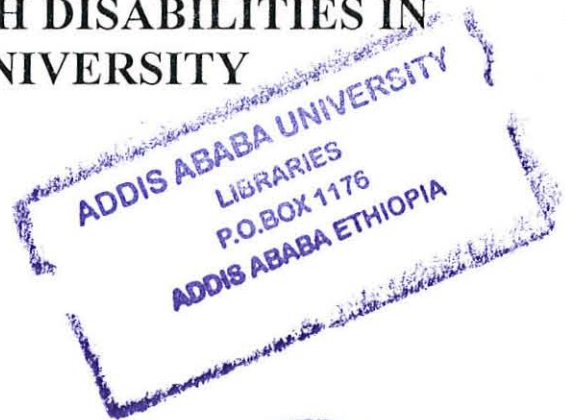


**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES**

**ACADEMIC STRESS AND COPING STRATEGIES
AMONG STUDENTS WITH DISABILITIES IN
ADDIS ABABA UNIVERSITY**



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ACADEMIC STRESS AND COPING STRATEGIES AMONG STUDENTS WITH DISABILITIES IN ADDIS ABABA UNIVERSITY

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Lists of Acronyms and Abbreviations

AAU	Addis Ababa university
AFM	Alternative Format Materials
ANOVA	Analysis of Variance
ASCS	Academic Stress Coping Strategies Scale
ASCSS	Academic Stress Coping Strategies Scale
DSAS	Disability Specific Academic Stress
DSASS	Disability Specific Academic Stress Scale
EFCS	Emotion Focused Coping Strategy
EFCSS	Emotion Focused Coping Strategy Sub-Scale
GAS	General Academic Stress
GASS	General Academic Stress Scale
GPA	Grade Point Average
ILS	Institute of Language Studies
N	Number
PFCS	Problem Focused Coping Strategy
PFCSS	Problem Focused Coping Strategy Sub-Scale
SAS	Specific Academic Stress
SASS	Specific Academic Stress Scale
St.	Student (s)
SPSS	Statistical Package for Social Scientists
Std.D	Standard Deviation
SWDs	Students with Disabilities
SWHIs,	Students with Hearing Impairments
SWMDs,	Students with Motor Disabilities
SWODs	Students without Disabilities
SWOMDs	Students without Motor Disabilities
SWVIs	Students with Visual Impairments
α	Alpha Value

Abstract

The main aim of this study was to examine the level of academic stress and the nature of coping strategies used by university students with various disabilities. The research design used was quantitative survey. One hundred and seventeen students with various disabilities, who were drawn using simple random sampling, participated in the study and 103 students without disability were also participated for comparisons. Data were collected using General Academic Stress Scale, Specific Academic Stress Scale, Disability Specific Academic Stress Scale and Academic Stress Coping Strategies Scale. The instruments were administered individually. Descriptive statistics, such as mean and standard deviations were used for each group to analyze the level of academic stress and coping strategies used. Comparisons were made among and between groups on the level of academic stress and the types of coping strategies they employed. The result showed that, students with disabilities and without disabilities experienced moderate level of academic stress and used mostly problem focused coping strategies to deal with their academic stress. Though, students with disabilities together did not significantly differ from students without disabilities on academic stress, students with visual impairments as a group had significantly higher level of academic stress than students without disabilities. Further, it was observed that, students with visual impairments experienced significantly higher level of academic stress than students with hearing impairments and students with motor disabilities. Significant difference was also observed between students with disabilities and students without disabilities on using emotion focused coping strategy, In which, students with hearing impairments used the strategy significantly higher than students without disabilities as well as students with visual impairments and motor disabilities. In the contrary, the difference observed between students with disabilities together and students without disabilities on using problem focused coping strategy was insignificant. Generally it is concluded that, students with visual impairments had significantly higher level of academic stress than students with other types of disabilities as well as students without disabilities and all the sampled groups as almost equally used problem focused coping strategy to deal with their academic stress. Based on the findings, recommendations were put forth for further accommodations and supports to be provided for students with disabilities in the university.

CHAPTER ONE

Introduction

1.1 Background

Stress is a very common issue among all individuals. It has been observed that all people, regardless of age and social status, experience some degree of stress. When the body is introduced a stressor more than it feels, as if it can handle appropriately, it has a natural tendency to react (Spencer, 2009). That means, any human being feels stress whether s/he is a child or an adult and it is a natural tendency that our body reacts to the stressor(s). We each have a response that is actually instinctual and ultimately for self protection. Many professionals refer that as “fight or flight response” (Spencer, 2009). However, this reaction is coping strategy that our body produces when mind interprets an event as danger or experience stress.

Therefore, experiencing stress does not make an individual different from other people, because it is common to all human beings, but the difference comes when the stress goes beyond the optimal level in both sides(either significantly less or high).

In the past century, it has been common to see researches conducted in the different areas of stress and different researchers define stress in relation to their area of focus. For example, Baum (1990) sees stress as an experience in order to accommodate the effect of stressors and Luria & Torjman (2008), consider it as something common in the human environment.

Despite the lack of a precise scientific definition of stress, everyone knows what stress is. It is so common, such a basic part of life, that most of us take for granted that there is such a thing (Baum, 1990). However, knowing that stress is one part of life is not enough; it needs management, which is the point that people make a difference in their life. Stress management starts with identifying the sources of stress in ones life. This is not as easy as it sounds. The true sources of stress are not always obvious, and it is all too easy to overlook ones own stress-inducing thoughts, feelings, and behaviors (Helpguide, 2010).

The circumstances as a source of stress are many. That could be interpersonal conflicts, self-esteem problems, and money problems (Towbes & Cohen, 1996), environmental, academic, family/money (Rocha-Singh, 1990), time constraints, feedback from specific faculty, financial constraints, Help from faculty, emotional support from friends, feedback with regard to status in program, administrative issues (Cahir & Morris, 1991), frustrations, conflicts, pressures, changes, and self-imposition (Gadzella, 1991).

Many children and teenagers experience stress while attending school due to the fact that they experience worry and concern over academic achievements, as well as peer pressure. Young men and women may experience stress when it comes to post secondary education, relationships, and more in similar circumstances. Stress is a unique and personal experience that no two people experience in the same way as others (Spencer, 2009). This means circumstances as a source of stress are many and the way one experiences is different from the other. This idea also leads us to different implication on coping or managing stress, because best stress coping mechanism of some body may not work for other. Literatures also say, one of the most difficult and potentially confusing aspects of stress is the extent to which it affected by individual differences (Baum, 1990). Since everyone has unique response to stress, there is no "one size fits all" solution to manage it. No single method works for every one or in every situation (Helpguide, 2010).

Holding that in mind and having a common understanding on the idea that stress and reaction to it, as part of human life, would have impact on the whole life routines, if it is not on the state of optimal level.. For example, rerearchers have explored the influence of daily stressors on physical symptoms, including episodes of minor illness and migraine headache, as well as symptom fluctuation in individuals with chronic diseases (Affleck, Tennen., Urrows, & Higgins, 1994).

All these conditions are assumed to be more serious on university students who came to live a dormitory and campus life separating from family, because literatures indicate that, change can be unsettling, the transition from high school to college can place significant demands on young adults and college life can be demanding and stressful for a new

student and requires high level of independence, initiative and self regulation (Tinto et al, 1993; as cited in Martin, Chemer, Litze, & Garcia, 2001).

What if those college students are living with some kinds of disability? Anyone can assume that more burdens would be there. Because, the disability by itself adds more stress unlike other “normal” students. Even though, Different documents talk about the rights of people with disabilities, for instance, literature indicates that people with disabilities are entitled to equal access to education (Macan, Dipboy, Phillips, & Shahani 1990), but all these documents about rights to education may not help much to minimize the burdens caused by the disability unless some more practical actions are added on them.

Generally, from research perspective, much of our existing knowledge about stress, stressors and stress coping is based on studies in developed countries or white middle class members of the society (Groomes & Leady, 2002; Waitters, & Simony, 2002; as cited in Mactavish & Iwasaki, 2005). People from different background (students with disabilities in this case) and life circumstances have not received great deal of attention, which leaves significant gap of understanding (Mactavish & Iwasaki, 2005).

Holding that in mind, Addis Ababa University is a national university, which had been giving no space to students with disabilities for decades, changed its stand and recently started to offer educational services to students with specific disability category (students with Motor Disability, Visual Impairment and Hearing Impairment) in its Sidist kilo campus. Therefore, this research thesis mainly deals with academic stress and coping strategies of three groups of AAU students with disabilities (students with Hearing Impairments, with Motor Disabilities & with Visual Impairments) and to see the level of their stress and coping mechanisms in comparison with students without disabilities, SWODs too participated in the study.

1.2 Problem Statement

University students have many obstacles to overcome in order to achieve optimal academic performance. A number of researches have been done looking at the correlation of many stress factors that university students experience and the effects of stress on their

GPA (Hatcher et al, 2001; as cited in Kamarudin, Aris, & Ibrahim, 2009). However, most of them were conducted in the United States of America and they hardly consider others (Kamarudin et al, 2009), in this case people with various disabilities.

In Ethiopia, Addis Ababa University (Sidist kilo campus in this case) is a famous campus with “well equipped” educational structures, including experienced high ranked teachers, but not yet implemented inclusive education, except allowing some groups of students with disabilities to get access to post secondary education. Even though, a certain degree of stress is common to every student regardless of disability, it is hypothesized that there would be more stress with students with disabilities. As stated by Elizabeth (2008), much of the stress at school is related to what students learn and how they learn, including the work that is too hard or too easy, learning styles mismatch, overloaded homework problems, test anxiety and environment.

Therefore, unlike the availability of high ranked professionals in the campus, there is a gap to communicate students with hearing impairments; there are also problems in the campus related to academics issues for students with visual impairments and motor disabilities. Even students without visible disability face challenges. This would have influence on their level of stress and that ultimately have impact on their academic achievement.

Generally, it is timely to conduct a research on academic stress and coping strategies among students with various disabilities, considering the time that AAU is dedicated to promote inclusive education.

1.3 Research Questions

The research is expected to answer the following questions

1. What is the level of academic stress of students with various disabilities?
2. Is there significant difference on the level of academic stress between SWDs and SWODs?
3. Is there significant difference on the level of academic stress among students with various disabilities?

4. What type of coping strategies are used by SWDs to deal with their academic stress?
5. Is there significant difference between SWDs and SWODs in the type of coping strategies they use?
6. Is there significant difference among students with various disabilities on using EFCS?

1.4. Significance of the Study

Academic stress is mental and emotional pressure, tension or stress that occurs due to the demands of college life. Some academic stress is normal for all college students, because of the stress that comes from being exposed to new educational concepts, adjusting to new social settings and taking on the larger work load (DeDeyn, 2008). Too much academic stress can contribute to depression and physical illness (George, Sameter, & Gihillan, 2005; as cited in DeDeyn, 2008). Therefore, conducting a research on academic stress and coping strategies among groups of AAU students may have the following significances:

- 1) The finding may clearly indicate the level of academic stress of students with different disabilities and without disabilities, which helps for AAU to work on them.
- 2) It may show the different stress coping mechanisms students are using and may help the campus administrators to work on enhancing problem focused coping strategies and to eliminate emotion focused coping strategies.
- 3) It may serve as an input for further promotion of inclusive education at AAU.
- 4) It may also help as an idea provoking paper for related research works.

1.5. Delimitation of the Study

The research is delimited to Sidist kilo campus of AAU and also samples were drawn only from regular undergraduate students who are with disabilities and without disabilities.

1.6 Limitation

There were some other coping strategies which university students use as a reaction to their academic stress but some could not be categorized either under emotion focused or problem focused coping strategies. Therefore, they were not included in ASCSS

1.7. Operational Definitions

Academic stress: - Any kind of stress that has adverse impact on the academic achievement of university students who are with some kind of disability or without disability.

- a) General academic stress:- Academic stress that is common to all university students regardless of their ability or disability status.
- b) Specific Academic Stress:- Academic stress which is common to all university students with any kind of disability.
- c) Disability Specific Academic stress:- Academic stress which is common to university students with specific kind of disability.

Academic Stress Coping Strategies: - A physical, mental or emotional adjustment or response to academic stress in order to cope and survive in the academic scene of the university.

- a) Emotion Focused Coping Strategy: - Stress coping strategy, that university students use as a reaction to their academic stress but the strategy less likely appreciates critical thinking on the long last effect of the stress, it just gives temporary relief from the stress. Therefore, the stress reappears after some times.
- b) Problem focused coping strategy:- Stress coping strategy that university students use as a reaction to their academic stress and it involves different methods to tackle the stress like defining the problem, thinking of alternative solutions and measuring the cost and benefit of each action. Generally the strategy bases on planned cognitive activities.

Students with Disabilities

- a) **Students with hearing impairments:**- University students with deficiency of ability to hear, ranging from mild loss to total lack of hearing ability and those who communicate best with sign language.
- b) **Students with visual impairments:** - University students who lost their vision either partially or totally and who require Braille and audio tape for their academic activities.
- c) **Students with physical/motor disabilities:** - Those university students, who have fine motor or gross motor problems which adversely affects their academic activities. This definition does not consider other health related internal impairments caused by disease or illness.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Stress and coping

Stress and coping are things which appear together (Perhaps one follows the other) in daily routines of human beings, because the body has its own way of coping with stress and any threat or challenge that an individual perceives in the environment triggers a chain of reactions to balance life (Naughton,1997). However, different literature dealt with both stress and coping.

2.1.1. Stress

2.1.1.1. Definition of Stress

Different written documents define stress from different angles. For instance, the new encyclopedia Britannica (1993), gave different descriptions for the term stress based on the different fields of studies. It says, stress can be defined in relation to force and heat applied on a certain material(s) in the field of physical science and engineering. For people working in language area, it is associated with phonetic and speech intensity to produce a certain sound. And for musicians, it is related to accent. However, the book gave detailed definition for the field of psychology and Biology (which is the focus of this study). For these fields of study, Stress is any strain or interference that disturbs the functioning of an organism. The source also adds that, stress is an unavoidable effect of living and is an especially complex phenomenon in the modern society and there is little doubt that an individual's success or failure in controlling potentially stressful situations can have a profound effect on his/her ability to function.

Even though, different authors gave detail descriptions and definitions about stress, the core points they touch about, do not show that much differences. For example, for some, stress is a negative emotional experience accompanied by predictable biochemical, physiological and behavioral changes that are directed toward to adaptation either by manipulating the situation to alter the stressor or by accommodating its effects (Baum, 1990).

