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THE PERCEIVED NEEDS AND
COPING RESPONSES OF
ADOLESCENTS IN THE
UNITED ARAB EMIRATES

By
Ahmed Abdulaziz Alnajjar

A thesis submitted for the
degree of Doctor of Philosophy

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Faculty of Social Sciences
University of Durham
1991



10 FEB 1992

In the name of Allah, the Beneficent, the Merciful.

Dedication

This thesis is dedicated with love to the memory of my
beloved Father, to my mother, to my wife and my son

Abdulaziz

ABSTRACT

This thesis is concerned with the perceived needs and coping responses of a sample of adolescents in the United Arab Emirates. It is arranged in four sections, further subdivided into nine chapters.

Section one contains an outline of the main aims, scope, and the significance and limitations of the study. Information about the UAE and some historical background of the society before and after federation are provided to show the rapid and comprehensive development which has been influential: social structure, familial changes, and changes in traditional customs. The possible effects upon adolescence in the community are discussed.

Section two provides a review of relevant literature. Firstly, the concept of needs, historical background of studies of needs, influences upon the development of needs hierarchies, approaches to the study adolescents' needs, universal needs of adolescence and major issues in the assessment of needs are outlined. Then, definitions, conceptual and methodological issues and theories of coping which have influenced this study are discussed. Differences in coping styles and processes used in response to specific and dispositional needs arousal are considered. The development of adolescent perceptions of needs, the significance of adolescent failure in developing coping skills and cognitive development and its effects upon the perception of needs are examined. Finally, the researcher presents a framework of needs perception and coping responses which is used in the design and the conduct of the empirical study.

Section three describes the empirical work of the study. It is in three chapters. Firstly, the aims and the overall design are described. A pilot study involving qualitative and quantitative measures was undertaken in preparation for the design and use of a questionnaire involving a larger sample of adolescents. The main study which involved the construction of a questionnaire to

examine adolescents' perceived needs and the coping responses. Responses from 700 young people in the UAE were analyzed to determine types and strengths of perceived needs and differences in coping responses. Some gender differences were also identified and discussed.

Section four contains a summary of the main findings, conclusions and recommendations. The three most strongly perceived needs reported by these young people were: to achieve success, to be blessed by God and to feel homeostasis and away from problems; and the least strongly felt needs were: to be beautiful/handsome and to gain people's attention. Some gender differences were noted. In coping responses the findings indicated that boys tend to use denial way of coping to meet their perceived needs more than girls, who tend to use acceptance way of coping more than boys. Interestingly, the findings of this research show a considerable overlap between the perceived needs of adolescents in an islamic culture and those of adolescents in western cultures. The findings are discussed in relation to the debate in theoretical terms between perception of human behavior as trait-orientated or process-orientated. This section concludes with a discussion of issues and questions raised in the study and with recommendations for further research.

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I must first express my sincere praise and thankfulness to Allah, without whose help this study would never have been possible.

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I am heavily indebted to my dear mother whose understanding and prayers followed me everywhere.

Last but not least, I would like to express my sincere gratitude to my beloved wife whose long suffering and understanding has been of such help and assistance during my period of study.

I ask God to help me serve my country through my field of work.

DECLARATION

This thesis results entirely from my own work and has not been previously offered in any other degree or diploma.

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perceived as a state. I shall refer to the country before the federation as the region, or this area. The comparison will focus mainly upon the social and psychological changes among the people. However, the economic and political changes will also be mentioned in ways that could aid a clearer presentation of the life of the society.

2.3 DRAMATIC CHANGES:

The core reason for the dramatic changes in the UAE was the discovery of oil, which influenced every material thing in this society, with powerful and parallel psychological and social impacts. In this section I shall try to give the reader an explanation of how life in this region was before the discovery of oil, and what happened after this discovery. This will be accompanied by an analysis of the psycho-social influences upon the UAE people during both periods of time.

Before 1971, this region was one of the poorest countries, with no strong economy or strong government. The people were separated into three main types:

1. Bedouin: Who lived in the desert. Their main occupation was camels, goats, and sheep raising.
2. Hadar: Who lived in the coastal regions creating urban areas. Their main occupation was fishing.
3. Fallahin: Who lived in the oasis. Their main occupation was farming.

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SECTION

INTRODUCTION AND CONTEXT OF THE STUDY

In this section, which contains two chapters, I have tried to provide the reader with basic information about the present study in terms of purpose, significance, scope and limitation in as well as with some knowledge about the needs of adolescents in particular Islamic society.

By the end of this section the reader should have a general idea of the society in which we are focusing and be aware how different this society from western counterparts.



CHAPTER ONE

INTRODUCTORY CHAPTER

1.1 STATEMENT OF THE PROBLEM:

Understanding of and responding to young people is one of the fundamental issues in every society, and the United Arab Emirates (UAE) context is no exception. Therefore, researchers need to understand the aspirations of young people, their social and emotional needs and their thinking in order to help society know how to respond effectively to their developmental needs. Our duty of educating them, helping them to resolve their problems, advising them and giving them the opportunity to satisfy their psychological, social, spiritual and physical needs must be a central feature of national policy.

For many years now, particularly since federation in 1972, complaints by both parents and educationalists about the way of treating and dealing with teenagers have flowed. Responses from specialists in adolescent behavior, most of them foreigners, have failed to understand the way of thinking of these Gulf adolescents. The experts present theoretical explanations and solutions, which

have rarely been tested in the specific practice of an Islamic society. This was inevitable since their views were primarily developed and applied in their own western societies, which are very different from the UAE context. Lack of proper understanding of these young people stems also from the lack of qualified indigenous adolescent advisers.

The researcher, who was an adolescent during the period after federation until 1980, used to think that what was being said about him and his peers was a nonsense. It seemed like talk about another people or a different society which indeed it was. The foreign specialists never tried to understand us or to figure out how we thought or what we needed. Since that time, I have found myself driven to continue my study, concentrating on the issue of adolescent psychology, in order, at the very least, to try not to make today's teenager think that we as adults are still talking nonsense. This is important, because faulty communication with our adolescents might cause us a great deal of trouble with them.

The essential dilemma in dealing with adolescents in the UAE is that nobody has tried to analyse how they think, feel or perceive life outside themselves. Western models of adolescence have been applied in a contextually insensitive way.

Therefore, a central requirement of the study, at the outset, is to go directly to these young people without any preconceptions based on previous studies in other contexts. In this way, it is hoped to get a clear insight into the phenomenological reality of

Gulf adolescents, without locking them initially into inappropriate western models.

1.2 THE PURPOSE OF THE STUDY:

The present study's main aim is to investigate the UAE's adolescents' perceived needs and coping responses towards the absence of needs satisfaction. To this end, the study examines initially how adolescents in the UAE perceive their needs, and then studies how they cope with a specific need when it arises, and finally it analyses their general coping tendency to meet perceived needs.

The main body of this study covers three issues as I seek to fulfil this investigation. In the following pages, I attempt to address these issues.

The first issue which is going to be covered is to give a brief but clear background about the society of UAE which we are attempting to study; its nature, religion, life style, and all relevant information to give a brief idea about the nature of the society we are investigating and the adolescents' characteristics. This provides a useful insight into the subject, the society and the context within which the specific issue of adolescents' perceived needs is to be faced.

The second issue is to create a balance between my knowledge

of western literature and my attempt to prevent this knowledge from interfering with the responses of the adolescents I study. This balance is important especially when two different cultures are involved.

The third issue is to find out the proper approach to establish research validity and to construct the instruments to be used in both the need perception and the coping response elements of the study.

The fourth issue is to choose the appropriate statistical and computing methodology to process the huge amount of information and data elicited in order to permit a clear analysis of the data.

In summary, this present research aims to provide a basic but wide investigation of what adolescents' perceived need are and the way of coping with those needs in the UAE, using measures specially derived for these purposes.

1.3 SIGNIFICANCE OF THE STUDY:

The present study is important for the following reasons:

1. The study is a serious attempt to explore adolescents' needs and individual coping responses in the UAE subject not previously investigated. That is important because it is going to be a base for understanding adolescents and will help to guide future plans in dealing with their place in our society.

2. It demonstrates a new approach of dealing with new-culture investigation by adopting the central idea of Kelly's Personal Construct Theory PCT in bringing no preconceptions to data elicitation. The importance of this is that a reliable understanding and investigation of a new culture can be achieved outside of influential psychological models from other cultures. I have also used for the first time in the UAE a specially constructed questionnaire, which has been used to survey more than 700 adolescents.
3. Having argued for the need for culture- sensitive methodology I do not set on one side the vast corpus of western research on this topic. Once the initial data has been drawn, the research literature is extensively used to analyse the result of the empirical study.

1.4 SCOPE AND LIMITATION OF THE STUDY:

This study aims to investigate adolescents' perceived needs in UAE and how their individual responses in the case of absence of satisfaction of specific needs are formulated. This research is aimed at investigating the UAE's adolescents and is limited to the samples and the age-range I am investigating.(14-17 age-range, 700 adolescents, representing a percentage of 8.5 of the total population of citizens who are students in the 1st grade of

secondary public schools).

In order to prepare an overview of what I am intending to investigate, a literature survey will cover those areas which are linked with the research. These include both the nature of UAE society and its socio-economic and political changes and a presentation of adolescents' perceived needs and ways of coping in western culture. This section is important because it provides a link between the literature and the background of the subjects to build the research approach.

An important outcome of the research is the construction of a model of coping strategies for responding to the absence of needs satisfaction in adolescence. This is drawn both from the literature and from the empirical study.

CHAPTER TWO

THE UAE: A SOCIETY IN TRANSITION

2.1 INTRODUCTION:

In this chapter, I attempt to give brief information about the society in which the present research was carried out. Because it is a new country (independent since 1972) and not very well known, I shall give detail necessary to explain to the reader the nature and characteristics of the subjects of the study, and the context in which they live.

It was difficult to collect data for this chapter, because of the small number of sources which consider the social element of this society; I discovered no sources which discussed UAE society from a social psychological point of view. I developed the content of this chapter from interviews with old people who had lived before and after federation, and with their help and the limited available resources together with my personal experiences and knowledge this chapter came to life.

This chapter contains six major sections: i) basic information on the UAE society, then ii) the dramatic changes which resulted from the discovery of oil, after that iii) how this rapid

development influenced the customs, iv) How this rapid development influenced social roles and structures, next v) how this rapid development influenced adults' perspective of adolescents' socialization, and lastly vi) where the adolescents of the UAE stand in the midst of the change.

2.2 UAE BASIC INFORMATION:

Dawlat al.Emarat al.Arabiyyah al. Muttahidah which is called the United Arab Emirates or U.A.E. for short, came into being on December 2nd, 1971, after more than three years of negotiations. This union consists of seven Arab sheikhdoms which are Abu Dhabi, Dubai, Sharjah, Ras al.Khaimah, Fujairah, Ajman, and Ummal.qaiwain. These states are formerly known in western literature as the Trucial states. These seven emirates in geographical order from west to east are:

- 1- Abu Dhabi: The largest in area and richest in oil.
- 2- Dubai: Active in trade and commerce and the most densely populated.
- 3- Sharjah: The third largest both in population and area.
- 4- Ajman: The smallest of the seven, with an area of about 100 square miles and dependent on fisheries.
- 5- Umm al qaiwain: Larger than Ajman in area but not in population and like Ajman dependent on fisheries.
- 6- Ras al Khaimah: The most northerly of the emirates, it is the most fertile of them all.

