

Religious Attitudes and Psychological Hardiness as Predictors of Stress in Students' Life

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Abstract

Background and Objective: A number of factors contribute to stress in students' life. One of the most important of these factors is the religious attitudes and psychological hardiness. Given that, the present study aims at examining the role of religious attitudes and psychological hardiness in stress among the students at University of Bojnord.

Method: The statistical population in this descriptive-correlational study was all students at University of Bojnord in the second semester of the academic year in 2017. The sample consisted of 170 students who were selected through stratified random sampling. To collect the data, the Ahvaz Hardiness Inventory (AHI), Iranian Religious Attitude Questionnaire, and Student-Life Stress Inventory (SLSI) were used. The collected data were analyzed by multiple regressions and Pearson correlation coefficient. It should be noted that ethical considerations were all observed in this study and the researchers declared no conflict of interests.

Results: Findings indicated that correlation coefficients between religious attitudes ($r=-0.526$) and psychological hardiness ($r=-0.457$) with student-life stress were significant ($p<0.05$). Stepwise regression analysis also showed that psychological hardiness and religious attitude can respectively predict the student-life stress ($R^2=0.241$, $p<0.04$).

Conclusion: According to the results, stress in students' life can be predicted through religious attitudes and hardiness. Therefore, considering these two variables is recommended in stress management programs for students.

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Summary

Background and Objective: Nowadays, given the prevalence of stressors and the reduction of human coping power when facing them, due to changes in lifestyle, stress has become a complex phenomenon (1). A sort of stress in everyday life is the stress related to student's life, which has been studied from different angles (2-4). In fact, entering university is a critical part of a student's life, and is often accompanied by numerous changes in social relations as well as their expectations and roles. Such contexts inevitably bring stress and pressure, affecting their performance and efficiency (5).

In spite of that, because of their individual differences and diverse personality traits, people react differently to stress (6). Psychological hardiness is one of the characteristics of a protective personality in the face of adversity (7). The hardy people have understood the meaning, value, importance and purpose of life. They believe they can take control of life events and consider change an opportunity for learning and growth, not a threat to their own security (8). What's more, due to the changes in the intellectual and spiritual life of human being, he has experienced a huge gap in life, and that is the lack of spiritual beliefs and religious attitudes (9). Research shows that people with strong religious attitudes, happiness, vitality and liveliness report less negative psychosocial outcomes in the face

of stressful life events (10). In fact, effective communication with the Almighty God plays a decisive role in reducing many mental disorders, including stress, anxiety and depression (11, 12). Therefore, with regard to the above-mentioned discussions, the purpose of the present study is to examine the role of religious attitudes and psychological hardiness as predictors of students' stress.

Method: The statistical population in this descriptive-correlational study included all undergraduate students at University of Bojnord in the second semester of the academic year in 2017, of which 170 were selected using Krejcie and Morgan (13) and multi-stage random sampling. In order to collect the data for the psychological hardiness variable, a 27-point scale of the Ahvaz Hardiness Inventory by Kiamarsi et al was used (14). To assess religious attitudes, a questionnaire of 25 items of the Golriz's Religious Attitude (15) and to assess student's stress the Student-Life Stress Inventory developed by Gadzella was used (16). The reliability and validity of the questionnaires have been confirmed in various studies. In this study, Cronbach's alpha coefficient was used to calculate the reliability of Hardiness Inventory, Religious Attitude Questionnaire, and Student-Life Stress Inventory. They were 0.76, 0.75, and 0.87, respectively. It is worth noting that in the present study, Pearson correlation coefficient and multiple regression were used to analyze the data.

Results: The sample included 170 undergraduate students at University of Bojnord who completed the research questionnaires. Among them, 85 were males (50%) and 85 were females (50%) with mean age and standard deviation of 21.77 and 1.26, ranging from 19 to 25 years. Moreover, 86 (50.6%) were majoring in the fields of Humanities, 57 (33.5%) were majoring in Engineering, 16 (9.4%) in basic sciences, and 11 (6.6%) in arts.

Descriptive statistics also showed that the mean and standard deviation of the psychological hardiness, religious attitudes, and students' stress were 47.87 ± 8.42 , 68.67 ± 10.72 , and 81.96 ± 20.93 , respectively.

Furthermore, the correlation coefficient between religious attitudes and students' stress ($r = -0.526$, $p < 0.003$), and the relationship between psychological hardiness and students' stress were found to be negative ($r = -0.457$, $p < 0.04$). Stepwise regression analysis indicated that psychological hardiness and religious attitudes can predict students' stress ($R^2 = 0.241$, $P < 0.04$).

Conclusion: The purpose of this study was to examine the role of religious attitudes and psychological hardiness as predictors of student's stress. The results showed that there is a significant negative relationship between religious attitudes and students' stress. In fact, the belief that there is a God controlling the situation and observing humans reduces the anxiety associated with the situation to a great extent so that most believers maintain that through believing in and relying on God, uncontrollable situations can be controlled in a way or another (17). The results also showed that there

is a significant negative relationship between psychological hardiness and students' stress. To illustrate, hardy university students compared to their counterparts with low psychological hardiness can manage the stressful situations better and use more positive coping strategies (18).

Overall, the results showed that stress in students' life can be predicted by religious attitudes and hardiness; accordingly, this stress can be lowered. As for the limitations of this research, the statistical population was limited to the students at University of Bojnord, which can limit its results when generalizing. Another limitation which needs to be pointed out is related to the use of questionnaires for collecting data that would allow for misconceptions and wrong responses. It is recommended that the status of religious attitudes and beliefs as well as the psychological hardiness of students be evaluated at the time of entering the university. In addition, holding training courses with the purpose of managing and controlling stress and also identifying students who are exposed to stress are recommended.

