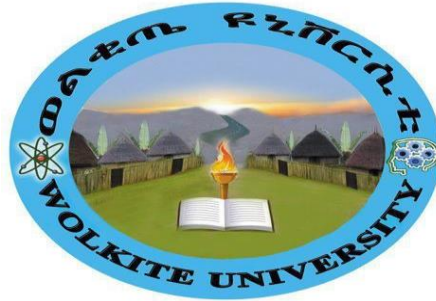


Running head: personality factors and stress coping mechanism



WOLKITE UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDY DEPARTMENT OF
PSYCHOLOGY

TITLE: PERSONALITY FACTORS AND STRESS COPING MECHANISM
AMONG WKU IN CASE OF COLLEGE OF OTHER SOCIAL SCIENCE AND
HUMANITY

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Abstract

The objective of the study is to assess the student personality factors and stress coping among WKU college of EBS student .The total participant was composed of 32 male and 30 female students data collected through stress ,personality, coping ,questionnaire by using simple random sampling method the table and percentage were used in data analysis . The influence of personality on the way people cope with stressful situations has been discussed many times. It has even been discussed whether stress-coping styles and personality traits could be confused. In this paper, we examine the relationships between coping strategies in stressful situations and personality dimensions, The current study suggest that our personality and coping mechanism we employ may influence weather we experience stress.

Furthermore the association b/n personality and coping mechanism suggest that individual with maladaptive personalities are at a greater risk for experiencing psychological distress as they are more likely to use a maladaptive coping mechanism such as emotion .further comprehensive study is recommended

KEY WORDS: COPING, PERSONALITY, STRESS, NEUROTISM, CONSCIENTIOUSNESS

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

The psychology of personality is a very broad topic, to which people have taken diverse theoretical approaches (see recent Annual Review of Psychology articles by Caspi et al. 2005, Cervone 2005, Funder 2001, McAdams & Olson 2010, Mischel 2004, Ryan & Deci 2001). Personality is easy to observe but hard to pin down. To paraphrase Allport (1961), personality is the dynamic organization within the person of the psychological and physical systems that underlie that person's patterns of actions, thoughts, and feelings. What dynamics are assumed, however, and what systems are proposed to underlie those dynamics vary greatly across theoretical viewpoints. Personality is partly about what makes everyone the same and partly about what makes people differ from each other. That is, personality theories are partly statements about human nature: assertions that people are basically (for example) biological creatures, social creatures, self-protective, self-actualizing, or learning creatures. To understand the person, one has to adopt some view of the essence of human nature. Personality also concerns individual differences. Individual differences can be found on any dimension imaginable, Survey the research literature on the ground of stress shows that personality traits and methods of coping styles with stress are the most important psychological factors in this case. (Costa and McCrae 1985; quoting from Haren and Mitchell, 2003).

Thorough factorial analysis they have concluded that there are five common dimensions between individual differences in personality traits. Neuroticism (N) comes from persons' tendency to experience anxiety, tension, sympathy, enmity, shock, depression and low self-respect, while extraversion (E) refers to person's tendency to being positive, summon the courage, being energetic and intimate. Openness (O) refers to person's tendency to curiosity, interest to art, artistry, flexibility and wisdom. While agreeableness (A) refers to person's tendency to munificence, kindness, generosity, unanimity and sympathy, philanthropy and trust. Finally conscientiousness (C) refers to person's action, improvement-based, being reasonable and

calm. Coping has been come to psychology literature (Billings and Moos, 1984) and pressure and mental and physical disorders. Folkman and Lazaros (1986) know coping style of person Farhad Asgari, Abbas Sadeghi, Somayeh Abedini recognition and behavioral efforts for overcoming over exhaustion and tolerate or minimizing its effect. Recent researches have shown that applied coping style by a person will effect on psychological well-being and physical well-being (Piko, 2001). Coping styles are divided into three groups of problem-based, emotion-based and appraisal. Problem-based coping styles are methods that based on them, person researches some actions that should be done for decreasing or removing exhaustion and includes research of more information about problem, changing structure of problem from recognition view point and giving priority to steps for working on the problem. Emotion-based coping styles are methods that based on them, person concentrates on it and its all efforts are attracted to undesirable emotions and includes crying, getting angry and being upset, working on critical behaviors, mental engagement and daydreaming. Avoidant-based coping styles need recognition activities and changes and their purpose is avoiding from exhausting occasions and includes involving in a new activity or in the form of coming to society and other people (Haren and Mitche, 2003). Stress comes from different sources and has social, physiological, peripheral and psychological factors that involve all dimensions of human life. Because of being exposed to many of peripheral tension factors are inevitable, having some of the psychological traits and skills will enable the person to suffer slight between other factors of personality and problem coping styles. According to findings we can conclude that intent of stress among students is increasing and use of problem-based style cause to decrease the stress.

The process of coping is the most relevant aspect in stress research and, according to the transactional model, consists in the efforts made to manage the stressful situation so that it becomes less stressful (Lazarus & Folkman, 1984). There have been different approaches to assess the coping. Lazarus' group proposed "problem- and emotion focused coping" dichotomy; Endler and Parker (1990) added to this dichotomy the "escape-avoidance" coping; McCrae and Costa (1986) suggested another dichotomy: "neurotic coping", as opposed to "mature coping"; and finally, Carver, Scheier & Weintraub (1989) proposed the COPE questionnaire, whose original version consists of 14 first order factors. There exist more proposals of assessing coping

and, in recent years, some doubts have arisen about the construct validity of the coping styles in the way they are assessed by the above mentioned approaches (i.e. dispositional coping). It is thought that these coping styles actually are overlapped with the personality dimensions, and, therefore, the personality variables and the coping dispositions should not be treated separately but forming trait complexes. In this way, each coping style or strategy would be part of a global personality trait (Ferguson, 2001; Pelechano, 2000). In attempts to conceptualize the relationship between personality and stress and coping, there have been two conflicting schools of thought. Suls, David, and Harvey (1996) described personality and coping as connected in psychodynamic theory, in which defense mechanisms are conceptualized as stable traits that (a) influence how individuals perceive events and (b) dictate consistently adaptive or maladaptive responses. In this view, coping is seen as an unconscious defense mechanism (e.g., repression, rationalization, denial) to cope with threat (Parker & Endler, 1992). In contrast, Lazarus and Folkman's (1984) transactional model of stress and coping de-emphasized the role of stable traits, choosing instead to define coping as a conscious, intentional, goal-directed response that is tailored to the specific demands of a stressor.

1.2 Statements of the problem

Coping styles with stress is multi-phases method that enables the person to apply that management health and in fact creating stress steps and control the stressful occasion (Jang and colleagues 2004) understood stress is psychological state or process that person threateningly understands its physical and psychological depends on how the person understands occasions and events .(Ehlers and et al, 2010) JafarNejad and et al' (2005) research results showed that there is a meaningful relationship between Neuroticism, openness and extraversion factors with mental health, there is a significant relationship between problem-based and emotion-based coping style with mental health, there is a positive significant relationship between openness, conscientiousness, extraversion and agreeableness with problem-based coping style. Behroozian and Nematpoor's (2007) research results showed that synthetically applied coping styles have been problem-solving and emotional styles. There is a significant relationship between extent of stress, reasonable and general health coping styles. University students who had disagreeably coping styles, they had higher stress and minor general health. Khodaei and

Shakori(9002) 's research results showed that high mental well-being was been anticipated via high scores in extraversion factor and low scores in neuroticism factor and emotion-based coping style. Also results showed that the relationships between extraversion and neuroticism factors are mediated only through emotion-based coping style. Besharat's research results (2007) showed that hopefulness, extraversion and conscientiousness can anticipate changes related to negative problem-based and emotion-based coping styles; getting experience can anticipate changes related to negative problem-based and emotion-based coping styles. Masoodniya's research results (2008) showed that on the ground of coping styles generally and only two factors avoidant and active confronting, there is a significant difference between people with different levels of understood stress . In a research, Farahani and colleagues (2008) argued that among coping styles, only problem-based coping styles significantly decreased the negative relationship between educational stress and positive emotional criterion and only emotion-based coping styles significantly decreased the negative relationship between educational stress and negative emotional criterion. Other researchers who have done many researches in this case and have achieved the same results, we can refer to Gomez and colleagues (1999); Vollrath and Torgersen (2000); Kardom and Karpic (2001) and Hooker (1994) PenelyandTommako (2002). Other researchers who have done studied in this case and have achieved the same results we can refer to Folkman and et al (1980). Therefore, as is pointed the purpose of this research is finding out this issue that is there a significant relationship among five important factors of personality, coping styles and stress or not?there for the researcher was find which type of personality factors affect on the process of stress coping in the case of wolkite university student

This research designed to address the following research question

1. To what personality type students in wku college of other social science and humanity apply emotion focused problem focused and appraisal coping mechanism ?
2. Is there any d/c on the level of personality across the demographic variable of the student ?
3. How to affect the neurotic and conscientiousness personality factors on the process of stress coping?

