



**An-Najah National University**  
**Faculty of Graduate Studies**

**THE MEDIATING ROLE OF PSYCHOLOGICAL HARDINESS  
IN THE RELATIONSHIP BETWEEN ATTACHMENT STYLES  
AND STRESS COPING STRATEGIES AMONG PALESTINIAN  
UNIVERSITY STUDENTS**

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of Master of Clinical Psychology, Faculty of Graduate Studies, An-Najah National  
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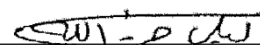
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## **Dedication**

This research is dedicated to my family, friends and everyone who joined me and supported me on this journey of knowledge.

## **Acknowledgment**

This thesis has been accomplished not only for the purpose of pursuing a higher education degree, but also to enhance my knowledge and experience in this field, and to recognise where I stand amongst it. With this project complete, I would like to extend all my gratitude and respect to Dr. Shadi Abulkebash and Dr. Filasteen Nazzal, my academic supervisors and teachers throughout my pursuit of education, for their immeasurable patience and feedback. I am also thankful to my colleagues and classmates for their encouragement and support.

Lastly, my deepest appreciation goes to my family, especially my parents and siblings, for standing by me and being a source of motivation and inspiration throughout this process.

## **Declaration**

I, the undersigned, declare that I submitted the thesis entitled:

### **The Mediating Role of Psychological Hardiness in The Relationship Between Attachment Styles and Stress Coping Strategies Among Palestinian University Students**

I declare that the work provided in this thesis, unless otherwise referenced, is the researcher's own work, and has not been submitted elsewhere for any other degree or qualification.

**Student's Name:** Sara Abu Alia

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**Date:** 19/09/2024

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# **The Mediating Role of Psychological Hardiness in The Relationship Between Attachment Styles and Stress Coping Strategies Among Palestinian University Students**

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## **Abstract**

**Background:** University students face a considerable amount of stress, whether it was academic, social, or mental based stress, but it's crucial to note that their families at home is the first environment in which they grow up learning about the world around them, and the way they interact with surrounding events is especially affected by their relationships with their parents, which are regarded as the greatest influence to individuals when it comes to their personality development; due to the intimate bonds that tie the family members together, also known as attachments. This research focuses on the attachment theory of John Bowlby, which focuses on the notion that people's abilities to build physical and emotional relationships are affected by their levels of feeling secure. Accessibility of parents or caregivers provide their children a secure base to explore, knowing that if they encounter distress, their caregivers will provide them with help and emotional support. Eventually, as children grow up, they pick up certain strategies to regulate their inner distress and cope with stressful life-events. One Personality trait that is affected by attachment relationships between family members is psychological hardiness; because it influences what strategies they utilize to cope with stress.

**Aim:** This study aimed to examine the mediating role of psychological hardiness in the relationship between attachment styles and stress coping strategies among students of Palestinian universities.

**Method:** Data was collected using The Yarmouk Scale of Attachment Styles The Short Psychological Hardiness Scale, and The Stress Coping Strategies for a sample of 200 Palestinian university students. The collected data was analyzed using SPS version 25.0.

**Results:** The results of the study revealed that there was a negative relationship between attachment styles and stress coping strategies, a negative relationship between attachment styles and psychological hardiness, and a positive relationship between psychological hardiness and stress coping strategies among Palestinian university students. The results

also showed that attachment styles and psychological hardiness explain (53%) from each other, while stress coping strategies and psychological hardiness explain (70%) from each other. Additionally, there weren't any significant differences in attachment styles, psychological hardiness, and stress coping strategies

means among Palestinian university students according to gender, age, university, and birth order.

**Recommendations:** The study recommends that, in Palestine, universities provide more counselling centers, arrange free workshops to spread awareness on the influences of parent-child interactions on children's psychological hardiness, and provide training courses to teach students efficient strategies of coping with stress. Finally, the researcher recommends further research on this topic in the Palestinian context.

**Keywords:** Attachment, Attachment styles, coping, stress coping strategies, psychological hardiness.

# Chapter One

## Introduction and Theoretical Background

### 1.1 Introduction

There is a widespread concern regarding the mental stress which most university students go through (Ramachandiran & Dhanapal, 2018). When students transfer from schools and into universities, their lives become more exposed to unfamiliar situations that might cause them mental, academic, and social shock; due to the differences in the educational structure in regards to new approaches of educating, academic obligations, and the sorts of relationships between students (Thawabieh & Qaisy, 2012). Usually for first-year undergraduates, experiencing university also means living in a campus away from their parents for the first time, in addition to being under pressure to academically perform better, as well as searching for jobs, and making hard career choices (Oman, Shapiro, Thoresen, Plante, & Flinders, 2008).

Prior to attending school or university, family represents the first environment where children grow up before they become students and expand their circle of community relations, and it is the first source of influence on their behavior, personality and pattern of perceiving, not to mention family relationships are also considered to be of significant influence; due to the intimate ties that bind its members, namely blood ties (Suleiman, 2003). Therefore, family members naturally share special bonds amongst each other known as attachments, which essentially supply them care and protection as they continuously descend through life, and it's safe to assume these attachments are the beating heart of any family system (Ainsworth M. D., 2006).

Psychologist Dr. John Bowlby introduced the attachment theory in the 1960s, which focuses on the importance of the parents relationship with their children, in particular, the notion of attachment in relation to personal development, and in he based his theory on the premise that people's ability to develop physical and emotional bonds encourages them to feel safer and more emotionally stable, and that attached children need support and security from parents, even if their needs change as they grow up, they still require emotional support when exploring the world (Blake & Norton, 2014). Bowlby stated three main attachment styles as well, namely secure attachment, avoidant and anxious-ambivalent attachment (Heller, 2019).

The process of attachment and its influence on individuals begins from childhood to adulthood and continues to be a fundamental need that cannot be neglected, because it will affect their personality traits, hindering their social and emotional development, as they're naturally born desiring love and security from the primary caregivers, which will generate senses of comfort, and happiness in return (Keskin & Cam, 2010). Bearing in mind, the effect of parent-child attachment styles on children's cognitive development, as indicated via numerous studies conducted regarding several cognitive variables including thinking processes (e.g., Delius et al., 2008), decision-making processes (e.g., Sweet, 2021), academic performance (e.g., Wang, 2021), and IQ (e.g., Wellisch et al., 2011), attention (e.g., Gillath et al., 2009) and memory (e.g., Del Villano et al., 2014), it was concluded from these previous studies that individuals with secure attachment style usually have higher and more efficient cognitive competences in comparison to ones with insecure attachment styles.

In addition, Bowlby stated that having primary attachment figures available provides a secure foundation for the child to explore, knowing that his caregivers will assist him in times of crisis, and this has an impact on how he controls his emotions, handles stress, and interprets situations (Mack, et al., 2012).

If parents are usually responsive to their child's signal of distress, then a beneficial emotion regulation will be created within his attachment system, encouraging him to be assured and calm during stressful situations, but if parents mostly don't respond to their kid's signal for help, then the latter will stop expecting comfort from them and instead seek different strategies to cope with the stress (Brumariu, 2015). Individuals' coping strategies with stress are influenced by their personality traits and attachment relationships with their caregivers, one of these traits include psychological hardiness, which is crucial; because it stands as a protective shield against psychologically stressful situations (Bayrak, Güler, & Şahin, 2018), and helps to achieve a certain level of internal and external balance (Al Hajjar, Alhajjar, & Dokhan, 2006).

## **1.2 Theoretical Background**

In this section, the researcher will discuss the theories that studied that attachment styles, stress coping strategies, and psychological hardiness. The related previous research studied the relationship between attachment styles, stress coping strategies, and psychological hardiness.

### **1.2.1 Bowlby's theory of attachment styles**

Humans are originally social creatures; from their early periods in life, they demand connections as they step into social relationships with other people, in order to survive and prosper, and even though the nature of these relationships can differ with time, interacting and socializing doesn't stop for any individual (Austin, 2023). However, the type of people we get associated with, and how we behave in relationships are subjects that were studied by John Bowlby, when he dived into the child's first relationship, which is with the mother, and referred to the relationship as 'Attachment' (Cassidy, 2008). As defined by John Bowlby (1969, p. 194), "Attachment is a lasting psychological connectedness between human beings".

Attachment theory is an evolutionary theory that was first established by a British psychiatrist named John Bowlby, in which he came up with his own concept of attachment behavior with its own different dynamics than the dynamics of feeding or sex, which are two fundamental sources known for human motivation (Cassidy, 2008). The idea of attachment theory was supported by Harlow's discovery, when he observed that there are infants of monkeys demonstrated a prominent preference for a soft puppet that provided them warmth, instead of a hard puppet that feeds them milk (McLeod, 2009).

Bowlby referred to the biological function of attachment behavior, and he emphasized that it didn't just include asking for food and sex, but also for protection; to know that there is some figure of attachment who's close by and who will provide comfort and security when needed (Cassidy, 2008). Although behaviors of attachment are most apparent during childhood, they still remain reactive during adulthood, and it should be regarded that the attachment figure and the extent of applying attachment behaviors are what differ throughout development (Del Giudice, 2009; Umemura, Lacinová, Macek, & Kunnen, 2017).

#### **1.2.1.1 The primacy of intimate emotional bonds and caregiving**

The caregiving system that's present in every attachment system, forms emotional connections between a caregiver and a care-seeker, and its main role involves alerting the caregiver to the needs of the care-seeker and prompting the caregiver to offer the necessary emotional support (Canterberry & Gillath, 2012). Caregivers provide an array of behaviors that complement the attachment behaviors of the care-seeker, such as within

the parent-child relationship, in which the child is a care-seeker who seeks proximity in order to receive affection and reduction of stress, while the parents are caregivers who provide the needs for their child, and once signals for protection and security decrease, the caregiver deactivates his caregiving system temporarily (Canterberry & Gillath, 2012).

### **1.2.1.2 Secure base**

Curiosity and exploration are essentially traits that begin from childhood, when children begin to explore their surrounding environments, fiddle around with their toys, and discover objects through their senses (Holmes, 2014). Although, when children feel threatened or distressed, they turn to a person who's generally more powerful to protect them during hardships, and the availability of this experience eventually leads to building a secure base, from which they become encouraged to explore the world around them without being worried (Woodhouse, Dykas, & Cassidy, 2009). After the feeling of being in danger fades away, the presence of attachment figures allows their children to relax and play again; because they are convinced that whatever happens, they can always retreat into the safe haven of his loved ones (Holmes, 2014).

Aside from supplying security and competent exploration, a secure base also provides a training space for children; to build positive cognitive representations of themselves and other people (Grossmann & Grossmann, 2020).

### **1.2.1.3 Internal working models**

As reported via the attachment theory, a certain history of attachment experiences with the primary caregiver will develop within the child certain mental representations on self-worthiness and expectations of others in relationships, which are known as "Internal working models", they are constantly accessible and consist of past experiences with primary caregivers (Mikulincer & Shaver, 2004). Therefore, it is observed that individuals form different operative framework of their attachment styles in social relationships, and these somewhat stable individual differences could be examined by measuring a constructed concept known as 'Attachment style' (Mikulincer & Shaver, 2004). Laible et al. (2004) conducted a study that aimed to investigate the correlation between primary caregivers's parenting with their children's behaviors in social settings and their conceptions of family relations, on a group of 74 children, and the researchers

found a persistent relation between those variables; parents who generally used a warmer parenting methods, resulted in their children processing social relationships with compassion, empathy, and alliance with others, while on the other hand, parents who reported using severe parenting methods on their children, resulted in the them perceiving conflicting social relations aggressively (Laible, Carlo, Torquati, & Ontai, 2004).

#### **1.2.1.4 Development of attachment**

Bowlby identified four stages of attachment between the child and the primary caregiver:

- The first stage: It starts from birth until the age of 8-12 weeks, also known as "The Initial Pre-attachment Phase", and the child here begins to respond to external stimuli, especially when it comes from people, and he starts to express many attachment behaviors that promote proximity and contact, such as: crying, smiling, grasping when being held (Ainsworth, Blehar, Waters, & Wall, 2015). At first he isn't able to discriminate between his mother and everyone else; he reacts to his mother the same way he reacts to other people, but by the end of this stage, the child is capable of recognizing his mother or the primary attachment figure from the rest; he can distinguish her smell, voice, and the way she cuddles him (Ainsworth, Blehar, Waters, & Wall, 2015).
- The second stage: It starts from the age of one and a half months until 6-8 months, also known as "The Attachment in the Making Phase", and the child here is capable of differentiating between one familiar person and another, and this recognition is demonstrated when he directs his attachment behaviors towards various people, and they either enhance his attachment behavior or terminate it, such as causing the child to cry (Ainsworth, Blehar, Waters, & Wall, 2015). The attachment behaviors also become more coordinated and evolve into an organized pattern of actions, and the child begins to get attached, but only to a certain preferred figure "The Primary Attachment Figure" (Ainsworth, Blehar, Waters, & Wall, 2015).
- The third stage: It starts from 6-8 months to around 18-24 months, and also known as "The Clear-cut Attachment Phase", and the child here begins to seek proximity energetically on his own, such as: climbing onto the attachment figure and hugging him, and even beginning to use the language in order to express feelings and thoughts (Ainsworth, Blehar, Waters, & Wall, 2015). When a child reaches this age, his secure base is developed; so he starts to explore the surrounding environment more and learn

about it through his senses, and he gradually becomes capable of co-ordinating his attachment behaviors towards his attachment figure in accordance with her current activities and situation (Ainsworth, Blehar, Waters, & Wall, 2015).