7- Fujairah: Is the only one of seven to be situated entirely on the Gulf of Oman with no access of its own to the Arabian Gulf. It is mountainous inland, has a fertile coastal strip and excellent fishing.

The capital is Abu-Dhabi, where Zayed Ben Sultan Al-Nehayan, has his prime ministerial seat. Each emirate is named after its principal city, which is the emirate capital.

The UAE location is between latitude 22 degrees and 26 degrees 30 north and longitude 51 degrees and 56 degrees east. To the north and northwest it is bounded by the Arabian Gulf, the Musandam Peninsula which is an enclave of Oman and the Gulf of Oman; to the south by Saudi Arabia and Oman and to the west also by Saudi Arabia.

Six of the federation's seven states share the Arabian Gulf coast, extending east from the base of the Qatar Peninsula for 700 kilometres; from west to east are Abu Dhabi, Dubai, Sharjah, Ajman, Umm al-Qaiwain, and Ras-al-Khaimah (see UAE map). The seventh emirate, Fujairah, lies on the Gulf of Oman coast with no direct access to the Arabian Gulf.

The language is Arabic, more specifically Local Arabic which has a distinct Gulf dialect. However, other dialects such as Egyptian, reflect the immigrant Arab communities, and English, Urdu and Farsi are widely spoken. English is the commercial language alongside Arabic but Arabic takes precedence in official documents.

The population at the last census taken in 1985 shows (in thousands) 1985 Abu Dhabi 670; Dubai 419; Sharjah 269; Ras

al-Khaimah 116; Ajman 64;Fujairah 54; Umm al-Qaiwain 29; Total 1,621.

Islam is the official religion. Most UAE nationals belong to the Sunni sect.

The climate in the U.A.E. is essentially seasonal: The summer from July to September, is extremely hot and humid, with temperature ranging from 38-50 degrees C (100-122 degrees F). On the other hand, the winter from November to February, is cooler with average midday temperatures ranging from 20-35 degrees C (68-95 degrees F).Rainfall rarely exceeds five inches a year. This climate makes life very hard for the inhabitants, especially in the desert during the summer months. Since there was no electricity in the area before federation the people worked in the early morning and rested at midday then started working before sunset. Hot climate and high humidity influenced every aspect of life and activity. The number of people living in the coastal regions and oasis frequently increased where the temperature was lower. Even the skin color of the people becomes darker as a result of the high temperature.

After federation electricity stations have been spread all over the country, thus helping people to cope better with the hot temperatures,by the use of air conditioners.

In this introductory chapter, I shall make a brief comparison between the two periods in U.A.E Society before and after the Federation. I shall regard Federation as the changing point in U.A.E. society because it was the time when it was first

perceived as a state. I shall refer to the country before the federation as the region, or this area. The comparison will focus mainly upon the social and psychological changes among the people. However, the economic and political changes will also be mentioned in ways that could aid a clearer presentation of the life of the society.

2.3 DRAMATIC CHANGES:

The core reason for the dramatic changes in the UAE was the discovery of oil, which influenced every material thing in this society, with powerful and parallel psychological and social impacts. In this section I shall try to give the reader an explanation of how life in this region was before the discovery of oil, and what happened after this discovery. This will be accompanied by an analysis of the psycho-social influences upon the UAE people during both periods of time.

Before 1971, this region was one of the poorest countries, with no strong economy or strong government. The people were separated into three main types:

1. Bedouin: Who lived in the desert. Their main occupation was camels, goats, and sheep raising.
2. Hadar: Who lived in the coastal regions creating urban areas. Their main occupation was fishing.
3. Fallahin: Who lived in the oasis. Their main occupation was farming.

Tribes are a feature of human existence throughout the Arabian Peninsula as well as in this region. The tribe has traditionally served as a cultural and ethnic frame of reference for the individual tribesman. It also provided them with a sense of identity and physical security against a characteristically hostile environment.

The social and psychological lives of the people in this area was influenced by two things:

1. The kind of work and activities they did in order to get food and survive.
2. The religion, which was 100 percent muslim.

However, these two points did not create that much difference between the people because most of them came originally from one or two tribes and had the same religious influences. Also, the people had a history of continuous interrelationship through the interchange of goods between each other.

Agriculture, pearling, fishing and trading were the main economic activity in which people were involved. For many years these were the kinds of activity the people in this region were experts in.

In the U.A.E. agriculture occupied a minor role, both before and after the federation. However, agriculture is confined very largely to a few oases, or to specially favoured localities such as part of Ras al Khaimah or of the Eastern Coast. Abu Dhabi, which is the largest of the emirates in area, is mainly desert or scrub, except in its Eastern province of Al-Ain which has plentiful

supplies of fresh water which Abu Dhabi town could rely upon for all its requirements for a long time. Liwa oasis was another place for agriculture in Abu-Dhabi. Enormous date gardens and fruit and vegetable farms could be seen throughout the area. A great variety of crops were cultivated specially in Ras al Khaimah. Among the fruits there were dates, bananas, plantains, oranges, and lemons, figs, grapes, pawpaws, mulberries, mangoes, pomegranates and strawberries. The vegetables successfully grown included both winter and summer varieties and among them may be mentioned, such produce as tomato, egg-plant, marrow, cabbage, cauliflower, cucumber, onion, radish, turnip and parsley. Using very simple agricultural tools made the work harder and all of the family members joined in. Sons and daughters helped their parents from as little as four years old.

Pearling, fishing and seafaring had been the main occupations of the inhabitants of the U.A.E. for centuries. Pearling reached its zenith in the decades immediately preceding the first world war, when merchants from Paris and India visited the Gulf during the pearling season and eagerly sought the best specimens for their rich clients at home. The pearling banks were open and free to all nationals of the area and were not regarded as being under the jurisdictions of any one of the Sheikhs. The pearling expeditions were highly organized and the boats worked to a fixed schedule, all setting out on the same day and returning together as a group. The pearling season, which was known as Ghaus and lasted from approximately May to September, was so fixed because the divers

could work only during the summer months, when the water was warm and the sea calm. Strict discipline was observed by the crews, who were expected to obey the captain of the boat in all matters, subject only to traditional customs and observances. Essentially, this was because pearling involved close teamwork and cooperation. Duties were specialized and specific tasks were allotted to each man. The teams would comprise the captain, divers, haulers, assistants, and apprentices. Cooks, singers, prayer leaders were also included among the team. After the pearling season the pearl merchants made large fortunes and the Rulers who levied a tax on every boat relied on the industry as their main source of revenue. However, the divers and other members of the crews did not fare so well and many were hopelessly in debt to the merchants. Eventually pearling suffered its own disaster owing to competition from Japanese cultured pearls and the depression in world trade starting from the 1930s.

As a result pearling practically died out, although fishing and agriculture continued to be important occupations, until the discovery of oil. Fish is the main diet for the people in the U.A.E. and is still contained in most of the traditional dishes. However, a large quantity of the fish caught in this region was over and above the local needs so it was dried and exported to South Asia or East Africa.

Trade and maritime enterprise have a long history extending back five thousand years or more. Throughout the ages, this region has retained its importance as a great trade-route. In the 19th

century and before the carrying out of trade was an important means of livelihood for the inhabitants of the coastal towns, despite the prevalence of piracy. Between December and March the sailing vessels made use of the north-east monsoon to take them down to Mombasa, Zanzibar, and Dar es Salam, returning, between April and September, with the south-west monsoon.

As a result of this poor and hard environment, especially before the 1950s, there was no organized education or schools in the region, but only what was called "Katateeb" which most of the time was held in the mosque with the "Mollah" or "Motawaa" teaching the children how to read and write and to study Islam and the Holy Quran; then when the child started to grow at the age of seven or nine, he went with his father to the farm or the sea, following and continuing his family's work. However, most of the children did not go to the "Katateeb" because their parents could not offer even the small amount of money or gifts required by "Motawas". Sometimes the child was needed to help his family even at the age of five years old. So, until a few years before federation, there was no educational system in the region except for four schools built there with the help of Kuwait and Bahrain.

Another factor that has changed is the use of traditional home-made medicines. Before federation, people often lost lives more than they saved them, through these unauthorized methods.

Unfortunately, the few years before the Federation had been lean ones for the region and had made life much worse and therefore the discovery of oil was much appreciated and welcomed. The people

at that time were not satisfied with their way of life; an example of this dissatisfaction is the 45 % emigration of the people to work in other countries, although it was possible for them to survive in their own land among their relatives. A further example of this was the number of young people leaving their country in order to be educated, due to the lack of schools in the area.

God's gift of the discovery of oil in Abu Dhabi, Dubai and Sharjah and the Federation between the emirates came very fast and hastened the social changes in the U.A.E causing it to become a different society within a very short time, a complete contrast from its very recent past (before 1970).

Since the discovery of oil in the United Arab Emirates winds of change have blown strongly and development has proceeded at an astonishingly rapid pace, though it is now only about eighteen years since the Federation. Everything has fundamentally changed. Oil export in the federation can be likened to an electric power station providing the energy to run the economy, and the concurrent development of transport and communications can be likened to a distributive network through which the energy in the form of wealth from oil is spread over the economy. Five great international airports are in full operation, while three, though smaller, rank high in operational efficiency. Seven large modern sea-ports have been revived and improved. Especially important has been the construction of a network of trunk roads which is now widely spread. These new roads are opening up the entire area so that

formerly remote parts are being put into easy, rapid and cheap contact with each of the capital towns and their suburbs. Another factor of great importance has been the development of supplies of electrical energy. Now all the capital towns and even small villages have electricity available to them. Apart from the obvious advantages of cheap electricity for lighting and domestic use and for the smaller industries it is in effect helping to conquer the harsh climate through air conditioning. Formerly, without adequate surfaced roads, without sufficient supplies of sweet water, without electric lighting and without air conditioning, life was hardly tolerable in the hot, humid months of high summer.

In all, the transformation which has taken place over the past ten years and more especially, during the first five years after federation, is truly astonishing. It would not be exaggerating to claim that the rapidity and extent of this development is unrivalled in any other part of the world. This transformation has touched everything in the U.A.E society; schools, hospitals, clinics and modern houses have been built in all the emirates and, in the larger towns, modern apartment-blocks, offices, banks, and supermarkets are springing up at an astonishing rate so that what were not so long ago small fishing villages or antiquated ports are taking on the appearance of ultra-modern cities. Moreover, and as a result of the flood of the large number of students graduating from high school, the U.A.E. government has found itself driven to build a big university to fulfil the needs

of an educated people and, in 1981 the first university graduates have taken up their position in sharing responsibilities for the development of the country. In the same year, a non-governmental university started, called "Ajman College for University Sciences".

Another kind of transformation which has happened since the federation is the amazing growth in population partly due to natural increase but mainly as a result of immigration. Immigration has taken place on large scale as a result of what economists call the "push-pull" effect. The lack of employment and low wages has "pushed" many Iranians, Indians, Pakistanis and many of the Middle Easterners and Arabians out of their own countries in search of employment in the oil-rich U.A.E., where there is the "pull" of job opportunities and relatively high wages.