1.3 Objective of the study

1.3.1 General objective

The general objective of this study was to assess the student personality factors and stress coping mechanism Among WKU

1.3.2 Specific objectives

- To identify which coping mechanism apply in WKU college of other social science and humanity students.
- To differentiate the level of personality across the demographic variable of the student
- To understand the effect neurotic and conscientiousness personality factors on stress coping process

1.4 Significances of the study

The study was contributing new knowledge to the existing body of knowledge on strategy of personality stress and copy mechanisms as predicator variable for academic faced by students in the study are. Future scholars can use this research as a basis for further research in the area of adoption of strategy stress and copy mechanisms as predicator variable for academic. University policy makers was able to get insights on areas that need more attention in terms of successful strategy and copy mechanisms as predicator variable for stress in academic in the university sectors for enhancement of better learning process. The study were helpful in giving insights to the copy mechanism of the various stress on the students behaviors that challenges and provides them with possible solution to these stress. The knowledge gained was thus useful in improving the performance of students in the university

1.5 Delimitation

The scope of this study is demarcated to participant students from wolkiteUniversity SocialScience College. In terms of its spatial scope, only wolkite University campus was taken.The participants are from the Social Science College.

1.6 Limitation of the study

- Time limitation- the researchers were faces shortages of time to accomplish each and every stage in research process appropriate.

1.7 Organization of the paper

This research proposal was organized in to five chapters. The first chapter consist the introductory part, which comprise the background, statement of the problem, objectives of the study, significance of the study, and scope of the study and organization of the proposal, definition of key words. The second chapter presents the review of literature. The third chapter focuses on the research methods and methodology which briefly discusses description of the research design, study area, data collection procedures, sample techniques, source of data, Instrument of data collection, method analysis and ethical consideration.

Chapter four contains description of result and discussion, chapter five consist summary, conclusion and recommendation based on the finding.

1.8 Definition of Key Terms

- **Stress** STRESS is a pervasive component of our daily lives. Chronic stress significantly decreases one's ability to function normally over the course of an extended time and has significant implications for one's psychological and physical health.
- **Personality** is the set of psychological traits and mechanisms within the individual that areorganize and relatively enduring and that influence his or her interactions with, and adaptations to,the intra psychic, physical, and social environments.
- **Coping mechanism:** coping mechanisms of stress is cognitive and behavioural efforts made by an individual to deal with stress .it is Appraisal, emotional and Problem-focused

2 CHAPTER TWOLITREATURE REVIEW

2.1 Concepts of personality

What does it mean when people say you have a nice or bad personality? Personality is a mirror of what you do and say. Essentially, your personality defines who are you. Your behaviour reflects your personality and informs how different you are from others. A common saying in field of personality psychology is; “Some things change; some things stay the same.” According to Allport (1961), “Personality is a dynamic organisation, inside the person, of psychophysical systems that create the person’s characteristic patterns of thoughts, feelings and behaviors.” The continuities, consistencies and stabilities of personality traits and dispositions over time define personality development (Larsen & Buss, 2008).

Personality also refers to stable internal factors or traits which underlie consistent individual differences in behavior. These internal factors, according to Eysenck, are called traits (Shalabi & Nodoushan, 2009). It is expected that any given individual will behave in a reasonably consistent manner on different occasions. Eysenck (1994) believes that our everyday experience indicates that most people have non-extreme personalities, and he claims that this view is supported by personality research (as cited by Shalabi et al., 2009).

Everyday conceptions of personality traits make two key assumptions. First, traits are stable overtime. Most people would accept that an individual’s behavior naturally varies somewhat from occasion to occasion, but would maintain also that there is a core of consistency which defines the individual’s ‘true nature’: the unchangeable spots of the leopard. In other words, there are differences between individuals that are apparent across a variety of situations. We might expect a student we have noted as a ‘worrier’ to be particularly disturbed and worried in several different contexts such as examinations, social occasions and group discussions. Stability distinguishes traits from more transient properties of the person, such as temporary mood states. Second, it is generally believed that traits directly influence behavior. If a person spontaneously breaks into cheerful song, we might ‘explain’ the behavior by saying that he or she has a happy disposition. Such lay explanations are, of course, on shaky ground because of their circularity.

Features of personality make people different from one another, and these features usually take the form of adjectives we use to speak about a particular person, such as John is lazy and unreliable, Mary is optimistic, and Fred is anxiety-ridden. Adjectives that can be used to describe characteristics of people are called trait-descriptive adjectives. There are more than 20,000 such trait-descriptive adjectives in the English language. This astonishing fact alone tells us that, in everyday life, there are compelling reasons for trying to understand and describe the nature of those we interact with, as well as compelling reasons for trying to understand and describe our selves

2.2 Theoretical relations between personality and coping

Given exposure to stressors, personality can be expected to influence coping responses in several ways. From a biological view, responses to stress presumably stem from temperament-based approach, avoidance, and attention regulation systems (Derryberry et al. 2003, Skinner & Zimmer-Gembeck 2007). From an expectancy-value view, coping efforts presumably are influenced by expectations of future outcomes (Carver et al. 2009). Extraversion, grounded in an approach temperament, involves sensitivity to reward, positive emotions, sociability, assertiveness, and high energy (Caspi et al. 2005, McCrae & John 1992, Rothbart & Hwang 2005). Strong approach tendencies and assertiveness should provide the energy required to initiate and persist in problem solving (Lengua et al. 1999, Vollrath 2001); positive affect should facilitate cognitive restructuring; and an orientation toward others and access to a social network should facilitate social support coping. Neuroticism, grounded in an avoidance temperament, reflects tendencies to experience fear, sadness, distress, and physiological arousal (McCrae & John 1992, Miles & Hempel 2003, Rothbart & Hwang 2005). Given this vulnerability to distress, neuroticism should lead to emotion-focused coping and disengagement from threat. Disengagement may be reinforced through short-term relief of distress (Lengua et al. 1999); this relief may reduce motivation to return to the stressor, thus minimizing engagement coping. Furthermore, the mere presence of intense emotional arousal can interfere with the use of engagement strategies that require careful planning. Negative affect should also make positive thinking and cognitive restructuring difficult. Conscientiousness implies persistence, self-discipline, organization, achievement orientation, and a deliberative approach (Caspi et al. 2005,

McCrae & John 1992). The planfull , disciplined properties of this trait should facilitate problem solving and make disengagement less likely (Lengua et al. 1999, Vollrath 2001). The strong attention-regulation capacity underpinning conscientiousness (Derryberry et al. 2003) should predict success at cognitive restructuring, which requires a capacity to disengage from powerful negative thoughts.

