and I was living with some guys who were not very sociable. And, I don’t know. I think I have passed the age of going out and getting drunk every night. It was ok. I mean, I prefer it this year anyway, in a house.”

(I) What is so good about this year?

(R) “Here, at university? To be honest I am here to get my degree. I do like it. Don’t get me wrong. I have some friends here. I play for the rugby team. Eh! I do enjoy it here. I really am here to get the degree, really.”

(I) Is your last year’s experience helping you to cope this year?

(R) “Yea! Probably. Especially with assignments and things like that. Hum! I did not really have a lot of experience with assignments. I have done a year’s work. Hopefully, the experience will help this year.

“I am going to be ok with assignments!”
(I) Do you have personal strengths that help you cope?

(R) "Yes! I think so. I very rarely get stressed about things. It is really some. ...; I am not a stressed person; it does not fit. It just does not really bother me that much. Deep down I know I will always get things done. Even if it is work, or something like that. It will always pan out. You know what I mean. Even if I have to work long hours to get things done, I will have it done. Sometimes I don’t rely on this too much and I work too late, but within reasons I can cope."

(I) Can you keep to deadlines?

(R) "I do not miss a deadline. Normally, I do maybe. I do the work the night before, then so...

(I) Have you encountered difficulties in the first year?

(R) "Eh! Financially. Actually was the biggest problem I had with....Last year I spent a lot of money which did not help with this year, really, because I worked over the summer holidays, basically my summer holidays. I was paying off debt that I have incurred in the first year. This put me financially back. I do not think there was anything else apart from the financial, the money side of it, I don’t think. Money is a big problem. It will always be."

(I) Do you feel good about yourself?

(R) "Pretty much! I am a quite confident person. I think, anyway. Yea! I think ... pretty happy about life. I am quite ... I think about my future quite a lot anyway. I think in a positive way ... things I want to do, things I am going to do as opposed.... My degree is a stepping stop to go on really. Once I have got my degree it sorts of open a lot for me."

(I) Are you optimistic about the future?

(R) "Yea! I am very excited about what I do."

(I) Do you feel in control?

(R) "I think so. Yea! I think I am in control. I think student life is an easy life really. Before I came here I had to work. It is a lot different. However, not to work and pay bills. I mean I
have a lot of free time, which is not, I suppose, it is good in some ways and then I am a bit
lazier this year. Because of the amount of free time. But I feel, yea!

"I feel good about myself. Life is going to be ok. Very positive in myself."

(I) Do you have friends?

(R) "Yea!"

(I) Do you rely on their support?

(R) "I suppose so. I live with two friends, one who is on my course. The other is not a student. He is a friend from home who works in London. He shares with us. I suppose, in the two of them I have a new friend I get on with well and a sort of an old friend whom I rely a bit more onto to because he is a friend from a long time ago. Also, I have my girlfriend who is from my hometown. I suppose I rely on her more than anyone I should imagine. My family as well!"

(I) If you have a problem do you normally get over it quickly?

(R) "I think so, yea! Hum! I suppose normally I will try and sort it out myself. I am quite independent I suppose. I would like to do things myself, but I get over things quite quick. I do not ponder over things too much. I think so. Yea!"

(I) Do you take things as they come?

(R) "Yea! Yea!"

(I) Do you feel good about the future?

(R) "Yea! I do think about things. It is not just a sort of a bit. I do think about things before I make the decision. But in general though I tend to stick with it and just go with it."

(I) Have you used student services last year?

(R) "No! I never thought I needed to."

(I) What do you know about student services?
"To be honest, I knew there was a 'phone that I could call, but I did not know it. I probably could have found it out if I needed to, but I don't know really. I find that the university here is very financial orientated; they eh... have some strange idea. I know they need the money but I think the financial problem is increased by the university some times. They don't let you enrol in your course until you have paid your fees but you can't get your student loan until you have enrolled in a course. Yes! I mean. This worked out better this year. I manage to get the money before; then I could enrol, and then get my money. In fact, that did not help really. Maybe they could be more supportive with the money, I don't know. And eh! They withhold grades and things like that if you do not pay your money on time. I know they have to make their money. But there is a better way they could do it.

"I think financial aspects and issues are always a difficulty for students. You have to work. You have to get a job. There is no way round it."

(I) Last question. Time away from friends, did this affect you?

"No! Most of the time I worked with people. We worked in groups; some times doing separate assignments. We had four or five of us working together. You can bounce ideas off each other. It is easier that way really.

"Then if they are not physically with you, you can work on the internet, use the messenger. You can talk to each other that way even if you are not in the same room. It is always helpful. I think it is always. You have to make sure it is your own work as well. Being separate. But I mean you work well.

"You do have good traits that are helping you deal with everything that is coming your way.

"Experience helps a lot too.

"I applied to join the university when I was eighteen. I rejected the offer and went travelling for two years. But I definitely think that I will make more of my time here now than if I had come when I was eighteen. I don't think I would have finished university. A gap year is a good thing for anybody. I think it is anyway. It is a long time if you study from four or five. It is not studying, but through school. It is an important time a degree anyway. A levels are a horrible time."

End of interviews