Table 2.1: The population percentage increase of the U.A.E. from 1975 to 1985.

Emirates	Pop.in Thsnd.*			Percentage increases	
	1975	1980	1985	1975/1980	1980/1985
Abu-Dhabi	212	452	670	113.2	48.2
Dubai	183	276	419	50.8	51.8
Sharjah	79	159	269	101.3	69.0
Ras-Alkhaimah	44	75	116	70.5	56.0
Ajman	17	36	64	111.8	77.8
Alfujairah	16	32	54	100.0	68.8
Um-Alqaiwain	7	13	29	85.7	123.1
	558	1,043	1,621	86.7	55.7

* Population in Thousands.

These immigrants have brought their own way of life, values and sometime religions to the new country of the U.A.E. taking advantage of the need for them, and the hospitality of the original residents who love and respect strangers. The cultural interaction between these different groups of immigrants and the original nationals of the U.A.E. has resulted in a substantial change in the U.A.E.'s beliefs, traditional values and, more widely, the peoples' way of life.

Table 2.2 :The nationality percentage of the U.A.E. residence from 1968 - 1980.

Nationality	1968		1975		1980	
	Number	%	Number	%	Number	%
Originals	13991	63.3	201544	36.1	290544	27.9
Non-National	6193	36.7	356343	63.9	751555	72.1
Total	80184	100	577887	100	1042099	100

The mass media is another aspect of the changes which has made astonishing progress. There are now five daily journals in Arabic, two in English, and some in Urdu and other languages; close to this number are the weekly and monthly magazines. There are five different T.V. channels, two of which have more than half the programmes in English. There are six different radio stations in Arabic and two in English. All of this needs an enormous amount of materials and programmes to supply continuity and development, causing a large number of programmes and films from different places

to be imported, including Egyptian and American movies which do not suit, and sometimes actually contradict, this society's values. By bearing in mind how great is the influence of the mass media in a developing and unstable society such as the U.A.E., it becomes clear how much conflict it may cause, especially between the generations. The widespread use of video cassette and video centres ought also to be mentioned. This brings every thing new from all over the world. It is rare to find a house without a video in it.

Thus, the consequences of development are already happening due to rapidly mounting oil revenues which one may reasonably suppose have caused the rapid progress, and indeed over the last few years there has been a real boom in construction and building activities. Thereafter, as the infrastructure has been largely completed there is a move from the construction phase to one of consolidation and the maintenance and improvement of existing facilities. Concurrently, there is a phase in which further new industries will be set up already, based on oil and natural gas or serving new needs such as those of the building industry. As standards of living continue to rise there is a considerable industrial expansion, mainly in the service category, including cultural activities, entertainment, recreational and financial institutions, and improved distribution outside the main towns. The granted peace and political stability in the U.A.E has allowed a reasonable husbanding of resources, foreign investment and the introduction of new technologies, thus enabling the emirates to maintain a sufficient degree of prosperity.

As I emphasised earlier, the discovery of petroleum and establishment of a federation has caused everything to change, from the population, the demographical structure of the society, out-port and in-port trade cities development and the urbanization of bedouin, to the wide spread of general services, education and health. All of this has been the means for the transformation of the U.A.E. society from poverty to richness, from a primitive to a modern society. Material developments, however, are only a part of the picture, and it is the less tangible developments in education, training, health services, cultural activities and social welfare that are of particular interest.

The rapidity of material change has created a strong cultural lag as a result of the huge difference between the speed of the materialistic and non-materialistic features. This makes it difficult to assess the cause and effect relationship. This challenges the psycho-sociological view, which suggests that, normally, social changes in values, attitudes, belief and the customs of a developed country follow come after a long term, wide, change in material conditions. It is obvious that the material changes have influenced the inhabitants of the U.A.E. society strongly. It is also clear that everything has changed: the residences have become modern, with electricity, instead of a small tent or mud house; a car is used instead of a camel, donkey or horse; there are telephones, house maids and servants etc. and people's relationships have changed as well; the way of life, the day to day activities and some traditions have gone, the tribal

social structure expired, women's roles has changed, a generation gap has widened.

In brief, the U.A.E. society has changed radically. In the coming few pages I shall try to cite the main changes in the society in order to analyze the differences between the two periods of time. The aspects which we shall discuss are the changes in the UAE through: i) custom changes, ii) social roles and structure, iii) adult perspectives of adolescents' socialization, iv) the effect on adolescents in the UAE of all of the previous factors.

2.4 Changes in Customs:

If we look at society pre-1970, we find that many customs were drawn from the kind of life people were involved in, the most widespread ones being: hospitality, cooperation, giving food for the hungry and many of the good deeds which Islam has required of them, which are all characteristics of the people in this area.

Dance, too, is also among the traditional customs which has been influenced by everyday activities. Dancing figures prominently in celebrations such as those during the Eids (feast-days) and on special occasions such as circumcisions. The dances are performed with great gusto and skill, to rhythmic drumming and the crash of cymbals and integrates with daily life. Only men participate and in some of the traditional dances all the men folk take part, rich and poor, old and young. Ranging themselves in two lines facing

inward, the musicians and leaders who remain in the centre encourage all to greater energy. Other dances are performed with swords waving in the air, celebrating perhaps some long-past tribal victory. Singing is also traditional in the Gulf, not only during the feasts but also at work. In the past, on the sailing vessels engaged in long-distance voyages or in pearling expeditions, entertainment as a relief from monotony took the form of singing, with the music supplied by members of the crew. The songs are in very much the same traditions as western sea-shanties, though more related to loved ones and families ashore.

Most of the old customs have changed and decreased as a result of the comprehensive post 1970 changes; people's values and beliefs, once restricted by traditional influences, have become gradually weaker through the time since federation. The newly developed society of the U.A.E. has accepted many kinds of behaviour which were once strictly forbidden, especially things relating to women, such as women working, going to market, stress upon the girl's view of her future life and marriage, marriage to non-national women, women's clothes and veils, limited contact between the sexes before marriage, or the pressure to marry young. Yet, at the same time the customs which related to hospitality, or helping the poor, are still strong and folk dances and singing are still preferred at weddings and on big occasions.

Marriage has become very expensive, costing approximately sixty thousand pounds on average, which is a very high sum for a young man starting out on his life to have, unless he has worked

for three to five years.

In this traditional society it is not difficult to observe that Islam was not only integrated into the patterns of social behaviour and the many conventions of daily life, but also permeated people's minds, behaviour, thoughts and desires in such a way as to make it appear that they were totally infused by Islam. The spirit of Islam was totally intertwined with the traditions of the tribal society at that time. Thus everything concerning the family's domestic structure, its functions within the community and all its daily routine were influenced, in one way or another, by Islamic instructions. For example, the humble manner in which people accepted even the most grievous afflictions and the many invocations to God throughout the day, such as before and after meals, before climbing into a vehicle, when promising or planning any thing were not mere words but were deeply sincere.

In the past the meagre resources available to the people of the country in earlier times did not allow them much scope for artistic creativity. The materials commonly used in other parts of the world for artistic expression such as in sculpture, painting and architecture do not occur naturally locally, but also there was another limitation that in Islam the portrayal of human and animal forms is not permitted. The region did not bring forth many works of Islamic art; paying reverence to God by embellishing a mosque or copying a religious book usually had to remain very simple. Although there were no beautifully-illuminated manuscripts produced locally, there were some people in one reported case in as remote

an area as Liwa - who copied by hand religious tracts which were not otherwise available. Some of the local traditional poetry is about religion but the majority of poems described historical incidents, battles, or they were moulded on the pattern of classical Bedouin love poetry.

Music for dances, played on variously sized drums, tambourines, cymbals and flutes, did not form part of religious ceremonies, but was enjoyed at weddings or in honour of an important guest and on Islamic feast days. During the month of the prophet's birthday.

In another ceremony, which is traditionally from the same period in this area, men gathered in "almajlis" to take turns reading aloud the description of the birth of the prophet Mohammed written in the 18th century, using exclamations, at which moment everybody, including the women who have gathered behind the curtain wall to listen, rises to their feet.

These customs have not totally disappeared. There are still some people who practise them and even mix them with their new life. Because of the government's encouragement to renew some of these customs they have continued, as folklore festivals. In the past, customs used to control people's lives and interrelations, but now the people seem to control the appearance of these customs in the way that suits them.

These changes have two major effects on the young people in the UAE: they reduce the feeling of stability which cultural continuity offers, and they raise the possibility of radically new

ways of living life, at a time when the adolescent is at his/her most experimental.

2.5 Social Roles and Structure:

Social roles have also been influenced by this transformation; before the discovery of oil, men and women worked very hard in order to survive and feed their children. The child usually started work at a very young age, with his father on the farm or at sea, and had no time even to study or learn how to read and write. Families in this area used to be large. The normal family was around twelve people, father and mother with eight or ten children with their grandchildren also. The great grandfather was the head of the family, made the decisions and had the last word in the family, and everybody had to obey him. He provided the family with money and food. The mother used to cook and do the house work. Sons helped their father and daughters their mother. Boys played with boys and had their own games, and girls played with girls and had their own games. There was no mix between the two sexes. Young males' sport and entertainments tended to be of a robust kind, hunting and hawking being specially favoured. Camel-racing as well as horse-racing, are still much esteemed in the Gulf emirates and the races attract large crowds though these are all male.

Young females, however, had their own games which were mainly

indoors and contained no physical work. Most of the time they sat in groups and chatted or helped their mothers with the housework. But they were not allowed to stay outside their house or go to the market alone.

It is worth mentioning that both boys and girls married very young; as young as fourteen for the boys and twelve for the girls. And most of the time they lived with the boy's family if there was space.

Women were not given any rights, their lives were as if imprisoned. Women at that time, went veiled and masked and were not to be seen at public gatherings. Even the shopping was largely done by the menfolks. The girl was not allowed to choose her future husband, but only the one that her father accepted. Moreover, nobody asked her about her opinion or whether she liked the chosen husband or not. Some families went very far by not allowing even the chosen husband to see their daughter, and yet, surprisingly, he would still agree to marry a girl he had never seen. This is a kind of tradition which is drawn basically from Islam, but has been misunderstood because Islam does give a restriction, but not one to be interpreted so strictly. Islam gives the girl the right to choose the person she likes to be her husband yet, but not to have sexual intercourse or any physical contact with him before he marries her.

The existence of Federation has limited most of the tribal sheikhs' responsibilities by constructing a wider law and a judicial system; moreover the security needs have gone because the

police now take care of this, so that people can live in a modern country on their own with no need for intense supervision. That is the main factor in the reduction of tribal importance. However the people still use their traditional tribal titles between themselves and take some prestige from their tribe's name.

The family in U.A.E. has been directly influenced by this transformation in many aspects. The size has become smaller, the roles of father and mother have changed, sons and daughters have got more freedom, the dictatorial rule of the father and the slave treatment of women has gone, fathers and mothers in the smaller families now share the responsibilities of everything, even the income and work most of the time. Mothers have got the right to give their opinion on every day-to-day matters concerning their sons and daughters. It is hard to find a family without a domestic servant and another to take care of the children (baby sitter). Sons and daughters have their own rooms, and see their duty as studying and graduating from university, which has now become the target of the family's socialization.