- The fourth stage: This stage begins from 24 months and lasts to 30 months, it is known as "The Goal-corrected Partnership Phase", and here the child is more capable of expressing himself clearly through words, as well as reducing his egocentricity almost to the degree of putting himself in his attachment figure's shoes and perceiving things from his point of view (Ainsworth, Blehar, Waters, & Wall, 2015). The relationship between the child and his attachment figure becomes like a partnership; in which both sides can reach their goals by setting up a mutually acceptable plan (Ainsworth, Blehar, Waters, & Wall, 2015).

### **1.2.1.5 Patterns of attachment and conditions determining their development**

Bowlby developed three main attachment styles, which are the following:

- Secure attachment style:

The secure child signals his demands to his attachment figures directly, confident that his needs will be responded to as soon as possible, while his parents regard him as deserving of love and care; so they work hard to meet his desires, and these healthy interactions will lead to developing emotional security within the child and increase his desire to explore the world (George & Solomon, 2008).

Securely attached individuals usually grow up in an environment full of loving caregivers who are sensitive to their needs, and as they reach adulthood, they're able to connect with other people and form healthy relationships (Heller, 2019). They feel okay, whether they are in a relationship or by themselves, they can resolve problems without

causing much drama, they possess the ability to think flexibly, and can perceive different solutions and possibilities for each situation (Heller, 2019). People with secure attachment style are usually self-confident, possess high levels of satisfaction and adjustment in their lives, and have positive perceptions towards social relationships (Akhtar, 2012).

- Avoidant attachment style:

Avoidant individuals tend to hold intimacy at bay and often belittle the cruciality of relationships in general; because they were mostly ignored, their needs discarded by their attachment figures, or spent too much time alone without their caregivers (Heller, 2019). As a result of being rejected repeatedly, the child tries to diminish his attachment behaviors and needs; in order to to postpone the dismissal, while also keeping a safe distance from his caregivers (Holmes, 2014). So, it's not surprising that avoidant children show little warmth towards their parents and form such negative perceptions towards social connections (Akhtar, 2012). Children with avoidant attachment style are also described as grim, irritable, isolated, and socially disfavored by their peers (Passer & Smith, 2007).

Avoidant children grow up to become adults who usually feel uncomfortable during social settings and dislike getting intimate with others; they find it hard to trust people, and feel reluctant towards depending on them (Akhtar, 2012). Individuals of this type of attachment tend to be emotionally disconnected from their significant others (Heller, 2019). And even after they reach adulthood, avoidant people insist on defining their parents as cold-hearted and selfish (Akhtar, 2012). Because they are accustomed to avoiding people, avoidant individuals often struggle from their lack of social skills and emotional competencies (Abu-Ghazal & Jaradat, 2009).

- Anxious-ambivalent attachment style:

People with this type of attachment have primary figures who may have shown them affection sometimes, but as children they never could predict when their parents might respond to their needs or neglect them and pull the rug entirely from underneath their feet (Heller, 2019). The child's uncertainty regarding his parents' consistent availability makes him unusually attached to them; recognizing that they cannot provide him a consistent, long-term emotional support, he clings to them even more in the hopes of receiving as much love as possible before they reject him once more (Campbell & Marshall, 2011).

Looking out for the unpreventable situation of abandonment that children are convinced is coming, causes them to feel anxious and angry before anything actually occurs (Heller, 2019). As adults, anxious-ambivalent individuals highly cherish intimacy, but sometimes

they become overly dependent and attached to others, accompanied by their high expectations in relationship which become really exhausting for other people, and that may lead to scaring them away (Akhtar, 2012). Anxious-ambivalent adults think that others are reluctant to get close to them, so they might come to the negative conclusion that they don't deserve to be loved or that no one can be trusted; which is why most anxious individuals struggle to feel emotionally secure (Akhtar, 2012).

### **1.2.2 The Transactional Model of Stress and Coping**

Folkman (2012) defined coping as cognitive and behavioral efforts directed towards managing external and internal stressful demands of life, that are perceived as mentally stressful (Folkman, 2012). There have been a countless of validated stress and coping measurements, and one of them is the transactional stress-coping procedure (Lazarus & Folkman, 1984).

Lazarus emphasized in transactional theory the term 'Appraisal', which was initially used by social psychologists that studied cognition and emotion, because it perfectly caught the cognitive evaluation procedure that happens when life challenges are encountered, and he also presumed that that any carried out coping strategy is not just a primary reaction to decrease unpleasant effects of unfamiliar situations, but as a result of cognitive assessments (Lazarus R. , 2001). In a sense, appraisal involves interpreting the situation truthfully while also regarding events optimistically; to ensure effective coping, so it can be seen as a compromise between life as it is and what one wishes it to be (Smith, DeNunzio, Haynes, & Thiele, 2022). According to Lazarus, this model of coping has a key characteristic when it comes to appraisal of situations, which is that individuals react to stress in varying ways; as a result of assessing similar situations differently (Zimmer-Gembeck & Skinner, 2010). Some people respond instantly to minor stresses, while others remain composed through extremely stressful situations; a circumstance that invokes panic and avoidance in a person might encourage and energize another (Greenaway, et al., 2015). Based on stress transactional model, there are two intermediate processes that happen in response to stressful situations:

- Primary appraisal:

It is applied according to the personal significance of an event, by identifying what's happening, whether it matters, and why (Folkman, 2012). A person recognizes the

sensitivity and severity of stressors (Glanz, Rimer, & Viswanath, 2008), according to his beliefs, principles, and goals (Folkman, 2012). Furthermore, an individual evaluates specific circumstances as stressful based on his perceptions of the importance of these situations for his welfare and his ability to handle the challenges effectively (Smith, DeNunzio, Haynes, & Thiele, 2022). Primary appraisal includes evaluating the significance of a stressful event; to determine the level to which the event is interpreted as a loss, a threat, or a challenge, which are all stress appraisals (Folkman, 2012). In this stage, the process of appraisal produces various kinds of emotions, for example: loss appraisal generates anger and sadness, while threat appraisal generates with anxiety and fear, and finally, challenge appraisal produces anxiety and excitement (Folkman, 2012).

- Secondary appraisal:

It is applied when the person is worried about how he'll be able to handle the stressful situation (Greenaway, et al., 2015). The second stage of appraisal involves determining the individual or factor accountable for the threatening circumstance, evaluating the level of effort needed to cope effectively, considering methods to minimize the harm, and finding ways to understand the situation's dynamics (Schneider, 2008).

Next, the individual examines his resources and options to deal with stressors (Thiel, Connelly, & Griffith, 2011). Coping resources are determined by the circumstance, such as whether there are proper physical, mental, or material options around that can help in controlling the consequences (Folkman, 2012). It's important to note that cognitive appraisals are individual specific and might change after a time as the aims and perceptions change (Thiel, Connelly, & Griffith, 2011).

### **1.2.2.1 Types of coping functions**

According to the transactional model of stress, there are two coping functions to cope with stress:

1. Emotion-focused coping: a category of cognitive processes and coping strategies aimed to reduce emotional stress, and it is often used after appraisals are formed on threatening situations with uncontrollable elements (Herman & Tetrick, 2009), and most emotion-focused coping strategies are equivalent to re-evaluations, because they aim to alter the way one perceives and interacts with the stressful situation, in order to reduce the stress accompanied by the encounter without altering the actual

conditions of the situation (Bauman, Haaga, & Dutton, 2008). Emotion-focused coping consists of active methods of coping, that emphasize confronting, processing, and communicating the stressful situation, such as asking for social support (Ryan, 2013), and non-active methods of coping that don't emphasize regulating the stressful experiences, such as avoidance and minimization of the effects caused by the challenging situation (Ryan, 2013).

Some emotion-focused coping strategies can be used to assist individuals to re-evaluate the situation, such as distancing from the stressor and avoidance, which allow them to put aside their troubling thoughts for a while and attend to other activities, before coming to their second evaluation (Theodoratou, et al., 2023).

2. Problem-focused coping: this type focuses on utilizing action-based strategies to deal with life challenges in the most productive manner, and they are more effective after forming appraisals over challenging situations with aspects that can be modified and outcomes that can be controlled (Zaman & Ali, 2019). This type of strategies focus on directly addressing problems, by involving constructive thoughts and actions aimed at identifying the issue and finding solutions for it (Carroll, 2020). Unlike emotion-focused coping strategies, problem-focused coping include strategies that directly face the problem in order to find its solution (Wardani D. S., 2009). Strategies of problem-focused coping manage the level of stress by transforming the relationship between the individual and the root cause of stress, along with collecting facts and information, and this way, he is able to fathom the whole situation and come up with appropriate methods of dealing with it (Kamble, 2017).

People usually employ problem-focused coping strategies for situations that seem within their control and ability to manage, as observed for example in the academia field, students tend to use this type of strategies to handle the stress (Kamble, 2017). Finally, as mentioned before, problem-focused coping strategies involve looking for practical ways to reduce stress, and taking measures to resolve issues (Theodoratou, et al., 2023), so it's not a surprise that some of their strategies include problem-solving, seeking social support, and requiring professional help (Baker & Berenbaum, 2007).

### 1.2.2.2 Coping resources

In order to cope with the challenging demands of life, people might seek some resources, and some of them are personal characteristics that include the following:

- Health and energy: the crucial role of somatic well-being is apparent in case of encountering stressful events that are accompanied by physical challenges, and physically fit individuals possess more coping resources for these events in comparison to those who are less physically fit (Luria & Torjman, 2009). This notion was proven correct according to Ito and Matsushima (2017) study, which was published to investigate if coping behaviors were correlated to people's physical health, and the results demonstrated that the young/middle-aged group reported higher utilization of emotional and instrumental support, and humor in comparison with the old-and group who reported higher utilization of denial (Ito & Matsushima, 2017).
- Positive beliefs: Beliefs of self-confidence and hopefulness are positive factors that usually have advantages effects on regulating stressful situations (Bandura, 2006). While, the occurrence of positive emotions on a regular basis moderates an individuals' sensitivity to stress (Ong, Bergeman, Bisconti, & Wallace, 2006). So generally, positive thinking and possessing a positive perspective towards life are related with coping better under stressful situations (Tugade & Fredrickson, 2004).
- Problem-solving skills: these skills include behaviors of cognitive and psychological nature that people usually use in order to make life-adjustments, and some of those skills involve recognizing problems, producing solutions, making assessments, applying a plan, examining progress, and evaluating outcomes (Sivrikaya, Kaya, & Ozmutlu, 2013). Problem-solving skills also include selecting the appropriate coping strategies to deal with day-to-day challenges (De Almeida & Soares, 2018). This notion was proven correct according to Chinaveh (2013) study, which examined the effectiveness of problem-solving skills on coping skills and psychological adjustment, by applying a training program for problem-solving on college students, and the results demonstrated that students who took the problem-solving training got positive changes in active coping responses and psychological adjustment (Chinaveh, 2013).
- Social skills: these skills are exceptionally crucial for individuals; as they increase increase their compassion, ability of cognitive restructuring, sense of appreciation,

capability to behave accurately when encountering certain issues, in addition to the confidence of social assistance at times of distress (Schulz Begle, 2012). That being so, social skills can take an important role in coping with stressful and threatening circumstances; because when inquiring for the right assistance, the individual would be able to manage his crises more effectively (Rodríguez Díaz, Ovejero Bernal, Bringas Molleda, & de la Villa Moral Jiménez, 2016).

- Social support: refers to the experience of being appreciated, admired, tended to by others who are available in an individuals' life (Gurung, 2010). The role of social support is quite crucial; because it is contemplated as a tool to protect against stressful life-situations and elevates physical well-being (Steese, et al., 2006). Ozdemir et al. (2018) established a study, which enhanced the idea when they discovered among a sample consisting of breast cancer patients who underwent a surgery, the researchers found that the group of patients who were surrounded with social support from their families and related members employed more effective coping strategies with stress, in comparison to the other group who didn't receive better social support, and eventually scored less ratings in using effective coping methods (Ozdemir & Tas Arslan, 2018).

### **1.2.3 Maddi and Kobasa's theory of psychological hardiness**

The construct of hardiness was first illustrated by Suzanne Kobasa in 1979, delivering an interesting perception to understand highly resilient stress response patterns among people (Kobasa, 1979). Psychological hardiness indicates the approaches and beliefs that people have in relationship with the world that provide them with determination and ambition to transform stressful situations from a possible disaster into a positive prospect (Maddi, Harvey, Khoshaba, Fazel, & Resurreccion, 2012).

Hardy individuals in academic settings possess numerous skills that include: academic motivation, perceiving life-situations from different perspectives, sensible cognitive appraisals, high self-esteem (Wardani R. , 2020).

The ability to accurately assess external situations while simultaneously making decisions that are best for oneself is another aspect that explains the general idea of psychological hardiness (Linn, 2017). It was observed that among hardy people, there are some common traits that includes: higher autonomy, self-sufficiency, compassion, job devotion and

commitment, endeavor, problem-solving skills, and forming secure relationships (Hamre, et al., 2020).