Agreeableness involves high levels of trust and concern for others (Casper et al. 2005, McCrae & John 1992). Because those high in agreeableness tend to have strong social networks (Bowling et al. 2005, Tong et al. 2004), agreeableness may predict social support coping. Openness to experience involves the tendency to be imaginative, creative, curious, flexible, attuned to inner feelings, and inclined toward new activities and ideas (John&Srivastava 1999, McCrae & John 1992). These tendencies may facilitate engagement coping strategies that require considering new perspectives, such as cognitive restructuring and problem solving, but may also facilitate use of disengagement strategies such as wishful thinking. Optimism involves the expectation of good outcomes and an engaged approach to life, apparently reflecting the belief that good outcomes require some effort. These characteristics suggest that optimism will relate positively to engagement types of coping, such as problem

solving and cognitive restructuring, and inversely to avoidance or disengagement coping. Pessimism involves the expectation of bad outcomes, which should promote distress and disengagement coping.

2.3 The “Big Five” Traits

Personality has been conceptualized from a variety of theoretical perspectives, and at various levels of abstraction or breadth McAdams, (1995). Each of these levels has made unique contributions to our understanding of individual differences in behavior and experience. Researchers, as well as practitioners in the field of personality assessment, have been faced with a bewildering array of personality scales from which to choose, with little guidance and no overall rationale at hand. To make matters worse, scales with the same name often measure concepts that are not the same, and scales with different names often measure concepts that are quite similar. Although diversity and scientific pluralisms are useful, the systematic

accumulation of findings and the communication among researchers has become difficult amidst the Babel of concepts and scales. What personality psychology needed was a descriptive model, or taxonomy, of traits. One of the central goals of scientific taxonomies is the definition of overarching domains within which large numbers of specific instances can be understood in a simplified way. Thus, in personality psychology, taxonomy would permit researchers to study specified domains of personality characteristics, rather than examining separately the thousands of particular attributes that make each human being individual and unique. Moreover, a generally accepted taxonomy would greatly facilitate the accumulation and communication of empirical findings by offering a standard vocabulary, or nomenclature. After decades of research, the field is finally approaching consensus on a general taxonomy of personality traits, the "Big Five" personality dimensions. These dimensions do not represent a particular theoretical perspective but were derived from analyses of the natural language terms

people use to describe themselves and others. Rather than replacing all previous systems, the Big Five taxonomy serves an integrative function because it can represent diverse systems of personality description in a common framework. It thus provides a starting place for vigorous research and theorizing that can eventually lead to an explication and revision of the descriptive taxonomy in causal and dynamic terms.

The five-factor model of personality is a hierarchical organization of personality traits in terms of five basic dimensions: Extraversion, Agreeableness, Conscientiousness, Neuroticism, and Openness to Experience. Research using both natural language adjectives and theoretically based personality questionnaires supports the comprehensiveness of the model and its applicability across observers and cultures.

The importance of these five factors remained hidden from most personality psychologists throughout the 1960s and 1970s. In the 1980s, however, researchers from many different traditions

were led to conclude that these factors were fundamental dimensions of personality, found in self-reports and ratings, in natural languages and theoretically based questionnaires, in children, college students, and older adults, in men and women, and in English, Dutch, German, and Japanese samples (John, 1990). All five factors were shown to have convergent and discriminant

validity across instruments and observers, and to endure across decades in adults (McCrae & Costa, 1990).

Much of what psychologists mean by the term "personality" is summarized by the FFM (Five Factor model), and the model has been of great utility to the field by integrating and systematizing diverse conceptions and measures. In a broader sense, the FFM refers to the entire body of research that it has inspired, amounting to a reinvigoration of trait psychology itself. Research associated with the FFM has (1) included studies of diverse populations (McCrae, Terracciano, et al, 2005), often followed over decades of the lifespan (Terracciano, Costa, & McCrae, 2006); (2) employed multiple methods of assessment (Funder, Kolar, & Blackman, 1995); and (3) even featured case studies (Costa & McCrae, 1998a). The FFM "is the Christmas tree on which findings of stability, heritability, consensual validation, cross-cultural invariance, and predictive utility are hung like ornaments" (Costa & McCrae, 1993, p. 302). After decades of floundering, personality psychology has begun to make steady progress, accumulating a store of replicable findings about the origins, development, and functioning of personality traits (McCrae, 2002).

Although the FFM is not a theory of personality, McCrae and John (1992) argued that it implicitly adopts the basic tenets of *trait theory*: that individuals can be characterized in terms of relatively enduring patterns of thoughts, feelings, and actions; that traits can be quantitatively assessed; that they show some degree of cross-situational consistency; and so on. The hundreds of studies of personality correlate that employ measures of the FFM both presume and confirm that personality trait exist. The FFM could provide a common language for psychologists from different traditions, a basic phenomenon for personality theorists to explain, a natural framework for organizing research, and a guide to the comprehensive assessment of individuals that should be of value to educational, industrial/organizational, and clinical psychologists.

McCrae and Costa, (1990) state that there are five "traits that are known as the Big Five":

1. **Extraversion:** Associated with being outgoing, sociable, confident, enthusiastic
2. **Neuroticism:** associated with being moody, worrying, insecure, and inhibited
3. **Openness to experience:** associated with being broad minded, imaginative, original and curious.

4. **Agreeableness:** associated with being cooperative, good natured, forgiving and generous
5. **Conscientiousness:** associated with being responsible, ambitious, and industrious and thorough. Having said this much about personality let us see in detail academic achievement motivation.

2.4 NEUROTICISM AND CONSCIENTIOUSNESS

2.4.1 NEUROTICISM

- Anxiety** (anxious, fearful, worrying)
- Angry hostility** (angry, irritable, impatient)
- Depression** (worrying, -contented, -confident)
- Self-consciousness** (shy, -self-confident, timid)
- Impulsiveness** (moody, irritable, sarcastic)
- Vulnerability** (-clear-thinking, -self-confident, -confident)

2.4.2 CONSCIENTIOUSNESS

- Tender-mindedness** (friendly, warm, sympathetic)
- Conscientiousness** Competence (efficient, self-confident, thorough)
- Order** (organized, thorough, efficient)
- Dutifulness** (-defensive, -distractible, -careless)
- Achievement-striving** (thorough, ambitious, industrious)
- Self-disciplined** (organized, -lazy, efficient)
- Deliberation** (-hasty, -impulsive, -careless)

2.5 Personality and Achievement Motivation

Interestingly, personality characteristics seem to play a part in one's academic achievement as well. Conscientious individuals are well-organized, focused, persistent, and efficient and hence, they have their own revision schedule. Open individuals are said to have divergent thinking style, which helps these individuals in terms of creativity (Musgrave-Marquart, Bromley, & Dalley, 1997). Individuals who are highly agreeable are gentle, cooperative, and are able to maintain social connection. These characteristics are highly favorable in situations when group project assignments and collaborative learning are involved (Chowdhury & Amin, 2006). In contrast,

extraverts are outgoing and are interested in social and impulsive activities. Therefore, they spend fewer hours in revision. Last but not least, neurotics usually experience stress or anxiety more than non-neurotics and hence, these perceived stress and anxiety may impact students' performance during stressful events, for instance examinations (Chamorro-Premuzic & Furnham, 2003).

Relationships between personality factors and academic achievement have been confirmed by tremendous research evidence. For instance, Musgrave-Marquardt *et al.* (1997) examined the relationship between personality and academic achievement amongst 161 undergraduates. Their results showed significant relationships between academic achievement and personality factors, such as neuroticism, conscientiousness, openness, and agreeableness. Chowdhury and Amin, (2006), who studied a sample comprised of 105 students taking Introductory Economics, also reported that conscientiousness, agreeableness, and the interaction of conscientiousness and agreeableness correlated significantly to students' performance in the course. Students who were

Highly conscientious and agreeable achieved better performance than those who scored low in Conscientiousness and agreeableness subscales. In addition, Chamorro-Premuzic and Furnham (2003) also found that personality traits such as neuroticism, conscientiousness, psychoticism, and extraversion correlated significantly with exam marks, which accounting to about 10-17% unique variance in overall exam grades. A study on medical students by Chamorro-Premuzic and Furnham (2003) also investigated the effects of personality on academic performance, and found that the personality trait 'conscientiousness' is a predictor of academic success in undergraduate

2.6 Concept of stress

Stress has been conceptualized from a variety of theoretical perspectives. Current leaders in the field (e.g., Grant *et al.*, 2003). Advocate for use of the environmental model whereby stress is defined as objective occurrences of stressful life events and conditions independent of varying individual cognitive appraisals. Adolescents in AP and IB encounter a variety of normative environmental stressors, including conflict with parents and confrontation with peers, in addition to their challenging academic requirements (Suldo, Dedrick, Shaunessy-Dedrick, Roth, & Ferron, in press).