Therefore, due to the transformation and the rise in living standards which has touched most of the people in the society, the opportunities for professional employment which have been created by the petroleum fields and governmental ministries, and because of the large number of national graduates from Al-ain university sharing in the social responsibilities, the whole of the society's structure has been changed. New social classes have been created and some of the existing classes have become bigger, such as the

rich and the trader class, while others have become smaller, such as the poor and needy people. However, the education of the young nationals has been spread equally all over the Emirates.

2.6 Adults' Perspective of Adolescents' Socialization:

Before federation the socialization process responded to social demands, which were simple, easy and uncomplicated. Yet, parents used to abuse their children and punish them even for the smallest mistakes. No sympathy was given to the breaker of social values, who were punished by social ostracization or by his parents' punishment. This was especially so with females because of the shame they caused to their families in cases of unsocialized behaviour.

However, the view and perspectives of the U.A.E's adults toward their adolescents has completely changed, as a result of the materialistic and social structure shift. Parents differ in their view of their adolescents, and the kind of people they want them to be. This directly influences the way they respond to and indulge the behaviour of their young people.

"Laissez-Faire" is the kind of parental attitude, held by a great number of parents who are mostly rich and busy with their time-consuming businesses. They do not care about adolescent behaviour, but pay attention only to their superficial and physical

needs. These kind of parents want their sons and daughters to be good citizens but without any effort on their part, so they put the responsibility for the adolescents' behaviour on the school as the institution responsible for their children's education.

The "traditionalist" position is another parental attitude which is mostly held by old people who have strong ties with tradition and not a good understanding of the demands and influences of the new way of life. This sort of parent looks upon the adolescent as if he is still a child, judging every little behaviour and not appreciating the nature of the challenge of adolescence. This kind of parent uses punishment and enforces discipline upon their dependent adolescents.

An "unprejudiced" or liberal attitude is another kind of parental attitude which has arisen after federation. These sorts of parents largely think that adolescents are in their best stage of life, so they should enjoy themselves as much as possible, since they can live the life which their father and mother did not; in other words, parents see their lost youth in their children's joy. This kind of attitude helps and encourages the adolescent to be free, especially the boys because the society still considers it vital for girls to be honest and chaste.

Over the last five years and after the challenge of the dramatic change has gradually gone, a new kind of parent has appeared; most of them are educated people, who experienced their own adolescent stage during federation and became "moderate" as a result. These parents understand the importance of the adolescent

stage and how special it is to their son's and daughter's future. Therefore, they treat their children as mature young people, giving them freedom for their day to day decisions, encouraging them to have good manners and to be good students in school. This group is the only one trying to make some balance between the adolescents' needs and the society's demands in order to raise a sound generation for the future. Although the adult perspective of adolescent socialization will not be studied further in our empirical research, this factor of adult perspective has had its impact upon adolescents' perception of their own needs and the way they cope. The adult perspective on the treatment of adolescents will also help in interpreting some of the later results.

2.7 THE U.A.E. ADOLESCENTS:

The adolescents of the UAE are the subjects of this research. All that has been done so far is to introduce the background from which they come. I shall try to focus on how they have been influenced by the rapid central changes resulting from the economic spurt. The adolescent is a member of a society which has developed very rapidly in its fundamental structures and relationships. That has made him vulnerable to psycho-social disorder. In this section I shall try to identify the adolescent period in the UAE and give an explanation of the material changes which have influenced adolescence.

Within the field of human growth and development, the study of adolescence has been an identifiable discipline since the turn of the twentieth century. Moreover, a prodigious quantity of recent literature dealing with adolescence shows the deep and sustained interest manifested by psychologists, educators, physicians, lawyers, psychiatrists, sociologists and parents (Muus, 1975).

Adolescence has neither a clear beginning nor a definite end (Sarafino & Armstrong, 1986; Conger & Petersen, 1984). The beginning of adolescence is usually said to be marked by the onset of puberty, but some young people's bodies do not start to develop sexually until they are well into their teens. The end of adolescence is even more difficult to define, because no precise physical signs mark the passage to adulthood. However, in psychological terms, the end of adolescence can be distinguished in any of several ways. It can be said to occur once the adolescent starts to be independent from his/her parents, and launches a career or starts a family of his own. Or it can be said to occur once the adolescent has developed a clear sense of his/her own identity by formulating his/her own answers to the questions "Who am I?", and "What do I value?" In terms of the first definition, a twenty four year-old graduate student who remains financially dependent on his parents would have to be called an adolescent. In terms of the second definition, the graduate student would be considered an adult because he probably has a sense of who he is and what he values, having committed himself to training for a particular career.

Because of the ambiguity surrounding the beginning and ending of adolescence, I have chosen to treat adolescence as beginning at about the age of 13, which is the average age for the onset of puberty, according to the primary study (see chapter 6). Puberty has been taken as the beginning of the adolescent period because it is an event with significant physiological effects on the adolescent's cognitive, psychological, and social life. The researcher has chosen the chronological age of 18 years as the end of adolescence for three reasons. Firstly, by this age, most of the physical growth of most adolescents has been completed. Secondly, in U.A.E. law, a person is legally to be treated as an adult from the age of 18. Thirdly, it is a common social value in U.A.E. custom to treat any man who has a moustache and/or a beard as an adult and this includes most of 18 years olds. Fourthly, by this age, the adolescent is expected to have graduated from high school and can choose whether to go out to work and start his/her life or to follow on with university studies. Even if a man is not financially fully independent from his parents, they treat him as an adult by respecting him, giving him his freedom, buying a car for him and such like. These latter points will be discussed further when considering U.A.E. society.

However, this unusually profound development in every material and social aspect of the U.A.E. society has had an enormous effect upon its adolescents throughout this period. Before federation, to be a mature person was not a "big deal"; that is because boys and girls participated with their parents in most of

the day-to-day activities from as early as six years old. And even when they got married they stayed in their family's big house and continued the same activities. As a result, no basic change took place during adolescence and, moreover, there were no special conflicts between generations because of the respect given to old people, whose blessing the young liked to have. Young people, at that time, were not suddenly required to assume responsibilities for which they were unprepared. Nevertheless, after federation and the enormous material changes, expectation of life opportunities also dramatically changed; now, an adolescent expects to do many things that the previous generation did not do. He expects to continue his study until he has finished university, which means sixteen years in academic life, in order to be prepared for employment and marriage. Also, where most of the adolescents before federation got married when they were fourteen and could be completely independent from this age, after federation the adolescent has to wait ten years more in order to gain the same status. Conformity and socialization have become harder and have a lot of contradictory factors influencing their progress. Parents want their adolescent to be one way, school another, whereas the mass media and society in general confuses and destroys everything. The problem is that there is no consensus of what is wanted from our new generation, which causes the potential conflict between the society's institutions. It can be said that the mass media have played a very strong role in adolescents' thinking and way of life, because of the publicising of sensational behaviour. All of this

has caused great conflict between our adolescents on one hand and the adults and requirements of society on the other.

The influence of the mass media on young people experiencing associated physical changes, due to the puberty growth spurt, has caused the U.A.E. adolescent to develop a strong sense that he has become a mature person. He feels that he has gained a new sexual power which helps him to make love as well as an adult does; he may feel that he has become strong enough to depend upon himself and he may consider that his out-look does not differ from that of adult people because he has grown a moustache and beard; and he might think that he has become clever enough to understand and judge the life around him that gives him, as he thinks, the right to behave and do what he thinks best. Moreover, the powerful emotional motivation aroused makes him very sensitive to stimuli around him. As with any adolescent in the modern world, all these changes drive the U.A.E. adolescent to seek independence within his own family, to make his day-to-day decisions, to build his own relationships, to gain his own emotional life and on the whole to be a free person making his own beliefs, attitudes and future in a way not seen as a characteristic of the adolescent before federation.

The passage through adolescence to adulthood is smoother when certain conditions exist in a proper society (King,1969). Firstly, there must be meaningful adult roles which are understood and accepted by all members of the society and for which there are appropriate rewards. Secondly, there must be clearly defined transition points for change in status, which are called "rites of

passage" by the anthropologists. Finally, there must be stability and consensus in the society's value system so that daily activities make sense in terms of those values. Such conditions are most often met in stable and settled societies where well-developed traditions, a clear way of life and a feeling of social cohesiveness exist (King, 1969). In contrast, what is happening in the U.A.E. society, through the wide ranging shifts in all aspects of life, specially the economic and value systems, have resulted in a confusion about life style and expectations of adult roles thus making the conflicts worse.

However, the UAE's adolescent feels that his society's rules, traditions and values do not encourage the kinds of thinking and acts he likes to do in order to fulfil the motivations he experiences and needs he would like to satisfy. He finds roundabout ways to reduce stresses and the emotional disturbance aroused, and tries to keep the balance between what he needs and society's restrictions. These kinds of actions to satisfy needs are called in this research "coping behaviours". This is what I intend to study, in order to understand better the adolescent of the U.A.E. and provide a basis for future studies and research, given the current lack of information in this area.

In summary, the fast, dramatic changes resulting from oil discovery in the UAE have influenced every aspect of life in this newly created country, with a particularly strong impact upon its adolescents. This present study attempts to explore these adolescents by, starting from their own views rather than those of

anybody else. Further explanation of the methodology and procedure will be found throughout the following chapters.

SECTION I

REVIEW OF RELATED LITERATURE

Although the relevance of western writing to profound differences in other cultures might be questioned, it is nevertheless useful to see to what extent they may provide me with ways of looking at adolescence. I do not want "western" perspectives of adolescence to contaminate or interfere with the responses of my subjects. In short, I seek not to minimise the influence of western perspectives or models of looking at adolescence, but to concentrate or maximise the subject-centred /ethnic-centred responses of my Middle-East, Islamic subjects.

The use of western literature and the results of the pilot study would help me to develop a framework which going to be the structure inwhich I shall process the data (the content) from these adolescents.

This section contains three chapter inwhich I shall discuss the main aspects of this study. These chapters are:

Chapter 3: The needs of adolescent period.

Chapter 4: The individual coping responses.

Chapter 5: The personal constructs of adolescents with reference to needs perception and coping responses.

At the end of this section the reader will be able to understand the importance of western literature and research to the structure, design and interpretation of this study.

CHAPTER THREE

THE NEEDS OF THE ADOLESCENT PERIOD

3.1 INTRODUCTION:

In this chapter the needs of the period of adolescence will be discussed using western research studies to give an historical background, general approaches to identify adolescents needs, the major concerns in needs assessment and universal adolescents needs as they appear in these studies.

With reference to the previous chapter, I shall describe how different persons, cultures, and religious background might influence the adolescent's way of perceiving need and the response to it.

3.1 THE TERM "NEED":

This research is about need and its satisfaction. It is, thus, central to attempt some careful definitional ground work to establish a clear and consistent terminology for the study.

The term "needs" is a general term which refers to demands, goals, motivations and desires (Kock, 1941) that provoke (move or initiate) an individual to action (Conger & Petersen, 1984). From the point of view of the psychology of motivation, all actions are attempts to satisfy a need or a combination of needs. The term need implies a deficit which means there is something lacking that the person desires to obtain. Some needs, e.g. security or achievement needs, are directed toward external goals, conditions or incentives which, when attained, will satisfy the need. Other needs, e.g. aggression, sex, or play needs, are directed toward internal needs from the behaviour used to satisfy the need (Chambers, 1980). Both internal and external needs arouse, evoke and affect needs perception.