The word stress was first introduced during the 1930s by scientist Hans Selye, who was the first to take serious note on the human physiological systems that were brought into

play when a person responds to a challenge (McE Wen, 2002; as cited in Pereira, 2004). However, many literatures indicated lack of precise & commonly agreed upon definition about stress. For example, like many other psychological constructs (e.g. Personality or Intelligence), the construct of “stress” lacks a uniformly accepted definition (Davidyan, 2007). However, it is defined as the response of the body to threats or demands (Schiraldi & Kerr, 2000; as cited in Pereira, 2004).

Generally, the term stress was first coined by Hans Selye in 1936 to describe physical and mental tension (caused by physiological and psychological stimuli) that has been proven harmful to the body. According to Hans Selye, Stress is the wear and tear in our body, mind and spirit brought about by our reaction to the events of life. The stress response is the end result of the complex reaction between the individual and his/her world (Seskevich, 2007).

Whenever we talk about stress, it is known that there is/are stressor/s causing stress. Therefore, different literatures give and list kinds of stressors and we see differences among them to define it. For instance, for some, stressors are events that threaten loss of resources or difficulties in regaining them (Hobfoll, 1989), for others, they are absence of positive characteristics such as variety, autonomy and challenges (Captan, 1983; Kanner, Katry, & Pines, 1978; both cited in Luria & Torjman, 2008).

Generally, whatever the stressor/s, literature categorizes them in to three, based on their complexity as mild stress which is caused by micro level events, moderate stress and severe stress, which is caused by macro level events. The micro level events are minor events having cumulative effects such as losing one’s keys, getting a flat tire or running late. And moderate level stress is the result of events that less likely harms life. Whereas severe level stress is the result of macro level events, which are major life events such as accidents, examinations and health issues (Derogatis, 1987; Dohrenwend, Crasnoff, Ashkenasy, & Dohrenwend, 1978; as cited in Luria, & Torjman, 2008).

2.1.1.2 Models of stress

Literatures outline three models for understanding stress. For example, Sutherland & Copper (1990; as cited in Pereira, 2004), describes about the three types of models i.e. Stimulus - Based Model, Response - Based Model and Interactive Model.

A) Stimulus - Based Model

This model gives more concern about stressors which are external to people but stressful and it sees a human being as an object affected by external stressors. The person affected in this way has to cope with these stressors. Although such an understanding of stress can assist in identifying external phenomena that creates distress, it ignores the subjective reality that is an essential part of human experience (Pereira, 2004).

B) Response - Based Model

Unlike the previous one, this model gives emphasis for the way the individual reacts to the external stressors and this model places emphasis on the response of the individual to stimuli. Therefore, the focus is upon the observable response of the person under stress. But the limitation is that the solution to stress is viewed as wholly internal (Pereira, 2004).

C) Interactive - Model of Stress

It is generally accepted that an interactive model of stress is needed to incorporate the complexity of the human stress experience (Irvine, 1997). An interactive model takes in to account external stressors, the reaction of the person, and the temperament of the person and the interaction of these factors. Within the interactive model of stress, it is necessary to consider all the three conceptual domains in the stress process; source of stress, mediators of the stress response and the manifestation of the stress (Sutherland & Cooper, 1990).

The above models of stress are not the only models; another two well known models of stress are discussed in some other literatures; Selye's model and Lazarus's model. These two models see stress in the way a stressor is encountered by the body and the body's way of dealing with it (Krohne, 2002).

Selye's model is called the General Adaptation Syndrome, also called systematic stress, splits stress into three stages. The first stage is the alarm stage, where a stressor sets off the body's alarm, so the body prepares for action. The second stage is resistance stage, where the body focuses its resources to battle the stressor. During this stage, the body gets weakened as it loses its resources. The final stage is the exhaustion stage, where the body can no longer resist the stressor (Selye, 1978).

According to Krohne (2002), Lazarus's model (also known as psychological stress) differs slightly from Selye's. Because of working more with humans, he came to the conclusion that neither the stressor nor the response could define stress; rather it is the individual's perception and appraisal of the stressor that would determine if it would create stress.

Lazarus's model also divided in to two, as primary and secondary appraisal. And it is the secondary appraisal which determines whether handing over the stressor or giving up to it is deciding. This means, the first stage in this model is, primary appraisal where the subject analyzes the stressor and determines if it will be positive or negative, exciting or harmful, etc. The second stage is secondary appraisal, where the subject determines if he/she can cope with the given stressor. Even if the stressor is determined as harmful in the first stage, if the subject decides he/she can cope with it in the second stage, stress will be kept at a minimum level (Lazarus, 1990).

2.1.1.3 Major Types of Stress

Every one of us would probably experience different types of stress at one time or another. It could be some personal stress arising in the work place, strained family relationships with teenage children, emotional stress caused by financial problems, post traumatic disorder after an unhappy event like an accident or even feeling stress when you are on holiday (Sutherland & cooper, 1990). However, all these various types of stress and many more can be grouped in to four main types.

1) Eustress

Eustress (often called the Curative stress), gives the person the ability to generate the best performance or maximum output (Five – Minutes Stress Relief, 2009). These feelings make us feel good and they are the so called “good stress or Positive stress”. They are able to exert a healthy effect on you. It gives one a feeling of fulfillment or contentment and also makes one excited about life. Unfortunately, it is a type of stress that only occurs for a short period of time (Sutherland & Cooper, 1990). The same authors give some instances under this type of stress like the feeling of excitement when we won the game or race, the accomplishment of a challenge, the proud feeling of being a first time parent, the happy feeling of being loved, etc.

2) Distress

Just like everything in life, when there is good or positive stress, there is also “Bad or Negative stress”. This type of stress is opposite to Eustress and it is called distress (Five – Minutes Stress Relief, 2009). Distress is a negative stress and it is a stress disorder caused by adverse events and it often influences a person’s ability to cope. Some events leading to distress are like death of a loved one, financial problems, heavy work load, strained relationship, chronic illness and others (Davidyan, 2007).

3) Hyper Stress

When a person is pushed beyond what he/she can handle, they will experience what we call hyper stress. It may result from being overloaded or overworked. It is being stressed out and when someone is hyper stressed, even little things can trigger a strong emotional response (Manandhar, 2008). Furthermore, people who have multitasks and juggling between work and family commitments, people who are under constant financial strains, and people who are working in fast pace environment can experience hyperstress (Pellon, 2010).

4) Hypostress

Hypostress stands in direct opposite to hyperstress, that is because hypostress is one of those types of stress experienced by a person who is constantly bored, someone in an unchangeable job such as a factory worker performing the same task over and over, will often experience hypostress (Five-Minutes Stress Relief, 2009) and the effect of hypostress is feeling of restlessness and lack of inspiration (Pellon, 2010).

2.1.1.4. Causes of Stress

A lot of things can cause stress, we may feel stress when we go on a job interview, take a test or run a race. These kinds of short-term stresses are mild and normal. Long-term (chronic or severe) stress is caused by stressful situations or events that last over a long period of time, like problems of work or in our family over time and chronic stress can lead to severe health problems (Pereira, 2004). And causes of stress vary from person to person. Some common causes of stress can be death of a family member, illness, taking care of our family, relationship changes, work, job change, academic achievement and money (Healthwise, 2009). Other literatures categorize the causes of stress into general

causes, life causes and work related causes. For example Beehr & Newman (1978), sub-categorize the general causes of stress as threat, fear, uncertainty and cognitive dissonance.

Generally, not all stresses are caused by external factors, some stresses can also be self generated, for example, common internal causes of stress include inability to accept, uncertainty, pessimism, negative self talk, unrealistic expectations, perfectionism and lack of assertiveness (Helpguide, 2010).

2.1.1.5. Symptoms of Stress

It is important to know/learn how to recognize our stress levels are out of control. The most dangerous thing about stress is how easily it can creep up on us. It starts to feel familiar- even normal and we do not notice how much it is affecting us (Helpguide, 2010). Therefore, it is important to know its symptoms. There are a number of physiological and psychological symptoms of stress that may be experienced and there is particular response in the body that is actually unique per individual (Spencer, 2009).

Physiological Symptoms of Stress

Spencer, (2009) listed down some potential physiological symptoms of stress, which includes

- ❖ sleep disturbances
- ❖ pain in the body that could be localized to the head and/or back area
- ❖ individuals may experience fluctuations in weight
- ❖ many may find that the muscles throughout their body are stiff and sore when they experience stress
- ❖ If the person experiences stress consistently, it is very likely that the immune system will become jeopardized easily, this means that she/he may suffer from sickness more frequently.
- ❖ Gastrointestinal complications are quite common for those stressed; even experiencing bouts of diarrhea, nausea and even vomiting is not uncommon.

Psychological Symptoms

The psychological symptoms are more of cognitive and being everybody is unique, what causes stress varies from person to person, as well as the impact on the person (Spencer, 2009). Therefore, the psychological makeup of the individual determines to display and feel the symptoms, which includes memory problems, inability to concentrate, poor judgment, seeing only the negatives, anxious or racing thoughts and constant working (Helpguide, 2010).

Generally, the more signs and symptoms someone notices, the closer s/he may be to stress overload and if the individual is experiencing any of the warning signs of stress, it is very important to see a doctor for full evaluation and the doctor can help the person to determine whether or not his/her symptoms are stress related (Beehr & Newman, 1978).

2.1.2. Coping with Stress

2.1.2.1. Definition of Coping

Coping is a constantly changing cognitive and behavioral effort to manage specific external and/or internal demands that are appraised as taxing or exceeding the resources of the person (Chun & Poole, 2009). Or it is the process of managing taxing circumstances, expending effort to solve personal and interpersonal problems, and seeking to master, minimize, reduce or tolerate stress or conflicts (Ben-zur, 2009).

2.1.2.2. Types of Coping Strategies

Lazarus & Folkman (1984) who defined coping as a behavioral and cognitive effort to deal with stressful encounter, classified coping modes by function as either problem focused or emotion focused, thereby delineating coping as dealing mainly with the problem or with its emotional and psychological outcomes, respectively. Another distinction between coping strategies, refers to the approach – avoidance classification, with engaged coping aimed at reducing, eliminating, or managing the problem, versus disengaged coping, the goal of which is to ignore or avoid the problem and it has emotional consequences (Skinner, Edge, Altman & Sherwood, 2003; Solberg Nes & Segerstrom, 2006; as cited in Ben-zur, 2009).

Luria & Torjman (2008), categorize strategies to cope with stress into three main categories: appraisal focused, problem focused and emotion focused coping. According to them:

Appraisal-focused strategies occur when the person modifies the way he/she think, for example: distancing oneself from the problem, by which people may alter the way they think about the problem by altering their goals and values, such as by seeing the human in a situation.

Emotion-focused strategies involve releasing pent-up emotions, distracting one-self, managing hostile feelings, mediating, using systematic relaxation procedures, etc.

Problem-focused strategy tries to deal with the cause(s) of the problem and people who use this strategy try to find out information on the problem and learn new skills to manage the problem. Pp 17

The above authors also add that, typically people use a mixture of all three types of coping, and coping skills will usually change overtime. All these methods can prove useful, but some claim that those using problem-focused coping strategies will adjust better to life.

We have another classification of coping with stress, for example, virtually all living beings routinely utilize coping skills in daily life and the coping strategies could be positive, negative, neutral or time out (Snyder, 1999). The author further explains that, positive coping strategy is a means that enables the person to restore emotional balance; feel better about him/herself, respectful of self, others and property and helps to solve the problem. Moreover, Snyder, (1999) says:

There are a number of approaches that we can take to cope in a positive way with problems, including immediate problem solving: seeking to fix the problem that is the immediate cause of our difficulty, root-cause solving: seeking to fix the underlying cause such that the problem will never happens again, benefit finding: looking for the good things amongst the bad. And spiritual growth: finding ways of turning the problem into a way to grow spiritual or emotional .pp 122

On the other hand, harmful coping methods are more like habits than skills and can be hurting. They may actually worsen one's condition. Alcohol, smoking, cocaine and other drugs may provide temporary escape from one's problems, but, with excess use, ultimately result in greater problems. Other less extreme cases involve skin biting, nail biting and hair pulling (Ben-zur, 2009).

Neutral coping strategy is neither positive nor negative, but used to excess and could be harmful, where as time out strategy helps to calm down and restore emotional balance. It is only temporary and must be used with another positive strategy in order to solve the problem (Snyder, 1999).

2.2. Academic Stress & Coping

The sources of stress are many and researchers conducted different studies in the area. Of the different types of stress many people experience, job stress is one and many studies revealed what causes job stress and how people cope with it. Where as, academic stress and coping with it, is another area for study, which is type of stress that many students experience and apply different coping strategies as a counter balance to it.

2.2.1. Academic Stress

2.2.1.1. What is Academic Stress?

Academic stress is a kind of stress caused by different academic related stressors. It is a stress caused by common academic stressors such as family related pressures, scholarship requirements, financial burdens, completion in class and course-related stress (Cheng, Leong & Geist, 1993; as cited in Misra & Castilo, 2004). It is also defined as a mental and emotional pressure, tension, or stress that occurs due to the demands of college life. Some academic stress is normal for all college students, because of the stress that comes from being exposed to new educational concepts, adjusting to new social settings, and taking on the larger workload (DeDeyn, 2008).

2.2.1.2 What Causes Academic Stress?

Many students enter school excited about being in college. When registering, they try to sign up for classes they like and that meet their graduation and financial aid requirements. Once classes start, students map out assignments due dates and do their best to keep up with the work (Brown, 2010). However, the author says, doing quality work and turning it on time is a challenge that can easily lead to stress, especially when unforeseen events occur. Moreover, many college students feel as though they have the weight of the world on their shoulders. This comes as no surprise, because so many aspects in their lives are

changing all at once. The college year can be overwhelming at first, but once students settle into a routine and develop a schedule, things start to calm down (Rodriguez, 2009).

According to Rodriguez (2009), there are six basic causes of academic stress, i.e., money, academic progress, thinking about future, responsibility, peer pressure and family.