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دور المواقف الدينية والصلابة النفسية كمتنبئات لإجهاد الطلاب في الحياة الطلابية

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التوتر في الحياة الطلابية

الصلابة النفسية

المواقف الدينية

الملخص

خلفية البحث وأهدافه: هناك عدة عوامل واريات تلعب دورا مهما في تكوين التوتر عند الطالب الجامعي في سنوات دراسته والتي من اهمها المواقف الدينية والصلابة النفسية. وعلى هذا الاساس فإن البحث هذا، قام بدراسة دور المواقف الدينية والصعوبة النفسية كمتنبئات توتر الطلاب في سنوات دراستهم الجامعية.

منهجية البحث: لقد اجري هذا البحث بطريقة وصفية ترابطية واشتمل المجتمع الإحصائي، جميع طلاب جامعة بجنورد في الفصل الدراسي الثاني من عام ٢٠١٦-٢٠١٧ الدراسي، حيث تم اختيار و دراسة ١٧٠ من بينهم مستخدماً طريقة أخذ العينات العشوائية متعددة المراحل. ولجمع البيانات، تم استخدام مقياس "الأهواز" للصلابة النفسية واستبيان المواقف الدينية وكذلك قائمة التوتر في السنوات الدراسية. ولتحليل البيانات، تم استخدام معامل ارتباط بيرسون والانحدار المتعدد. تمت مراعاة جميع الموارد الاخلاقية في هذا البحث وإن مؤلفي المقالة لم يشيروا الى اي تضارب في المصالح.

الكشوفات: اظهرت الكشوفات ان هناك علاقة ذات دلالة احصائية بين معامل الارتباط للمواقف الدينية ($r = -0.526$) والصعوبة النفسية ($r = -0.457$) وبين التوتر في الحياة الطلابية ($p < 0.05$). كما أظهر تحليل الانحدار التدريجي أن متغيرات الصلابة النفسية والمواقف الدينية يمكن أن تنبأ توتر الطلاب اثناء الفترة الدراسية. ($R^2 = 0.241$ و $P < 0.04$).

الاستنتاج: استناداً إلى النتائج، يمكن التنبؤ بضعوط الحياة الطلابية من خلال المواقف الدينية والصلابة النفسية. لذلك، ينصح اخذ هذين المتغيرين بعين الاعتبار في البرامج التعليمية لإدارة الإجهاد لدى الطلاب.

يتم استناد المقالة على الترتيب التالي:

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نقش نگرش‌های مذهبی و سرسختی روان‌شناختی به عنوان پیش‌بین‌های استرس دوران دانشجویی

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نگرش مذهبی

چکیده

سابقه و هدف: عوامل و زمینه‌های بسیاری در شکل‌گیری استرس دوران دانشجویی نقش دارند که از مهم‌ترین آنها نگرش‌های مذهبی و سرسختی روان‌شناختی است. از این‌رو، هدف پژوهش حاضر بررسی نقش نگرش‌های مذهبی و سرسختی روان‌شناختی به عنوان پیش‌بین‌های استرس دوران دانشجویی دانشجویان دانشگاه بجنورد است.

روش کار: این پژوهش از نوع توصیفی - همبستگی و جامعه‌ی آماری آن شامل کلیه‌ی دانشجویان دانشگاه بجنورد در نیمسال دوم سال تحصیلی ۹۵ - ۹۶ است که از بین آنان ۱۷۰ نفر با استفاده از روش نمونه‌گیری تصادفی چندمرحله‌یی انتخاب و مطالعه شدند. برای جمع‌آوری داده‌ها از مقیاس سرسختی روان‌شناختی اهواز، پرسش‌نامه‌ی نگرش‌سنج مذهبی و فهرست استرس دوران دانشجویی؛ و برای تحلیل داده‌ها از ضریب همبستگی پیرسون و رگرسیون چندگانه استفاده شد. در این پژوهش همه‌ی مسائل اخلاقی رعایت شده است و نویسندگان مقاله هیچ‌گونه تضاد منافی گزارش نکرده‌اند.

یافته‌ها: یافته‌ها نشان داد ضریب همبستگی بین نگرش‌های مذهبی ($r = -0/526$) و سرسختی روان‌شناختی ($r = -0/457$) با استرس دوران دانشجویی معنی‌دار است ($p < 0/05$). تحلیل رگرسیون با روش گام به گام نیز نشان داد به ترتیب متغیرهای سرسختی روان‌شناختی و نگرش‌های مذهبی می‌توانند استرس دوران دانشجویی را پیش‌بینی کنند ($R^2 = 0/241$ و $P < 0/04$).

نتیجه‌گیری: بر اساس نتایج به‌دست‌آمده، می‌توان استرس دوران دانشجویی را از طریق نگرش‌های مذهبی و سرسختی روان‌شناختی پیش‌بینی کرد. از این‌رو، در نظر گرفتن این دو متغیر در برنامه‌های آموزش مدیریت استرس دانشجویان توصیه می‌شود.

استناد مقاله به این صورت است:

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امروزه، با گسترش عوامل تنش‌زا و کاهش توان مقابله‌ی انسان در برابر آنها؛ و به دلیل تغییر سبک زندگی، استرس به

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