What all needs or motives have in common is the aim to increase satisfaction and avoid dissatisfaction (Chambers, 1980). For instance, just as a few kinds of sensations can combine to create many distinctive food tasks, so cognitive, emotional and sensory factors can combine to make many kinds of discriminable satisfactions.

Needs reduction behaviours and subsequent satisfactions can not be reduced to equivalences, since the same identifiable satisfaction (such as sexual satisfaction) can be attained by a wide variety of behaviours and the same behaviour can satisfy different needs. Thus satisfactions function as convergent centers for associations between stimuli and responses. Further, different types of satisfaction appear to be additive in the evolutionary

development of the adolescent. Higher forms tend to inherit, accumulate, and add to the satisfaction capabilities exhibited by lower forms. The adolescent has rarely to deal with a single demand (or need) at one time. Over time, he must contend with an ever changing set of demands coming from his own development, as well as the demands of surrounding people and friends, and from the community he is in (Patterson & McCubbin, 1987).

It is also important to keep in mind a further dimension in the concept of "need". A system state is defined as the interrelationship of the elements (i.e. needs and behaviours) at a given point in time. Adolescents' needs systems are concerned with more than linear causal relationships between isolated needs and behavioural variables; instead, they are concerned with sets of needs that are interrelated, by an organising principle, to form a whole. The organising principle of the motivation system is the aim to maximize satisfaction and minimize dissatisfaction for all needs perceived. In order to achieve this aim, the need elements are related to each other in ways that provide internal checks and balances, so that any one need or group of needs will not monopolize the time and energy available to the system. Need systems are considered to be subsystems of the total personality (Chambers, 1980). For example, the need system is interactive with the endocrine system on the physical side and a belief system on the psychological side. Although a personal need system is individualized, some general structural characteristics of human motivation systems are assumed to be common to most people. Thus

the empirical element of this study attempts to acknowledge this complex system by not presenting to the subject- adolescents elements to measured, but by giving the informants the opportunity to express themselves freely from their own systematic point of view (see chapter 6).

The system relation between the adolescent and the larger context of nested systems he lives within, supports the idea of an interactive needs system. So the adolescent as an individual member interacts with individual family members who comprise a family system, with individual same age friends who comprise the peer system; and moreover, with individual school teachers and pupils who comprise a school system. All of these systems are embedded within the community or larger social system.

Each of these levels of system is characterized by demands and capabilities. And each of these systems strives to achieve adaptation through reciprocal relationships where demands of one unit are met by the capabilities of another so as to achieve a balance in functioning. The balance is achieved when there is a minimal discrepancy between demands and capabilities for meeting these demands (McCubbin, Needle & Wilson, 1985). Stated from an adolescent's point of view, coping calls for "fit" at every systematic interface :adolescent-to-family, adolescent-to-peers, adolescent-to-school and adolescent-to-community. This multi-dimensional element of need analysis, too, is catered for the research methodology adopted (see chapter 6).

Thus for the purpose of this study, need can be characterized

as an internal and/or external system of deficits, demands, goals, motivations and desires that provoke an individual to pursue the aim of increasing satisfaction and/or avoiding dissatisfaction.

3.3 HISTORICAL BACKGROUND OF NEEDS STUDIES:

Having crystallized a working definition of the concept "need" from the work of such researchers as Chambers (1980); Conger & Petersen (1984); Patterson & McCubbin (1987) and also McCubbin, Needle & Wilson (1985), I find it important to see how this definition has been applied through the history of the development of the term in western literature.

The western historical antecedents of much present motivational research are mainly embedded in philosophical and religious issues (Edwards, 1972). Hedonism can be viewed as a motivation-oriented philosophy concerned with maximizing satisfaction of needs, not all of which are necessarily pleasurable or sensual. The Platonic and Aristotelian idea of an inner struggle between reason and emotion can be interpreted in terms of motivational conflict. Plato contended that, in general, men act so as to maximize the virtue attendant upon their acts. In medieval times motivational factors were implied in arguments regarding the operation of the will. Moral philosophers, religious leaders, and theologians have been concerned with motivation in terms of good and bad desires and passions. In literature motivation has been portrayed, of course, as highly intuitive and reveals the writer's own implicit theories regarding the

relationships between motives, character and personality (Chambers, 1980).

Freud (1910) developed motivation concepts as one of the dominant factors in his personality theory. He took particular pains to explain abnormal behaviour in motivational terms, thus, rejecting views that abnormal behaviour is necessarily the result of organic deficit or a manifestation of demonic possession. And after Freud demonstrated that needs often function at an unconscious level, motivational explanation of behaviour attained much wider acceptance. It was Freud who forced the concept of the unconscious into the consciousness of psychiatrists and psychologists and later into the public mind. His success in establishing this important psychological concept was due in part to his linking of unconscious mental processes to behaviour via needs. Freud's analysis of motivation was very reductive; that is, he telescoped most motivations into the categories of sex and aggression, or life (Eros) and death (Thanatos). Psychoanalysts and personality theorists later broadened the motivation spectrum to include needs for superiority, social affiliation, self-actualization, homeostasis, positive self-regard and self-consistency (e.g. Maslow, 1970; Murray, 1953; Skinner, 1953, 1974; & Bandura, 1986).

McDougall (1923) developed a theory of "hormic psychology" which emphasized psychophysical dispositions and sentiments. These were transitional concepts between the accepted idea of instinct and the developing concepts of needs or motives. McDougall's

theory has had some continuing influence among behaviourists and learning theorists.

Murray (1953) who had a background in medical psychoanalysis, was the first theorist to apply a system approach to motivation. The effects of Murray and his co-workers from areas such as psychology, sociology and anthropology resulted in the Murray needs system, which became one of the most comprehensive motivation classification systems developed to date. Murray described interactions and relationships between needs by using terms such as prepotency, fusion, subsidization and conflict. Perhaps because he did not emphasize a general organizing principle, which would integrate the parts into a systematic whole, the Murray needs system is used more as a motivation taxonomy than as a dynamic system.

Added strength to the idea of a systems approach to needs was the work of biologist called Bertalanffy. Bertalanffy had begun to develop and expound a systems approach in the 1930s as an alternative to a mechanistic and vitalistic view of life. In applying systems thinking to psychology and the social sciences, Bertalanffy theorized that because of man's ability to create and live in a world of symbols, he can act with true intentions and purpose (motivation concept) and is not bound by causal deterministic principles, as lower-level organisms are. In a later work, Bertalanffy (1968) has called his approach "general system theory", although in 1975 he viewed systems thinking as more of a philosophical perspective than a theoretical model.

From Plato to Bertalanffy, it seems that the concept of needs developed dramatically from simple desires to be fulfilled to systematic needs where a complexity of factors influences our adolescent. The influence of this concept is picked up in the next section which examines the work of Maslow and Angyala.

However, after this historical background of how the needs concept developed I shall focus upon two important aspects of needs in order to give a clear structure to my perception of the concept "needs", needs as a system, and the hierarchy of needs.

3.3.1 Needs as a system:

New needs system psychology theorists, e.g. Maslow (1970) and Angyal (1965), were influenced directly or indirectly by the previous researches indicated in the last section.

Angyal (1965) applied the systems approach to his holistic personality theory. Although he did not develop a list of motives or specify any particular set of specific needs, he wrote about motivation from a formalized systems perspective, and he created concepts of autonomy and harmonomy as general organizing principles in his dualistic theory of motivation.

Although Maslow (1970) produced a shorter and more general list of needs than the Murray classification, he also developed a stronger system organization for his theory than did Murray. Moreover, Maslow's needs are ordered hierarchically by the organizing principles of necessity for survival and the desire for self-actualization.

Thus the work of Maslow and Angyal has a fundamental influence on my understanding of needs as a system. This has proved useful to my research, for pattern and meaning in the empirical part of this study. The influence of these studies will be noted at the end of this chapter.

The systems perspective has had and continues to have some influence in psychology, particularly in clinical assessment. Many researchers use the term "system" to describe complex, multi-variate phenomena even though they do not state what principles are implied by the term. Clinicians also look for interactions among personality variables and attempt to organize the variables into a comprehensive whole. The systems perspective has an affinity with holistic philosophy and is closely related to Lewin's (1936) field theory and Gestalt psychology, particularly as formulated by Kohler (1947).

Motivation continues to be an important construct in contemporary personality theory. Where Neo-behaviourists and humanists use motivation concepts to help account for responses and actions, theorists with a cognitive orientation have traditionally been less interested in motivation and needs. However, a synthesis between cognitive constructs (such as belief and expectation) and motivation concepts seems to be emerging (Weiner, 1974). However, it seems that there is an increasing interest in a systems approach to clinical problems. Perhaps, for this reason Bertalanffy was elected an honorary fellow of the American Psychiatric Association in 1967. Moreover, as Rappaport (1977) confirmed, psychologists

have found systems theory helpful in studying social interactions in the area of community psychology.

Thus, from several areas there is a convergence of interests in needs and system theory. These interests should, however, be combined with new concepts and techniques to personal need system assessments.

The most taxing problem of the systems approach Chambers (1980) stated is the philosophical position that, because of its inferential nature, motivation can not be adequately and reliably assessed and is not, therefore, useful in a theoretical model; this represents the pure behaviourist stance. The neo-behaviouristic learning theorist, however, has included motivation as an intervening variable, but they tend to limit their motivational interests to physiological needs that can be easily manipulated for experimental purposes. However, some behavioural therapists select and use situational factors that have strong incentive or motivating power, to modify observable behaviour and manipulate controllable motivating stimuli (Chambers, 1980).

Disregarding the basic assumption of systems theory - that a system is composed of more than one element - several personality theorists have attempted to reduce motives to one broadly inclusive category. Reinforcement (learning theory), Libido (psychoanalysis), self-actualizing (humanistic theory), and self-acceptance (client-centered theory) are examples of attempt to reduce motivation to a single important or all-inclusive category. There is no question about the usefulness and necessity of reduction as

an aid to scientific understanding. In some instances, however, simplification can become excessive and can create the illusion of understanding at the expense of overlooking or ignoring critical distinctions.

Trait theory (Allport, 1961) and typology provide other alternatives to motivation analysis. Trait theory focuses attention on aspects of a person's behaviour that are consistently expressed despite varying situational factors. Trait assessment is often useful for predictive purposes, based on the observation that past experience is the best guide to the future. Correct prediction based on past performance does not, however necessarily promote better understanding of behaviour. When successful, trait assessment can lead to prescriptions for shaping or modifying a trait - for instance, when a person is correctly assessed as having a strong trait of emotional reactivity and is persuaded to avoid stress or take tranquilizers. On the whole, however, the clustering of behaviours into traits does not provide much of a handle for helping people understand or change cognitive, emotive, motivational functions that may be strongly involved in their general welfare.