### **1.2.3.1 The Three Dimensions of hardiness**

Hardiness of personality consists of three united dimensions, named as the following:

- **Commitment:** the notion that engaging with events around oneself offers him the best chance to uncover significant and intriguing traits about his personality and abilities to deal with problems (Eschleman, Bowling, & Alarcon, 2010). It is the condition in which an individual is involved in what's happening in his life, regardless of the context, it can be work, sport, academia, religion, or a hobby that is considered as purposeful and intriguing (Huang, 2015). Through commitment, people are more inclined to complete any project they're involved with, while also receiving pleasure and purpose from what they do (Linn, 2017). In the academic field, commitment has an effect on the academic performance among students, which can be observed by being genuinely interested in their studies and perceiving their assignments as intriguing experiences, such an attitude is likely to encourage students to become more attentive and inclined to spend extra time and energy to accomplish their academic goals (Maddi, 2006). In contrast to alienation, alienated people prefer to withdraw from any ongoing event or project; because they regard it as an unnecessary tiresome, so they oftentimes isolate themselves, appear more exhausted, and take additional time to complete their chores (Maddi, Harvey, Khoshaba, Fazel, & Resurreccion, 2009).
- **Control:** believing that striving for what one desires empowers him to shape his life-circumstances and take charge of the outcomes, even if the impact is not entirely as successful as anticipated, it is preferable to make an attempt rather than succumb to resignation and helplessness without making an effort initially (Eschleman, Bowling, & Alarcon, 2010). Through control, people have an impression that there are things they're capable of doing, so they concentrate on what they can accomplish, rather than what's outside of their influence, which leads them to feel less stressed out during threatening circumstances (Linn, 2017). In the academic field, control is evidenced to have a moderating effect on academic performance; as observed among students who show better time management, and prioritize projects that are associated with their academic success (Maddi, 2006). Control also refers to students who

believe that they can regulate their emotions when encountering academic stressors, in order to reach their career goals (Abdollahi, Carlbring, Vaez, & Ghahfarokhi, 2018). In opposition to powerlessness, passive individuals tend to behave as if they have no effect on the situation, they feel less motivated to employ the effort into changing it; because it is already perceived as uncontrollable (Maddi, Harvey, Khoshaba, Fazel, & Resurreccion, 2009).

- Challenge: believing that whatever event happens in a person's life, whether it's favorable or not, it advances their personal growth; because they stand as experiences that provide crucial life-lessons for one-self (Eschleman, Bowling, & Alarcon, 2010). People with psychological hardiness, delight in the challenge, they usually perceive themselves as able to accommodate to any situation and expect life to change around them (Linn, 2017). Hardy individuals also believe that unexpected changes in life are totally normal; so they aren't perceived as much distressing as for people with less hardiness (Maddi, Harvey, Khoshaba, Fazel, & Resurreccion, 2009). This doesn't mean that hardy individuals only expect success as they go through these circumstances, on the contrary, they might make mistakes and lose, but those mistakes and losses are recognized as opportunities to learn and preludes to winning in the future (Linn, 2017). In the academic field, challenge is noted to affect students's academic performance; by providing students the chance to assess a probably distressing situation as exciting and intriguing (Maddi, 2006). On the other hand, there are people who easily feel threatened when encountering unexpected events, and prefer to avoid them as soon as possible; for they violate their right to living comfortably under security (Maddi, Harvey, Khoshaba, Fazel, & Resurreccion, 2009).

### **1.2.3.2 Significance of psychological hardiness**

Psychological hardiness enables people to maintain a generally optimistic outlook on life and to focus on the positive points in any situation rather than considering only the obstacles and being physically and mentally consumed by the pressure (Sharif Nia, Froelicher, Hosseini, & Ashghali Farahani, 2022). Research in this subject also maintained the notion that people with hardiness qualities don't quit early under stress, fall ill less commonly, and more likely to behave adaptively when stressed (Stein & Bartone, 2020). Effective coping strategies include assessing threats precisely and

recognizing risks accurately, which are associated with psychological hardiness (Navabi, Goodarzi, Roozbahani, & Kordestani, 2019). Among university students, hardiness include competencies that generates beliefs which improves their coping abilities with stressful events (Davoudimoghaddam, Raheb, Hosseinzadeh, & Teymouri, 2018). Hardy students are more likely to encourage themselves to complete any task and perceive it constructive as well (Ndlovu & Ferreira, 2019).

Maddi accentuates the idea that hardiness isn't only crucial to survive, but to thrive and prosper as well; as it is a personality characteristic that applies to those who seek a sense of purpose and significance in their lives, who are encouraged by obligation but also independence, and who believe that they are able to affect the shape of their society, so it's not only about enduring stress, but also about possessing the energy to find one's own way under the hardships of life (Linn, 2017).

#### **1.2.4 The relationship between Attachment styles and Stress Coping Strategies**

Among secure relationships, once signals of stress arise from a child, his caregivers respond according to his needs, which increases his trust and directs his attention into using more effective strategies to cope with stress (Komorowska-Pudło, 2016). On the other hand, within anxious-ambivalent and/or avoidant relationships, caregivers oftentimes react adversely to the anguish of their children, which causes a gradual loss of faith in people and life in general, and instead of utilizing effective strategies to cope with stress, they seek less adapting strategies (Canterberry & Gillath, 2012).

A study was published via Abufayyah (2023) in Saudi Arabia, its aim was to explore the relationship between strategies of coping and attachment styles within the Saudi youth, among a sample that consisted of approximately 40 participants (males and females) of Saudi nationality, and according to the results, Some individuals got the highest degrees of anxious attachment style and they mostly lean towards using avoidance coping strategy, on the other hand, the researcher observed that those who scored the highest degrees in avoidant attachment style, mostly utilized problem-solving coping strategies (Abufayyah, 2023). The findings reported that the group who got low degrees of anxious attachment style, generally preferred to apply avoidance coping strategy as well, and it's worth noting that there is a weak negative relationship between avoidant and anxious attachment styles with the coping strategy of problem-solving (Abufayyah, 2023). The

study also revealed a mediate negative relationship between avoidant attachment and seeking social support strategy, which insinuates that people of higher degrees of avoidant attachment style might lean towards seeking social support, in addition to discovering no relationship between anxious attachment style and seeking social support coping strategy, and a weak positive relationship between anxious and avoidance attachment style and avoidance coping strategy (Abufayyah, 2023).

Sahaghi et al. (2015) constructed a study to attempt on investigating the relationship between different types of attachment styles and strategies of coping with quality of life, on a random sample of 200 medical students of Jondishapour Medical University of Ahvaz in the academic year of 2014-2015, and the results demonstrated that students of secure attachment style use problem-oriented strategies, which was positively correlated with their quality of life, in contrast to students of ambivalent (anxious) who showed results of using emotion-oriented strategies and avoidance, leading to negative correlation with their quality of life, in addition to those with avoidant attachment style who used avoidance and emotion-oriented strategies as well, resulting with a negative correlation with their quality of life.

Finally, Ben-Ari and Hirshberg (2009) established a research to investigate the relationships between and among adolescents' attachment styles, conflict perceptions, and strategies for coping with conflicts with their peers, on a sample of 146 junior high school students who were analyzed through self-report questionnaires. Results showed that there were relationships between attachment styles, coping strategy, and conflict perception, and that students who were securely attached held more positive attitudes towards conflicts, utilized cooperative strategies to solve their disagreements with peers, and generally were less tangled up with conflicts (Ben-Ari & Hirshberg, 2009). The study demonstrated that students who were avoidantly attached held more negative attitudes towards conflicts, and utilized dominating strategies, while students of high scores of anxious attachment style seemed to use avoiding coping strategies and hold negative conflict perceptions (Ben-Ari & Hirshberg, 2009).

### **1.2.5 The relationship between Attachment styles and Psychological Hardiness**

Psychological hardiness expands people's self-confidence and therefore upholds their self-defenses against mentally stress-inducing events (Subramanian & Vinothkumar, 2009). Falling back to the issue of attachment figures and primary caregivers, securely attached individuals have higher levels of self-esteem and hardiness, as reflected through their abilities to cope efficiently with life misfortunes, and how easily they can rely on their caregivers in times of hardships, because during childhood, they got used to seeking their support and protection to deal with stress, which is why parent-child relations are one of the most crucial factors that lead to building psychological hardiness (Njus & Scharmer, 2020). Unlike individuals with anxious or avoidant attachment styles, whose views are usually suspicious of other crowds, and for whom relationships may truly be a cause for distress and burnout, as results of building a stressful type of relationship with their caregivers in the past (Njus & Scharmer, 2020). Mahmoodian et al. (2022) conducted a study to examine psychological hardiness as a mediator to the relationship between styles of attachment and psychological distress throughout the period of Covid-19 pandemic, on a sample of students from multiple universities in the city of Tehran in Iran, who either themselves got diagnosed with the virus of Covid-19 or close members of their families, in the period between March to November of 2021, and eventually, the researchers accumulated about 384 participant for the study (Mahmoodian, Memarinasab, Farrokhi, & Sabahi, 2022). Results of the study discovered that throughout the outbreak of Covid-19 virus, attachment styles have a straightforward and crucial impact on the level of psychological hardiness, and a direct correlation between attachment styles and psychological hardiness with psychological distress, and also, there was a significant mediating role of psychological hardiness on the relationship between styles of attachment and level of psychological distress (Mahmoodian, Memarinasab, Farrokhi, & Sabahi, 2022).

According to a comparative study constructed via Lotfi et al. (2021), to describe behaviors of non-suicidal self-injury on the the basis of moral perfectionism and traumatic encounters, with psychological hardiness and styles of attachment as mediators, on a sample of conveniently selected 529 graduate and undergraduate girls from Tehran universities (Lotfi, Peivaste Gar, Khosravi, Khodabakhsh Pirkani, & Mehrienejad, 2021). The total sample was divided into two groups, the first group consisted of girls with self-

injury behaviors and the second group of girls without self-injury, then compare the attachments styles, levels of hardiness, and moral perfectionism between the two groups, and the obtained results showed that there was a considerable distinction among the groups in regards to secure attachment, avoidance, ambivalence, psychological hardiness, and moral perfection; those who didn't commit self-injury behaviors attained higher ratings in secure attachment style, psychological hardiness, and moral perfection. However, the other group with self- injury behaviors attained higher ratings in avoidant attachment style and ambivalent attachment styles, and scored low ratings in both psychological hardiness and moral perfection (Lotfi, Peivaste Gar, Khosravi, Khodabakhsh Pirkani, & Mehrienejad, 2021).

Finally, Mahmoodi et al. (2010) published a research comparing the style of attachment and psychological hardiness in parented and unparented adolescents from high schools, situated in the city of Ardabil within Iran, and 18 schools were closed via the method of cluster sampling, then 150 students got picked through the method of simple sampling, also, the sample was divided into two groups : the first group consisted of 75 girls, and the second one consisted of 75 boys (Mahmoodi, Narimani, Zahed, & Abolghasemi, 2010). The study demonstrated that amidst parented adolescents and those without parents, there were recorded differences in the style of attachment and the level of psychological hardiness; those who were parented, possessed higher levels in both secure attachment style and psychological hardiness, while on the other hand, adolescents who were without parents, especially those without mothers, had higher levels in avoidant and/or ambivalent attachment styles and lower ratings in psychological hardiness (Mahmoodi et al., 2010). The study also revealed that there was no correlation between attachment styles and the level of psychological hardiness with the type of gender; some students from the boys group had secure attachment style and high levels of psychological hardiness, while others from the same group had insecure attachment styles and scored low levels of hardiness, and the same result was concluded from the girls group (Mahmoodi, Narimani, Zahed, & Abolghasemi, 2010).

### **1.2.6 The relationship between Stress Coping Strategies and Psychological Hardiness**

Individuals with high amounts of psychological hardiness are increasingly immersed in utilizing adaptive coping strategies and lesser maladaptive coping strategies than individuals with low amounts of psychological hardiness (Jalali & Amarqan, 2015). Previous research on psychological hardiness and stress imply that people with traits of hardiness and toughness generally undergo smaller loads of stress as a result of possessing capabilities that encourage them to act adaptively in stressful situations (Ebrahim, 2011).

Munusamy et al. (2019) constructed a study to inspect the mediating effects of coping strategies in predicting the level of psychological hardiness and the psychological well-being of bank employees residing in Malaysia, and via random sampling method, 141 workers from the banking districts within the city of Kuala Lumpur got selected, and according to the study results, a positive relationship was verified between psychological hardiness and psychological well-being; employees with high levels of psychological hardiness had enhanced levels of well-being (Munusamy & Assim, 2019). The researchers discovered a positive relationship between strategies of adaptive coping and the well-being of the workers, and a positive relationship between psychological hardiness and the coping strategies of active coping, plotting, suppression of competing activities, seeking instrumental and social support, emotion-oriented coping, positive coping, acceptance strategy, and religion, however, no relationship was determined between psychological well-being and strategies of maladaptive coping of denial, venting, using substances (Munusamy & Assim, 2019). Lastly, it was quite noticeable that a positive relationship was established between strategies of adaptive coping, psychological hardiness, and well-being; as it turned out, workers who utilize adaptive coping, their psychological hardiness and well-being enhanced (Munusamy & Assim, 2019).