Stress is a frequently used term, often used to describe an individual's internal state, an external event, or the complex interaction between a person and his or her environment. Although all individuals experience some degree of stress throughout their lifespan, the stimuli that provoke stress and corresponding emotional, biological, or behavioral responses that occur are not universal. Stress responses are in part determined by an individual's perception of the threat a stimulus poses to his or her well-being. Because stress is not an isolated element, rather a process, it is critical to consider the various components that contribute to its development. Three distinct theoretical frameworks have been used in conceptualizations of stress: the medical, environmental, and psychological models (McNamara, 2000)

2.7 Coping mechanism

Coping is a complex process described in various ways such as a situational or trait-like response; a response to stress or a response to change (Beutler & Moos, 2003a). Lazarus and Folkman (1984) claim that coping is a situation-specific construct, which is different from human adaptation. On the other hand, Costa, Somerfield and McCrae (1996) maintain that coping and adaptation form a continuum closely related to structural aspects such as personality dispositions. In other words, coping reflects the dynamic transaction between the individual and stressful situation. The transactional theory considers that situation appraisals are the key determinants of coping efforts (Folkman & Lazarus, 1985). The other model asserts that personality dispositions are also important determinants of coping because they may predispose people to use certain coping strategies (e.g. Suls, David, & Harvey, 1996). The transaction model, instead of examining coping as a trait-like construct that is consistently engaged across situations, suggests a pattern of viewing coping as a dynamic process that is modified according to the situation and the appraisal made by the individual (Bishop et al., 2001).

A number of studies have found that the transactional theory is limited and personality factors might play an important role during the coping process (Carver, Scheier, & Weintraub, 1989; Costa & McCrae, 1992; Endler & Parker, 1990; Suls et al., 1996; Watson & Hubbard, 1996). Sulset. al (1996) identified and explained that a new (i.e. third) generation of coping theory and research have emerged because of several factors: The availability of more reliable models and broad dimensional measures of personality (the Big Five) and the empirical fact situations do not

account for all, or necessarily even most, of the variation in coping behavior. In the same way, Carver and Scheier (1994) claim that the transactional model is related to the concept of situational coping, which focuses on the issue of what the person did (or is doing currently) in a specific coping episode or during a specific period of time. The second way of modeling coping strategies, which refers to dispositional coping ((or trait coping), assumes that people develop habitual ways of dealing with stress and that these habits or coping styles can influence their responses in new situations.

2.8 Types of coping mechanism

Shinn et al (1984) formulated that coping strategies as occurring at three levels: strategies used by individuals, strategies carried out by group of individuals to aid one another and strategies initiated by organization. The existence of interaction of individuals in the last two levels of coping categories reflects social support (Shinn et al, 1984). Hence, following the categorization of Shinn et al, (1984), the coping strategies of college students could be grouped in to twocategories: individual coping strategies and social support (considering group and institutional or organizational level coping as one category).

Individual coping strategies

Individual coping strategies are diversified and complex. No consensus has yet employed on the efforts to classify individuals coping responses. However, in line with the works of Billings and Moos (1984) and Ashford (1988) individual coping mechanisms, in this study are classified into three general domains:

- 1) Appraisal –focused coping
 - 2) Problem-focused coping and
 - 3) Emotion – focused coping
1. **Appraisal-focused coping:** - implies efforts to define and redefine the personal meaning of stressful situation. In other words it shows the efforts of appraising and reappraising the stressful conditions through logical analysis (Billing and Moos, 1984), by employing cognitive redefinition, and through cognitive avoidance (Ashford, 1988).

1.1 **Logical analysis:** - denotes people's efforts to understand the stressors and assess the consequences of possible coping strategies (Billing and Moos, 1984). It includes the cognitive redefinition of the events by which people redefine stressors as challenges /opportunities/ rather than as problems /threats/ and should enjoy an advantage over those taking the opposing view (Kobasa, Maddi and Kohan, 1982; Ashford' 1988). Freshman and sophomores scored low in the area of cognitive appraisal, which indicates that these students have not yet learned to develop effective coping strategies to deal with stress.

Moreover, in the use of logical analysis nursing students reported more than social work students (Walton, 2002). This has implications for faculty and student support services to implement programs dealing with problem-solving coping skill.

1.1. **Cognitive avoidance:-** denotes efforts of individuals to reduce aversive quality of an event , focusing one's energies on other activities, or not thinking about the events (Billing and Moos, 1984). Walton (2002) found that the social work students reported a higher reliance than the nurses in the use of cognitive avoidance coping style.

Another appraisal coping mechanism is positive reappraisal coping strategy. Here, no significant difference was noted in the responses in this category between social work and nursing students. Besides, freshman and sophomores scored low in the area of cognitive appraisal (Walton, 2002). However, Masten et al (2009) found that there was no significant difference in the use of appraisal coping strategies among students of medicine, sport and psychology.

2. **Problem-focused coping**

Implies the individuals' active efforts to modify or eliminate the sources of stress by dealing with the reality of the situation (Billing and Moos, 1984). Problem-focused coping features "direct action" (Lazarus, 1966) or overt reactions designed to deal with the stressful situations attempts intended to alter or manage the troubled situation directly through information seeking and through problem solving strategies.

2.1 **Information seeking:** - denotes the activity of trying to find out more about the situation and obtaining guidance or information from social network members (Billing and moos, 1984).

Obtaining information enhances the predictability of situations, and this is thought to help individuals avoid future difficulties, deal with present ones, and increase their sense of control and confidence (Ashford, 1988).

2.2 **Problem Solving**: - denotes the activities taking specific action to deal directly with a stressful situation and negotiating towards resolution (Billing and Moos, 1984).

Problem-focused coping can be directed at the environment and at oneself (Folkman, 1984), for instance if a student has disagreement his or her instructor, he or she can attempt to get the instructor in an effort to achieve favorable outcome (Derlega and Junda, 1986).

However, students of various field had preferences in the use of the various forms of problem-focused coping strategies. For example, Walton (2002) identified that no significant difference was noted in the responses from problem solving coping style between social work and nursing students. Concerning Seeking Guidance and support coping response nursing students tend to be more than the social work students. On the other hand, Masten et al (2009) found that there was no significant difference in the use of problem focused coping strategy among students of medicine, sport and psychology.

3. Emotion-Focused coping

This implies individuals' efforts to handle or control stress related emotion and their attempts to maintain affective equilibrium (Billing and Moos, 1984; Ashford, 1988). In such palliative coping (Lazarus, 1966) individuals' responses focus on managing emotions aroused by stressful situations or reducing feeling of distress that result from the situations that are accepted by individuals (Fleming et al, 1984; Billings and Moos, 1984), for example, by looking for the "silver lining" as trying to look on the right side of things. To relieve emotional discomfort individuals may cope with stressful conditions through affective regulation and emotional discharge (Billing and Moos, 1984; Ashford, 1988).

3.1 Affective regulation:- denotes individual's direct efforts to control emotions caused by stressors, suppressing impulsive acts, experiencing and resolving feelings as well as bolstering

moral thinking, positive thoughts or becoming involving in other thoughts (Billings and Moos, 1980).