Another major competitor of a need system approach, and as I mentioned before, is cognitive theory. Cognitive theory particularly as developed by Kelly (1963), explains behaviour as the natural consequence of the way a person construes the world. From a purely cognitive point of view, motivation can be incorporated, absorbed, and disappear without loss or trace. For

example, a person's need for dominance can be perceived as his or her own construction of the belief that directing and controlling others is desirable and necessary. Ellis (1962) has developed a psychotherapy approach (rational emotive therapy or RET) that is strongly cognitive in orientation. Ellis feels that beliefs are important determinants of personality, but states that beliefs should be in accord with reality and that unrealistic beliefs are the cause of neurosis. The assumption of reality as an orienting point for cognitive structure differs in philosophy from the view that reduction of cognitive dissonance or the resolution of internal contradictions in the belief system is the primary cognitive goal. More discussion of these aspects will occur in the next two chapters.

However, Chambers (1980) postulates a solar system as a familiar model for elaboration of a systematic approach. If observations were available for only one planet in a solar system, a systems model could not be constructed. If observations were available for two or three planets, covariation of the locations of these elements could show some systematic relationships, but considerable variance still would be unaccounted for. If a series of simultaneous orbital locations of the sun, all the planets, and their satellites were available, then a model could be constructed that would be isomorphic with the movements in the solar system. In this model gravity would serve as the organizing principle, and the sun would be the dominant element in a hierarchical structure. The solar system offers an oversimple analogy for a personal need

system, but it illustrates the importance of defining the significant elements in a system. In motivation assessments there is as yet little agreement about need elements.

This systematic perception of needs is one of the important aspects of the concept of "needs" for the purpose of this study. The perspective of needs as a system in adolescence should be taken into account by me if a complete response to theoretical background is to be made. This is because simplifying human needs could lead to false conclusions as result of omitting many influential factors that determine the outcome of needs. So, specifically adolescents rarely deal with a single need. Over time, they must contend with an ever-changing set of needs coming from their own development, as well as the development of other family members, the family unit, peers and from the community (Patterson & McCubbin, 1987).

Although this present study does not attempt to investigate the needs system of the UAE adolescents in depth, it does take into account this systematic approach to needs by asking the informants to reveal their perceived needs which are in fact the outcome of each individual adolescent's needs system. Chapter five will concentrate on the perception of needs.

3.3.2 Hierarchy of Needs:

A first look at the causes of behaviour show that

physiological imbalances can initiate behaviour; hunger clearly makes people seek out food. However, behaviour is not just food seeking or merely fulfilling physiological needs. Behaviour is complex and most aspects of a person's daily activities are not initiated because of some physiological imbalance. People develop desires for love, safety and achievement, some develop desire for power, fame, or recognition. These desires are not physiological mechanisms triggered by an issue imbalance, but rather are desires acquired as individuals mature and as their basic inherited characteristics unfold in the environment.

Usually, the physiological, psychological and sociological needs work in combination as the ultimate controllers of a person's behaviour. No single desire can account for all behaviour. Certainly, food and water needs must be satisfied before needs for power or glory, but all of these aspects must be considered.

Maslow in his humanistic theory of human needs expressed this aspect and argued that both physiological and learned needs are incorporated components of behaviour. As a humanistic psychologist, Maslow (1962,1969) assumed that people's behaviour is motivated toward self fulfillment so that they might be everything their potential allows them to become. According to humanistic psychologists, once people have certain basic needs fulfilled, they make attempts towards self-actualization. When people self-actualize they have achieved their true natures and have fulfilled their potential to the greatest degree possible. Maslow assumed that humans have inborn or innate motives to seek

self-actualization.

Maslow (1962) realized that unless a person's physiological needs for hunger and thirst are satisfied it is unlikely that he or she can pursue the need to be self-actualized. Further once these physiological needs have been met people have social motives of desires for safety, belonging, and love. If these other levels of motivation are satisfied, then people can truly attempt to self-actualize; they can then reach the fullest possible development and feel they have become everything they might within their unique potential for perfection and creativity.

Maslow has conceived of the different types of motives as being a pyramid-shaped structure with physiological motives and desires at the base of the pyramid. As humans satisfy a low level need in the pyramid, then they can strive for the next higher level. Nobody can achieve feelings of self-respect or success unless he has his love, safety and his physiological needs met. Similarly we can never self-actualize unless the base aspects of the pyramid have been realized. Maslow describes this as a theory of pre-potent needs.

Maslow's theory of the cause of behaviour (motivation) and personality not only considers humanistic, aesthetic growth and enhancement motives, it also considers physiological needs and the resulting drives that direct behaviour on an hour-to-hour basis. Maslow never really claimed that all the physiological needs have to be met in full for an individual to achieve a higher level of fulfillment. Once the most basic physiological needs are met, then

a person is better prepared for emotional needs to be met. Satisfying physiological needs and social desires is not an all-or-nothing situation; even a malnourished and starving child has emotional requirements that need attention.

Maslow's ideas are interesting ways to organize human thinking; but the problem is that they are often very difficult to submit to experimental investigation. While Maslow's theory may not be testable, it does point out that we must consider physiological drives first. It emphasizes that humans must maintain physiological and safety needs, and only after those are met can they then worry about developing a missing sense of self-respect and sense of beauty in the world. However, Maslow assumed that all these needs have an innate inclination to develop all of their potentials.

As with the systematic perception of needs, so also the hierarchical approach of needs perception has its importance for this study. The perspective of needs hierarchy has been taken into account in my empirical work in two areas, firstly, in the questionnaire administration when informants were asked to select four of their perceived needs as the most important needs for themselves (see chapter 6), and secondly, in the data presentation chapter where I ranked needs items according to their value as indicated by the informants (see chapter 7).

3.3.3 FACTORS INFLUENCING NEEDS PRIORITY:

The expression "hierarchical relationships between needs" refers to the order of priority assigned to needs for seeking satisfaction. It is assumed that hierarchical relationships are determined partly by personal and partly by situational factors.

Two basic personal factors are involved in the urgency or power attributed to a need (Chambers, 1980): one may be labelled the ontological factor; the other is the value or attitudinal factor. The ontological factor has to do with beliefs held by a person about reality. If a person believes that human nature is basically combative and that life is hard and cruel, then he is likely to give priority to needs such as aggression and dependence. These beliefs may dictate priority regardless of the individual's values or attitudes about "the way things are". Chambers argued that it is true also that values or attitudes contribute to the priorities placed on needs. For example a person may place priority on benevolent activities because of strong feelings that it is good to be nurturant despite ontological beliefs that life and people are not generally kind and benevolent. In some circumstances, however, a person's value is set on one side because that person experiences a powerful countervailing need; an example of that stealing to eat, raping for sex, denying religious faith for career advancement.

Priorities are, moreover, created by strong beliefs about the proper or necessary sequencing of motivation. For example, if a person believes that the only way to satisfy a need for dominance is to acquire power through hard work, he will first give priority to achievement as a means to the more valued end of power and status. Some of these considerations have been dealt with theoretically by Murray and Maslow. Some "Thematic Apperception Test" scoring techniques provide means for assessing subsidiary and sequential themes. Most of the more objectively scored instruments, however, have not attempted this type of assessment refinement. I shall discuss widely how the personal factors influence the hierarchy and priority of needs in the cognitive appraisal chapter (chapter 5).

The situation in environmental and/or social factors gives a strong effect upon the personal hierarchical needs: the frequency of absence of need satisfaction, the impact of these unsatisfied needs upon individual life, the amount of desirability and distress aroused because of this absence of satisfaction and the severity of emotional disturbance when the coping option can not satisfy the specific needs (Davis & Compas, 1986).

As I wrote previously in this section, further focus upon factors influencing the hierarchy of needs will be discussed in chapter five which discusses personal constructs of needs.

3.4 GENERAL APPROACHES IN STUDYING ADOLESCENTS' NEEDS:

Most of adolescence research has attempted to study the

adolescent's needs by two general approaches: generating a practical study of needs of particular groups of adolescents; and by tracing the manifold changes during adolescence and making a comparison between the adolescent period and the maturity requirements of a specific society.

Researchers in the first approach focus on adolescent's needs using many direct techniques (e.g. what sort of needs are you looking to satisfy), or using indirect techniques by looking at the adolescent's problems, values, perception of good, and attitudes.

Edelston (1964), in his attempt to answer the question, what are adolescents looking for, and what do they want?, has clarified their requirements by studying their needs, as his research shows, from the most to the least important. First, freedom, which in his view comes even before sex, then sexual interest and after that idealism; finally, there are two less important items in the search for personal identification and independence: a steadily increasing demand for personal privacy; and search for valuation as indicated by capacity for self support, which normally ends in economic independence.

In a report for the Calouste Gulbenkian Foundation presented in 1959 on the needs of youth in Stevenage, U.K., one conclusion was that adolescents' needs go no further than the need to serve the community, the need for emotional security, the need for recognition, the need for independence, and finally, the needs for opportunities to take responsibility.

Coleman (1980) in his focal theory of adolescence has

chosen the self-concept to be the most important need of all adolescents. Moreover, he concluded that the needs of young people in British society are, first of all, and contrary to an expectation, that adolescents do have a need for adults to exercise their authority; secondly, they do have a need to participate as much as possible in the adult world, and especially in the world of work; thirdly, young people have a strong need to be seen as an individual and are handicapped by stereotypes of what "youth" is believed to represent. Fourthly, as adolescents reach the level of formal operational thought, they need adults to spend more time in encouraging thought among them. Finally, adolescents feel a need for more help with their developing sexuality.

Conger and Petersen (1984) after making statements of the importance of the primary needs of food, water, warmth and sex, emphasized that to become truly adult is not just a physical maturation. An adolescent must gradually achieve independence from parents, adjust to sexual maturation and establish cooperation and workable relationships with peers. In the process of meeting these challenges, the young person must also gradually develop a philosophy of life and a sense of identity. So, before adolescents can successfully abandon the security of childhood dependence on others, they must have some idea of who they are, where they are going, and what the possibilities are of getting there.

Mussen, Conger, Kagan and Huston (1984) have followed Conger's discussion of the adolescents needs as primary and learned needs. They argued that the learned needs are based upon

the primary ones. Thus, there is nothing innate about the need for social status, for security, for love from one's parents, for money, for acceptance by one's friends.

During Konopka's (1976) survey of the needs of adolescent girls, she heard them quote a verse: "Loneliness is a silent jail, without cell mates, parole, or bail". This made her consider that in adolescence, the need to have peers who can confirm your own value, and at least one adult whom they can trust is very important. That might be because adolescent girls express a need to be listened to. She also emphasizes that a society which does not prepare children and young people early for thinking through, and making decisions, but considers obedience a higher value, is vulnerable to dangerous authoritarianism being embraced by their young. And finally she stressed that in adolescence one truly needs to develop a philosophy of life.

Buescher (1985) has also emphasized the social needs in his systems perspective of adolescence when he says: "Despite the intensity of physiological changes in the early stage of adolescence, most of the prominent needs of an adolescent are more social in nature." He cites the following prominent needs of adolescents: opportunities to experience real independence; concrete experiences of successful self-direction; a variety of adult and leadership models to emulate; ability to cope while building real life skills; successful avenues for defining oneself beyond the options suggested by adults; a desire to be taken seriously by peers and adults; predictable space where one can

safely explore acceptance and rejection by peers; and finally a factual basis for understanding the process of adolescence.