According to the author, money can be a cause of academic stress and he says:

College students often find themselves worrying about money. For many students, it is their first time out in the "real world" and they don't exactly have the money-managing skills of their parents. Therefore, the high cost of everything out of home and shortage of money may cause stress on their academic performance. Pp 79

The second cause for academic stress is concern on academic progresses. Regarding this Rodriguez (2009) says:

Some students don't know what to expect when starting college, and they approach their academics as just another year of high school. That's when reality hits and they see that college is much more difficult than their senior years. Academic progress is something that most college students stress about. This is especially true for students who are receiving federal financial aid because they have to maintain certain GPA to continue the program. Pp 91

The third cause, according to the above author, is thinking about the future and a research conducted by Chemers, Litze, & Garcia (2001; as cited in Rodriguez, 2009) reported that, 50 % of college students change their major at least once and some students change two or three times during their college years. This uncertainty about career and prospects for the future causes students additional stress. Rodriguez (2009) also indicated that, many students wonder if they choose the right major, if there will be jobs available when they graduate and if they make enough money to live a comfortable life. They also realize that college is not easy, so making sure that they are majoring in the right field is important, so that this can cause stress in their academic life.

Regarding the next academic causes of stress, literature indicates that a lot of college students are facing responsibility for the first time. Now they are in a position of dealing with academic issues and studying college is much harder than high school, and the days of "my dog ate my home work" are long gone. Professors have no problem failing students who do not demonstrate responsibility in their class. The surge of new

responsibility weighs heavily on the shoulders of college students, and all these cause stress on them (Chemers, Litze, & Garcia, 2001).

Peer pressure is another cause for academic stress, which is not something that only happens in high school, the same is true in post secondary levels of educational institutions, and for example, college students face plenty of peer pressure while striving for their degree. Parties, drugs and alcohol are just a few things students can be pressured into. If they fall into the trap of too much indulgence, they may jeopardize their academic progress and destroy their future and students can be stressed while struggling between doing what is right and trying to fit in with the crowd (Spencer, 2009).

Family can also greatly influence college students' actions and create additional stress in the process of learning. For instance, Kamarudin, Aris, & Ibrahim (2009) stated that:

Many college students feel obliged to please their parents. Some might choose to major in a field that they are not interested in just because that is what their parents want them to do. Others might get stressed out when their grades are not up to the parents expectation, because they know their parents will be disappointed, parents may be a bit over protective at first, because it is the students first time away from home. However, all these add pressure on the student's shoulder. Pp 97

2.2.1.3. Impact of Academic Stress

A frequently reported source of stress that most undergraduate students experience is receiving a lower grade than they expected (grade pressure) (Saipanish, 2003; Evans & Fitzgibon, 1992; Kohn & Frazer, 1986; as cited in Kamarudin, Aris, & Ibrahim, 2009). Too much stress can interfere in students' perception, concentration and performance but positive stress can be helpful to students by motivating them to peak performance and students also have a fear of failure in relation to their grades and academic work (Kamarudin, Aris, & Ibrahim, 2009).

Academic stress can have physical, psychological and behavioral impacts; it is also indicated in literatures. For example, stress is a part of a college student's existence and has a profound impact on the student's ability to cope with college life (Dusselier, Dunn, Wang, Shelley & Whalen, 2005; Greenberg, 1993; as cited in Poon, Yap, & Ong, 2010).

According to Selye (1978), 80% of illnesses are due to stress and physiologically our body may experience nutrient deficiencies, thyroid and sex hormonal imbalances, inflammatory proteins (Cytokines) and pain. Moreover, heart rate increases, pupils become dilated, the digestive system stops, respiration increases, adrenaline is pumped into the body by the adrenal glands and peripheral blood vessels constrict (Meier, Minirth, Wichern, & Ratcliff, 1996; as cited in Pereira, 2004).

According to Selye (1978) breathlessness, dry mouth with difficulty in speaking and swallowing, abdominal discomfort, aggravation of peptic ulcer, loose stools, increased blood glucose levels, head ache, backache and neck pain are some of the physiological impact of stress. Researches carried out with medical students in Vitm Negeri Sembilan University indicated that, university students experience similar physical impact of stress due to their involvement in academic area, heavy workload, examinations and meeting deadlines for assignments (Evans & Fitzgibbon, 1992; Kohn & Frazer, 1986; as cited in Kamarudin, Aris, & Ibrahim, 2009).

Academic stress has psychological impacts too. Because, the more the students suffer with psychological stress, the less they perform, since stress is more of perceptual and the way that someone thinks about a situation will ultimately determine how stressful he/she finds that situation to be. What follow are a number of ways that people can “fine tune” their thought life to minimize the experience of stress (Pereira, 2004). Selye (1978) also listed memory problems, inability to concentrate, poor judgment, seeing only the negative, anxious or racing thoughts and constant worrying as psychological impacts. Generally, from all these we can generalize that stress is a whole-body phenomenon.

2.2.2. Coping with Academic Stress

There is no single way of coping with academic stress and what works best will depend, in part, on the individual’s coping style (Spencer, 2009) and stress is part of college students’ experience and has a profound impact on the students’ ability to cope with college life (Irvine, 1997). However, the way some students react to a stressor differs from the others, but there are some common coping strategies for academic stress. Because managing stress is all about taking charge: taking charge of our thoughts, emotions, schedule, environment and the way we deal with problems. The ultimate goal

is a balance of life (Helpguide, 2010). A research conducted in sources of stress, revealed nine major categories of students stress, which includes instruction, competition, organization of time, adjustment to college, administrative problems, social adjustment, finances, housing and transportation. The analysis of the research indicated that the most critical stressors have to do with the instructional process itself; grades, examinations and studying (Libby, 1987). As a result students try to cope those stressors in different ways (emotion focused or problem focused) with individual differences. For example, some researches look at coping strategies for academic stressors in terms of gender differences, like studies found that females had higher scores in avoidance coping and it is reported that greater usage of emotion-focused strategies by females compared to males in academic stress (Eschenbeck, Kohlmann, & Lohaus, 2007).

❖ **Physiological Coping Strategy**

Reaction to the stress could be physiological, emotional, behavioral or cognitive appraisal. For example, there are healthy and unhealthy ways to cope with stress (Libby, 1987). However, the author adds, Unhealthy ways of coping with stress may temporarily reduce stress, but they cause more physical damage in the long run, which include smoking, drinking too much, over eating or under eating, zoning out for hours at a specific place, withdrawing from friends, family and activities, using pills or drugs to relax, sleeping too much, procrastinating, being ready to avoid facing problems and taking out self-stress on others (lashing out, angry, out bursts and physical violence).

On the other hand, the same author indicates there are healthier ways to manage and cope with academic stress but they all require change. You can either change the situation or change your reaction and when deciding which option to choose, it is helpful to think of the four A's: avoid the stressor, alter the stressor, adopt the stressor or accept the stressor. In which choose either avoid the stressor or alter the stressor when you decide to change the situation, whereas if you are ready to change your reaction, use either adapt to the stressor or accept the stressor (Libby, 1987).

❖ **Emotional Coping Strategy**

In relation to emotional coping strategy for academic stress, positive coping strategy is highly recommended. However, some other literature recommends another strategy as a

temporary means of coping with the stress. For example, time out coping strategy is relatively good strategy that helps to calm down and restore emotional balance but it is only temporary and must be used with another positive strategy in order to solve the problem (Eschenbeck, Kohlman, & Cohaus, 2007) and Lazarus (1991), distinguishes 15 basic emotions. Nine of these are negative (Anger, Fright, Anxiety, Guilt, Shame, Sadness, Envy, Jealousy, and Disgust), whereas four are positive (Happiness, Pride, Relief, and Love).

❖ **Cognitive Coping Strategy**

The cognitive approach to cope is based on a mental process of how the individual appraises the situation, where the level of appraisal determines the level of stress and the unique coping strategies of the individual (Lazarus & Folkman, 1984; as cited in Naughton, 1997). According to Libby (1987), there are two types of appraisals: primary and secondary. A primary appraisal is made when the individual makes a conscious evaluation of the matter at hand of whether it is harm or a loss, a threat or a challenge. Then secondary appraisal takes place when the individual asks him/her self, "What can I do?" by evaluating the coping resources around him/her. There are also other ways of approach to cope in cognitive perspective, such as that of constructive and destructive thinking or optimistic versus pessimistic approach (Naughton, 1997).

Generally, most of the coping strategies students use can be grouped either in emotion focused; merely to regulate the level of emotional stress or problem focused coping; changing the situation for the better and the procedure for problem-focused coping is quite similar to that used for problem solving: defining the problem, generating alternative solutions, and weighing the alternatives in terms of the costs and benefits (Lazarus & Folkman, 1984). Based on this, we can say that physiological and emotional coping are more of emotion focused coping and cognitive coping is problem focused coping, unlike that of emotion focused, problem focused coping strategy, helps to reduce or eliminate the stress for long period of time.

2.3 Academic Stress of Students with Disabilities

Stressors, which are expected to be experienced at college by students without disabilities are commonly shared by students with disabilities. However, unlike others, students with

disabilities experience additional stressors at college, because they require different academic accommodations. For instance, students who are blind or low vision require provision of extended time for tests and examination, assigning readers during exam and tests, provision of Alternative Format Materials (AFM) such as Braille, large print, taped books, talking calculator, thermo-graphic pen & paper, screen readers and text to speech devices (Helpguide, 2010).

In some circumstances, those accommodations are not available and that results stress on the students. In Ethiopian context, particularly in Addis Ababa University (Sidist kilo campus), problems connected to university life, which includes toilet and shower rooms, obstacles in pedestrians' ways, parked cars here and there and hurting verbal and emotional reactions of other sighted students, could cause additional stress on students with visual impairments.

Students with hearing impairment also require additional academic accommodations like priority for seats in the class with their interpreters, provision of extended time for test and exams, access to an interpreter, use of sign or oral language interpreter for oral assignments, access to assistive devices, reduced course load, adapted method of evaluation such as marking based on content rather than writing style and provision of reading materials in advance, text and content specific vocabulary (Ysseldyke & Algozine, 1995). In addition of all these, in the context of Sidist kilo campus, lack of awareness of some hearing students and their hearing teachers could cause additional stress on students with hearing impairments.

Students with other disability category in college that they may experience additional academic stress are students with physical disability and there are two types of physical disabilities which affect mobility; orthopedic and neurological (Elizabeth, 2008). And accessibility is a major issue for people with mobility impairments (Helpguide, 2010) that may cause stress (Spencer, 2009). As a result, these students require additional academic accommodations. Therefore, Students with mobility impairments require access to adaptive technology & assistive devices , allowance of break periods as needed for rest, taking medication & personal need, Ergonomically designed seating/furnishings, list of reading books in advance, preferential seating, provision of extended time for activities, reduced course load and early access to time table for transportation purposes(Chun &

Poole, 2009). If these and other conditions are not in a position, they might experience additional stress over their academic activities (Spencer, 2009).

There are also specific academic stressors for specific type of disability, for instance, students with mobility impairment who have either fine motor limitation like difficulty in writing, doing home work, completing tasks in science labs and using computer or gross motor limitations like difficulty of physical access to classrooms, offices, restrooms, using standard height desks or tables and chairs may face more academic stress (Rubenzer, 1988). The same is true for students with hearing impairments, because, according to Meilan (2009), they face difficulty to engage in spoken conversation, to share information using spoken language or difficulty to enjoy audios and videos and their difficulty to appreciate social nuance may cause them additional stress unlike other hearing students in college

In the same way, difficulty of reading ink print materials , viewing class room materials, boards, overheads, videos and other visual presentations, getting around the campus, difficulty of locating place or materials in labs and classrooms could cause additional stress for blind students (Mactavish & Iwasaki , 2005).

2.4. Effects of Academic Stress on Students with various Disabilities

Unlike students without disabilities, students with disabilities experience more stress due to their disabilities (because of just being with visual impairment, with physical disability or with hearing loss). Meaning the students may not perform academic expectations at college as that of without disability peers because of their disabilities related factors and according to Adri & Johnson (2006),

Many students with disabilities experience frustration with their postsecondary experiences stemming from negative attitudes from others, physical barriers on campus, lack of appropriate services and programs, and funding to improve those services and programs. This can be especially true of students with visible and invisible disabilities, such as learning disabilities, certain mobility disabilities, auditory disabilities, and psychiatric disabilities, as attitudes from non-disabled individuals often reflect preconceived opinions as to what a person with a disability can and cannot do, or stereotyped judgments of ability and disability. Pp 8

Moreover, due to the common stressors at college and additional stressors, students with disabilities experience more stress than other peers because of their disabilities that could

be a particular risk for their less achievement (Rubenzer, 1988). In addition, the author lists some consequences students with disabilities may experience due to their disabilities and other stressors, which are

- Hesitancy to ask clarifying questions because of the fear of drawing further criticism.
- Dependency on teachers for academic survival and anxiety due to the different thought teachers and others have about them.
- Labels (formal & otherwise) attached to them by both teachers and students, and the isolation and rejection associated with being in any special education class.
- Self concept confusion resulting from the vast gap between being able to keep up with the class in some modes (oral discussion, group work, artistic & creative expression, athletics, etc) and discrepantly poor academic performance in other modes (reading, writing, board work, tests , etc).
- Insensitivity of significant others, who treat these children as if they choose not to perform, when in fact they cannot perform at their ability level.

2.5 Coping Academic Stress by Students with various Disabilities

Decades of research demonstrated that, even though, students at college level use almost similar coping strategies, the ways students deal with stress can be helpful in predicating their general adjustment to stressful events and circumstances, (Geisthardt, 1996). Coping strategies of students with disabilities depend on the social context in which they are living. If the social environment is not positively responsive to students with disabilities, they more likely use self focused negative coping strategies (e.g. Self blame) and others focused negative strategies (e.g. confrontation and withdrawal) (Mactavish & Iwasaki, 2005).

However, there are also conditions that could be determined by the students themselves and some students can cope with the stress negatively and others positively. For example, students with hearing impairment can cope with classroom lecture related stress with preparation for the class in advance (Meilan, 2009).

Recently, research indicated that, it is becoming quite natural for significant number of students with disabilities to use avoidance coping mechanisms(emotion focused coping in

this case) for pressing academic concern; an essay deadline for instance. In the case of a student with less time in hands, the essay could be ignored but the stress of it will continue to pray in the students mind (Geisthardt, 1996) and it seems easier to avoid doing the university work than to attempt it and fail (Mactavish & Iwasaki,2005).