3.2 Emotional discharge: - denotes verbal and behavioral expressions of unpleasant emotions and indirect efforts to reduce tensions; for example, by smoking more, drinking, eating more etc (Billings and moos, 1984).

However, it is generally agreed that emotion-focused coping is not as effective as problem-focused coping and is more likely to cause psychological distress. Walton (2002) found that no significant difference was identified in the responses from emotional discharge between nursing and social work students. Masten et al (2009) also investigated that there was no significant difference in the use of emotional coping strategy among students of medicine, sport and psychology

CHAPTER THREE

3 METHODES AND METDOLOGY OF THE STUDY

3.1 Study design

The researchers were selected quantitative research design Among different quantitative research design descriptive method selected because it is a master plan (descriptive design is main idea to collecting analyzing the needed information) that specifies the methods and procedures for collecting analyzing the needed information (William G.Zikmund, et al 2013). Accordingly in this study, the researcher was use a cross-sectional survey among selected department of wolkite university student and data collected

3.2 Study area

The researcher was conducted in south nation nationality and people`s region gurage zone of wolkite town far from 158km from Addis Ababa.

3.3 Sources of data

To attain the aim of this study, the researcher was use both primary and secondary data sources of data. The Primary data was gathered from sample a respondents (whom are primary Sources) which was chosen through random sampling from the total study of the population. The main sources used for secondary data are Annual report, different books in the area of the topics and internet web sites and other documented.

3.4 Population

Target population of this study was include wolkite university under graduated students of college of other social science and humanity. Under this college there are 6 departments . sociology, governance, English , civics , theatrical art ,geography .From this the researcher select 3 department, sociology , governance , civics .

3.5 Sample and sampling technique

Total population of this study students from wolkite university college of other social science and humanity in department of governance, sociology, civics, was take to this study total no of 2nd \$3rd year students from those department 282 .so that researcher used for sample size taken 22% from total

population by percentage formula. Formula that is total population is 'N' with proportion 'n' sample size (Daniel ,W)

$n = \frac{p \cdot n}{100} = \frac{22 \cdot 282}{100} = \frac{6,204}{100} = 62$ so that sample size is 62 then the researcher employ simple random sampling techniques. The sample size 62 selected from total population by using lottery method.

3.6 Data collection instrument

In this research the researcher was used to questionnaire and interview .the method of questionnaire is found to preferable to pursue the purpose of the study .The questionnaire is developed on basis of literature review and basic research questions . The questionnaire contains close ended questions means based on objective questions .The questionnaire is prepared by English language .

3.7 Procedures of data collection

In order to collect the necessary data the following procedure is used first make individual questionnaire and selected samples from the target population before the questionnaire is distributed the respondent were informed about the purpose of the research then distribute the questionnaire and interpret the information gain or collect from the sample respondents .

3.8 Method of data analysis

In this study the data is analyzed by descriptive statistics method. After collecting the raw data from administered questionnaire, it is analyzed by quantitative method which includes percentage and frequency distribution table. The questionnaires contain only close ended question it also analyze by quantitative method

3.9 Ethical considerations

Ethical approval was granted by the Psychology department of Wolkite University, while lecturers and the appropriate university authorities also granted permission to conduct the study. Ethical standards as put forth by the college of Educational and Behavioural Science students.Each questionnaire was identify with a research number only and remained completely confidential.

Chapter four

4 Finding and discussion

Table 1 demographic of participant(n 62)

Category	Category	Frequency	Percentage
Sex	Male	32	51.6 %
	Female	30	48.3%
PTD	No	45	72%
	Yes	17	27%
Depression	No	28	45.1%
	Yes	34	54 %
Anxiety	No	40	64%
	Yes	22	35%
GPA	2-----3	35	56.4%
	Above 3	27	43.5%

As the above table 1 indicated that total of 62 CEBS students were approached to participate in this study making the response rate of majority 32 (51%) were male students and 48.3% were female Table 1 show that they have 27.4% of ptd and 72.5 there have no ptd 45.1% of the respondent there is no depression and 54.8% of the respondent was they get depression 64% respondents was there is no gated anxiety and 35% of the respondents there have anxiety disorder Table one show that 56.4% and 43.5% of the respondents that fall in GPA 2---3 and above 3 respectively the category of participant this indicates the most students GPA category were between 2\$3. Table 1 shows were approached to participate in this study the majority of 45% of the participant says there is no post traumatic dis order and 27% of the participant they show post traumatic dis order. There is no depression 28 participant of the total participant and

34 participant agreed there are depression . The total participant of this study indicated the majority of participant says there is no anxiety. And the minority participant they have anxiety

Table 2 Perceived of stress

Items	Response	Frequency	Percentage
Having less acceptance by peer or teachers	Slightly stressful	26	25.8%
	Stressful	14	22.5%
	Fairly stressful	20	32.2%
	Very stressful	10	16.1
	total	62	100%
Working with people you do not know	Slightly stressful	16	25.8%
	Stressful	25	40.3%
	Fairly stressful	10	16.1%
	Very stressful	11	17.7%
	Total	62	100%
Lack of considerate friends sensitive to your needs	Slightly stressful	10	16.1%
	Stressful	7	11.2%
	Fairly stressful	27	43.5%
	Very stressful	25	40.3%
	Total	62	100%
Being alone due to lack of peers of same interest	Slightly stressful	20	32.2%
	Stressful	17	27.4%
	Fairly stressful	11	17.7%
	Very stressful	24	38.7%
	Total	62	100

Not getting information from friend to perform better	Slightly stressful	19	30.6%
	Stressful	11	17.7%
	Fairly stressful	25	40.3%
	Very stressful	7	11.2%
	Total	62	100%
Lack of positive understanding be friends	Slightly stressful	8	12.9%
	Stressful	15	24.1%
	Fairly stressful	17	27.4%
	Very stressful	22	35.4%
	Total	62	100%
Difficulty of getting along with other in the university	Slightly stressful	7	11.2%
	Stressful	17	27.4%
	Fairly stressful	16	25.8%
	Very stressful	22	35.4%
	Total	62	100%

Table 2 indicates 25.8% 40.3% 16.1% 17.7% students have slightly stressful, stressful, fairly stressful, very stressful respectively about having less acceptance by peer or teachers hence students fairly stressful fewer acceptance by their peers or teachers. 25.8% 40.3%, 16.1% and 17.7% have slightly stressful, stressful, fairly stressful, very stressful respectively about working with people you do not know. 16.1%, 11.2%, 43.5%, 40.3% slightly stressful, fairly stressful and very stressful respectively about lack of consideration friend sensitive to your needs. 32.2%, 27.4%, 17.7%, 38.7 students have slightly stressful, stressful, fairly stressful and very stressful have respectively about being alone due to lack of same interest. 30.6%, 17.7%, 40.3%, and 11.2% slightly stressful, stressful, fairly stressful, and very stressful respectively about not getting information from friends to perform better. 12.9%, 24.1%, 27.4% and 35.4 students have respectively about lack of positive understanding by friends. 11.2%, 27.4%, 25.8%, and 35.4% students have slightly stressful, stressful, fairly stressful, and very stressful have difficulty of getting along with others in the university.

Table 3 presented about personality

Items	Response	Frequency	Present age
I Dis like my self	Strongly dis agree	7	11.2%
	Disagree	8	12.9%
	Neutral	13	20.9%
	Agree	19	30.6%
	Strongly agree	15	24.1%
I'm often down in the dumps	Strongly dis agree	8	12.9%
	Disagree	7	11.2%
	Neutral	20	32.2%
	Agree	17	27.4%
	Strongly agree	10	16.1%
Have frequent mood swings	Strongly dis agree	6	9.6%
	Disagree	9	14.5%
	Neutral	10	16.1%
	Agree	22	35.4%
	Strongly agree	15	24.1%
Panic easily	Strongly dis agree	11	17.7%
	Disagree	7	11.2%
	Neutral	17	27.4%
	Agree	12	19.3%
	Strongly agree	14	22,5%

Worry about thing	Strongly dis agree	10	16.1%
	Disagree	8	12.9%
	Neutral	7	11.2%
	Agree	14	22.5%
	Strongly agree	23	37%

Table 3 show that the majority of respondents were accounted for 30.6% of total respondents followed by the 24.1% ,20.9%,11.2% and 16.1% respectively . and for n2 item respondent reported that am often down in the dump 12.9%,11.2%,32.2%.27.4,16.1% strongly disagree ,disagree, neutral ,agree ,and strongly agree . item 3 indicate the majority respondents accounted neutral have frequent mood swing 35.4% of total respondent followed by 9.6 ,14.5,16.1,respectively the majority respondent of the total sample have panic easily for 27.4 % respectively and 37% of respondent there worry about thing followed by 22.5% 11.2% 12.9%,16.1% agree ,neutral dis agree strongly dis agree .