An example of the second method for analysing adolescent needs is the work of Cole and Hall (1964). They have analysed the period between childhood and maturity in order to trace the manifold changes that should be accomplished during adolescence. From this it is clear that they postulate that a person does not automatically pass from one of life's stages to another on a given birthday; one level of development shades gradually into the next; indeed, some stages are so short that each is hardly established before premonitory signs of the following one appear. For the adolescent years the age limits differ for the two sexes because girls mature on an average two years earlier than boys, who do not catch up with them until the last years of adolescence. However, each of the life periods has its own problems, which must be solved if the individual is to enter the next period without handicap. Near the beginning of the adolescent period the boy or girl achieves sexual maturity and, in some specific capacity, intellectual maturity as well. By the end of adolescence, physical growth is complete and intellectual growth very nearly so. Only severe deprivation can prevent a human organism from reaching adult size, shape, and function, or from growing into its expected mental maturity.

Further, Birmingham and Sheehy (1984) have identified four processes that a normal adolescent has to pass through in order to enter adult maturity. Firstly, to establish self-identification

such that the self is seen as an independent, decision-making human being. Secondly, to incorporate into one's emotional and behavioural repertoire, actions that support close affectional bonds. Thirdly, to acquire both emotionally and attitudinally appropriate sexual roles within a sexual relationship where one's sexual identity lasts throughout life. Finally, to develop abstract thought, coupled with emotional understanding of this, which enables responsible integration into society at large.

The main approach of this study accepts the advantages of the direct investigation by asking the informants how they perceive their own needs. This self-reported investigation will be built from two different types of techniques in the primary questionnaire by open-ended items and in the main questionnaire by citing the needs items and asking informants what are their perceived needs. Further, they are asked how strongly or how much they value those needs and to select four of their needs as the most important one's to them (see chapter 6).

3.5 THE UNIVERSAL NEEDS OF ADOLESCENTS:

In adolescence, the highly individualized, intense, and inseparable physical and psychological changes of puberty dynamically interrelated with the cultural expectation of a particular society makes the physical, psychological, social and meta-psychological (or spiritual) needs unique to each adolescent. Thus any kind of generalization from a study of groups of

adolescents is extremely rash. Similarly, any interpretation from the adult perspective of the needs of adolescents needs to be based firmly on the adolescents own perception; it needs also to be situated within a particular society's characteristics, way of life, and its socio-economic demands.

An argument can be made that some of the internal motivation and external disorders of adolescence are universal and only moderately affected by cultural determinants. Despite the many differences in content and degree of stress from one culture to another, adolescent development and needs are basically uniform in all societies (Kiell, 1969). This argument takes the point of view that adolescence is a physiological state, characterized by the enormous psychological changes that influence the sociological relations between the adolescent and his society (e.g. parents, peers). It can also be said that adolescence begins with a physiological phenomenon (the appearance of gonadotrophic hormones in the blood) and ends with a social phenomenon with some legal adjuncts - the acceptance of the young person into adult community. Thus the difficulty of conceptualizing adolescence arises because there are some elements which are quite clear and measurable, whereas other elements are unique to individuals and society. The relation of this socio-cultural aspect and the UAE adolescents is discussed in the last two section of chapter one.

While cultures and societies may differ in their rigidity, in being more traditional, and in being more rule-bound, the sources of friction for adolescents are not much different from one society

to another: family, marriage, money, jobs, religion, frustrated ambition, balked hopes, intolerable failures. In addition, even the needs, most of the time, are the same but the way of perceiving them, the experience of their lack of satisfaction, and the means of coping with them is different from society to society. Perceiving the absence of needs satisfaction depends upon many intervening factors which include the personal and the social factors. These two elements of adolescence, the constant and universal and the changing and unique are central features in both the constructs and analyses of this piece of research. Thus care has been taken to accommodate both the universal elements of adolescence as identified in the individual uniqueness of the respondent and the special circumstances of their country. (I shall discuss these variables in the cognitive appraisal chapter).

Masserman (1955, 1981, 1982) has condensed what he called the universal and ultimate needs of men and women everywhere. These universal needs (Un.) required for human welfare, have been divided into three universal needs that are: physical needs, social needs, and meta-psychological needs.

Un.I. Physiological needs are the somatic health and manipulative skills necessary for survival.

Un.II. Social needs, are for interpersonal alliances essential to communal security.

and Un.III. Meta-psychological needs, which are needs for transcendent faiths that mitigate existential concerns.

He uses the term "meta-psychological" to refer to the

adolescent's cherished beliefs that also motivate their individual and group behaviours. Similar analyses appear in work by Uribe and Feinstein (1986). Kaplan and others (1980) have explained that meta-psychology is the branch of theoretical or speculative psychology that deals with theories, hypotheses, or phenomena that are largely beyond the realm of empirical verification, examples of such topics include mysticism, the origin, purpose, and structure of the mind, the philosophical nature of the mind-body interrelationship, the place of the mind in the universe - all of these topics appear regularly in transcripts of adolescent conversation (Coleman,1980).

Also Blair, in a book for teachers about adolescents' psychology (1964), has condensed adolescents' needs into physical and personality needs. He explained that adolescents all over the world have much the same biological and physical needs. This arises because of the biological development known as the growth spurt (Tanner,1978). This results in such needs as hunger,thirst, activity, rest, sex, temperature regulation, evacuation (urination and defecation), and avoidance of physical injury. The way these needs are met, however, varies greatly in different parts of the world as a result of the socio-cultural context. Among the human personality needs that are particularly urgent during adolescence are the needs for status, independence, achievement and a satisfying philosophy of life (Uribe,1986).

One of the outputs of this present research might be an assessment of the extent to which there is cultural diversity in

the range and importance to adolescence of specific needs. Also the results may permit an examination of differences and similarities in the means by which the needs are satisfied by individual in their own context.

An example of the above could be taken from the adolescent's feeling toward somatic issues. As several writers (e.g. Coleman, 1980 and Birmingham & Sheehy, 1984) had noted the concept and feeling about somatic health and social skills may range from healthy aspirations and concerns through somatic preoccupations to psychotic deviations. A big, flat nose adorned with rings or pins is a beauty symbol to some African girls; a minimally deviated nose may be a catastrophe to a self-centered North American girl worried about being "weird" or "masculine"; or a moderately deformed nose may represent a punishment for sin to a superstitious Latin girl. The belief of a minority group adolescent that he is being poisoned by water and air pollution may be a projected wish to eliminate government authorities who permit discrimination of minorities. Rich Western adolescents may rationalize indulgence in hedonistic and escapist addictions, beautifying self or pornographic practices, and other expensive extravagances as a "need for kicks". By contrast, youngsters from Ethiopia and other developing lands, dying from lack of shelter, starvation, and illness, yearn only for food, clothing, and housing to survive, or even to have a place to be buried. Further, many adolescents in modern and advanced societies may convert normal desire for physical well-being into obsessive preoccupations with appearance, fitness, or performances

(sexual, musical,athletic) or in strenuous muscle building, unhealthy, irrational use of hormones, stimulants, tranquilizers, alcohol or other nepenthic drugs or in fetishism, exhibitionism, and sexual promiscuity conveniently conceptualized by them as "exercise, balanced nutrition", "energetics" and "expressions of love."

Moreover, the adolescents' formative experiences are further influenced by most of social aspects such as: customs, mores, beliefs, laws, rules, language and other cultural patterns of their society, which determine their needs for interpersonal alliances essential to communal security. Such factors are unique to each culture and subculture,and change with the times (vide:chapter one). Nevertheless, cultural assimilation is highly individualized. This unique conceptual relativity accounts for the broad range of types, intensities, and expressions of youths' rebelliousness versus their asceticism, enthusiasms, and idealism and their aspirations for absoluteness, brotherhood, perfection, purity, and moral, financial, or sexual and social responsibilities.

To help adolescents achieve their socio-cultural aspirations, it is necessary for parents and surrogates to provide affection, belonging, appropriate discipline, and value systems while still recognizing their children as unique individuals rather than "parental extensions." Parents need to furnish personal examples,positive rewards, and flexible support which balances guidance and freedom as adolescents evolve their "physico-socio-

existential identity" into early adulthood (Conger & Petersen, 1984).

The peer group subcultures and the mass media also exert a strong influence on many adolescents. Conversely, family, school, and religion have lost much of their traditional influence on many youths. Such changes are particularly prevalent in the modern and advanced countries (Coleman, 1980; Sarafino & Armstrong, 1986). The increasingly massive variety of information provided by the media, fosters social systems and premature emancipations through encouragement of antisocial behaviour to incitement of violence. Frequently such deviant behaviour is transmitted to the adolescent by parents, other adult relatives, teachers, and religious and political leaders and media personalities who are themselves inappropriate role models.

The precipitating threat to adolescents' social adaptations may originate in the physical, social or existential system. Adolescents who are under stress with a linguistic, familial, educational, esthetics/religious, economic, or political sources) may indulge for example in socially deviant behaviour which can result in poor health or lead to enrollment in fanatical or socially maladjusted cults (e.g., groups such as "Teddy Boys", "mods" "hippies" "rockers" and "greasers", the "flower people"); or involvement with criminally oriented sect. An extreme example is the Manson family.

Even in the area of existential needs and beliefs, despite adolescent disclaimers, there is also strong motivation for

adolescents' individual and group behaviour. Many youths do not share their beliefs or doubts with mistrusted peers, parents, or other adults (Coleman,1980; Uribe,1986). When they do share them, they often rationalize them by extolling their moral, ascetic, idealistic or redemptive values. In this search for existential meaning, they incessantly ask why they were born into this world, what they should expect from themselves and from others, how much "closeness" they should experience, to whom they should belong, and what is their ultimate destiny. They might frequently express disguised or even overtly crude (but often correct) criticism of the incongruent messages received from their family members, educational, political, or religious leaders, who do not try to attract young people to "appropriate" values without overt coercion.

Uribe further pointed out that meta-psychological deviations may range from exaggerated ethnic,philosophical, or religious concerns to rigidly intense existential thought,or pervasive and unhealthy individual or group cultist, magical or mystic behaviours. Deeper exploration may reveal faulty but unique conative conflicts as adolescents struggle for a meaningful identity and a serene, transcendental destiny.

Adolescents' meta-psychological beliefs, aspirations, and values may reverberate dynamically with their social and physical systems. For instance,an ascetic adolescent who is searching for sanctification through self-mortification may go into prolonged social isolation and harm him or herself seriously through

excessive fasting and self-inflicted pain. Conversely, seriously physically handicapped youths may become compulsive social activists, e.g. participate in health-threatening running to raise money for a religious organization, in their search for existential and supernatural rewards. Lastly, adolescents who are discriminated against and are socially ostracized may endure cult-inflicted deprivations in an effort to achieve a feeling of belonging. Such cults that stress the supernatural are The Peoples's Temple, Children of God, Hari Krishna, Satanism, Scientology and The Unification Church.

The media also have an influence on the fascination of some adolescents with the mystic by capitalising on their unresolved developmental state, This results in a search for communal security through membership in a cult. Cultist organizations exploit adolescents' ambiguity, rebelliousness, and fascination with absolutes by offering an idealistic, ascetic and communal lifestyle (Uribe, 1986).

The reader will meet some of these meta-psychological issues being raised by the respondents in the empirical study.