Sarani et al. (2015) published a study to explore the correlation between psychological hardiness and the coping strategies which women utilize during their pregnancy periods; which is why the conveniently selected sample consisted of 500 pregnant woman, 167 women in the first trimester of pregnancy, 166 of them were in the second trimester, and the rest of 167 were in the third trimester, and the findings revealed that 23% the women struggled from a rather low level of psychological hardiness, 70.8% of

them had rather high level of psychological hardiness, and only 2.6% had a high level of psychological hardiness (Sarani, Azhari, Mazloum, & Aghamohammadian Sherbaf, 2015). The researchers found that there was a prominently positive correlation between psychological hardiness and women planning and arranging for the period of pregnancy, and a positive correlation between psychological hardiness and applying positive and spiritual coping strategies, but on the other hand, there was a prominently negative correlation between psychological hardiness and avoidance coping strategy, and a negative correlation between maternal psychological hardiness and the women's conception of stress (Sarani, Azhari, Mazloum, & Aghamohammadian Sherbaf, 2015). Lastly, it was discovered that women with high levels of psychological hardiness applied active coping strategies to deal with the stress of pregnancy, such as: planning and arranging beforehand, positive and spiritual coping strategies, rather than strategies of avoidance (Sarani, Azhari, Mazloum, & Aghamohammadian Sherbaf, 2015).

Delahaij et al. (2010) conducted a research titled "Hardiness and the response to stressful situations: Investigating mediating processes"; in order to interpret how psychological hardiness affects the way individuals react towards a threatening situation, in addition to applying coping styles and coping self-efficacy as mediators, on a sample of 207 participants, some whom were officer cadets of the Netherlands Defence Academy and others infantry recruits, and the results reinforced the notion that coping styles moderate between hardiness and coping behavior; by revealing that hardy individuals use more productive coping styles (i.e., more task-focused and less emotion-focused), and therefore demonstrated more effective coping behavior (Delahaij, Gaillard, & Van Dam, 2010). The findings also showed that coping self-efficacy moderates between hardiness and appraisal; as hardy individuals seemed more self-assured regarding their capabilities of coping with stressful situations, and appraising life-situations as more challenging and less threatening, it's worth noting that, results of this study conform with Kobasa's statements in 1979 regarding hardy people and dealing with stress; as he clarified that people with high levels of psychological hardiness generally lean towards utilizing more active and effective approaches towards stressful events (Delahaij, Gaillard, & Van Dam, 2010).

### **1.3 Problem Statement**

This study discusses a very important type of human relationship, which is the relationship between children and their families, the effects of parent-child attachment styles on children, and their abilities to develop their own strategies for coping with stress.

From a subjective point of view, amid clinical training in high schools, the researcher had observed a few crucial points that kept resurfacing during therapy sessions: social and behavioral concerns among students at school, their relationships with attachment figures at home, and a correlation between students' attachment relationships and their attitudes toward life events. She identified that students's attachment or detachment from their parents usually contributed to their levels of self-esteem and psychological hardiness.

This issue was raised again to the researchers' attention during her second year of master program, during day-to-day conversations with students from An-Najah National University, when she would ask them: "How do you manage the academic stress?" Or "How do you maintain high grades consistently and not burn out?", and each student would answer differently, and then the researcher would raise the sensitive question of: "Is there someone close to you whom you consider in times of struggle?", a few students mentioned their parents, while others mentioned that they much prefer spending some time alone.

And it has not escaped the researchers' attention that there is a considerable absence of research on subjects such as relationships within families, and its correlation with stress coping strategies in the Palestinian society, which is a critical point; because according to numerous previous studies, attachment styles have a significant impact on peoples' personalities, as observed from their social interactions, and how they react in stressful situations that prompt them to use certain coping strategies.

Therefore, this study is a correlational descriptive addition in the field of studying attachment styles and their relation with a person's coping strategies with stress, with the adoption of psychological hardiness as mediator; in order to fill the existing gap in the literature and provide evidence-based findings. Following this purpose, eight research questions were formulated:

The main question:

What is the relationship between attachment styles and stress coping strategies, with the mediating role of psychological hardiness among Palestinian university students?

The sub-questions:

1. Is there a relationship between attachment styles and stress coping strategies among Palestinian university students?
2. Is there a relationship between attachment styles and the level of psychological hardiness among Palestinian university students?
3. Is there a relationship between stress coping strategies and the level of psychological hardiness among Palestinian university students?
4. Are there significant differences in attachment styles, psychological hardiness, and stress coping strategies means among Palestinian university students according to gender?
5. Are there significant differences in attachment styles, psychological hardiness, and stress coping strategies means among Palestinian university students according to age?
6. Are there significant differences in attachment styles, psychological hardiness, and stress coping strategies means among Palestinian university students according to university?
7. Are there significant differences in attachment styles, psychological hardiness, and stress coping strategies means among Palestinian university students according to birth order?

#### **1.4 Study Significance**

The significance of this study lies in three points: first, it will be a useful addition to theoretical studies that discuss parental attachment styles and their effects on children's personalities after they become adults, and its correlation to the strategies they use to cope with psychological stress, bearing in mind the mediating role of their psychological hardiness. It also opens an important chance for discussion of the patterns followed in upbringing children in our society and its correlation to the cognitive, behavioral, and emotional aspects of young people, who are without a doubt the most crucial segment in any society.

Second, there is a practical importance to the study, as it will produce important recommendations and results for parents and families in Palestinian society, introducing them to the importance of the pattern followed in raising children and its impact on their future.

And third, this study looks for the relationship between attachment styles and coping with stress that people face at a very critical stage in their lives, which is the beginning of maturity. This study is targeted towards the youth, who are on the verge of forming their life goals and setting their paths for the future. This is the age of creating social and emotional relationships with others, learning from their past experiences with families and that the ways in which they interact with the external circle of friends, teachers, colleagues, and loved ones can be influenced by their primary attachment relationships with their parents during childhood. Therefore, hopefully this present study will contribute to spread some light on the prevailing types of parent-child attachment relationships in society, their role in shaping the personality of university students, their ability to cope with stress and their psychological hardiness.

### **1.5 Study Aims**

The study aims to achieve seven major objectives:

- To measure the relationship between attachment styles and stress coping strategies among Palestinian university students.
- To measure the relationship between attachment styles and the level of psychological hardiness among Palestinian university students.
- To measure the relationship between stress coping strategies and the level of psychological hardiness among Palestinian university students.
- To measure the differences in attachment styles, psychological hardiness, and stress coping strategies among Palestinian university students according to gender.
- To measure the differences in attachment styles, psychological hardiness, and stress coping strategies among Palestinian university students according to age.
- To measure the differences in attachment styles, psychological hardiness, and stress coping strategies among Palestinian university students according to university.
- To measure the differences in attachment styles, psychological hardiness, and stress coping strategies among Palestinian university students according to birth order.

## **1.6 Definitions of Terms**

### **1.6.1 Attachment**

Attachment is a lasting psychological connectedness between human beings (Bowlby, 1969). This study defines attachment as the bond that a person has with his primary caregiver, whether it's the biological parent or not, as he is nonetheless perceived as a secure base from which to explore the world and as a sanctuary of at times of stress.

### **1.6.2 Attachment style**

An attachment style is a stable personality feature that helps organize a person's thoughts, feelings, and behaviors throughout life (Hamama-Raz & Solomon, 2006).

Attachment as an operational definition is defined as a two dimension, dichotomized model of self and others, and these two dimensions are combined to form three prototypes: secure, anxious-ambivalent, and avoidant.

### **1.6.3 Stress**

Stress is the incapacity for an individual to manage a certain threatening hazard, whether it actually happened or was being imagined, which affects his mental, emotional, physical, and spiritual well-fare, leading to a display of body reactions and adaptive behaviors (Dossey, 2004). In the context of this study, stress is defined as a persistent state of tension and difficulty in managing challenging situations. It is characterized by chronic arousal, the inability to relax, feelings of nervousness and agitation, impatience, and an overreaction to minor problems or daily hassles, as measured by The Stress Coping Strategies Scale.

### **1.6.4 Coping**

Coping is essentially defined as the varying ways of thinking and behaving that are utilized to regulate internal or external demands of a stressful situation (Folkman & Moskowitz, 2004). In this study, the researcher adopted The Transactional Model of Stress and Coping to explain the general framework of dealing with stress among university students, and this model is mainly dependent on the notion that each student has certain cognitive appraisals that affect how they encounter stressful situations.

### **1.6.5 Coping strategies**

Coping strategies are behaviors adopted by the individual in response to reduce the adverse effects of the appraised stressor (Lazarus & Folkman, 1984). In the context of this study, the coping strategies consisted of three types: emotional-coping strategy, cognitive-coping strategy, and behavioral-coping strategy, as measured by The Stress Coping Strategies Scale.

### **1.6.6 Psychological hardiness**

The concept of hardiness describes a style of personality that provides an individual the ability to cope, tolerate (Weinberg & Gould, 2011), and consistently interact in transformational coping when encountered with stressful situations (Quick, Wright, Adkins, Nelson, & Quick, 2013). In the context of this study, psychological hardiness includes the ability to maintain psychological well-being, manage emotional responses, sustain daily functioning, and provide necessary support to oneself and others as well. And hardiness is formed of three dimensions: commitment, control, and challenge, as measured by The Short Psychological Hardiness Scale.

## **Chapter Two**

### **Methods**

This chapter describes the methods, statistical techniques, research tool, variables, and procedures which were followed by the researcher to achieve the study objectives. Moreover, this chapter shows the study design and description of the sample of the study.

#### **2.1 Study Design**

The research is concerned with applying the quantitative, correlational descriptive and analytical method to produce the research results by adopting the research tool, which is the questionnaire, which studies the variables related to the research topic. The data analysis consists of both descriptive and correlational statistics; to achieve the aims of the study to discover the levels and prevalence of attachment styles, stress coping strategies, psychological hardiness, and the correlation between all those variables among Palestinian university students.

Furthermore, the researcher studies the differences of attachment styles, stress coping strategies, and psychological hardiness levels according to gender, age, university, and birth order.

#### **2.2 Study Population**

The population of this study consists of both male and female Palestinian university students from Bethlehem University in Bethlehem, Al-Quds University in Abu Dis, Palestine Polytechnic University in Hebron, and An Najah National University in Nablus, who were chosen during the year of 2024, and an online web-based questionnaire was developed using online software (Google forms).

#### **2.3 Study Sample**

The study questionnaire was distributed to random samples from four Palestinian universities in four different areas of the West Bank, to measure the extent to which attachment styles influence methods of coping with stress and whether the presence of psychological hardiness is a contributing factor in this or not, and measuring differences according to age, gender, birth order and university. The researcher designed an online questionnaire via google form service, and that resulted in selecting (200) male and

female students from four Palestinian universities and the type of selection is convenient sampling method.

The distribution of the study sample was formed according to demographic variables as illustrated in the table 1.

**Table 1**

*The distribution of the study sample according to demographic variables (n= 200)*

<b>Demographic</b>	<b>Levels of variable</b>	<b>Frequency</b>	<b>Percentage %</b>
Gender	Male	81	40.5
	Female	119	59.5
Age	18- 20	74	37.0
	21- 23	77	38.5
	24- 25	24	12.0
	More than 25	25	12.5
University	An-Najah National University	41	20.5
	Bethlehem University	59	29.5
	Al-Quds University	40	20.0
	Palestine Polytechnic University	60	30.0
Birth Order	Only Child	7	3.5
	First born	49	24.5
	Middle born	102	51.0
	The youngest	42	21.0

The analyzed data from table 1 show the distribution of the study sample according to demographic properties of the sample, and according to gender, the sample contained (81) male with the percent of (40.5%), and (119) female with the percent of (59.5%). The sample was also distributed according to age, so that it contained (74) student aged (18-20) with the percent of (37%), and it contained (77) student aged (21 -33) with the percent of (38.5%), and it contained (24) student aged (24 - 25) with the percent of (12.5%), and lastly, (25) students aged (more than 25) with the percent of (12.5%). The sample was also distributed across different Palestinian universities, and the the results show that (41) student was from An-Najah National University with the percent of (20.5%), (59) student from Bethlehem University with the percent of (29.5%), (40) student from Al-Quds University with the percent of (20.0%), and finally, (60) student from Palestine Polytechnic University with the percent of (30.0%). The fourth demographic variable is birth order, and the sample contained (7) "Only birth" student with the percent of (3.5%), (49) "First born" student with the percent of (24.5%), (102) "Middle born" student with the percent of (51.0%), and at last, (42) "The youngest" student with the percent of (21.0%) from the sample.

## **2.4 Instruments of Study**

Demographic Information from this form was used to gather detailed information on basic demographics such as gender, age, university, and birth order. Research participants answered questions based on three scales:

### **2.4.1 The Yarmouk Scale for Attachment Styles**

A scale of attachment styles that was developed by Abu Ghazal and Jaradat (2009) is used, the scale had previously been applied to samples of university students and showed satisfactory levels of validity and reliability. The scale consists of (20) positive items, based on the five-point Likert scale where the number (0) represents ‘Does not apply at all’, and the number (4) represents ‘Applies completely’. To interpret the results, means of 5- points Likert scale was utilized as the following: (1- 1.80) very low level, (1.81- 2.60) low level, (2.61- 3.40) moderate level, (3.41- 4.20) high level, and (4.21- 5) very high level. The items are divided into three types, as follows:

1. Secure Attachment Style: This style shows the degree to which the individuals view themselves and others positively. This style consists of (6) items.
2. Anxious – Ambivalent Attachment Style: This style shows the degree to which individuals view themselves negatively and positively at others. This style consists of (7) items.
3. Avoidant Attachment Style: This style shows the degree to which individuals view themselves positively and negatively toward others. This model consists of (7) items.