In addition to that, many students with disabilities who find it hard to deal with stress bury their heads in the sand and hope their problems will go away. As a result, it is becoming more and more common for students with disabilities to turn in to drugs & alcohol to assist in this oblivion technique. In most circumstances it will only leads to further financial, emotional and academic stress and anxiety (Elizabeth, 2008).

Generally, some may use social support, socializing with friends and family , staying active, maintaining positive attitude and attending to spiritual life as coping strategies (Mactavish & Iwasaki, 2005) and others may use drugs, alcohol, withdrawal, dependency on others, even suicide as coping strategies (Hall, 2006).

CHAPTER THREE

METHODOLOGY

In this section, the type of the research design that this research employed, research participants and sampling, instruments, data collection procedures, statistical treatment and analysis of data and ethical issues are described.

3.1 Research Design

This study was intended to examine the level of academic stress and the coping strategies used by university students, who are with a certain disability and without disability in AAU, Sidist kilo campus. Further, it also intended to compare the academic stress and the coping strategies employed by SWDs and SWODs and also among students with various disabilities.

Therefore, the design adopted was quantitative and survey study. Survey is preferred because academic stress among university students is not only the concern of AAU (Sidist kilo) students but also the concern of all students in the universities of the nation. Therefore, the result of this study can be inferred for other higher institutions.

3.2 Study Area

This study was conducted in AAU, Sidist Kilo campus, which is located in Arada sub-city, right at the side road of Algeria Street. And the campus runs programs for under graduate and post graduate students in its regular and continuing (summer and extension) programs. In the campus, different institutes and colleges are offering courses to produce educated man power since its establishment of the 1950s.

3.3 Research Participants

In order to know the exact number of students with disabilities and without disabilities, information were collected from the registrar office of ILS, Law department and Disability center of AAU. For example, according to the registrar office of ILS, there were 66 students with hearing impairments, of them 9(8 Males&1Female) were 2nd year students, 32(11 Males & 21 Females) were 3rd year students and 25(18 Males & 7 females) were 4th year students. The same office informed that, 155 students without disabilities from Amharic department were enrolling, of them 40(25 Males & 15

Females) were 2nd year students, 73(41 Males &32 Females) were 3rd year students, and 41(32 & 10 Females) were 4th year students.

Department of Law also informed that there were 557 (344 Males & 213 Females) students without disabilities enrolling in the department and 67 (49 Males &18 Females) students with visual impairments.

Disability center of AAU also had lists of 62(58 males & 4 females) students with motor disabilities, who were registered in the center to get services. Based on that samples were drawn in the following way:

- ➔ Samples of students with visual impairment (maximum concentration is in Law department) were selected using simple random sampling and the samples frame, was 67(49 Males &18 Females), 70% of them or 47(32 Males & 15 Females) were drawn randomly from year one to year five students, considering the sex proportionality. In the same department, there were 557 SWODs and 10% of them or 56(& 35Males & 21 Females) were drawn from 1st to 5th year students considering the sex of students in each year of study.
- ➔ Simple random method was also used to select students with hearing impairment from ILS. There were 66(37 Males & 29 Females) SWHIs in year 2, 3& 4. Considering the sex of students 53% of them or 35(19 Males & 16 Females) were selected randomly as potential sample of the study. In the same institute, there were 155(98 Males & 57 Females) hearing students in the department of Amharic. Considering their sex, 30% of them or 47(25 Males & 22 Females) students were selected randomly.
- ➔ For students with motor disabilities, snowball sampling technique was used, because the researcher could not get these students concentrating in same department as that of other students with other disabilities. Therefore, based on snowballing 35(31 Males & 4 Females) were selected from the sample frame of 62 (58 Males & 4 Females) students with motor disabilities.

3.4 Instruments

The study used quantitative data gathering methods in a 4 point likert scale questionnaires. And for items generation two methods were used; informal talk with

university students with and without disabilities about university related academic stress and coping strategies they use and taking ideas from reviewed related literatures. After many items were generated, criteria were set, like culture fairness and clarity of items to select refined, reliable and valid items. And all the generated items were given to 32 students with different disability status and 5 professionals (3 from the Department of Special Needs and 2 from the Department of Psychology) for expertise check and comments. As a result some items were removed and others improved and added. Finally, it is checked that, scales are valid. Moreover, reliability of the scale was .793 on Cronbach's alpha. Based on that, the following scale and sub-scales were prepared;

- General Academic Stress Scale (GASS):- In this scale, 16 items were included and all the participants of the study were expected to respond them. The minimum possible score of this scale was 16 and the maximum possible score was 64.
- Specific Academic Stress Scale (SASS):- under this scale, 11 items were included and all students with various disabilities were expected to respond them. The minimum possible score was 11 and the maximum possible score was 44.
- Disability Specific Academic Stress Scale (DSASS):- In which, different items were prepared for each group of students with specific disability type. Therefore, there were 9 items for SWHIs, 11 items for SWMDs and 12 items for SWVIs.

The above academic stress scale and sub-scales were measured by calculating the mean score of each group against the median and if the score was with in the range of two or more standard deviation below the median, the stress level was considered as mild but if the score was with in the range of one standard deviation below and above the median, the level of academic stress is considered as moderate. Where as, the score was with in the range of two and above standard deviations from the median, the level of academic stress was considered as severe.

- Academic Stress Coping Strategies Scale (ASCSS) :- this scale contained two sub-scales
 - 1) Emotion Focused Coping Strategy Sub-Scale (EFCSS):- In this sub-scale, 14 items were included and all the participants of the study were expected to respond them. The minimum possible score of this sub-scale was 14 and the maximum possible score was 56.

- 2) Problem Focused Coping Strategy Sub- Scale (PFCSS):- In this Sub-scale, 12 items were included and all the participants of the study were expected to respond them. The minimum possible score of this scale was 12 and the maximum possible score was 48.

The above academic stress coping strategy sub-scales were measured by calculating the mean score of each group against the median and if the calculated mean score was with in the range of one standard deviation below and above the median, it was considered that, the group some times used the strategy but if it was with in the range of two and more standard deviations below the median, the group less likely or rarely used the strategy. On the other hand, if the calculated mean was with in the range of two and more standard deviations above the median, the group always and most likely used the strategy as a reaction to academic stress.

Generally, after the data was collected reliability was re-checked for the scale and sub-scales and reliability coefficient is presented in the table below:

Table 1 Reliability coefficients of scales

Samples	Scale	N. of Items	Reliability coefficients
SWHIs	1	16	.736
	2	11	.766
	3	9	.703
	4	26	.731
SWMDs	1	16	.746
	2	11	.740
	3	11	.745
	4	26	.722
SWVIs	1	16	.706
	2	11	.704
	3	12	.711
	4	26	.706
SWDs	1	16	.731
	2	11	.745
	4	26	.720
SWODs	1	16	.725
	4	26	.711

Key

- 1) GASS 2) SASS 3) DSASS 4) ASCSS (EFCS & PFCSS)

3.5 Data Collection Procedures

In order to collect data, the following procedures were followed.

- ✓ The researcher took legal letter from the Department of Special Needs Education, which requests cooperation of different concerned bodies to give all the necessary information to the researcher for his study.
- ✓ Lists of students with different categories of disabilities & without disabilities were collected from the registrar of ILS, department of Law and Disability center of AAU
- ✓ All the participants were oriented to understand all about the research and the scales.
- ✓ Each participant of the study was contacted personally to hand out the scales by the researcher and being the scales were prepared with ink print, students with visual impairments were responded by listening while the researcher reads the items.
- ✓ The data collection took 24 days.

3.6 Analysis of Data

Data were analyzed quantitatively and t-tests were used to examine the existence of statistically significant difference between compared sample groups. ANOVA was employed to examine the significant variations between groups and among groups on responses of SWDs and SWODs for the scales and if the variations were found to be statistically significant using ANOVA, Tukey HSD post Hoc comparison was established to check the exact mean differences between groups.

$\alpha = .01$ and $\alpha = .05$ were used to compare the level of significance. And to analyze the background information, percentage was used and all the analyses were followed with tabulated presentation of data.

3.7. Ethical Considerations

- Any intentional action was not taken to discriminate among students based on their disability and ability status.
- Willingness was the base to let students to respond the scales.

CHAPTER FOUR

RESULTS

This chapter presents descriptive information of the participants and the findings of statistical analysis on different academic stressors and coping strategies of SWDs & SWODs.

Table 2 **Background information of students with disabilities**

Variables		Number	Percentage
Sex	Male	82	70.1
	Female	35	29.9
	Total	117	100
Age	1) 18-21	39	33.3
	2) 22-25	56	47.9
	3) 26-29	17	14.5
	4) 30-33	3	2.6
	5) 34-37	2	1.7
	Total	117	100
Year of study	1	31	26.5
	2	16	13.7
	3	28	23.9
	4	34	29.1
	5	8	6.8
	Total	117	100
Type of disability	1)Hearing Impairment	35	29.9
	2) Motor disability	34	29.9
	3) Visual Impairment	47	40.2
	Total	117	100
External support for studies	1) With Support	41	35
	2) Without Support	76	65
	Total	117	100
Extent of external support	1) No support at all	76	65
	2) Not enough	10	8.5
	3) Moderately enough	28	23.9
	4) Very enough	3	2.6
	Total	117	100

As indicated in the table above, of the 117 students with disabilities, 82(70.1%) were males and 35(29.9%) were females. Among them 47(40.2%) were SWVIs drawn from the Department of Law. Thirty five (29.9 %) were SWMDs selected from various departments and the rest 35(29.9%) were SWHIs sampled from Sign Language Department.

Regarding age, students were categorized into five age ranges. Of them 39 (33.3%) were in the range of age 18-21, 56(47.9%) in the range of 22-25, 17(14.5 %) in the range of 26-29, 3(2.6 %) in the range of 30-33 and 2(1.7%) in the range of 34-37.

Regarding years of study, 31(26.5%) were 1st year students, 16(13.7%) 2nd year students, 28 (23.9%) 3rd year students, 34(29.1) 4th year students and 8(6.8%) 5th year students. Among the 117 students, only 41(35%) had external support from some body or organization residing outside of the university and 76(65%) of them did not get any psychological or financial support. Out of the 41 students who got support, 10(8.5%) were getting not enough support at all, 28(23.9%) were getting moderately enough support and the rest 3(2.6%) were getting enough support.

Table 3 Background Information of students without disabilities

Variables		Number	Percentage
Sex	Male	60	58.3
	Female	43	41.7
	Total	103	100
Age	1) 18-21	55	53.4
	2) 22-25	43	41.7
	3) 26-29	2	1.9
	4) 30-33	2	1.9
	5) 34-37	1	1.0
	Total	103	100
Year of Study	1	13	12.6
	2	21	20.4
	3	39	37.9
	4	21	20.4
	5	9	8.7
	Total	103	100
External support	3) Yes	52	50.5
	4) No	51	49.5
	Total	103	100
Extent of external support	5) No support at all	52	49.5
	6) Not enough	11	10.7
	7) Moderately enough	35	34.0
	8) Very enough	6	5.8
	Total	103	100

As indicated in the table above, 103(60 males & 43 females) students without disabilities participated in the study, of which 58.3% were males and 41.7% were females. Out of them 56 were from Department of Law and the rest 47 were from Amharic Department. The samples of SWODs were drawn as a comparison group to establish the status of academic stress and coping strategies developed by SWDs.

Regarding age, the majority of students fallen under two age categories. Of them 55(53.4%) were in age range from 18 to 21 years, whereas 43(41.7%) were in the age range from 22 to 25 years and the rest 5(4.8%) were 26 and above years.

Table 5 Data and results of analysis of variance on GAS among various groups of samples

Groups	N	Mean	Df	F
1) SWHIs	35	32.86	Between groups	3
			Within groups	216
2) SWMDs	35	30.29	Between groups	3
			Within groups	216
3) SWVIs	47	36.94	Between groups	3
			Within groups	216
4) SWODs	103	33.57	Between groups	3
			Within groups	216

** Significant at $\alpha = .01$

As it is indicated in the table, there is statistically significant difference among the four groups of samples on GAS with F value of 6.041 which is significant at $\alpha = .01$. Tables 6 below presents the result of Tukey HSD post Hoc comparison which the prior of samples show significantly varying result.

Table 6 Post Hoc comparison on GAS among Various groups of Samples

Groups	2	3	4
1 SWHIs		*	
2 SWMDs		**	
3 SWVIs			*
4 SWODs			

* Significant at $\alpha = .05$

** Significant at $\alpha = .01$

In the previous table of analysis of variance (table 5), generally indicated that, there is statistically significant variations among the groups on GAS. That does not tell much about the exact variation among the groups. But table 6 indicates specific significant mean differences among the groups. For example, a very high significant mean difference was found out between SWMDs and SWVIs, in which the mean difference was 6.650,

Which is statistically significant at $\alpha = .01$ and statistically significant mean difference was also existed between SWODs and SWVIs, with a mean difference of 3.363, it is also significant at $\alpha = .05$. Significant mean difference also existed between SWHIs and SWVIs with a mean difference of 4.08, which is statistically significant at $\alpha = .05$.

Table 7 Data and results of t-tests on GAS between Various groups of Samples

Groups compared	N	Mean	Std.D	t-value	Df
SWDs	117	33.81	7.65	.241	218
SWODs	103	33.57	6.98		
SWHIs	35	32.86	7.11	-1.081	80
Hearing St.	47	33.89	7.36		
SWMDs	35	30.29	8.77	-2.022*	80
SWOMDs	47	33.89	7.36		
SWVIs	47	36.94	6.18	2.819*	101
Sighted St.	56	33.32	6.72		

* Significant at $\alpha = .05$.

As indicated in the table above, there were statistically significant differences between different groups on GAS. For example the t-value between SWMDs and SWOMDs was -2.022 which is statistically significant at $\alpha = .05$. The same was true with SWVIs and sighted students with t- value of 2.819. The other comparisons did not yield statistically significant differences at $\alpha = .05$ level.

Table 8 Descriptive data on SAS experienced by Students with various disabilities

Groups	N	N. of Items	Mean	Std.D
SWDs	117	11	24.30	6.56
SWHIs	35	11	23.03	7.73
SWMDs	35	11	22.17	6.21
SWVIs	47	11	26.83	4.96

Median=27.5, Minimum possible score =11 and Maximum possible score = 44

As indicated in the table above, SASS was given to all 117 or three groups of students with disabilities, and the mean score of SWHIs was 23.03, SWMDs scored a mean of

22.17, the mean score of SWVIs was 26.83 and SWDs as a pool scored a mean of 24.30. All these are within the range of one standard deviation below the median, which means that, all groups had moderate level of academic stress.