Table 4 Conscientiousness

Item	Response	Frequency	Percentage
Pay attention to details	Strongly dis agree	5	8
	Disagree	7	11.2
	Neutral	10	16.1
	Agree	25	40.3
	Strongly agree	15	24.1

Carry out my plans	Strongly dis agree	6	9.6%
	Disagree	7	11.2%
	Neutral	11	17.74%
	Agree	24	38.7%
	Strongly agree	14	22.5%

I am exacting in my work	Strongly dis agree	7	11.2%
	Disagree	5	8%
	Neutral	12	19.3%
	Agree	22	35.4%
	Strongly agree	16	25.8%
Finish what I start	Strongly dis agree	4	6.4%
	Disagree	9	14.5%
	Neutral	13	20.9%
	Agree	20	32.2%
	Strongly agree	17	27.4%
Do thing according to a plan	Strongly dis agree	6	9.6%
	Disagree	8	12.9%
	Neutral	11	17.74%
	Agree	27	43.5%
	Strongly agree	10	16.1%

As indicated table 4 shows that 5(8%) of the respondent strongly dis agree to pay attention detail while the majority of the respondent says 25(40.1%) of they agree to pay attention pay detail and 11.2% ,24.1% disagree and strongly agree . in item two the majority 24(38.7%) of the respondent say they agree to carry out the plan ,and 22.5 ,17.74 11.2 % 9.6 of strongly agree ,neutral ,dis agree ,strongly dis agree they to carry out the plan .35.4%,25.8%,19.3%,11.2%and 8% of the respondent agree strongly agree neutral ,strongly dis agree and disagree to exiting to my work . in item 4 the majority of participant by 32.2% is they to finish they starts .27.4% 20.9%,14.5%,6.4%,of the respondent strongly agree, dis agree, neutral and strogly dis agree

was they finish what they start in the last item the majority of the respondent 43.5% of they agree thy do things according to a plan and 9.6 % strongly dis agree 12.9% 17.74%,16.1%,disagree neutral strogly agree to do things according to a plan

4.5 Coping strategies

Table 5 appraisal

Item	Response	Frequent	Percentage
Went over the situation in my mind to try to understand it	Almost never	11	17.74%
	Sometimes	13	20.9%
	Fairly often	28	45%
	Very often	10	16.2%
	Total	62	100%
Drew on my past experiences in which I was in familiar situation before	Almost never	6	9.6
	Sometimes	19	30.6
	Fairly often	20	32.2
	Very often	17	27.4
	Total	62	100
Tried to look at the event as an opportunity to learn and develop skill	Almost never	6	9.6
	Sometimes	19	14.5
	Fairly often	15	24.1
	Very often	22	35.4
	Total	62	100

Told my self that I can probably work thing out to my advantage	Almost never	15	24.1
	Sometimes	16	25.8
	Fairly often	18	29
	Very often	13	20.9
	Total	62	100
Told my self that time takes care of the situation	Almost never	12	19.3
	Sometimes	17	27.4
	Fairly often	22	35.4
	Very often	11	17.7
	Total	62	100
Got busy with my work to take my mind off the problem	Almost never	5	8
	Sometimes	14	22,5
	Fairly often	25	40.3
	Very often	18	29
	Total	62	100
Tried to forget the whole things refused to admit the problem	Almost never	16	25.8
	Sometimes	22	35.4
	Fairly often	11	17.7
	Very often	13	20.9
	Total	62	100
Tried to put the problem out of my mind thinking about other things	Almost never	10	16.1
	Sometimes	13	20.9
	Fairly often	26	41.9
	Very often	10	16.1
	total	62	100

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Table 5 shows that the majority of the respondent 45% of fairly often went over the situation in my mind to try to understand it and 16.2, 20.9%, 17.74%..very often almost never ,sometimes .in item 2 the majority participant Of 32% drew on my past experience in which I was in familiar situation fairly often ,27.4%, 30.6, 9.6%, very often ,sometimes almost never ,table 4 item 3 show the thre 35.4% of the participant very often tried to look at the event as an opportunity to learn and develop skill .and 24.1% fairly often 14.5 % sometimes 9.6% almost never .the 25.8% of the total respondent the say sometimes toledmy self that I can probably work thing out to my advantage and 24.1%, 29%, 20.9%, almost never, fairly often, very often .item 4 the majority 35.4% respondent say told my self time taker of the situation 27.4, of sometimes 19.3%, almost never 17.7% are very often to told the self that take care of the situation. Got busy with my work to take my my mind off the problem said the titalparticipantes in 40.3% fairly often 29% very often 8&almost never .and tried to forget the whole things refused to admit the problem, 35.4% of the respondent sometimes 25.8%, 20.9%, 17.7% almost never, very often .in item 7 the majority of the respondent 41.9% fairly often to tried to put the problem out of my mind thinking about other things .and 20.9%, 16.1% both sometimes ,almost never very often

4.6 Problem focused coping

Table 6 Problem focused coping

Item	Response	Frequent	Percentage
Sought help from persons or groups with similar experience s	Almost never	17	27.4%
	Sometimes	5	8%
	Fairly often	26	41.9%
	Very often	14	22.5%
	Total	62	100%

Personality and stress coping

Tried to find out more information about the situation	Almost never	14	22.5%
	Sometimes	21	33.8%
	Fairly often	16	25.8%
	Very often	11	17.7%
	Total	62	100%
Talked with friends about the problem	Almost never	18	29%
	Sometimes	23	37%
	Fairly often	11	17.74%
	Very often	10	16.1%
	Total	62	100%
Talked to some one for help especially with instructors and counselors	Almost never	19	30.6%
	Sometimes	21	33.8%
	Fairly often	16	25.8%
	Very often	6	9.6
	Total	62	100%
Read everything I can get to try to understand The difficulty	Almost never	20	32.2
	Sometimes	10	16.1
	Fairly often	22	35.4
	Very often	10	16.1
	Total	62	

Personality and stress coping

Come up with a couple of different solution to the problem	Almost never	12	19.3%
	Sometimes	17	27.4%
	Fairly often	24	38.7%
	Very often	9	14.5%
	Total	62	100%
Kept doing mybest to get out of the situation gracefully	Almost never	9	14.5
	Sometimes	26	25.8
	Fairly often	21	33.8
	Very often	16	25.8%
	Total	62	
Avoid the causes of the problem as much as possible	Almost never	13	20.9%
	Sometimes	11	17.7%
	Fairly often	21	33.8%
	Very often	17	27.4%
	Total	62	100%
Set the priority of activities based on what I like to do	Almost never	10	16.1%
	Sometimes	22	35.4%
	Fairly often	18	29%
	Very often	12	19.3%
	Total	62	

Personality and stress coping

Decided what I can change and what I should try to accept	Almost never	23	37%
	Sometimes	12	19.3%
	Fairly often	16	25.8%
	Very often	11	17.7%
	Total	62	100%
Tried to make faster and more effectively	Almost never	12	19.3%
	Sometimes	17	27.4%
	Fairly often	18	29%
	Very often	15	24%
	Total		100%
Tried to be very organized	Almost never	15	24.1
	Sometimes	19	14.5
	Fairly often	21	33.8
	Very often	7	11.2
	Total	62	100%
Learned new skills inspired to creativity	Almost never	14	22,5
	Sometimes	18	29
	Fairly often	16	25.8
	Very often	14	22.5
	Total		100