### **2.4.2 The Short Psychological Hardiness Scale**

The Psychological Hardiness Scale as developed by Suzanne C. Kobasa (1979) was agreed upon by most researchers and psychological specialists, and later on, a shortened version of the scale got developed following the steps of Kobasa’s narrative that there are three components to a person’s level of hardiness or as known as the 3Cs: Challenge, Control and Commitment. The short Hardiness scale consists of 11 items, which got established in 1995, and the items are graded to five numbers according to the five-Likert scale, where each number represents a different meaning: (0 = Never; 1 = Rarely; 2 = Sometimes; 3 = Often; 4 = Always) for the. positive items (1, 2, 3, 4, 5, 7, 8, 9, 11), In contrast, the responses were inverse for the negative items (6 and 10). To interpret the results, means of 5- points Likert scale was utilized as the following: (1-

1.80) very low level, (1.81- 2.60) low level, (2.61- 3.40) moderate level, (3.41- 4.20) high level, and (4.21- 5) very high level. All items are divided into three types, as follows: (Bartone, 1995).

1. Commitment: This component demonstrates the level to which the individuals involve themselves in everyday activities. This factor consists of (4) items from the scale.
2. Control: This component demonstrates the level to which the individuals believe and act as if they have influence their life events. This factor consists of (5) items from the scale.
3. Challenge: This component shows the level to which the individuals believe that change is an opportunity for further development in life. This factor consists of (2) items from the scale.

### **2.4.3 The Stress Coping Strategies Scale**

This questionnaire was developed by Hamby et al., 2015; to evaluate the different types of methods that people often utilize to deal with their problems of life, and the researchers focused on the cognitive, emotional, and behavioral methods, some items were derived from Holahan and Moos's (1987) scale for strategies of coping with stress, while others were concluded from Spitzberg and Copach's (2008) framework for evaluating the coping response when being stalked (Hamby, et al., 2015; Partially adapted from Holahan & Moos, 1987; Spitzberg & Copach, 2008). The scale consists of 11 positive items graded as the five-Likert scale (0 = Never) to (4 = Always), and to interpret the results, means of 5- points Likert scale was utilized as the following: (1- 1.80) very low level, (1.81- 2.60) low level, (2.61-3.40) moderate level, (3.41- 4.20) high level, and (4.21- 5) very high level. The paragraphs are divided into three types of methods, as follows:

1. Cognitive-coping method: in this type, the individuals use cognitive appraisal to cope with the stressful situation. This pattern consists of (4) items.
2. Emotional-coping method: the type of coping in which the individual uses to manage his emotions surrounding the problematic situation. In the scale, this pattern consisted of (3) items.
3. Behavioral-coping method: This method considers the practical step which are taken to manage a certain problem and reduce the stress, and it was seen in (4) items from the scale.

## 2.5 Validity of Study Instruments

To ensure the validity of the study instruments, the internal consistency validity was used after distributing the study instrument to a pilot sample including 30 Palestinian university students from the study population.

**Table 2**

*The validity of internal consistency for the Yarmouk Scale for Attachment Styles*

N	Items	R	P Value
1	I notice that others don't like to get near me	.820**	0,000
2	It's hard for me to trust others completely	.807**	0,000
3	Because I approach people, I find they prefer to keep away from me	.821**	0,000
4	I'm comfortable when I'm close to others	-.576**	0,000
5	It's crucial for me to be independent from other	.799**	0,000
6	Others don't value or respect me as much as I value or respect them	.804**	0,000
7	I don't worry when someone approaches me	-.596**	0,000
8	I prefer others to be independent of me	.744**	0,000
9	My desire to be close to others outweighs their desire to be close to me.	.630**	0,000
10	I know I'll find someone when I need help	-.664**	0,000
11	It's okay for me if others depend on me	-.599**	0,000
12	I don't worry when I'm alone, I don't need others so much	.520**	0,000
13	I have the impression that I love others more than they love me	.727**	0,000
14	It is easy for me to form intimate relationships with others	-.606**	0,000
15	I prefer to do my duties myself without help from others	.755**	0,000
16	I want to get close to people, which might make them turn away from me	.786**	0,000
17	I feel like other people don't like me	.821**	0,000
18	I like to be self-sufficient	.799**	0,000
19	I am confident that others will help me if I need them	-.617**	0,000
20	I feel comfortable when others do not interfere in my private affairs	.792**	0,000

\*\*Correlation is significant at the 0.01 level (2-tailed).

Table 2 shows that the correlation between the items and the total score of attachment styles were statistically significant, which indicates to the validity of the Yarmouk scale for Attachment Styles.

**Table 3**

*The validity of internal consistency for the Short Psychological Hardiness Scale*

N	Items	R	P Value
1	Most of my life gets spent doing things that are meaningful	.858**	0,000
2	By working hard I can nearly always achieve my goals	.864**	0,000
3	Changes in routine are interesting to me	.852**	0,000
4	How things go in my life depend on my own actions	0.839**	0,000
5	I really look forward to my daily activities	.804**	0,000
6	I don't think there's much I can do to influence my own future	-.675**	0,000
7	I enjoy the challenge when I have to do more than one thing at a time	.894**	0,000
8	Most days, life is really interesting an exciting for me	.848**	0,000
9	It is up to me decide how the rest of my life will be	.848**	0,000
10	Life in general is boring for me	-.646**	0,000
11	My choices make a real difference in how thins turn out in the end	0.819**	0,000

\*\*Correlation is significant at the 0.01 level (2-tailed).

Table 3 demonstrates that the correlation between the items and the total score of psychological hardiness, which indicates to the validity of the Short Psychological Hardiness Scale.

**Table 4**

*The validity of internal consistency for The Stress Coping Strategies Scale*

N	Items	R	P Value
1	When dealing with a problem, I spend time trying to understand what happened	.766**	0,000
2	When dealing with a problem, I try to see the positive side of the situation	.653**	0,000
3	When dealing with a problem, I try to step back from the problem and think about it from a different point of view	.852**	0,000
4	When dealing with a problem, I consider several alternatives for handling the problem	.827**	0,000
5	When dealing with a problem, I try to see the humor in it	-.167**	0,000
6	When dealing with a problem, I think about what it might say about bigger lifestyle changes I need to make	.740**	0,000
7	When dealing with a problem, I try to remember that the problem is not as serious as it seems	-.236**	0,000
8	When dealing with a problem, I use exercise, hobbies, or meditation to help me get through a tough time	.748**	0,000
9	When dealing with a problem, I make compromises	.834**	0,000
10	When dealing with a problem, I take steps to take care of myself and my family for the future	.861**	0,000
11	When dealing with a problem, I work on making things better for the future by changing my habits, such as diet, exercise, budgeting, or staying in closer touch with people I care about	.859**	0,000

\*\*Correlation is significant at the 0.01 level (2-tailed).

Table 4 shows that the correlation between the items and the total score of stress coping strategies, indicating the validity of the Stress Coping Strategies Scale.

## 2.6 Reliability of Study Instruments

To ensure the reliability of the study instruments, a Cronbach's alpha equation was utilized, as presented in table 5.

**Table 5**

*The reliability of study instruments*

N	Variables	No. of items	Cronbach's alpha
1	Attachment styles	20	0,60
2	Psychological hardiness	11	0,76
3	Stress coping strategies	11	0,83

The coefficients of reliability for the study instruments (Attachment styles, psychological hardiness, and stress coping strategies) were (0.60, 0.76, 0.83) respectively as presented in the table 5.

These values mean that the instruments are suitable to achieve the study's objectives.

## **2.7 Statistical Analysis and Methods**

To answer the study's questions and examine its hypotheses, the researcher used the Statistical Packages for Social Sciences (SPSS) program version 25.0 by using the following:

1. Validating the study instruments using the "Pearson" correlation coefficients.
2. Reliability of study instruments using Cronbach's alpha equation.
3. Pearson correlation to determine the relationship between attachment styles, stress coping strategies, and psychological hardiness.
4. Simple linear regression to determine the effects between attachment styles, stress coping strategies, and psychological hardiness.
5. Bivariate correlation test - Pearson test to determine the relationship between types of attachment styles, methods of stress coping strategies, and factors of psychological hardiness.
6. Independent sample t-test and one-way ANOVA analysis were used to determine the differences in attachment styles, psychological hardiness, stress coping strategies means among Palestinian universities students according to some demographic variables (Gender, age, university, and birth order).

## **2.8 Study Procedures**

The data was gathered from a sample of 200 students from Palestinian universities in different areas from the West Bank. The measures were administrated to the participants during the period (4<sup>th</sup> March- 15<sup>th</sup> March 2024). The purpose of the study was clarified to each student, and they were asked not to write their names or any identifying information on the questionnaire; in order to ensure their anonymity and confidentiality. The process of completing the whole questionnaire took approximately 30 minutes.

The questionnaire was sent as a google form link to different professors from the four selected universities, who then proceeded to send it to their students' groups, using a variety of social media technologies (WhatsApp and Messenger). This method was utilized to contact as many Palestinian university student as possible (in accordance with the specific independent variables), through the difficult period of a war that began in the

7<sup>th</sup> of October; causing several transportation challenges between all cities.

## **2.9 Study Variables**

### 1. Independent variables

Attachment styles: Secure attachment style, anxious–ambivalent attachment style, and avoidant attachment style.

### 2. Demographic variables Gender: Male and female.

Age: 18-20, 21-23, 24-25, more than 25.

University: Bethlehem University, Al-Quds University, Palestine Polytechnic University, and An Najah National University.

Birth order: Only child, first born, middle born, the youngest.

### 3. Dependent variables

Stress coping strategies: Cognitive-coping strategies, emotional-coping strategies, behavioral-coping strategies.

### 4. Mediating variables

Psychological hardiness: Commitment, control, challenge.

## Chapter Three

### Results

This chapter presents a presentation on the research's outcomes by discussing the research questions. By analyzing the data statically, the seven sub-questions' answers will be discussed and explained. The answers to the seven sub-questions answer the main question of this research. In this research, 200 students from four Palestinian Universities across the West Bank participated in this study.

#### 3.1 Statistical Survey Results

The main question is: "What is the relationship between attachment styles and stress coping strategies, with the mediating role of psychological hardiness among Palestinian university students?"

To answer this question, we will discuss answers to four sub-questions as follows:

##### 3.1.1 Results of The First Sub-Question

- Is there a relationship between attachment styles and stress coping strategies among Palestinian university students?

To answer this question, Bivariate test -Pearson test was used to calculate the correlation between attachment styles and stress coping strategies, as shown in table 6.

**Table 6**

*The relationship between attachment styles and stress coping strategies among Palestinian university students (n= 200)*

Scales	Attachment styles	Stress Coping strategies
Attachment styles	1	-0.69**
Stress coping strategies	-0.69**	1

\*\* Correlation is significant at the 0.01 level (2-tailed).

The results in table 6 indicates that there is a statistically negative and significant relationship between at ( $\alpha \leq 0.01$ ) between attachment styles and stress coping strategies among Palestinian university students, as the value of Pearson correlation was (-0.69).

##### 3.1.2 Results of The Second Sub-Question

- Is there a relationship between attachment styles and the level of psychological hardiness among Palestinian university students?

To answer this question, Bivariate correlation test - Pearson test was used to calculate the correlation between attachment styles and the level of psychological hardiness, as shown in table 7.

**Table 7**

*The relationship between attachment styles and the level of psychological hardiness among Palestinian university students (n= 200)*

<b>Scales</b>	<b>Attachment styles</b>	<b>Psychological hardiness</b>
Attachment styles	1	-0.73**
Psychological hardiness	-0.73**	1

\*\* Correlation is significant at the 0.01 level (2-tailed).

The results in table 7 indicates that there is a statistically negative and significant relationship between at ( $\alpha \leq 0.01$ ) between attachment styles and psychological hardiness among Palestinian university students, as the value of Pearson correlation was (-0.73).

### 3.1.3 Results of The Third Sub-Question

- Is there a relationship between stress coping strategies and the level of psychological hardiness among Palestinian university students?

To answer this question, Bivariate correlation test - Pearson test was used to calculate the correlation between stress coping strategies and the level of psychological hardiness, as shown in table 8.

**Table 8**

*The relationship between stress coping strategies and the level of psychological hardiness among Palestinian university students (n= 200)*

<b>Scales</b>	<b>Stress coping strategies</b>	<b>Psychological hardiness</b>
Stress coping strategies	1	0.84**
Psychological hardiness	-0.84**	1

\*\* Correlation is significant at the 0.01 level (2-tailed).

The results in table 8 indicates that there is a statistically positive and significant relationship between at ( $\alpha \leq 0.01$ ) between stress coping strategies and psychological hardiness among Palestinian university students, as the value of Pearson correlation was (0.84).