Table 9 Data and results of analysis of variance on SAS experienced by Students with various disabilities

Groups	N	Mean	Df	F
1) SWHIs	35	23.03	Between groups	2
			Within groups	114
2) SWMDs	35	22.17	Between groups	2
			Within groups	114
3) SWVIs	47	26.83	Between groups	2
			Within groups	114

** Significant at $\alpha = .01$

Under this category, SWHIs, SWMDs and SWVIs were provided SASS, which is expected to be experienced by students with various disabilities and as indicated in the table above, statistically significant difference was found among the groups with F value of 6.572, which is statistically significant at $\alpha = .01$. Moreover, Tables 10 below presents the result of Tukey HSD post Hoc comparison to show the statistically varying result between the above listed samples.

Table 10 Post Hoc comparison on SAS experienced by Students with various disabilities

Groups	2	3
1 SWHIs		*
2 SWMDs		**
3 SWVIs		

* Significant at $\alpha = .05$

** Significant at $\alpha = .01$

There is statistically significant mean difference between SWHIs and SWVIs on SAS. Here the mean difference was 3.801 which is statistically significant at $\alpha = .05$. The same

was true between SWVIs and SWMDs having a mean difference of 4.658, which is statistically significant at $\alpha = .01$.

Table 11 Descriptive data on DSAS experienced by Students with specific disability type

Groups	N	N.of Items	Mean	Std.D	Median	Range	
						Minimum Possible Score	Maximum Possible Score
SWHIs	35	9	18.14	4.10	22.5	9	36
SWMDs	35	11	21.54	6.56	27.5	11	44
SWVIs	47	12	27.53	4.82	30	12	48

Under this part, each group of sample was given DSASS and as indicated in the table above, all the groups scored mean result less than their respective median. For example, the mean of SWHIs was 18.14 with a standard deviation of 4.10, which is with in the range of two standard deviations below the median (22.5). Whereas, the mean scores of SWMDs and SWVIs were with in the range of one standard deviation below their respective medians (27.5 & 30 respectively).

2. Methods of coping strategies among SWDs and SWODs

Table 12 Descriptive data on EFCS used by various groups of samples

Groups	N	N. of Items	Mean	Std.D
SWDs	117	14	21.94	6.844
SWHIs	35	14	23.43	7.273
SWMDs	35	14	20.37	6.656
SWVIs	47	14	22.26	6.529
SWODs	103	14	20.50	4.182
SWODs from Amharic department	47	14	20.30	4.393
SWODs from Law department	56	14	20.68	4.028

Median = 35, Minimum possible score = 14 & Maximum possible score = 56

As it is indicated in the table above, all the groups had less mean score on EFCS compared to the median (35), which means, they used less EFCS to cope their academic

stress. For instance, the mean score of SWDs as a pool was with in the range of two standard deviations below the median. On the other hand, the mean score of SWODs as a pool was with in the range of three standard deviations below the median, which means they rarely used EFCS.

As indicated in the table above, SWHIs had mean score of 23.43, which is with in the range of two standard deviations below the median. The mean score of SWMDs (20.37) was with in the range of 3 standard deviations below the median, the mean score of SWVIs (22.26) was with in the range of two standard deviation below the median, the mean score of SWODs drawn form the department of Amharic (20.30) was within the range of 4 standard deviations below the median and the mean score of SWODs drawn from the Department of Law (20.68) was with in the range of 4 standard deviations below the median.

Table 13. Data and results of analysis of variance on EFCS among various groups of samples

Groups	N	Mean	df	F
1. SWHIs	35	23.43	Between groups	3
			Within groups	216
2. SWMDs	35	20.37	Between groups	3
			Within groups	216
3. SWVIs	47	22.26	Between groups	3
			Within groups	216
4. SWODs	103	20.49	Between groups	3
			Within groups	216

* Significant at $\alpha = .05$

The four groups of samples indicated in the above table were given EFCSS and statistically significant difference was found out on using EFCS as a reaction to their academic stress. The difference as shown in the table above has an F value of 3.058, which is statistically significant at $\alpha = .05$ level. However, the above ANOVA table does not show where the exact variation lies. Therefore, the next Tukey HSD Post Hoc comparison table presents the statistically varying results of prior sample groups.

Table 14 Post Hoc comparison for EFCS among various groups of samples

	Groups	2	3	4
1	SWHIs			*
2	SWMDs			
3	SWVIs			
4	SWODs			

* Significant at $\alpha = .05$

As indicated in the table above, statistically significant variation exists between SWHIs and SWODs with a mean difference of 2.943 which is significant at $\alpha = .05$. But the other comparisons did not yield statistically significant differences at $\alpha = .05$ level.

Table 15 Data and results of t-tests on EFCS between Various groups of Samples

Groups compared	N	Mean	Std.D	t-value	df
SWDs	117	21.94	6.83	1.850	218
SWODs	103	20.49	4.12		
SWHIs	35	23.43	7.27	2.420*	80
Hearing St.	47	20.30	4.39		
SWMDs	35	20.37	6.66	.060	80
SWOMDs	47	20.30	4.39		
SWVIs	47	22.26	6.53	1.500	101
Sighted St.	56	20.68	4.03		

* Significant at $\alpha = .05$

As indicated in the table above, statistically significant mean difference was found out only between SWHIs and Hearing students on using EFCS with t-value of 2.420, which is significant at $\alpha = .05$. But all the other compared groups did not show statistically significant differences at $\alpha = .05$ level.

Table 16 Descriptive data on PFCS used by various groups of samples

Groups	N	N. of items	Mean	Std.D
SWDs	117	12	32.79	7.100
SWHIs	35	12	32.46	7.536
SWMDs	35	12	33.17	8.219
SWVIs	47	12	32.74	5.918
SWODs	103	12	32.14	7.702
SWODs from Amharic Department	47	12	32.15	8.990
SWODs from Law Department	56	12	32.13	6.512

Median = 30, Minimum possible score = 12 & Maximum possible score = 48

As indicated in the table above, all sampled groups had given PFCSS and all scored mean results above the median and all the groups were with in the range of one standard deviation above the median (30). Moreover, there was no such a big mean difference among all groups on using PFCS as a reaction to their academic stress.

Table 17 Data and results of analysis of variance on PFCS among various groups of samples

Groups	N	Mean	df	F
1. SWHIs	35	32.46	Between groups 3 Within groups 216	
2. SWMDs	35	33.17	Between groups 3 Within groups 216	.195
3. SWVIs	47	32.74	Between groups 3 Within groups 216	
4. SWODs	103	32.14	Between groups 3 Within groups 216	

Not significant at $\alpha = .05$

As indicated in table above, each sampled group was given PFCSS and the result found out had an F value of .195 which is not significance at $\alpha = .05$.

Table 18 Data and results of t-tests on PFCS between Various groups of Samples

Groups compared	N	Mean	Std.D	t-value	df
SWDs	117	32.79	7.10	.652	218
SWODs	103	32.14	7.70		
SWHIs	35	32.46	7.54	.050	80
Hearing St.	47	32.15	9.13		
SWMDs	35	33.17	8.22	.414	80
SWOMDs	47	32.15	9.13		
SWVIs	47	32.74	5.92	.501	101
Sighted St.	56	32.13	6.51		

Not significant at $\alpha = .05$

As indicated in the table above, none of the groups showed statistically significant difference on using PFCS. Therefore all the results of compared groups are insignificant $\alpha = .05$.

CHAPTER FIVE

DISCUSSION

In this section, an attempt is made to answer the research questions and to examine the findings in relation to each variables of the study (Academic stress and coping strategies). The variables included in the study are GAS, SAS, DSAS and ASCS (EFCS & PFCS).

5.1. Academic Stress

Students experience academic stress almost in all educational settings. Not only because of challenging academic tasks but also conditions related to academics, like peer pressure, shortage of financial aids and others. If the stress is not managed early, it might result serous consequences. For example, literature indicates that, academic stress is not something that only happens in high school but it can happen in post secondary level too. For example, college students face plenty of peer pressure while striving for their degree. Parties, drugs and alcohol are just a few things students can be pressured into. If they fall into the trap of too much indulgence, they may jeopardize their academic progress and destroy their future and students can be stressed while struggling between doing what is right and trying to fit in with the crowd (Spencer, 2009).

5.1.1. GAS experienced by SWDs and SWODs

As it is indicated in table 4, the mean score of SWDs on GASS was 33.81 with standard deviation of 7.65, which is less than the median (40) and the same is true with SWODs with mean score of 33.57 and standard deviation of 6.98. Therefore, there is no statistically significant mean score difference between the two groups at $\alpha = .05$ level and they experienced moderate academic stress because their mean score is with in the range of one standard deviation below the median. Regarding the level of academic stress of various groups of students with disabilities on GAS, SWHIs and SWMDs had mild academic stress because their mean score is with in the range of two standard deviations below the median but SWVIs had moderate level of academic stress because the group's mean score is with in the range of one standard deviation below the median and the same is true with the two groups of SWODs. Therefore, among SWDs, SWVIs experienced more academic stress than others and SWHIs and SWMDs follow respectively. And there

is sizable mean score difference (6.650) between SWMDs and SWVIs that is statistically significant at $\alpha = .01$. This could be due the physical and social environment of the university, the accommodations made for students with various disabilities or due to the difference of courses they are taking in their respective departments. Similarly, SWHIs and SWVIs displayed significant mean difference at $\alpha = .05$. As indicated in table 7, Compared groups of samples also had statistically significant mean variations on GAS. For example, SWVIs experienced more academic stress than their compared sighted students, with a mean difference of 3.62. Therefore, even though both have moderate level of academic stress, the stress of SWVIs is greater than the compared group. The difference could be due to the difficulties SWVIs facing as a result of their disability, shortage of reading materials prepared with Braille or just lack of favorable academic and social conditions in the university and regarding this Mactavish & Iwasaki (2005) say that, students with visual impairments may face difficulty of reading ink print materials, viewing classroom materials, and other visual presentations, getting around the campus could cause additional stress on them. Moreover, Rubenzer (1988) adds that, students with disabilities experience more stress than their non disabled peers because of their disabilities.

Generally, as discussed above, both SWDs & SWODs as a pool experienced moderate level of academic stress, because their mean scores were with in the range of one standard deviation below the median and literature indicates that moderate level stress can be helpful to students by motivating them to peak performance and students also have a fear of failure in relation to their grades and academic work (Kamarudin, Aris & Ibrahim,2009). However, the difference on experiencing GAS among groups of SWDs, could be due to the ability difference between them and the academic condition they are living with.

5.1.2. SAS Experienced by Students with Various Disabilities

As indicated in table 8, students with various disabilities were provided SASS and the mean scores of all were with in the range of one standard deviation below the median, which means all had moderate level of SAS. However, there were statistically significant

mean variations between groups. For example, SWVIs had more SAS than other groups. Then follow SWHIs and SWMDs respectively, which mean experiencing a certain level of stress among SWDs on SAS is similar with that of GAS because SWVIs experienced more GAS and SAS, And SWHIs and SWMDs follow. However, the mean difference between SWHIs and SWVIs was significant at $\alpha = .05$ whereas, the mean difference between SWMDs and SWVIs was significant at $\alpha = .01$ level. The implication of the difference on SAS between groups could be the very nature of the disability type of each group. For example, ' SWVIs experienced more SAS than SWMDs, which may lead to think in the way that; motor disability puts more restriction on students than vision impairment in academic activities.

And there could be also many reasons behind, for SWHIs and SWMDs to experience more SAS, next to SWVIs, like SWHIs face difficulty to communicate adequately with other students using oral language or sign language and on the other hand, highly restrictive physical environment, inaccessibility of building and other services for SWMDs could be reasons for experiencing more SAS.

Generally, all the three groups experienced moderate level SAS, which is with in the range of one standard deviation below the median. But still statistically significant variation is existed between groups. This may have bad consequences like lack of commitment and displaying low motivation for better academic achievements (Mactavish & Iwasaki, 2005).

5.1.3. DSAS Experienced By Students with Various Disabilities

Each group of sample with disabilities were given DSASS and as indicated in table 11, all the groups scored means less than the median but there was difference among them. For example the level of DSAS of SWHIs was mild because the group's mean score (18.14) was with in the range of two standard deviations below the median (22.5).But SWMDs and SWVIs experienced moderate level of DSAS. Because, the groups' mean scores were with in the range of one standard deviation below their respective median. However, considering the median of each group, SWVIs experienced more DSAS than

others but SWMDs and SWHIs follow. This means SWVIs were experienced greater academic stress on all scales (GASS, SASS and DSASS) and SWHIs experienced the least academic stress on DSAS. And there must be reasons behind for SWHIs to experience less DSAS and high DSAS for SWVIs, for instance, the establishment of Department of Sign language under ILS may have contribution for SWHIs to have fertile ground for their less stress or the assignment of deaf instructors to offer courses to SWHIs may helped them to have smooth teachers – students communication or having Sign language interpreters during presentation of lessons in a class contributed much for SWHIs to have mild DSAS unlike other groups of SWDs. Generally relatively well academic accommodations may helped them to experience less DSAS, accommodations like access to interpreters, use of sign language and adapted method of evaluation (Yeseldyke & Algozine, 1995). On the other hand, the reason for SWVIs to experience more DSAS than other groups, could be shortage of Braille made and up to date reference materials or dependency on others who read ink print reading materials and exam papers for them or unavailability of audio recorded supporting materials and even the way some instructors treat them. As a result they may lag behind their peers in academic activities (Mactavish & Iwasaki, 2005).

5.2. Coping Strategies Used by Various Groups to Deal with Academic Stress

Coping is extending effort to solve personal and interpersonal problems, and seeking to master, minimize, reduce or tolerate stress (Ben-zur, 2009) and as a reaction to all these, people use different strategies, because there is no single way of coping with academic stress and what works best will depend , in part, on the individual's coping style (Spencer, 2009). However, Luria & Torjman (2008) categorize strategies to cope stress in to three main categories: Appraisal focused, Problem focused and Emotion focused. But in this study, two types of sub-scales were established to cope academic stress; EFCSS and PFCSS.