Tried to learn from past experiences past experiences or mistake	Almost never	21	33.8%
	Sometimes	17	27.4%
	Fairly often	15	24.1%
	Very often	9	14.5%
	Total	62	100%

Table 8 in item 1 shows the majority of the respondent say sought help from persons or groupe with similar experience 41.9% of the respondent fairly often ,and very often ,some times almost and almost never 22.5%,8%,and 27.4% .in item 2 show 33.8%,25.5%,also 25.5%,17.7% sometimes almost never fairly often and very often .in item 3 thre talked with friend s about the problem 37%of the respondent sometimes and 29%,17.74%,16.1%,almost never very often, and fairly often .next in item 4 talked to some one for help especially with instructor and counselors 33.6%of the respondent sometimes 30.6% almost never 25.8% fairely often and 9.6%very often .in the item 5 the total 35.4%of respondent was to read everything I can get to try to understand the difficulty 32.2% almost never 16.1%sometimes also 16.1% very often .in item 6 38.7%of the respondent fairely often ,27.3%,sometimes 14.5% very often to come up with acouple of different solution to the problem in item 7 there 33.8%of the respondent fairly often ,25.8% sometimes ,25.8%very often to kept doing my best to get out of the situation gracefully .and avoide the causes of the problem as much as possible 33.8% fairly often 20.9%,17.7%,27.4% almoset never ,sometimes .and item 8 shows that the majority of the respondent sometimes 35.4% to set the priority of activity based on what I like to do and 295,fairly often 16.1%almoset never and 19.3% sometimes .item 9 shows the decided what I can change and what I should try to accept 37%,19.3%,25.8%,17.7&,almoset never sometimes,fairly often ,and very often .item 10 reflect tried to make faster and more effectively 19.3%,27.4%,29%,24%, almost never sometimes fairly and very often .in item 11 the majority of the respondent 33.8% was fairly often to tried to be very organized and 24.1% almoset never 14.5% sometimes and 11.2very often .in item 11 22.5%,29%,25.8%,22.5% almost never ,sometimes, fairely,and very often,to learned new skills inspired to creativity . at the last item to problem focused coping the majority of the respondents 33.8,27.4%,24.1%,14.1% almoset never ,sometimes fairly and very often to tried to learn from past experiences or mistake.

4.7 Emotion focused

Table 7 Emotion focused

Item	Response	Frequency	Percentage
Tried to see the positive side of the situation	Almost never	17	27.4%
	Sometimes	21	33.8%
	Fairly often	10	16.1
	Very often	14	22.5
	Total	62	100
Told my self things that helped me feel better	Almost never	13	20.9%
	Sometimes	20	32.2%
	Fairly often	19	14.1%
	Very often	10	16.1%
	Total		100%
Made light of the situation did not take the event too serious	Almost never	13	20.9%
	Sometimes	15	24.1%
	Fairly often	23	37
	Very often	11	17.74
	Total		100

Tried to keep my feeling to my self or control emotion	Almost never	6	9.6
	Sometimes	19	14.5
	Fairly often	21	33.8
	Very often	16	25.8
	Total	62	100
Made light of the situation would go away	Almost never	11	17.7
	Sometimes	23	37
	Fairly often	10	16.1%
	Very often	18	29
	total	62	100%
Wished that the situation would go Away	Almost never	18	29
	Sometimes	10	16.1
	Fairly often	12	19.3
	Very often	22	35.2
	Total	62	100
Hoped a miracle would happen and thing might turn out	Almost never	16	25.8%
	Sometimes	20	32.2%
	Fairly often	11	17.7%
	Very often	15	24.1%
	total	62	100%

Compared the trouble with others	Almost never	16	25.8%
	Sometimes	18	29%
	Fairly often	22	35%
	Very often	6	9.6%
	Total	62	100%
Let my feeling out somehow finding satisfaction elsewhere	Almost never	17	27.4%
	Sometimes	21	33.8%
	Fairly often	13	20.9%
	Very often	11	17.7%
	Total	62	100%
Took time off work breaks or vacations	Almost never	13	20.9%
	Sometimes	19	30.6%
	Fairly often	15	24.1%
	Very often	15	24.1%
	Total	62	100%

Table 7 show that the majority of the participatory 27.4%,33.8%,16.1%,22.5% use almost never ,sometimes fairly often ,very often,to tried to see the positive side of the situation and item 2 20.9%,32.2%,14.1%,16.1%, almostet never ,sometimes, fairly often and very often .in the next 20.9%,24.1%,37%,17.74%, use almost never ,sometimes ,fairly often,very often to tried to keep my self or control emotion in item 4 37% of the respondent sometimes made light of the situation would go away and 17.7%almostet never,16.1%fairly often 29%very often .item 5 show the 29%,16.1%,19.3,35.2%,almost never ,sometimes, fairly and very often to wished that the situation would go away .item 6 show that25.8%,32%,17.7%,24.1%,almostnever,somethimes,fairly and very often to hoped a miracle would happen and thing might turn out .item7 shows the majority participant 35%said that fairly often to compared the trouble with others and 25.8%,29%,9.6%,almostet never,some times,and very often .and the next item 8 27.4%,33.8%,20.9%,17.7% almost never,sometimes,fairlyoften,and very often to let the feeling out somewhere .in the lasttimethe

majority of the respondent 30.6%,of the participant answered sometimes took time off work breaks or vacation and 20.9%,24.1%,and also 24.1% almost never ,fairly often,and very often to took time off breaks or vacations When the total no of the respondents gated 32 participant reflect the personality in neurotism type and 30 participant conscientiousness personality type

4.8 Personality and coping style

Table 8 Table 8Neurotism

Personality	Coping style	Frequent	Percentage
Neurotism	Emotion focused	17	53 .1%
	Problem focused	6	18.75%
	Appraisal	9	28.125%

When the majority of the total respondents to neurotism personality type use 53.1% take there emotion focused coping style and 18.75%,28.125% problem focused and appraisal

Table 9 Table 9 Conscientious

Personality	Coping style	Frequent	Percentage
Conscientious	Emotion focused	4	13.3%
	Problem focused	19	63.3%
	Appraisal	7	23.3%

Also This table shows that there personality conscientiousness they become more problem focused coping style the above table show that 63% of participant take there stress by problem focused coping and 20%,13% appraisal and emotion focused

4.1 Discussion

In this chapter the key research finding are discussed under each of the research question the discussed was based on findings generated from quantitative and qualitative data my analysis it