**Table 9**

Summary of simple linear regression ( $R^2$ ) results to determine the most important effects between attachment styles, stress coping strategies, and psychological hardiness among Palestinian university students ( $n=200$ )

Scales	Attachment styles	Stress coping strategies	Psychological hardiness
Attachment styles		0.487*	0.531*
Stress coping strategies			0.708*
Psychological hardiness			

\*\*Significant effect at ( $\alpha \leq 0.05$ ).

The results of simple linear regression shown in table 9 reveal that the main important effects are between attachment styles and psychological hardiness ( $R^2 = 0.531$ ;  $\alpha \leq 0.05$ ), and between stress coping strategies and psychological hardiness ( $R^2 = 0.708$ ;  $\alpha \leq 0.05$ ). It means that attachment styles and psychological hardiness explain (53%) from each other, while stress coping strategies and psychological hardiness explain (70%) from each other.

### 3.1.4 Results of The Fourth Sub-Question

- Are there significant differences in attachment styles, psychological hardiness, and stress coping strategies means among Palestinian university students according to gender?

To answer this question, independent sample t-test was used calculate the differences in the total scores of attachment styles, psychological hardiness, and stress coping strategies among Palestinian university students according to gender, as shown in table 10.

**Table 10**

Results of independent sample t-test for the differences in attachment styles, psychological hardiness, and stress coping strategies means among Palestinian university students according to gender ( $n=200$ )

Dependent variable	Gender	Mean	Std. Deviation	t	df	Sig. (2 tailed)
Attachment styles	Male	1,65	0,39	-0,124	198	0,902
	Female	1,66	0,36			
Psychological hardiness	Male	2,34	0,65	0,005	198	0,996
	Female	2,34	0,59			
Stress coping strategies	Male	2,42	0,67	0,114	198	0,910
	Female	2,41	0,66			

The results shown in table 10 indicate that there aren't any statistically significant differences at ( $\alpha \leq .05$ ) in the total scores of attachment styles, psychological hardiness, and stress coping strategies among Palestinian university students according to the variable of gender. The data above demonstrate that the attachment styles' mean is (1.65)

for males, and (1.66) for females. However, the psychological hardiness's' mean is (2.34) for males, and (2.34) for females. And lastly, the mean for stress coping strategies among males is (2.42) and (2.41) for females.

### **3.1.5 Results of The Fifth Sub-Question**

Are there significant differences in attachment styles, psychological hardiness, and stress coping strategies means among Palestinian university students according to age? To answer this question, one-way ANOVA was used calculate the differences in the total scores of attachment styles, psychological hardiness, and stress coping strategies among Palestinian university students according to age, as shown in table 11 (see Appendix D). The results shown in table 11 (see Appendix D) indicate that there aren't any statistically significant differences at ( $\alpha \leq .05$ ) in the total scores of attachment styles, psychological hardiness, and stress coping strategies among Palestinian university students according to the variable of age.

### **3.1.6 Results of The Sixth Sub-Question**

- Are there significant differences in attachment styles, psychological hardiness, and stress coping strategies means among Palestinian university students according to university?

To answer this question, one-way ANOVA was used calculate the differences in the total scores of attachment styles, psychological hardiness, and stress coping strategies among Palestinian university students according to university, as shown in table 12 (see Appendix D).

The results shown in table 12 (see Appendix D) indicate that there aren't any statistically significant differences at ( $\alpha \leq .05$ ) in the total scores of attachment styles, psychological hardiness, and stress coping strategies among Palestinian university students according to the variable of university.

### **3.1.7 Results of The Seventh Sub-Question**

- Are there significant differences in attachment styles, psychological hardiness, and stress coping strategies means among Palestinian university students according to birth order?

To answer this question, one-way ANOVA was used calculate the differences in the total scores of attachment styles, psychological hardiness, and stress coping strategies among Palestinian university students according to birth order, as shown in table 13 (see Appendix D).

The results shown in table 13 (see Appendix D) indicate that there aren't any statistically significant differences at ( $\alpha \leq .05$ ) in the total scores of attachment styles, psychological hardiness, and stress coping strategies among Palestinian university students according to the variable of birth order.

### **3.1.8 The answer to The Main Question**

By answering the seven sub-questions of the research, the answer to the main question is as follows:

The study indicated that there is a statistically significant relationship between the three variables of attachment styles, stress coping strategies, and psychological hardiness. The results also showed that attachment styles and psychological hardiness explain (53%) from each other, while stress coping strategies and psychological hardiness explain (70%) from each other.

On the other hand, the study demonstrated that there are no statistically significant differences in attachment styles, psychological hardiness, and stress coping strategies means among Palestinian university students according to gender, age, university, and birth order.

## **Chapter Four**

### **Discussions and Conclusions**

#### **4.1 Discussion**

The main purpose of this study is to examine the mediating role of psychological hardiness in the relationship between attachment styles and stress coping strategies among Palestinian university students, and to determine the differences in attachment styles, stress coping strategies, and psychological hardiness among Palestinian university students, according to the variables of (Gender, age, university, and birth order).

In this chapter, the researcher will discuss the answers to the study's questions, its limitations, and the final recommendations.

The results of the first sub-question revealed that there was a negative relationship between attachment styles and stress coping strategies, and to precisely discuss this relationship, the researcher made a further analysis; in order to determine the exact relationships between the three styles of attachment and the three strategies of stress coping. According to the results in table 14 (See Appendix D), it was discovered that there was a positive relationship at between secure attachment style and cognitive-coping and behavioral-coping strategies with stress among students of Palestinian universities, while there was a positive relationship between avoidant attachment style and emotional-coping strategies with stress, in addition to a positive relationship between anxious-ambivalent attachment style and emotional-coping strategies with stress among the students. The results from table 14 (See Appendix D) also showed that there was a negative relationship between avoidant style, cognitive-coping and behavioral-coping strategies with stress among students of Palestinian universities, also, a negative relationship was discovered between anxious-ambivalent attachment, cognitive-coping and behavioral-coping strategies among the students. Meanwhile, a negative relationship was revealed between secure attachment style and emotional-coping strategies among the students.

Secure individuals tend to have a reassured outlook on life in general, and that includes during challenging situations; because they grow up feeling more confident to get out of their comfort zones, comforted by the fact that they can seek support and help from

their loved ones whenever it is needed. Securely attached individuals also tend to plan their solutions strategically, and re-evaluate the stressful situation precisely, by focusing on the advantages and disadvantages of whatever solution they select to solve the problem. As for individuals with avoidant attachment style, they usually have more negative experiences with their care-givers from childhood, such as being neglected and emotionally separated from them, which eventually prompts the children to grow up into adults who often times avoid seeking help from other people during difficult times, in addition to that, having those experiences tend to impact how they perceive life in general; they will more likely assume the worst out of a stressful situation, avoid evaluating it step by step, and distance themselves from it. Individuals with anxious attachment style usually encountered contradictory experiences with their care-givers during childhood; on some occasions they were neglected, and on other times they were overflowed with love and attention, which will naturally lead them to get fearful and anxious in their social relationships; so they're often time reluctant to ask for help from their loved ones and prefer to suppress their fears instead of practicing mediation or expressing their worries regarding stressful situations.

These results aligned with Sahaghi et al. (2015), who found that university students of secure attachment style utilized problem-oriented strategies, while students of anxious-ambivalent and avoidant attachment styles showed higher ratings when it comes to using emotion-oriented strategies and avoidance (Sahaghi, Mousavi, Mohamadi, & Rezai Pouya, 2015).

The result of the second sub-question indicated that there was a negative relationship between attachment styles and psychological hardiness among Palestinian university students. Upon deeper analysis to investigate the nature of the relationship between the three styles of attachment styles and the three dimensions of psychological hardiness. According to the results in table 15 (See Appendix D), there was a positive relationship between secure attachment style and commitment, control, and challenge among Palestinian university students, however, there were negative relationships between anxious-ambivalent attachment style and commitment, control, and challenge. Finally a negative relationship was found between avoidant attachment style and commitment, control, and challenge. As clarified, there are so many factors which contribute to the development of psychological hardiness, such as parent-child interactions; those whose

physical and emotional needs were satisfied during childhood, are more likely to feel supported and encouraged to do hard tasks early on, which will ultimately increase their psychological hardiness (Njus & Scharmer, 2020). As the researcher mentioned before, individuals with avoidant and/or anxious-ambivalent attachment styles, usually had parents who were unresponsive to their needs and unavailable when called upon, including the times when children are tasked with certain chores and actually need their parent's attention, leading to a decrease of self-confidence and psychological hardiness. These results aligned with the findings of a previous research published via Mahmoodi et al. (2010), in which it was revealed that high-school students with secure attachment style also had high levels of psychological hardiness, on the other hand, students with avoidant and/or ambivalent attachment styles had low levels of psychological hardiness (Mahmoodi, Narimani, Zahed, & Abolghasemi, 2010).

The results of the third sub-question indicated that there a positive relationship between stress coping strategies and psychological hardiness among Palestinian university students. The researcher then decided to precisely analyze the relationship between the three strategies of stress coping and three dimensions of psychological hardiness among the students. According to the results in table 16 (See Appendix D), there was a positive relationship between behavioral-coping strategies and commitment, control, and challenge among students of Palestinian universities, in addition to a positive relationship between cognitive-coping strategies and commitment, control, and challenge. In contrast to emotional-coping strategies, which had a negative relationship with commitment, control, and challenge among the students.

Individuals with high levels of psychological hardiness possess high levels of control, which is the ability to feel capable of controlling any event no matter how stressful it is, so naturally, when encountering problems, their minds will be more capable to ponder over the challenging events calmly, reevaluate the causes, then think through the solutions. Individuals who got high levels of commitment, are more able to feel pleasure in their everyday-activities, including the ones accompanied by stress, so they don't mind spending extra time processing problems and evaluating them. When it comes to challenge, people with high levels of challenge perceive problematic life- events as opportunities to prove their themselves as capable and powerful, so obviously, they would also think and analyze carefully before they make any step. Lastly, An increase of control,

commitment, and challenge, will further encourage any individual to utilize behavioral-coping strategies, such as seeking help from the right sources and directly attempting to resolve the problematic situation; in order to lessen the stress.

Emotional-coping strategies including avoidance and minimization, are strategies that are mostly used after making appraisals on threatening situations which are perceived as uncontrollable (Herman & Tetrick, 2009; Ryan, 2013). The less psychological hardiness an individual seems to possess, the less he feels confident at controlling and challenging the stressful situation, the less he commits to solving it, and the more he will seek emotional-coping strategies to avoid dealing with it.

These results supported that of Sarani et al. (2015) who represented that women who obtained high levels of psychological hardiness applied active coping strategies to deal with the stress of pregnancy, such as: planning and arranging beforehand, which are some of the cognitive-coping strategies (Sarani, Azhari, Mazloun, & Aghamohammadian Sherbaf, 2015). Results of the current study also aligned with another one that revealed that hardy individuals tend to use more of productive coping styles (i.e., more task-focused), and less of emotion-focused coping styles (Delahajj, Gaillard, & Van Dam, 2010).

The researcher made further analysis; to explain the relationship between attachment styles, stress coping strategies, and psychological hardiness, by examining the main important effects between these variables. The results showed that the main important effects were between attachment styles, and psychological hardiness, as well as between stress coping strategies and psychological hardiness, which is in accordance with a previous study that found that attachment styles have a straightforward mediating impact on the level of psychological hardiness (Mahmoodian, Memarinasab, Farrokhi, & Sabahi, 2022), and the study of Munusamy et al. (2019) determined a mediating impact of stress coping strategies on the level of psychological hardiness (Munusamy & Assim, 2019).

The results of the fourth sub-question indicated that there were no significant differences in attachment styles, psychological hardiness, and stress coping strategies among Palestinian university students according to gender. This can be interpreted that in the Palestinian society, usually children have similar relationships with their parents despite their genders, so there isn't really a noticeable gap of differences between males and

females when it comes to attachment styles; some males may have secure attachment style with their parents, others may have anxious-ambivalent attachment style with theirs. The same goes for females, some may be securely attached, while others are anxiously attached. The style of attachment that an individual possesses mainly depends on the kind of parenting and treatment he was exposed to during childhood, and as the researcher previously mentioned, attachment styles are correlated to the level of psychological hardiness; when an individual is securely attached with the people around him, he's more likely to be hardy and self-assured during stressful events, and the current study's results proved that this is true for males and females. The results also showed that individuals from both genders may utilize different types of stress coping strategies; because it was connected to their attachment styles and psychological hardiness, as was proven by the results.

This interpretation is also encouraged by a previous study via Mahmoodi et al. (2010), in which it was emphasized how there were no significant differences in attachment styles and psychological hardiness according to gender; the group of boys was divided into those who were securely attached with high levels of psychological hardiness, while others were insecurely attached with low levels of psychological hardiness, and the same result was concluded from the girls group; some girls were securely attached with high psychological hardiness, whilst others were insecurely attached with low psychological hardiness (Mahmoodi, Narimani, Zahed, & Abolghasemi, 2010). The previous study of Munusamy et al. (2019) also clarified that there were no significant differences in stress coping strategies between males and females (Munusamy & Assim, 2019).