5.2.1. Application of EFCS among SWDs and SWODs

As it is indicated in table 12, each group of sample was given EFCSS and the mean score of each group was less than the median. However, SWDs applied EFCS more than SWODs. Among the groups of students with various disabilities, SWMDs applied the strategy very rarely because the mean score of this group was within the range of 3 standard deviations below the median. On the other hand, even though mean scores of SWHIs and SWVIs were within the range of 2 standard deviations below the median, SWHIs applied the strategy more frequently than SWVIs and SWMDs because the mean score of the group (23.43) was higher than the other two groups.

On table 14, SWODs as a pool was compared against each group of SWDs but only between SWHIs and SWODs yield statistically significant difference at $\alpha = .05$. This means, SWHIs used a great deal of EFCS than SWODs. As indicated in table 15, the mean results between one of the groups of SWODs; hearing students and SWHIs shows significant variation. This could be the consequence of negative social environment in the university. Like some people hastily generalize that people with disabilities are so emotional and aggressive and this generalization may have impact on SWHIs to involve their emotion instead of wisely react to the stress using their cognitive ability or the difference happened because, hearing students used their sense of hearing better to manage their academic stress than SWHIs or some times SWDs with knowledge, use EFCS to get temporary relief as a means to avoid the stress and regarding this, Geisthardt (1996) says that, it is becoming quite natural for significant number of students with disabilities to use avoidance coping mechanisms for pressing academic concern.

Also, the overall mean scores of all groups were below the median, sampled groups of SWDs applied the strategy more than SWODs, which means SWDs prefer to get temporary relief for the stress that may result bad consequence in the long run, as Luria & Torjman (2008) indicated, EFCS helps only to pent up emotions and it is more of harmful and negative coping strategy. Moreover, Ben-zur (2009), adds that, it may lead to worsen conditions, like taking alcohol, smoking, cocaine and other drugs which may only provide temporary escape from one's problem.

5.2.2. Application of PFCS among SWDs and SWODs

As indicated in table 16, all sampled groups were offered PFCSS and the mean score of each group was within the range of one standard deviation above the median. This means, each group used the strategy sometimes. Comparatively speaking, SWDs and SWODs as a pool, used the strategy almost similarly because their mean difference is very negligible (0.65) but among SWDs, SWMDs employed the strategy more than SWHIs and SWVIs. Even the two groups of SWODs employed the strategy less than SWMDs. The reason behind for this group of students with disability to use PFCS more than all other groups could be many. For instance, motor or physical disability by its very nature restricts mobility particularly if it is gross motor disability. Therefore, these students could have high opportunity to sit and think on issues, which means they use their mind instead of muscles to tackle problems and Snyder (1999) says that, PFCS includes immediate problem solving: seeking to fix the problem that is the immediate cause of our difficulty and root-cause solving: seeking to fix the underlying cause such that the problem will never happen again.

As indicated in table 18, all the sampled groups compared did not yield statistically significant mean variation on applying PFCS, even though all have mean score above the median. And the general implication of this is that they used the strategy and different literatures indicate that people who employ PFCS solve problems because always they think of alternative solutions and learn new skills. For example, Luria & Torjman, (2008) indicated that, problem focused strategy tries to deal with the cause (s) of the problem and people who use this strategy try to find out information on the problem and learn new skills to manage the problem.

CHAPTER SIX

SUMMERY, CONCLUSIONS AND RECOMMENDATIONS

The objective of this study was to examine the level of academic stress of university students with various disabilities and the coping strategies they employed to tackle their academic stress and moreover, for the sake of comparison SWODs were participated. Quantitative and survey research design were used, in which simple random and snow balling techniques were employed to draw 117 samples of students with various disabilities and 103 students without disabilities. Tool development passed through stages of items generation and items selection and professionals from the Department of Special Needs Education and Department of Psychology commented the instrument based on some criteria like culture fairness, clarity of items and meaning equivalence of the Amharic and English versions. As a result, a valid instrument with a reliability coefficient of .793 before data collection was established. Finally a four kinds of scales were developed under five variables; General Academic Stress (GAS), Specific Academic Stress (SAS), Disability Specific Academic Stress (DSAS), Emotion Focused Coping Strategy (EFCS), and Problem Focused Coping Strategy (PFCS).

Before collecting the necessary data from participants, letter of cooperation was collected from the Department of Special Needs Education and lists of sample frames were collected from the registrar office of ILS, Department of Law and AAU Disability Center. Then using table of random numbers, samples were drawn on simple random technique except for SWMDs, who were drawn on snow balling technique. Using a computer program named SPSS, the collected data were analyzed and for further analysis, analysis of variance (ANOVA) and t-test computations were used.

The findings of the study were presented under different variables in chapter four. For example, on GAS, all sampled groups had mean score less than the median and negligible difference was found out between SWDs and SWODs in general, but among SWDs, SWVIs experienced more GAS than other groups and SWHIs and SWMDs follow respectively. Moreover, significant mean score difference is found out between SWVIs

and SWMDs which is statistically significant at $\alpha = .01$. SWVIs and SWHIs displayed statistically significant difference at $\alpha = .05$.

Specific groups of SWDs and SWODs were compared on GAS and as a result SWVIs had more GAS than sighted students (both groups drawn from Department of Law). On the other hand, SWMDs has less GAS than their compared group of SWOMDs. Generally, SWVIs had moderate level of academic stress, whereas, SWHIs and SWMDs had mild level academic stress.

In the case of Specific Academic Stress experienced by all students with various disabilities, their level of SAS was moderate. However, among SWDs, SWVIs had more SAS than other groups and SWMDs comes last next to SWHIs. On the other hand, SWHIs had mild level DSAS but SWMDs and SWVIs had moderate level of DSAS.

Regarding EFCS, even though all the groups had less mean scores than the median, SWDs used this strategy greater than SWODs and among groups of SWDs, SWHIs applied the strategy more than that of SWVIs and SWMDs. Whereas, in the case of PFCS, all the groups scored means above the median and SWDs and SWODs as a pool did not show significant difference on applying PFCS. But among all the sampled groups, SWMDs used PFCS highly unlike other groups.

6.1. Conclusions

Based on the findings and the discussion above, the following conclusions are drawn. As a pool Students with disabilities and without disabilities showed insignificant difference on GAS but looking at mean scores of compared groups, it is possible to conclude that, SWVIs have experienced more stress than all sampled groups in general and their sighted peers in particular. The same is true with SAS because relatively SWVIs have the highest mean score but based on the mean score of each group of students with disability against the median, it is possible to conclude that, the level of academic stress of all groups is moderate. For the case of DSAS, the mean score of SWHIs was within the range of two standard deviations below the median but SWVIs and SWMDs fall on

one standard deviation below the median, therefore, it leads to conclude that, SWHIs had less DSAS than SWVIs and SWMDs.

Regarding ASCS, the mean score of SWDs was higher than the mean score of SWODs on EFCS; it may lead to conclude that SWDs use more EFCS than SWODs. And among SWDs the mean score of SWHIs was higher than others, which means they used the strategy greater than other groups. But generally speaking, the mean score of each sampled group was less than the median, so that all used the method less likely. To the opposite, all sampled groups had mean scores above the median on PFCS, so that it can be concluded that, all groups used PFCS to tackle academic stress. But specifically speaking, the mean score of SWMDs was greater than all sampled groups, therefore, it can be concluded that they used the strategy best than others.

6.2. Recommendations

Based on the results obtained and the conclusions drawn from the study, the following recommendations are suggested:-

- Using the academic stress scales, it is found out that, most of the groups have moderate level of academic stress but it does not mean that it has no impact on academic activities of students, it should be tackled to the extent of not to create adverse impact on academic achievement using strategies like organizing youth and professionals clubs working on it or by consolidating the different counseling services to students suffering with academic stress.
- Based on the results found out, amongst students with various disabilities, students with visual impairments experienced more academic stress than other groups, which means if more accommodations were made, they would have experienced lesser academic stress. Therefore, it would be helping if the concerned body of the university makes some more arrangements and accommodations for students with visual impairments by taking some actions like fixing car parking sites, uploading supporting computer programs like JAWS and making technologies accessible with training, allowing them to have extra

time for exams and educational tasks, offering mobility and orientation training for new coming SWVIs at the beginning of each year.

- Most of the students less likely used emotion focused coping strategies to moderate their academic stress. However, comparatively speaking SWDs used the method more than SWODs, which requires due attention. Because using EFCS has to be decreased and they have to turn in to applying PFCS. And using PFCS has to be encouraged and to take the experience as a trend for the upcoming students of the university, a well established training program would be developed, and that may help for all students with and without disabilities.

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6. If you answered yes to question No 5, how satisfied are you with the help?

Not at all satisfied ____ . Moderately satisfied ____ Very much satisfied ____

Part two: - Academic Stressors

Direction: - Stressors of students related to university education are listed below. Read each item carefully and decide to what extent each statement is true in your case. Indicate your responses by putting a tick (✓) mark on one of the response categories provided against each statement.

Item no	Statement	Response categories			
		Never true	Sometimes true	Often true	Always true
1	Oral presentation in front of class mates stresses me.				
2	Studying for examination stresses me.				
3	Sitting for exam stresses me.				
4	Waiting for result s/grades stresses me.				
5	Discrepancy between what I expect and what actually I score in various assessments stresses me.				
6	Tight deadlines for assignment submission stress me.				
7	Unable to socialize with campus communities (class mates, to have girl /boy friend, etc.) stresses me.				
8	Thinking of the high expectations that my parents and others have about my academic performance and achievement stresses me.				
9	Thinking about my future stresses me.				
10	My additional expenditure on the campus stresses me.				
11	Presence of both students with and without disability together in the same class or compound stresses me.				
12	Difficulty to use the dominant medium of instruction (English) of the class stresses me.				
13	Working in groups with other students who do not perform at the same level stresses me.				
14	The inconsiderate nature of some teachers towards different problems of students stresses me.				
15	Uncertainty over whether I am studying in the right direction and the right contents of the course stresses me.				
16	Inability to use campus facilities like computers for typing and internet services due to lack of skill stresses me.				

Appendix 2

Specific Academic Stress Scale (SASS)

Direction: - Academic stressors that students with various disabilities confront as part of their university education are listed below. Read each item carefully and decide to what extent each statement is true in your case. Indicate your responses by putting a tick (✓) mark on one of the response categories provided against each statement.

Item no	Statement	Response categories			
		Never true	Sometimes true	Often true	Always true
1	Being privileged in some aspects of my studies and campus life due to my disability stresses me.				
2	Being considered as differently by the campus community because of my disability stresses me.				
3	Feeling of sympathy of others about me and my disability stresses me.				
4	Negative attitudes of teachers towards students with disabilities stress me.				
5	Negative attitudes of students towards students with disabilities stress me.				
6	Negative attitudes of administrative staffs towards students with disabilities stress me.				
7	Same assessment system for students with and without disabilities stresses me.				
8	Inadequate communication with peers stresses me.				
9	Non - cooperation of peers stresses me.				
10	Inability to use campus facilities like computer for typing and internet services due to my disability stresses me.				
11	Shortage of campus facilities like computers for typing and internet services stresses me.				

Appendix 3

Disability Specific Academic Stress Scale (DSASS)

Direction: - Academic stressors that students with hearing impairments confront as part of their university education are listed below. Read each item carefully and decide to what extent each statement is true in your case. Indicate your responses by putting a tick (✓) mark on one of the response categories provided against each statement.

Item no	Statement	Response categories			
		Never true	Sometimes true	Often true	Always true
1	Inability of hearing teachers to communicate with sign language stresses me.				
2	High concentration of students with hearing impairment in my institute stresses me.				
3	Courses offered by hearing teachers, even with interpreters, stress me.				
4	Too fast or too slow speed of interpreters' stresses me.				
5	Inability to communicate adequately with hearing students stresses me.				
6	Inability to hear what is going on within the campus including group conflicts and rumors stresses me.				
7	Inability to participate in classroom discussion stresses me.				
8	Inability to know the discrepancy between what is spoken and what is being signed stresses me.				
9	Non - availability of sign language interpreters stresses me.				

Appendix 3B

Disability Specific Academic Stress Scale (DSASS)

Direction: - Academic stressors that students with motor disabilities confront as part of their university education are listed below. Read each item carefully and decide what extent each statement is true in your case. Indicate your responses by putting a tick (✓) mark on one of the response categories provided against each statement.

Item no	Statement	Response categories			
		Never true	Sometimes true	Often true	Always true
1	The difference in the structure and function of my body stresses me.				
2	Difficulty to access classrooms, offices, etc... on up floors stresses me.				
3	Inability to take lecture notes properly stresses me.				
4	Frequent request for support from others (like pushing or lifting wheel chair, etc.) due to my motor disability stresses me.				
5	Difficulty to transport materials (assignment papers, books, exercise books bag, etc.) stresses me.				
6	Difficulty to use the campus's common toilets stresses me.				
7	Difficulty to be punctual (on time) for a class due to my motor disability stresses me.				
8	Use of assistive devices (wheelchair, walking stick, etc.) stresses me.				
9	Moving around the campus stresses me.				
10	The common seating arrangement in a class stresses me.				
11	Classroom furniture which are not suitable for me stresses me.				

Appendix 3C

Disability Specific Academic Stress Scale (DSASS)

Direction: - Academic stressors that students with visual impairments confront as part of their university education are listed below. Read each item carefully and decide what extent each statement is true in your case. Indicate your responses by putting a tick (✓) mark on one of the response categories provided against each statement.

Item no	Statement	Response categories			
		Never true	Sometimes true	Often true	Always true
1	Appearing for ink printed examinations even with readers support stresses me.				
2	High concentration of students with visual impairment in my department stresses me.				
3	Equal allocation of time for academic tasks for sighted students and for students with visual impairment stresses me.				
4	Difficulty or inability to view classroom materials, videos and other visual presentations stresses me.				
5	Visiting disability center of the campus for material requests (e.g. Braille paper) stresses me.				
6	Difficulty to use the common toilet stresses me.				
7	The unsystematic car parking on the campus stresses me.				
8	Difficulty to get reference materials in Braille form stresses me.				
9	The teaching process of the class stresses me.				
10	Absence of mobility and orientation training on campus stresses me.				
11	Risks related to mobility on the campus stresses me.				
12	Unsystematic seating arrangement in a class stresses me.				