shows Conscientious is significantly positively associated with problem-focused coping and its various components like planning, restraint coping and acceptance of responsibility. Even though Conscientiousness is not investigated much, most studies conducted related it with positive /active coping (e.g. Bishop et al. with problem-solving approaches of coping; with active, problem-focused coping ; with adaptive, proactive, reflective coping). High scores on Conscientiousness are associated with more organized, thorough, careful, diligent, self-disciplined, dependable, and achievement-orientedness, hardworking, reliability, purpose-driven, and trustworthiness. These traits are expected inevitably associated with such coping style. Considering the research, it seems that only individuals with neuroticism have difficulty to cope adaptively. They usually use ineffective coping strategies that have poor results. In explaining this finding, it can be elucidated that neuroticism has been associated with more subjective reports of stress symptoms and the occurrence of stressful life events. Individuals with high neuroticism are susceptible to psychological helplessness and irrational thoughts and have less ability to control their impulses. They have a tendency to experiencing negative emotions and, therefore, may be to direct their coping efforts toward managing those painful emotions. So, it is more possible that these individuals get involved in passive and maladaptive coping styles. Some authors assume that coping styles can directly be derived from personality traits, indeed, coping is personality in action. So, it is supposed that personality traits may influence the effectiveness of coping styles. It means the styles that are useful for some individuals may be less effective or even harmful for individuals that have different personality traits. Effectiveness of coping refers to the usefulness degree of coping styles in reducing distress. Thus, there is a possibility that high-neuroticism individuals are emotionally more reactive because they choose maladaptive coping styles, or that they choose similar styles to those chosen by low-neuroticism individuals (problem-focused coping) that they are ineffective at alleviating their distress. However, it is believed that deeper understanding of the role of personality in the coping process requires an assessment of personality traits and specific coping strategies. High- and low-neurotic participants differed both in their choice of coping efforts and the effectiveness of those efforts (Bolger & Zuckerman, 1995). David and Suls (1999) found that high- neurotic participants, compared with low- neurotic participants, used more catharsis, self-blame, wishful thinking, and hostile reaction to cope with daily stressors. Although an association between Neuroticism and emotion-focused /passive coping is one of the most well-replicated findings (e.g. Bouchard, 2003; Geisler, Wiedig-Allison, & Weber, 2009; Knoll et al., 2005; McCrae & Costa, 1986) in the literature, we found no direct evidence of this relationship. Costa and McCrae (1985) defined neuroticism as a dimension of normal personality raising people's vulnerability in regard to experiencing anxiety, anger, distrust, sadness, and stress-induced somatic complaints. The accumulating evidence demonstrates that those high in Neuroticism tend to use passive and ineffective coping strategies; that conscientious individuals engage in active planning and problem solving; That is, only expectation with Neuroticism is not valid when considering results

Chapter five

5 Summery and Conclusion

The purpose of this research is survey the relationship between personality traits, coping style and stress among students at university of wku college of education and behavioral and science . The results showed that there is a relationship between personality factors and problem-based styles. Also, there is a direct and meaningful relationship between neuroticism and emotion-based coping style, The results show that there is a negative and meaningful relationship between neuroticism and problem-based coping style. This result is compatible with research results of People with high neuroticism in dealing with stressful occasions, use from passively methods like retreating, day dreaming and also methods on the bases of quarrelsomeness. The negative relationship of neuroticism with problem-based indicates that people with high neuroticism; use less from problem-based style In determining these findings we can say that people with high neuroticism generally are exposed to sadness and anxiety, aggression and shocking, these personality traits are compatible with emotion-based coping style, these people use more from emotion-based coping style.

According to results of this research, I find out that problem-based coping style has relationship with decreasing extent of stress. About problem-based coping style and extent of stress, and have argued that people who use from problem-based confronting style in stressful occasions, in fact they are making the issue again from the recognition view point and this way they change the stressful occasion. In addition, other findings of this research show a direct relationship between extent of stress and use of emotion-based style,

5.1 Recommendation

- This research has been done among students at university wolkite on the ground of relationship between personality traits, confronting and stress styles in generalizing to other university-students in other cities of country and it should be done very carefully. With regard to role of effective coping style in control of stress, we suggest having training sessions with emphases on training of effective coping skills and problem-solving coping skills for university students . The current research provided a more complete picture of the relationship of personality traits with coping ways in stressful situations. It showed that adaptive traits with active copings and maladaptive traits with passive copings were associated, and traits associated with passive copings cause high-stress level. So, it could be concluded that improve and strengthen effective coping strategies in individual with maladaptive traits should be considered as a crucial component of prevention and control programs of stress. Also, the findings could be used for determining specific training programs for managing psychological distresses. But, it seems that the active and effective copings require a systematic work considering the role of personality traits in them.

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Appendix

Wolkiteuniversity

College of education and behavioral science

Questionnaire to be filled by wolkite university students

Dear respondents the purpose of this questionnaire is to identify the student personality factors and stress coping mechanism among wolkite university 2nd ,and 3rd year CEBS students since the successfulness of this study depends on your genuine response you are requested to give your personal view for each question .the information can be used for the research purpose only there is no need to write your name

Part 1 demographic question

1 sex:Female ----- Male -----

2 year level 2nd ----- 3rd -----

3 how you even been diagnosed with any of the following?YES or NO

A POST TRAUMATIC stress disorder

B Depression

C Anxiety disorder

4 cumulative GPA

PART 2 Perceived stress

This part of the questionnaire contains items that describe daily interpersonal and academic sources of stress that involve specific stressor events related to university life. First, read each of the specific stressors carefully and then rate how stressful is for you. Enter the correct rating. Your rating is based on the following scale.

0 = Not stressful 1 = slightly stressful 2 = fairly stressful 3 =
stressful 4 = very stressful

Thus, you can put a tick mark (√) on the space below the number that represents your rating with respect to the specific stressor.

No	How often have you thought about the following events as stressors	0	1	2	3	4
1	Having less acceptance by peer or teacher					
2	Working with people you do not know					
3	Lack of considerate friends sensitive to your needs					
4	Being alone due to lack of peers of same interest					
5	Not getting information from friends to perform better					
6	Lack of positive understanding be friends					
7	Difficulty of getting along with other in the university					

Part 3 In the following rating scale, 10 items are presented about your personality, for each item, five responses are given, please put a sign in the box for your response given against each item once again I request you to give free frank and real response to each item.

1 strongly dis agree 2 dis agree 3 neutral 4 Agree 5 strongly agree

items for neurotic

I often feel blue		1	2	3	4	5
1.	dis like my self					
2.	am often down in the dumps					
3.	have frequent mood swings					
4.	Panic easily					
5.	Worry about things					

Conscientiousness

I am always prepared		1	2	3	4	5
1.	pay attention to details					
2.	carry out my plans					
3.	I am exacting in my work					
4.	Finish what I start					
5.	Do thing according to a plan					

Part 4 coping strategies

Here, various coping strategies are listed below in order to cop a certain kind of stressor. When you perceive the event as stressor how often you employ the following coping strategies. Your response is based on the frequency (never, almost never, sometimes, fairly often and very often) of applying each coping mechanisms.

1 = almost never

2 = sometimes

3= fairly often

4 = very often

Hence, you can fill a tick mark (√) on the space below the number that represents the frequency of applying the specific coping strategy.

1. Appraisal coping

	When I faced a stressful event I -----		1	2	3	4
1	Went over the situation in my mind to try to understand it					
2	Drew on my past experiences in which I was in familiar situation before					
3	Tried to look at the event as an opportunity to learn and develop skill.					
4	Told myself that I can probably work things out to my advantage.					

6	Told myself that time takes care of the situation.					
7	Got busy with my work to take my mind off the problem					
8	Tried to forget the whole things ; refused to admit the problem					
9	Tried to put the problem out of my mind thinking about other things					

II. Problem- focused coping

	When I faced a stressful event I-----	1	2	3	4
1	Sought help from persons or groups with similar experiences				
2	Tried to find out more information about the situation				
3	Talked with friends about the problem				
4	Talked to someone for help especially with instructors and counselors				
5	Read everything I can get to try to understand the difficulty				
6	Come up with a couple of different solutions to the problem				
7	Kept doing my best to get out of the situation gracefully				
8	Avoid the causes of the problem as much as possible				
10	Set the priorities of activities based on what I like to do				

11	Decided what I can change and what I should try to accept					
12	Tried to make faster and more effectively					
14	Tried to be very organized					
13	Learned new skills ; inspired to creativity					
14	Tried to learn from past experiences or mistakes					

III. Emotion- focused coping

	When I faced with stressful event I-----		1	2	3	4
1	Tried to see the positive side of the situation					
2	Told myself things that helped me feel better					
3	Made a promise to myself that things would different next time					
4	Tried to keep my feeling to myself or control emotion					
5	Made light of the situation ; did not take the event too serious					
6	Wished that the situation would go away					
7	Hoped a miracle would happen and things might turn out					
8	Compared the trouble with others'					
9	Let my feeling out somehow finding satisfaction elsewhere. i.e. going church, mosque					
10	Took time off work ; breaks or vacations					