The results of the fifth sub-question indicated that there were no significant differences in attachment styles, psychological hardiness, and stress coping strategies among Palestinian university students according to age. According to Bowlby's theory, a person's attachment style is mostly stable throughout his life, and as he grows up he's more reluctant to change it (Fraley & Shaver, 2000). The type of attachment that a person picks up during his early periods of life, generally lasts for the rest of it, which is why the results didn't find a distinctive attachment style according to a certain age; because people from all ages may have any of the three attachment styles, and age development doesn't necessarily mean attaining the secure attachment style. The results also discovered no significant differences of psychological hardiness according to age, which may

emphasize that growing up does not necessarily mean obtaining a higher level of psychological hardiness, and that a teenage individual might hold more hardiness than a middle aged one. Finally, no differences of stress coping strategies according to age; because the type of stress coping strategies that a person utilizes to deal with stressful situations are correlated with whether they're perceived as under or out of control; a person is more likely to use cognitive and behavioral-coping strategies when he feels more confident to handle and control the threatening situation, and this is generally the case among people of an older age, while a younger person is less likely to have a high level hardiness to deal with challenging events, and that explains why he might tend to go for emotional-coping strategies in times of distress. This study was applied on the Palestinian society, which is a society that was and is still being exposed to exceptional circumstances that make its citizens differ in terms of aging; as we see people possess a mental age that is more mature than their chronological age, thus why the results show students from all ages use cognitive, behavioral, or emotional-coping strategies, in spite of their ages.

The results of the sixth sub-question indicated that there were no significant differences in attachment styles, psychological hardiness, and stress coping strategies among Palestinian university students according to university. Even though the four selected Palestinian universities for the study were from different regions in the West Bank, with students from various backgrounds, the results revealed that no distinctive differences in attachment styles, psychological hardiness, and stress coping strategies were found, which can be a consequence of a closed off kind of society, and no matter how many cities were included, generally all citizens hold similar values, social ideas, and principles, that are reflected on their domestic interactions within the household, the kind of coping strategies they use to deal with stress, and their levels of psychological hardiness.

As demonstrated by the results, there wasn't a difference in the levels of psychological hardiness according to Palestinian universities, but it might be affected by religious and national factors that generally exist within the Palestinian society; as this society has gone through many traumas and life threatening events that had been inherited over generations from grandparents to grandchildren, so loss and pain are considered normal aspects people see and hear about almost daily in their lives, whether it happens to them or to others. However, we discover that citizens of this society have an extraordinary level

of psychological hardiness that they were forced to take as a cornerstone to be able to continue living and dreaming of a better future. It's normal for people to report to religion in times of hardship; to strengthen their resolve and and protect themselves from crumbling under the oppression, so religious beliefs provide them with sense of safety and comfort.

The results of the seventh sub-question indicated that there were no significant differences in attachment styles, psychological hardiness, and stress coping strategies among Palestinian university students according to birth order. In some universal studies, it has been found that many parents have various attachment relationships with their children according to their birth orders; some parents treat their eldest child more severely than how they treat their youngest who is born when his parents are older, and thus their physical and mental energy are lower; which ultimately affect their type of upbringing. People from foreign countries tend to marry later in their lives, but in the Palestinian society, most individuals tend to marry at a younger age; thus their physical and mental energy continue over a longer period of time to accommodate all children despite their birth order, so we do not notice tangible differences in patterns of attachment between siblings. Non-discrimination of parent-child interactions between the siblings is reflected on their attachment styles, their levels of psychological hardiness, and the type of stress coping strategies they utilize when encountering a challenging situation.

To answer the main question, seven sub-questions have been answered in advance. There is a relationship between attachment styles and stress coping strategies, with the mediating role of psychological hardiness among Palestinian university students.

#### **4.2 Study Limitations**

In this section, the researcher aims to discuss the limitations of this study to provide a detailed understanding of the boundaries and obstacles that may have disrupted the findings:

Firstly, the researcher noticed an obvious shortage of studies that addressed the three variables of attachment styles, stress coping strategies, and psychological hardiness, and there seemed an even less number of studies who covered these variables within educational settings such as high schools or universities.

Secondly, the researcher noticed the obvious lack of research related to studying the differences of age, university, and birth order, in the relationship between attachment

styles, stress coping strategies, and psychological hardiness. This point stood as an issue specifically during interpretation of the fifth, sixth, and seventh sub-questions' results in the discussion chapter.

Thirdly, a serious absence of research was discovered within Arab societies, especially a Palestinian one; on subjects such as: the relationship between attachment styles and stress coping strategies, between attachment styles and psychological hardiness, or between stress coping strategies and psychological hardiness.

### **4.3 Ethical consideration**

Participants' confidentiality and privacy were kept safe, as the study questionnaires did not demand any personal information from the participants as they were not asked to write their names or identifying information on any of the questionnaires to ensure their anonymity and confidentiality, participants were randomly selected via closed institutional groups using a variety of social media technologies (WhatsApp and Messenger), and the participants' personal information (such as name, email, or phone number) was not recorded in their replies in Google Forms.

### **4.4 Conclusions**

In this study, the researcher aimed to explore the mediating role of psychological hardiness in the relationship between attachment Styles and stress coping strategies among Palestinian university students. The researcher implemented a questionnaire that consists of three scales: The Yarmouk Scale for Attachment Style, a Psychological Hardiness Scale, A Stress Coping strategies Scale. The process of distributing the surveys among students lasted three days, and completing the whole questionnaire took approximately 30 minutes.

The study results indicate a notable relationship between attachment styles, stress coping strategies, and psychological hardiness among students from Bethlehem University in Bethlehem, Al-Quds University in Abu Dis, Palestine Polytechnic University in Hebron, and An Najah National University in Nablus.

The study show that attachment styles and psychological hardiness explain (53%) from each other, while stress coping strategies and psychological hardiness explain (70%) from each other. These findings highlight the importance of assessing the effects of attachment styles on the type of coping strategies that Palestinians use to deal with their daily lives,

and to assess how their attachment styles are correlated with how much psychological hardiness they possess. The study also reveal non-noticeable differences of attachment styles, stress coping strategies, and psychological hardiness among students regarding gender, age, university, and birth order.

Although there were some valuable outcomes, there were certain limitations to the research. In the following section, the researcher suggests recommendations based on the research outcomes.

#### **4.5 Recommendations**

Based on the findings of this study which show the mediating role of psychological hardiness in the relationship between attachment Styles and stress coping strategies among Palestinian university students, the researcher recommends that:

- In the Palestinian context:
  - Provide more counselling centers within Palestinian universities; to supply professional and psychological guidance for students with social, personal, and academic issues.
  - Organize free workshops to spread more awareness regarding the effects of parent-child interactions on personality's psychological hardiness, and shed more light on the subject of attachment styles.
  - Provide training courses in Palestinian universities; to teach students how to efficiently manage their stress and find more adaptive strategies of coping with it.
- Further research recommendations should be conducted to:
  - Study the relationship between attachment styles and stress coping strategies in Palestine.
  - Study the impact of attachment styles on psychological hardiness within the Palestinian society.
  - Study the impact of psychological hardiness on stress coping strategies within the Palestinian society.
  - Study the differences of age, university, and birth order, in the relationship between attachment styles, stress coping strategies, and psychological hardiness in the Palestinian context.

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## Appendices

### Appendix A

#### The Yarmouk Scale for Attachment styles

مقياس اليرموك لأنماط تعلق الراشدين

الزملاء والأصدقاء الأعداء تحية طيبة وبعد،

نقوم بإجراء دراسة جامعية تستهدف فحص العلاقة بين أنماط التعلق واستراتيجيات مواجهة الضغوطات النفسية و الدور الوسيط للصلابة النفسية في هذه العلاقة لدى طلبة الجامعات الفلسطينية.

راجين منكم التكرم بالاستجابة عن الفقرات المرفقة باهتمام وموضوعية، علمًا بأن إجاباتكم ستبقى سرية وسيتم استخدامها لأغراض البحث العلمي فقط.

إقرأ كل من النصوص التالية، ثم ضع إشارة (X) في خانة الدرجة التي تعبر عن مدى وصف كل نص لك. لا يوجد إجابات صحيحة أو خاطئة. لا تقضي وقتًا طويلاً في أي منها.

النوع: ذكر/ أنثى

العمر: 18-20 / 21-23 / 24-25 أكثر من 25

الجامعة: جامعة النجاح الوطنية/ جامعة بيت لحم/ جامعة القدس أبو ديس/ جامعة بوليتكنك فلسطين

الترتيب بالعائلة: طفل وحيد/ الطفل الأول/ الطفل الوسط/ الطفل الأصغر

العبارة	أبدأ	نادراً	أحياناً	غالباً	دائمًا
1 ألاحظ أن الآخرين لا يرغبون الاقتراب مني.					
2 من الصعب عليّ أن أتق بالآخرين تمامًا.					
3 لأنني اقترب من الناس، أجد أنهم يفضلون البقاء بعيدين عني.					
4 أكون مرتاحا عندما أكون قريبا من الآخرين.					
5 من المهم بالنسبة لي أن أكون مستقلا عن الآخرين.					
6 لا يقدرني أو يحترمني الآخرون تماما كما أقدّرهم أو احترمهم.					
7 لا أقلق عندما يقترب مني شخص ما.					
8 أفضل أن يكون الآخرون مستقلين عني.					
9 رغبتني في الاقتراب من الآخرين تفوق رغبتهم بالاقتراب مني.					
10 أعرف أنني سأجد من يساعدني عندما أحتاج إلى مساعدة.					
11 لا يوجد مشكلة بالنسبة لي إذا اعتمد الآخرون عليّ.					
12 لا أقلق عندما أكون وحيداً، فأنا لست بحاجة ماسة للآخرين.					
13 لدي انطباع أنني أحب الآخرين أكثر مما يحبوني.					
14 من السهل عليّ أن أكون علاقات حميمة مع الآخرين.					
15 أفضل أن أقوم بواجباتي بنفسني دون مساعدة من الآخرين.					
16 أربغ في الاقتراب من الآخرين مما يجعل الناس أحياناً يبتعدون عني.					
17 أشعر أن الناس الآخرين لا يحبونني.					
18 أحب أن أكون مكتفيا ذاتيا.					
19 إنني واثق أن الآخرين سوف يساعدونني إذا احتجت لهم.					
20 أكون مرتاحا عندما لا يتدخل الآخرون في شؤوني الخاصة.					

## Appendix B

### The Short Psychological Hardiness Scale

مقياس الصلابة النفسية

دائمًا	غالبًا	أحيانًا	نادرًا	أبدًا	العبرة	
					1 أفضي معظم أوقات حياتي أفعل شيء له معنى وقيمة.	
					2 مع العمل باجتهاد أستطيع تحقيق أهدافي.	
					3 التغيير في روتيني اليومي شيء يثير اهتمامي.	
					4 لدي إيمان بأن ما يحصل لي في حياتي يعتمد عليّ وبما أقوم به.	
					5 أتطلع باهتمام لهواياتي اليومية.	
					6 لا أعتقد أن هناك الكثير مما أستطيع فعله للتأثير على مستقبلي.	
					7 أستمتع بالتحدي عندما يكون عليّ أكثر من شيء واحد يجب إنجازه.	
					8 معظم الأيام، الحياة مثيرة للاهتمام وحماسية بالنسبة لي.	
					9 يعود لي القرار باختيار كيف ستكون بقية أيام حياتي.	
					10 الحياة بشكل عام مملة.	
					11 قراراتي يترتب عليها اختلاف حقيقي تجاه سير الأمور.	