Appendix 4

Academic Stress Coping Strategy Scale (ASCSS)

a. Emotion focused coping strategy Sub-scale (EFCSS)

b. Problem Focused Coping Strategy Sub-Scales (PFCSS)

Part three: - Coping for Academic Stressors

Direction: - The coping strategies that university students generally use to deal with their academic stress like the once listed in part two are presented below. Read each item carefully and decide to what extent each statement is true in your case. Indicate your responses by putting a tick (✓) mark on one of the response categories provided against each statement.

Item no	Statement	Response categories			
		Never true	Sometimes true	Often true	Always true
1	I drink alcohol or use other drugs.				
2	I start to think that what is happening to me is because of my bad luck.				
3	I blame myself for being lazy and put no effort to control the situation.				
4	I take on my anger or fretful emotion on others.				
5	I give up and blame God for being unfair.				
6	I bunk classes.				
7	I passively let nature (fate) take its course.				
8	I think of committing suicide.				
9	I deny that the situation is not meant to happen or that is temporary.				
10	I stay long in my dormitory alone.				
11	I think of quitting my education.				
12	I verbally abuse others.				
13	I cry.				
14	Blame my parents who brought me to this world & let me to suffer in this way.				

15	I try to simplify the problem and make it easy to solve.				
16	I set steps to tackle the problem.				
17	I think optimistically about how to cope with the problem.				
18	I try to reframe stressful events by viewing them as opportunities to use them for future life.				
19	I go to entertaining places.				
20	I discuss the issue with teachers, family, seniors or friends and class mates and ask for their opinion.				
21	I take measures to eliminate or remove the event that stresses me.				
22	I think of evaluate the situation to judge whether it is harm or a loss, a threat or a challenge.				
23	I evaluate the pros and cons of different options for action, considering available resources (materials, money, family, friends etc.).				
24	I look for information to understand the root cause and to avoid the stressor.				
25	I analyze the impact of the stressful situation and decide to face the challenge.				
26	I develop a strategy to handle each stressor and strictly work through it.				

Appendix 5
General Academic Stress Scale (GASS)
Amharic Version

የአጥኝው ማሳሰቢያ፡-

ውድ የዚህ ጥናት ተሳታፊዎች የዚህ መጠይቅ ዋነኛ አላማው የተለያዩ ጉዳት (የማየት፣ የመስማት እና አካላዊ ጉዳት) ያለባቸው እና ጉዳት የሌለባቸው የዩኒቨርሲቲ ተማሪዎች ትምህርታቸውን በተመለከተ ጭንቀት ስለሚፈጥሩባቸው ጉዳዮችና ጭንቀታቸውን ለመቋቋም የሚወስዷቸው የተለያዩ እርምጃዎችን በተመለከተ ትክክለኛና ተግባራዊነት ያለው መረጃን መሰብሰብ ነው። ስለዚህ እርስዎ ለእያንዳንዱ ጥያቄ የሚሰጡት እውነተኛና ሀቀኛ መልስ ለጥናቱ መሳካት ክፍተኛ አስተዋፅዖ እንዳለው ተገንዝበው ለሁሉም ጥያቄዎች ትክክለኛ መልስዎን ይሰጡኝ ዘንድ በትህትና እጠይቃለሁ።

በዚህ መጠይቅ ውስጥ ሶስት ክፍሎች ይገኛሉ ለእያንዳንዱ ክፍል የራሱ የሆነ የመልስ አሰጣጥ መመሪያዎች ያሉት ሲሆን እነዚህን መመሪያዎች መሰረት በማድረግ መልስዎን እንዲሰጡ እጠይቃለሁ።

በዚህ ጥናት ተሳትፎ ማድረግ በርስዎ ፈቃድ ላይ የተመሰረተ ስለሆነ ለመሳተፍ ካልፈለጉ በማንኛውም ጊዜ መጠይቁን በመመለስ ተሳትፎዎን ማቋረጥ ይችላሉ። በተጨማሪም እርስዎ የሚሰጧቸው መልሶች በግል የሚታዩ አይሆንም። የሁሉም የጥናቱ ተሳታፊዎች መልሶች በአጠቃላይ ሁኔታ ይተነተናሉ። የሚሰጧቸው መልሶች ሁሉ በሚስጢር የሚያዙ ሲሆን በዚህ ጥናት በመሳተፍዎ ወደፊት የሚደርስብዎ ምንም አይነት ጉዳት ካለመኖሩም ባለፈ የጥናቱ ውጤት ለትምህርታዊ ልማት ብቻ የሚውል ይሆናል። በመጨረሻም የሚሰጡት መረጃ ሚስጥራዊነት ለመጠበቅ ሲባል ስምዎን መጻፍ እንደማያስፈልገዎ እያስገነዘብኩ ለጥናቱ መሳካት ለሚያደርጉት አስተዋፅዖ ከወዲሁ ምስጋናዬን አቀርባለሁ።

ክፍል አንድ፡ የግል መረጃ

መመሪያ፡ የሚከተሉትን ጥያቄዎች ለመመለስ መጻፍ በሚያስፈልገው ቦታ ላይ በመጻፍ መጻፍ በማያስፈልገው ቦታ ላይ ደግሞ በተሰጠው ሳጥን ውስጥ የ«✓» ምልክት በማድረግ እንደአስፈላጊነቱ ይመልሱ።

1. ያታወንድ ሴት
2. የዩኒቨርሲቲ የቆይታ አመት I II III IV V
3. እድሜ _____

4. የጉዳት አይነት - መስማት መሳን - ማየት መሳን
 - የአካላዊ ጉዳት - ጉዳት የለብኝም

5. ከዩኒቨርሲቲው ውጪ የሚኖርና በገንዘብ ወይም በማበረታታት የሚረዳህ/ሽ ግለሰብ ወይም ድርጅት አለ?

አዎ የለም

6. ለጥያቄ 5 መልስዎ አዎ ከሆነ፣ የሚያገኙት እርዳታ ምን ያህል አጥጋቢ ነው?

ፈጽሞ አጥጋቢ አይደለም በከፊል አጥጋቢ ነው በጣም አጥጋቢ ነው

ክፍል ሁለት፡- ትምህርታዊ ጫና(ጭንቀት) የሚፈጥሩ ሁኔታዎች

ከዚህ በታች ከዩኒቨርሲቲ ትምህርት ጋር ተዛማጅነት ያላቸውና ት/ታዊ ጫና(ጭንቀት) ሊፈጥሩ የሚችሉ ሁኔታዎች ተዘርዘረዋል። እያንዳንዱን ጥያቄ በጥንቃቄ አንብበው ጥያቄው(ሁኔታው) ከእርስዎ አንጻር ምን ያህል እውነትነት እንዳለው ለማሳየት ከተሰጡት አራት የመልስ አማራጮች በአንደኛው ትክክል የ«✓» ምልክት በማድረግ መልሱን ያመልክቱ።

ተ/ቁ	ዐረፍተ ነገሮች	አማራጭ መልሶች			
		በፍጹም እውነት አይደለም	አንዳንድ ጊዜ እውነት ነው	ብዙ ጊዜ እውነት ነው	ሁል ጊዜ እውነት ነው
1	ከክፍል ጓደኞቼ ፊት-ለፊት ቆሜ ትምህርታዊ ጉዳዮችን በቃል ማቅረብ ጭንቀት ይፈጥርብኛል።				
2	ለፊተና ማጥናት ጭንቀት ይፈጥርብኛል።				
3	ፊተና መፈተን ጭንቀት ይፈጥርብኛል።				
4	የፊተና ውጤት እስኪታወቅ ድረስ መጠበቅ ጭንቀት ይፈጥርብኛል።				
5	የምጡብቀውና የማገኘው የፊተና ውጤት የተለያየ መሆን ጭንቀት ይፈጥርብኛል።				
6	ለአሳይመንት ማስረከቢያ የሚሰጥ አጭር ጊዜ ጭንቀት ጭንቀት ውስጥ ያስገባኛል።				
7	ከዩኒቨርሲቲው ማህበረሰብ ጋር ለምሳሌ ከክፍል ጓደኞቼ፣ ከእስተማሪዎቼና እንዲሁም የወንድ/ሴት ጓደኛ መያዝ አለመቻሉና አለመግባባቴ ጭንቀት ይፈጥርብኛል።				
8	ቤተሰቦቼና ሌሎች ሰዎች ከኔ ስለሚጠብቁት ክፍተኛ የትምህርት ውጤትና አቅም ማሰብ ጭንቀት ይፈጥርብኛል።				
9	ስለወደፊት ህይወቴ ማሰብ ጭንቀት ይፈጥርብኛል።				
10	በዩኒቨርሲቲው ውስጥ ያሉብኝ ተጨማሪ ወጪዎች ጭንቀት ይፈጥሩብኛል።				
11	በክፍል ውስጥ ወይም በዩኒቨርሲቲው ግቢ ውስጥ አካል ጉዳት ያለባቸውና አካል ጉዳት የሌለባቸው ተማሪዎች አንድ ላይ መገኘታቸው ጭንቀት ይፈጥርብኛል።				

12	በምማርቦት ክፍል ውስጥ ዋነኛ የማስተማሪያ ቋንቋ የሆነውን እንግሊዘኛን ለመጠቀም ያለብኝ የችሎታ ችግር ጭንቀት ይፈጥርብኛል።				
13	ተቀራራቢ የት/ት አቅም ከሌላቸው ተማሪዎች ጋር የቡድን ስራ መስራት ጭንቀት ይፈጥርብኛል።				
14	የተለያዩ የተማሪ ችግሮችን ከግምት የማስገባት ችግር ያለባቸው መምህራን ሲያጋጥሙኝ ጭንቀት ይፈጥራብኛል።				
15	ሳጠና በትክክለኛው መንገድና ትክክለኛ ነጥቦችን እያጠናሁ ስለመሆኔ እርግጠኛ አለመሆን ጭንቀት ይፈጥርብኛል።				
16	በችሎታ ማነስ የተነሳ ዩኒቨርሲቲው ለተማሪዎች ትምህርት መርጃነት የሚያቀርባቸውን መሳሪያዎች ለምሳሌ ኮምፒውተር፣ መዕኛ፣ ኢንተርኔት እና የመሳሰሉትን መጠቀም አለመቻሌ ጭንቀት ይፈጥርብኛል።				

Appendix 6

Specific Academic Stress Scale (SASS)

መመሪያ፡- ከዚህ በታች የተለያዩ አካል ጉዳት ባለባቸው የዩኒቨርሲቲ ተማሪዎች ላይ ትምህርታዊ ጫና(ጭንቀት) ሊፈጥሩ የሚችሉ ሁኔታዎች ተዘርዝረዋል። እያንዳንዱን ጥያቄ በጥንቃቄ አንብበው ጥያቄው (ሁኔታው) ከእርስዎ አንጻር ምንም ዓይነት እውነትነት እንዳለው ለማሳየት ከተሰጡት አራት የመልስ አማራጮች በአንደኛው ትክክል የ«✓» ምልክት በማድረግ መልሱን ያመልክቱ።

ተ/ቁ	ዐረፍተ ነገሮች	አማራጭ መልሶች			
		በፍጹም እውነት አይደለም	አንዳንድ ጊዜ እውነት ነው	ብዙ ጊዜ እውነት ነው	ሁል ጊዜ እውነት ነው
1	አካል ጉዳተኛ በመሆኔ በዩኒቨርሲቲው የሚሰጠኝ የተለየ እገዛ ጭንቀት ይፈጥርብኛል።				
2	አካል ጉዳተኛ በመሆኔ የተነሳ በዩኒቨርሲቲው ማህበረሰብ የተለየሁ ተደርጎ መወሰዱ ጭንቀት ይፈጥርብኛል።				
3	አካል ጉዳተኛ በመሆኔ ሌሎች ስለኔ የሚሰማቸው የሀዘን ስሜት ጭንቀት ይፈጥርብኛል።				
4	ስለ አካል ጉዳተኛ ተማሪዎች አሉታዊ (negative) የሆነ አመለካከት ያላቸው መምህራን ጭንቀት ይፈጥሩብኛል።				
5	ስለ አካል ጉዳተኛ ተማሪዎች አሉታዊ (negative) የሆነ አመለካከት ያላቸው ተማሪዎች ጭንቀት ይፈጥሩብኛል።				
6	ስለ አካል ጉዳተኛ ተማሪዎች አሉታዊ (negative) የሆነ አመለካከት ያላቸው የአስተዳደር ሰራተኞች ጭንቀት ይፈጥሩብኛል።				
7	አካል ጉዳተኛ ለሆኑና አካል ጉዳተኛ ላልሆኑ ተማሪዎች አንድ አይነት የምዘና (ለምሳሌ ፈተና፣ አሳይመንት ወዘተ...) ስርዓት በዩኒቨርሲቲው መኖሩ ጭንቀት ይፈጥርብኛል።				
8	ከጓደኞች ጋር የሚደረግ አጥጋቢ ያልሆነ ግንኙነት (communication) ጭንቀት ይፈጥርብኛል።				
9	የጓደኞች ተባባሪ አለመሆን ጭንቀት ይፈጥርብኛል።				
10	ዩኒቨርሲቲው ለተማሪዎች አገልግሎት የሚያቀርባቸው ደጋፊ የት/ት መርጃዎች (ለምሳሌ ኮምፒውተር ለመግፈጃና ለኢንተርኔት) በአካል ጉዳቱ የተነሳ መጠቀም አለመቻሉ ጭንቀት ይፈጥርብኛል።				
11	ዩኒቨርሲቲው ለአካል ጉዳተኛ ለተማሪዎች አገልግሎት የሚያቀርባቸው ደጋፊ የት/ት መርጃዎች (ለምሳሌ ኮምፒውተሮች) በቂ ባለመሆናቸው ምክንያት መጠቀም አለመቻሉ ጭንቀት ይፈጥርብኛል።				

Appendix 7 A

Disability Specific Academic Stress Scale (DSASS)

መመሪያ፡- ከዚህ በታች በተለያዩ ደረጃ መስማት በተሳናቸው የዩኒቨርሲቲ ተማሪዎች ላይ ትምህርታዊ ጫና(ጭንቀት) ሊፈጥሩ የሚችሉ ሁኔታዎች ተዘርዝረዋል። እያንዳንዱን ጥያቄ በጥንቃቄ አንብበው ጥያቄው (ሁኔታው) ከእርሶ አንጻር ምን ያህል እውነትነት እንዳለው ለማሳየት ከተሰጡት አራት የመልስ አማራጮች በአንደኛው ትክክል የ«✓» ምልክት በማድረግ መልሶን ያመልክቱ።

ተ/ቁ	ዐረፍተ ነገሮች	አማራጭ መልሶች			
		በፍጹም እውነት አይደለም	አንዳንድ ጊዜ እውነት ነው	ብዙ ጊዜ እውነት ነው	ሁል ጊዜ እውነት ነው
1	የመስማት ችግር ከሌለባቸውና የምልክት ቋንቋ ከማይችሉ መምህራን ጋር መነጋገርና መግባባት አለመቻሉ ጭንቀት ይፈጥራቸዋል።				
2	በምሳሌዎች የት/ት ተቋም (institute) ውስጥ ብዙ መስማት የተሳናቸው ተማሪዎች መገኘታቸው ጭንቀት ይፈጥራቸዋል።				
3	የመስማት ችግር በሌለባቸው መምህራ የሚሰጥ ኮርስ፣ የምልክት ቋንቋ አስተርጓሚ ቢኖርም እንኳን ጭንቀት ይፈጥራቸዋል።				
4	በጣም የሚፈጥኑ ወይም በጣም የሚዘገዩ የምልክት ቋንቋ አስተርጓሚዎች ጭንቀት ይፈጥራቸዋል።				
5	የመስማት ችግር ከሌለባቸው ተማሪዎች ጋር በበቂ ሁኔታ መግባባት አለመቻሉ ጭንቀት ይፈጥራቸዋል።				
6	በዩኒቨርሲቲው ውስጥ የሚካሄዱትን ማናቸውም እንቅስቃሴዎች ለምሳሌ የቡድን ጸዎችና ሌሎች ወሬዎችን አለመስማቱ ጭንቀት ይፈጥራቸዋል።				
7	በክፍል ውስጥ በንግግር በሚደረጉ ወይይቶች መሳተፍ አለመቻሉ ጭንቀት ይፈጥራቸዋል።				
8	አስተማሪው በቃላት በሚናገረውና በምልክት ቋንቋ አስተርጓሚዎች በሚያሳዩት የትምህርት ነጥብ መካከል ስለሚኖረው ልዩነት ማወቅ አለመቻሉ ጭንቀት ይፈጥራቸዋል።				
9	የምልክት ቋንቋ አስተርጓሚዎች አለመኖር ጭንቀት ይፈጥራቸዋል።				

Appendix 7 B

Disability Specific Academic Stress Scale (DSASS)

መመሪያ:- ከዚህ በታች በተለያዩ ደረጃ አካላዊ ጉዳት (motor/physical disabilities) ባለባቸው የዩኒቨርሲቲ ተማሪዎች ላይ ትምህርታዊ ጫና(ጭንቀት) ሊፈጥሩ የሚችሉ ሁኔታዎች ተዘርዘረዋል። እያንዳንዱን ጥያቄ በጥንቃቄ አንብበው ጥያቄው (ሁኔታው) ከእርሶ አንጻር ምንም ዓይነት እንዳለው ለማሳየት ከተሰጡት አራት የመልስ አማራጮች በአንደኛው ትክክል የ«✓» ምልክት በማድረግ መልሶን ያመልክቱ።

ተ/ቁ	ዐረፍተ ነገሮች	አማራጭ መልሶች			
		በፍጹም እውነት አይደለም	አንዳንድ ጊዜ እውነት ነው	ብዙ ጊዜ እውነት ነው	ሁል ጊዜ እውነት ነው
1	አካል ጉዳዬ የተነሳ በቅርፅ ክሌሎች የተለየሁ መሆኔ ጭንቀት ይፈጥርብኛል።				
2	በዩኒቨርሲቲው ህንጻዎች ፎቅ ላይ የሚገኙትን የመማሪያ ክፍሎች፣ ቢሮዎችና ሌሎችንም በቀላሉ በመውጣት ማግኘት አለመቻሌ ጭንቀት ይፈጥርብኛል።				
3	በአካል ጉዳዬ የተነሳ ሌክቸር ኖት በአግባቡ መውሰድ አለመቻሌ ጭንቀት ይፈጥርብኛል።				
4	በአካል ጉዳዬ የተነሳ ተደጋጋሚ የሆነ የሌሎችን እርዳታ (ለምሳሌ ዕቃ እንዲይዙልኝ፣ ዊልቴር እንዲገፉልኝ) መጠየቁ ጭንቀት ይፈጥርብኛል።				
5	ዕቃዎችን (ለምሳሌ መጽሀፍቶች፣ ደብተሮች፣ ቦርሳ ወዘተ...) ከቦታ ወደ ቦታ ለማንጓዝ የሚገጥመኝ ችግር ጭንቀት ይፈጥርብኛል።				
6	በዩኒቨርሲቲው ለሁሉም ተማሪዎች በጋራ የተዘጋጀውን መፀዳጃ ቤት በቀላሉ መጠቀም አለመቻሌ ጭንቀት ይፈጥርብኛል።				
7	በአካል ጉዳዬ የተነሳ ወደ መማሪያ ክፍል በሰዓቱ መድረስ አለመቻሌ ጭንቀት ይፈጥርብኛል።				
8	ለአካል ጉዳዬ ደጋፊ መሳሪያዎችን (ዊልቴር፣ ክራንች... ወዘተ) መጠቀሜ ጭንቀት ይፈጥርብኛል።				
9	በዩኒቨርሲቲው ውስጥና አካባቢ መንቀሳቀስ ጭንቀት ይፈጥርብኛል።				
10	በዩኒቨርሲቲው ውስጥ ያለው የተለመደ የተማሪዎች አቀማመጥ ሥርዓት ጭንቀት ይፈጥርብኛል።				
11	በክፍል ውስጥ ያሉት መቀመጫና ማስደገፊያ ጠረጴዛዎች ስለማይመቹኝ ጭንቀት ይፈጥሩብኛል።				

Appendix 7 C

Disability Specific Academic Stress Scale (DSASS)

መመሪያ፡- ከዚህ በታች በተለያዩ ደረጃ ማየት በተሳናቸው የዩኒቨርሲቲ ተማሪዎች ላይ ትምህርታዊ ጫና(ጭንቀት) ሊፈጥሩ የሚችሉ ሁኔታዎች ተዘርዘረዋል። እያንዳንዱን ጥያቄ በጥንቃቄ አንብበው ጥያቄው (ሁኔታው) ከእርሶ አንፃር ምን ያህል እውነትነት እንዳለው ለማሳየት ከተሰጡት አራት የመልስ አማራጮች በአንደኛው ትክክል የ«✓» ምልክት በማድረግ መልሶን ያመልክቱ።

ተ/ቁ	ዐረፍተ ነገሮች	አማራጭ መልሶች			
		በፍጹም እውነት አይደለም	አንዳንድ ጊዜ እውነት ነው	ብዙ ጊዜ እውነት ነው	ሁል ጊዜ እውነት ነው
1	በዩኒቨርሲቲው ውስጥ በቀለም ጽሁፍ የተዘጋጁ ፈተናዎችን በአይናማዎች እየተነበበልኝም በሆነ መሬተን ጭንቀት ይፈጥርብኛል።				
2	እኔ ባለሁበት የት/ት ክፍል (department) ብዙ አይነስውራን መኖራቸው ጭንቀት ይፈጥርብኛል።				
3	ለተለያዩ ትምህርታዊ ክንውኖች ለአይነስውራንና ለአይናማዎች እኩል ሰዓት መመደቡ ጭንቀት ይፈጥርብኛል።				
4	በክፍል ውስጥ ያሉትን የማስተማሪያ መርጃ መሳሪያዎችን ለምሳሌ ቪዲዮና ሌሎች እይታን የሚፈልጉ የክፍል ውስጥ ትምህርታዊ ጉዳዮችን ማየት አለመቻሌ ጭንቀት ይፈጥርብኛል።				
5	የሚያስፈልጉኝን የትምህርት መርጃ መሳሪያዎችን ለምሳሌ የብሬይል ወረቀት ለመጠየቅ ወደ ዩኒቨርሲቲው የአካል ጉዳተኞች ማዕከል (disability center) መሄድ ጭንቀት ይፈጥርብኛል።				
6	በዩኒቨርሲቲው ለተማሪዎች በጋራ የተዘጋጀውን መጻጻጃ ቤት ለመጠቀም ያለብኝ ችግር ጭንቀት ይፈጥርብኛል።				
7	በዩኒቨርሲቲው ውስጥ ስርዓት የሌለው መኪናዎችን በየቦታው ማቆም (parking) ባህል ጭንቀት ይፈጥርብኛል።				
8	በብሬይል የተዘጋጁ ማጣቀሻ (reference) መሣሪያዎችን ማግኘት አለመቻሌ ጭንቀት ይፈጥርብኛል።				
9	በክፍል ውስጥ የሚካሄደው አጠቃላይ የማስተማር ሂደት ጭንቀት ይፈጥርብኛል።				
10	በዩኒቨርሲቲው ውስጥ የሞቢሊቲና ኦሪንቲሽን ስልጠና አለመኖሩ ጭንቀት ይፈጥርብኛል።				
11	በዩኒቨርሲቲው ውስጥ በእንቅስቃሴ ወቅት ሊደርሱብኝ የሚችሉ አደጋዎች ጭንቀት ይፈጥሩብኛል።				
12	ስርዓት የሌለው የክፍል ውስጥ የተማሪዎች አቀማመጥ ጭንቀት ይፈጥርብኛል።				

Appendix 8

Academic Stress Coping Strategy Scale (ASCSS)

a. Emotion focused coping strategy sub-scale (EFCSS)

b. Problem Focused Coping Strategy Sub-Scales (PFCSS)

Amharic Version

ክፍል ሶስት፡ ትምህርታዊ ጫና(ጭንቀት) ሲገጥም የሚወሰዱ እርምጃዎች

መመሪያ፡- የዩኒቨርሲቲ ተማሪዎች አብዛኛውን ጊዜ ትምህርታዊ ጫና(ጭንቀት) ሲገጥማቸው ጫናውን(ጭንቀቱን) ለመቋቋም የሚወስዷቸው እርምጃዎች ከዚህ በታች ተዘርዘረዋል። እያንዳንዱን ጥያቄ በጥንቃቄ አንብበው ጥያቄው (ሁኔታው) ከእርስዎ አንጻር ምን ያህል እውነትነት እንዳለው ለማሳየት ከተሰጡት አራት የመልስ አማራጮች በአንደኛው ትክክል የ«>» ምልክት በማድረግ መልስዎን ያመልክቱ።

ተ/ቁ	ዐረፍተ ነገሮች	አማራጭ መልሶች			
		በፍጹም እውነት አይደለም	አንዳንድ ጊዜ እውነት ነው	ብዙ ጊዜ እውነት ነው	ሁልጊዜ እውነት ነው
1	አልኮል ወይም ሌሎች አደንባብ ፅዕኖችን እጠቀማለሁ።				
2	በመጥፎ እድሌ ምክንያት የተፈጠረ ችግር እንደሆነ ማሰብ እጀምራለሁ።				
3	በቸልተኛነቴና ሁኔታውን ለመቆጣጠር ምንም ጥረት ባለማድረግ የተፈጠረ መጨነቅ እንደሆነ ስለሚሰማኝ እራሴን እወቅሳለሁ።				
4	ንደጌን በሌሎች ላይ እወጣለሁ።				
5	ሽንፈቴን አምኜ አምሳኬን በማዳላቴ እወቅሰዋለሁ።				
6	ከትምህርት በመቅረት ክፍል ጊዜዎችን አባክናለሁ።				
7	ጭንቀቱ በራሱ ጊዜ እንደመጣ በራሱ ጊዜ እስኪሄድ እጠብቃለሁ።				
8	እራሴን ስለማጥፋት አስባለሁ።				
9	እራሴን አታልላለሁ፤ ጭንቀቴ ሰጊዜው ወይም በስሁተት እንደተከሰተ እንዲሰማኝ እሆናለሁ።				
10	ብቻዬን ለረጅም ሰዓት ዶርም ውስጥ እቀመጣለሁ።				
11	ትምህርቴን ስለማቋረጥ አስባለሁ።				
12	ሌሎችን እሳደባለሁ፤ በቃላት አዋርዳለሁ።				
13	አለትሳለሁ።				
14	ወደዚህ ዓለም እንደመጣና እንደሰቃይ ያደረጉኝን ወላጆቼን እወቅሳለሁ።				
15	ችግሩን ለመፍታት በሚሙሩ መልኩ ለማቅለል (simplify) ለማድረግ እሞክራለሁ።				

16	ችግሩን ደረጃ በደረጃ ለመፍታት መፍትሄዎችን አዘጋጃለሁ።				
17	በቀና መንፈስ ችግሩን እንዴት መወጣት እንዳለብኝ አስባለሁ።				
18	ጭንቀት የሚፈጥርብኝን ነገር በተለየ መልኩ በመመልከትና እንዲያውም ለወደፊት ህይወቴ እንድጠቀምበት እንደ ጥሩ አጋጣሚ እወስደዋለሁ።				
19	ወደ መዘናኛ ቦታዎች እሄዳለሁ።				
20	ስለጉዳዩ ከመምህራን፣ ከክፍል ንደኞችና ከቤተሰቦቼ ጋር በመወያየት አስተያየታቸውን አጠይቃለሁ።				
21	የሚያስጨንቀኝን ነገር ለማስወገድ እርምጃዎችን እወስዳለሁ።				
22	ችግሩን በመመርመር አደጋ ስለማስከተል አለማስከተሉ እንዲሁም የህይወት ፈተናም ስለመሆኑ አጣራለሁ።				
23	የሚያስጨንቀኝን ነገር ለመቋቋም ያለኝን አቅም ከግንዛቤ በማስገባት የተለያዩ እርምጃዎችን ብወስድ ስለሚኖረው ጥቅምና ጉዳት እመረምራለሁ ።				
24	የሚያስጨንቀኝን ነገር ዋነኛ ምንጭ ለማወቅና ችግሩን ለማስወገድ መረጃ አፈላልጋለሁ።				
25	የሚያስጨንቀኝ ነገር በስብዕናዬና በእምነቴ ላይ የሚያመጣውን ተዕዕኖ በማገናዘብ ችግሩን እጋፈጠዋለሁ።				
26	እያንዳንዱ አስጨናቂ ሁኔታን ለመቆጣጠር ዕቅድ በማውጣት በስርዓት እተገብራለሁ።				

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