## Appendix C

### The Stress Coping Strategies Scale

مقياس استراتيجيات مواجهة الضغوطات

دائمًا	غالبًا	أحيانًا	نادرًا	أبدًا	العبارة	
					عندما أواجه مشكلة، أقضي بعض الوقت في محاولة فهم ما حدث.	1
					عندما أواجه مشكلة، أحاول رؤية الجانب الإيجابي من الموقف.	2
					عندما أواجه مشكلة، أخذ خطوة للوراء وأفكر بالأمر من وجهة نظر مختلفة.	3
					عندما أواجه مشكلة، أفكر بحلول عديدة وبديلة.	4
					عندما أواجه مشكلة، أحاول أن أنظر للموضوع على نحو الدعابة.	5
					عندما أواجه مشكلة، أفكر بأسلوب حياتي الذي يجب عليّ تغييره للأفضل.	6
					عندما أواجه مشكلة، أحاول أن أتذكر أن المشكلة ليست جدية كما تبدو.	7
					عندما أواجه مشكلة، استخدم التمرين أو ممارسة هواياتي أو الاسترخاء لتجاوز الوقت	8
					عندما أواجه مشكلة، أقوم بالتسوية لإيجاد الحلول.	9
					عندما أواجه مشكلة، أخذ الخطوات المناسبة للاعتناء بنفسي وعائلتي في المستقبل.	10
					عندما أواجه مشكلة، أهتم بتحسين بعض الأمور في حياتي مستقبلاً، كتغيير بعض العادات اليومية والبقاء على تواصل مع أحبائي.	11

## Appendix D

### Tables

**Table 11**

*Results of one-way ANOVA analysis for the differences in attachment styles, psychological hardiness, and stress coping strategies means among Palestinian university students according to age (n=200)*

Dependent variable	Age	Mean	Std. Deviation	F	Sig.
Attachment styles	18-20	1,70	0,37	0,53	0,657
	21-23	1,64	0,35		
	24-25	1,62	0,38		
	More than 25	1,62	0,41		
Psychological hardiness	18-20	2,31	0,66	0,31	0,818
	21-23	2,33	0,58		
	24-25	2,45	0,55		
	More than 25	2,33	0,61		
Stress coping strategies	18-20	2,38	0,67	0,48	0,694
	21-23	2,37	0,71		
	24-25	2,51	0,60		
	More than 25	2,52	0,59		

**Table 12**

*Results of one-way ANOVA analysis for the differences in attachment styles, psychological hardiness, and stress coping strategies means among Palestinian university students according to university (n=200)*

Psychological hardiness	Al-Quds University	1,63	0,38	1,50	0,214
	Palestine Polytechnic University	1,70	0,41		
	An-Najah National University	2,47	0,66		
	Bethlehem University	2,35	0,58		
	Al-Quds University	2,35	0,55		
Stress coping strategies	Palestine Polytechnic University	2,21	0,61	1,03	0,377
	An-Najah National University	2,52	0,67		
	Bethlehem University	2,30	0,71		
	Al-Quds University	2,47	0,60		
	Palestine Polytechnic University	2,40	0,59		

**Table 13**

*Results of one-way ANOVA analysis for the differences in attachment styles, psychological hardiness, and stress coping strategies means among Palestinian university students according to birth order (n=200)*

Dependent variable	University	Mean	Std. Deviation	F	Sig.
Attachment styles	An-Najah National University	1,59	0,37	0,89	0,447
	Bethlehem University	1,68	0,35		
Dependent variable	Birth order	Mean	Std. Deviation	F	Sig.
Attachment styles	Only Child	1,72	0,31	0,96	0,409
	First born	1,64	0,38		
	Middle born	1,69	0,36		
	The youngest	1,58	0,38		
Psychological hardiness	Only child	2,36	0,50	2,44	0,066
	First born	2,40	0,55		
	Middle born	2,23	0,65		
	The youngest	2,52	0,56		

Stress coping strategies	Only child	2,54	0,57	
	First born	2,43	0,63	
	Middle born	2,32	0,69	1,78 0,152
	The youngest	2,59	0,64	

**Table 14**

*Results of Bivariate correlation test - Pearson test to determine the relationship between the three styles of attachment and the three strategies of stress coping (n=200)*

	<b>Cognitive- coping</b>	<b>Emotional- coping</b>	<b>Behavioral-coping</b>
Anxious- Ambivalent style	-0.18**	0.29**	-0.78**
Avoidant Style	-0.74**	0.23**	-0.75**
Secure style	0.77**	-0.22**	0.75**

\*\*Significantly correlated at ( $\alpha \leq 0.01$ ).

**Table 15**

*Results of Bivariate correlation test - Pearson test to determine the relationship between the three styles of attachment and the three dimensions of psychological hardiness (n=200)*

	<b>Commitment</b>	<b>Control</b>	<b>Challenge</b>
Anxious- Ambivalent style	-0.64**	-0.75**	-0.77**
Avoidant Style	-0.60**	-0.67**	-0.74**
Secure style	0.61**	0.73**	0.75**

\*\*Significantly correlated at ( $\alpha \leq 0.01$ ).

**Table 16**

*Results of Bivariate correlation test - Pearson test to determine the relationship between the three strategies of stress coping and the three dimensions of psychological hardiness (n=200)*

	<b>Commitment</b>	<b>Control</b>	<b>Challenge</b>
Cognitive-coping	0.69**	0.80**	0.82**
Emotional-coping	-0.82**	-0.18**	-0.15**
Behavioral-coping	0.70**	0.79**	0.83**

\*\*Significantly correlated at ( $\alpha \leq 0.01$ ).

**Table 17**

*Results of the validity of internal consistency for the Yarmouk Scale for Attachment Styles*

<b>N</b>	<b>Items</b>	<b>Correlation between item and dimension</b>	<b>Correlation between item and total score</b>	<b>P Value</b>
1	I notice that others don't like to get near me	.898**	.820**	0,000
2	It's hard for me to trust others completely	.843**	.807**	0,000
3	Because I approach people, I find they prefer to keep away from me	.883**	.821**	0,000
4	I'm comfortable when I'm close to others	.861**	-.576**	0,000
5	It's crucial for me to be independent from other	.902**	.799**	0,000
6	Others don't value or respect me as much as I value or respect them	.886**	.804**	0,000
7	I don't worry when someone approaches me	.847**	-.596**	0,000
8	I prefer others to be independent of	.856**	.744**	0,000

	me			
9	My desire to be close to others outweighs their desire to be close to me.	.771**	.630**	0,000
10	I know I'll find someone when I need help	.912**	-.664**	0,000
11	It's okay for me if others depend on me	.882**	-.599**	0,000
12	I don't worry when I'm alone, I don't need others so much	.658**	.520**	0,000
13	I have the impression that I love others more than they love me	.842**	.727**	0,000
14	It is easy for me to form intimate relationships with others	.854**	-.606**	0,000
15	I prefer to do my duties myself without help from others	.863**	.755**	0,000
16	I want to get close to people, which might make them turn away from me	.884**	.786**	0,000
17	I feel like other people don't like me	.901**	.821**	0,000
18	I like to be self-sufficient	.864**	.799**	0,000
19	I am confident that others will help me if I need them	.836**	-.617**	0,000
20	I feel comfortable when others do not interfere in my private affairs	.866**	.792**	0,000
	Anxious-Ambivalent style		.892**	0,000
	Avoidant style		.892**	0,000
	Secure style		-.704**	0,000

\*\*Correlation is significant at the 0.01 level (2-tailed).

**Table 18**

*The validity of internal consistency for the Short Psychological Hardiness Scale*

N	Items	Correlation between item and dimension	Correlation between item and total score	P Value
1	Most of my life gets spent doing things that are meaningful	.823**	.858**	0,000
2	By working hard I can nearly always achieve my goals	.853**	.864**	0,000
3	Changes in routine are interesting to me	.932**	.852**	0,000
4	How things go in my life depend on my own actions	.869**	.839**	0,000
5	I really look forward to my daily activities	.813**	.804**	0,000
6	I don't think there's much I can do to influence my own future	-.544**	-.675**	0,000
7	I enjoy the challenge when I have to do more than one thing at a time	.938**	.894**	0,000
8	Most days, life is really interesting an exciting for me	.817**	.848**	0,000
9	It is up to me decide how the rest of my life will be	.868**	.848**	0,000
10	Life in general is boring for me	-.406**	-.646**	0,000
11	My choices make a real difference in how thins turn out in the end	.850**	.819**	0,000

Commitment	.884**	0,000
Control	.925**	0,000
Challenge	.934**	0,000

\*\*Correlation is significant at the 0.01 level (2-tailed).

**Table 19**

*The validity of internal consistency for The Stress Coping Strategies Scale*

N	Items	Correlation between item and dimension	Correlation between item and total score	P Value
1	When dealing with a problem, I spend time trying to understand what happened	.856**	.766**	0,000
2	When dealing with a problem, I try to see the positive side of the situation	.529**	.653**	0,000
3	When dealing with a problem, I try to step back from the problem and think about it from a different point of view	.897**	.852**	0,000
4	When dealing with a problem, I consider several alternatives for handling the problem	.914**	.827**	0,000
5	When dealing with a problem, I try to see the humor in it	.826**	-.167**	0,000
6	When dealing with a problem, I think about what it might say about bigger lifestyle changes I need to make	.819**	.740**	0,000
7	When dealing with a problem, I try to remember that the problem is not as serious as it seems	.770**	-.236**	0,000
8	When dealing with a problem, I use exercise, hobbies, or meditation to help me get through a tough time	.834**	.748**	0,000
9	When dealing with a problem, I make compromises	.893**	.834**	0,000
10	When dealing with a problem, I take steps to take care of myself and my family for the future	.929**	.861**	0,000
11	When dealing with a problem, I work on making things better for the future by changing my habits, such as diet, exercise, budgeting, or staying in closer touch with people I care about	.920**	.859**	0,000
	Cognitive-coping		.914**	0,000
	Behavioral-coping		.923**	0,000
	Emotional-coping		.124**	0,000

\*\*Correlation is significant at the 0.01 level (2-tailed).



جامعة النجاح الوطنية  
كلية الدراسات العليا

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التكيف مع الضغوط لدى طلبة الجامعات الفلسطينية

إعداد

سارة أبو عليا

إشراف

د. فلسطين إسماعيل نزال

د. شادي أبو الكباش

قدمت هذه الرسالة إستكمالاً لمتطلبات الحصول على درجة الماجستير في علم النفس الإكلينيكي، من كلية  
الدراسات العليا، في جامعة النجاح الوطنية، نابلس - فلسطين.

2024

# الدور الوسيط للصلابة النفسية في العلاقة بين أنماط التعلق واستراتيجيات التكيف مع الضغوط لدى طلبة الجامعات الفلسطينية

إعداد

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## الملخص

خلفية الدراسة: يواجه طلاب الجامعات قدرًا كبيرًا من الضغوطات، سواء أكانت على النحو الأكاديمي أو الاجتماعي أو النفسي، ولكن من الهام أيضًا الأخذ بالاعتبار البيئة الأولى التي يكبرون فيها، ألا وهي الأسرة في البيت، فالأسرة تعتبر المكان الأول الذي يتعلم به الأطفال عن العالم من حولهم، وكذلك تأثير علاقاتهم الشخصية مع والديهم على طرق تفاعلهم مع الأحداث المحيطة بهم. تعتبر العلاقات الأسرية ذات تأثير كبير على الأفراد عندما يتعلق الأمر بتطور شخصياتهم، بسبب الروابط الحميمة التي تربط أفراد الأسرة ببعضهم البعض، والتي تعرف بالتعلق. هذه الدراسة تركز على نظرية التعلق الخاصة بجون بولبي، والتي تركز بفكرتها على أن قدرة الناس في بناء علاقاتهم الجسدية والعاطفية تتأثر بمدى شعورهم بالأمان والاستقرار، وأن توفر الوالدين أو مقدمي الرعاية لأطفالهم يشكل ما يدعى بقاعدة الأمان، والتي يشعر الأطفال من خلالها بالأمان عند وقوعهم بضائقة معينة، لأنهم على علم بأن مقدم الرعاية سيقدم لهم المساعدة والدعم العاطفي. في نهاية المطاف، عندما ينمو الأطفال، يكتسبون استراتيجيات معينة لكيفية تنظيم ضغوطاتهم النفسية ومواجهة أحداث الحياة المجهدة. إحدى سمات الشخصية التي تتأثر بأنماط التعلق بين أفراد الأسرة هي الصلابة النفسية، لأنها تؤثر على نوع الاستراتيجيات المستخدمة للتعامل مع التوتر.

**الهدف:** تهدف هذه الدراسة الى التعرف على الدور الوسيط للصلابة النفسية في العلاقة بين أنماط التعلق واستراتيجيات مواجهة الضغوطات النفسية لدى طلبة الجامعات الفلسطينية.

**منهجية الدراسة:** تم جمع البيانات باستخدام مقياس اليرموك لأنماط اتعلق، ومقياس قصير للصلابة النفسية، ومقياس استراتيجيات مواجهة الضغوطات، لعينة تتألف من 200 طالب من الجامعات الفلسطينية، وتم تحليل البيانات المجمع باستخدام برنامج SPSS الإصدار 25.0.

**النتائج:** كشفت نتائج الدراسة أن هناك علاقة سلبية بين أنماط التعلق واستراتيجيات مواجهة الضغوطات النفسية، وعلاقة سلبية بين أنماط التعلق والصلابة النفسية، وعلاقة إيجابية بين الصلابة النفسية واستراتيجيات مواجهة الضغوطات النفسية لدى طلبة الجامعات الفلسطينية. كما أن النتائج أشارت أن أنماط التعلق تؤثر على الصلابة النفسية بنسبة (53%)، بينما استراتيجيات مواجهة الضغوطات النفسية تؤثر على الصلابة النفسية بنسبة (70%)، بالإضافة إلى أن النتائج أظهرت عدم وجود فروق ذات دلالة إحصائية في أنماط التعلق، الصلابة النفسية، واستراتيجيات مواجهة الضغوطات النفسية لدى طلبة الجامعات الفلسطينية تعزى إلى متغيرات النوع، العمر، الجامعة، والترتيب الولادي. التوصيات: توصي هذه الدراسة بأن توفر الجامعات الفلسطينية المزيد من مراكز الإرشاد والتوجيه، تنظيم ورشات عمل مجانية لنشر الوعي حول آثار التفاعلات بين الوالدين والطفل على مستوى الصلابة النفسية للطفل، تقديم دورات تدريبية لتعليم وإرشاد الطلاب باستراتيجيات فعالة لمواجهة الضغوطات النفسية. أخيراً توصي الباحثة بإجراء المزيد من الأبحاث حول هذه المواضيع في سياق المجتمع الفلسطيني.

**الكلمات مفتاحية:** التعلق، أنماط التعلق، المواجهة، استراتيجيات مواجهة الضغوطات النفسية، الصلابة النفسية.