3.6 MAJOR CONCERNS IN NEEDS ASSESSMENTS:

In needs and motivations assessment there are two major concerns and problems for researchers. The first concern is the problem of developing better techniques for assessing and measuring needs(motivations). This problem results from the fact that motives and needs are constructs and, as such, are identified and

measured indirectly, by inference, rather than by direct observation. Despite this difficulty, motivation has persisted as a theoretical construct because relationships between situational conditions and behaviour are too complex to be useful or understandable without some reduction via unifying constructs.

Clinicians currently use standardized tests and interview material to assess motivation. Examples of standardized tests are the Edwards Personal Preference schedule (Edwards, 1957), the Stern Activities Index (Haring et al., 1958), and the Personality Research Form (Jackson, 1966). Projective tests (such as the Thematic Apperception Test) can also be placed in this category, since the materials, administration, and scoring procedures have standardized versions.

Objective motivation tests are often used with an assumption that they measure the "strength" of needs. This is generally an untenable assumption, since the strength of a need is not constant and varies markedly from situation to situation. In clinical assessment, measures that relate to success and failure in satisfying motives may be more useful than measures that indirectly attempt to measure the potential strength of motives.

The information usually obtained about needs by objective tests mostly based on: (1) self-ratings of behaviour assumed to express the various needs measured, (2) values and attitudes regarding the needs, or (3) beliefs about the needs. Self-reports of behaviour may be distorted by social desirability factors, degree of self-awareness, willingness to reveal information, and

other factors. In addition, the same type of behaviour may be quite differently motivated in different people (for example, one person may work hard to satisfy an achievement need whereas another works equally hard to avoid blame or failure). Attitudes and beliefs may modify and control need expressions, but they are not, in any traditional sense, the same as needs, nor are they direct measures of the strength of needs.

Another motivation assessment problem has to do with the reliability of measurements between instruments. When the same population has been tested with different instruments designed to measure Murray (1953) needs, correlations between measures of needs labelled the same by the different tests have been disappointingly low (Fiske, 1973; Magargee and Parker, 1968). Examination of the items measuring the needs reveals some possible causes for these disturbing results.

Using the researches mentioned above, it can be observed that inventory items often combine several discriminable needs in one statement. The combinations vary from one test to another. It is not surprising that the results differ, since the items are often asking quite different and quite complex questions. A fictitious example, not too unrepresentative of some actual items, illustrates the point. Suppose that subjects are asked to indicate how strongly they agree with the following statement: "I work hard to obtain recognition and power". The assumption might be made that this is a simple need of achievement item. It can, however, be considered a complex statement that refers to needs for

achievement, exhibition, and dominance. Subject responses will differ according to the varying emphasis placed on these three need elements. A sequential factor -the assumption that hard work will be followed by recognition and power -further complicates the statement. The statement also implies some hierarchical values, in that hard work is considered a means to the more important ends of acquiring power and recognition. Better agreement among the different test measures could be attained if simple need elements were used and if sequential and attitudinal factors were analysed and controlled. The operation of needs at different levels of consciousness creates assessment difficulties, some of which may be related to intratest reliability. If a need functions differently at different consciousness levels, the measures that tap different levels may not agree, even if they are valid for the particular stratum they measure. Many contradictions and inconsistencies in the behaviour of individuals may be caused in part by shifts in motivation from one level of consciousness to another.

The explanatory and predictive value of motivation assessment instruments would be considerably enhanced if reasonable estimates of the consciousness level measured could be provided. Motivation data thus classified would be very useful for developing more comprehensive theoretical models of motivation.

In practice, clinicians are more likely to use interview material than standardized test results to assess motivation. The success of this approach depends on the judgment and skill of individual clinicians, since there is little agreement among

clinicians regarding such techniques. Free association and dream analysis are used by psychoanalytically oriented clinicians. Each therapist has his or her own techniques for eliciting client information, but the data thus obtained are usually not subjected, in any formal way, to motivational analysis. Improvement in objective motivation assessment may result in proved theoretical models, which, in turn, may lead to the development of more widely accepted interview techniques for need assessment.

The second major concern of motivation assessment has to do with the need to approach this assessment from a systems perspective. The main argument for adopting a systems approach to motivation is that motives operate in a systematic way (Chambers, 1980). From a systems viewpoint, significant needs do not function as isolated forces but as elements in a system of interrelated elements. It is necessary to understand the structure and internal organization of a need system to understand how individual need elements function as mediators between situational and behavioural variables. This concern will be examined primarily for its research implications, since assessment techniques are often first developed to meet research interests and needs.

A systems-oriented researcher starts with a set of elements that are logically independent but interrelated by common aims or functions. With the set of elements selected and defined, I shall proceed to study the structure of relationships between the elements and to note the types of structural changes which the system can generate. Structural changes in the system are

simultaneous and interactive rather than linear and mechanistic; therefore, temporal and causal factors are important considerations in an analysis of structural change.

Although experimentation with an isolated variable is inconsistent with a systems approach, when we focus on a single variable, the other elements in a system should not be controlled but should be monitored for structural changes. The elements in a system cannot be controlled without destroying the integrity of a system by influencing the other elements in a non statistical or absolute way. This is analogous to studying the effects of physical exercise on heartbeat while trying to hold breathing constant. To illustrate how systems thinking may be applied to research and assessment problems, assume that an experiment has proved that chemical "x" destroys insect "y". If the investigation goes no further and "x" is used as a pesticide to kill "y" there could be some unfortunate reverberating consequences throughout the ecological system of which "y" and human beings are elements. A systems-oriented researcher would study the effects of "x" on the entire environmental system of "y" before recommending action.

In summary, I have here tried to discuss the term of need from a systematic and a hierarchical point of view. Following that discussion, general approaches of studying adolescence needs were reviewed to reveal the universal needs of the adolescence period. Lastly I focused upon the major concerns in needs assessment. This literature gives a very strong indication that needs assessment is not as simple as it might appear at first sight, since it involves

a mastery of very complex methodological procedure. As a direct influence of this chapter, I have elicited two things: the first thing is in the design of the empirical study where the direct approach of self-reported investigation of perceived needs and the use of two stages of survey (an open-ended scale firstly to form a base for the main questionnaire); and the second thing is in the analysis of the results, where I shall look for evidences of hierarchy of perceived needs. This dual methodology with its open-ended and self-reporting focus is considered most appropriate when undertaking a study of this kind for a first time in a new culture.

CHAPTER FOUR

THE CONCEPT OF COPING RESPONSES

4.1 INTRODUCTION:

Having examined in detail in the previous chapter the concept of "need", this chapter will examine the new developments in the area of coping responses. It is an attempt to find a conceptual and methodological approach in which to situate the empirical element of this research.

The chapter contains two main elements. There is, firstly, a broad selection of recent perspectives on coping. Each piece of research is discussed individually, and while the survey is not central to the construction of the empirical study, it is hoped that it will help future researchers in this area, by revealing a discrepancy in the most influential perspectives in coping theories. In addition it does offer the fullest survey of literature on strategies for coping, and a context within which to view the second part of the chapter. Thus, secondly, the conceptual and methodological issues, which relate to the aims of this study are discussed. These issues are: the concept and the definition of coping; individual differences in coping; determinants of coping responses; and coping classification and assessment.

I would like to point out at the outset that this study's focus is on healthy adolescents facing normal day-to-day needs as stressors rather than life crises or abnormal events.

4.2 COPING PERSPECTIVES:

As a result of the lack of references presenting and discussing coping perspectives, I found it important to review the most influential coping perspectives for the help of future researchers in this area.

The concept of coping has been important in psychology for well over 40 years. It provided an organizing theme in clinical description and evaluation in the 1940s and 1950s, and is currently the focus of an array of psycho-therapies and educational programmer which have as their goal the development of coping skills (Lazarus and Folkman, 1984). The subject of coping has also received widespread lay attention, as can be seen by scanning any magazine rack, best-seller list or broadcast schedule.

Indeed, coping is as much a colloquial term as a scientific one. But, despite this rich history and current popularity, there is little coherence in theory, research and understanding.

In this part I shall describe the most influential approaches in coping studies, which are:

- A. The animal or evolutionary and behavioral modification perspective that emphasizes problem-solving strategies that lead to survival of the species and a sense of self-sufficiency.
- B. The psychoanalytic perspective which emphasizes ego process (both defence and reality orientated process) to resolve conflicts between impulses and external reality.
- C. The life cycle perspective wherein successful mastery of developmental transitions increases coping resources such as self-esteem, self-efficiency, a sense of mastery and internal control.
- D. The Lazarus and Folkman perspective, which relied on the neo-behaviorist (S-O-R) doctrines and is more willing to think in terms of processes such as appraisal and coping as mediating between antecedent variables and outcomes.
- E. Thomas and his colleagues, who present a W. German perspective of coping, do not accept what they call the simplifications of neo-behaviorists, but consider the concept of response hierarchy and habit - family hierarchy.
- F. Moos and his colleagues' perspective, which they call an integrated perception because they combine crisis theory and that of coping skills being learned.

4.2.1 Evolutionary Theory and Behavioral Adaption:

The evolutionary model is heavily influenced by Darwinian thought. It focused on the concept of drive (or arousal, or activation), and coping is usually defined as acts that control aversive environmental conditions and thereby lower drive or activation or the psychophysiological disturbance (Lazarus and Folkman, 1984).

There are two central elements in Darwinian theory which are: variation in the reproduction and inheritance of living organisms, and natural selection for the survival of the fittest. In the former, the internal factor of variation is seen as positive and creative; it produces the diverse needs for

progress. The latter, the external factor of natural selection, eliminates the harmful or less useful variation and enables those which are beneficial to develop and reproduce. So, living organisms exist in the "web of life" in which they "struggle for existence" in a specific environment (Moos, 1986).

However adaption provided the basis for a behavioral orientated counterpart to the psychoanalytic and cognitive factors. This orientation led to an emphasis on behavioral problem-solving activities that contribute to individual and species survival. Initial applications of the behaviorist tradition emphasized the functional aspects of problem-solving behavior, although more recent clinical treatment procedures have included cognitive oriented components (Moos and Billings, 1982, Moos, 1974).

Cognitive behaviorism is concerned both with problem-solving skills and with an individual's cognitive appraisal of the meaning of an event. Recent investigations in this area have focused on the importance of a sense of self-efficiency as a coping resource (Moos and Billings, 1982).

Bandura (1977) noted that individuals must believe that they can successfully accomplish a task in order for them to engage in active efforts to master that task. Successful coping increases future expectations of self-efficiency, which, in turn, lead to more vigorous and persistent efforts to master threatening tasks and situations. The measurement procedures that have emerged from this orientation typically assess coping

strategies involved in handling specific situations, although a few techniques pertain to more general coping styles (Tyler, 1978).

Coping consists of learned behavioral responses that are successful in lowering arousal by neutralising a dangerous or noxious condition (Miller 1980). Similarly, Ursin (1980) stated that:

"The gradual development of a response decrement in the animal experiments as well as the human experiments is copying. The animal is learning to cope through the lowering of drive tension by positive reinforcement."(264)

4.2.2 Psychoanalytic Theory and Ego Psychology:

Sigmund Freud's psychoanalytic perspective set the stage for an intrapsychic and cognitive counterpoint to the evolutionary emphasis on behavioral factors. Freud had attributed behavior to the drive to reduce tension by satisfying sexual and aggressive instincts. His belief was that ego processes serve to resolve conflicts between an individual's impulse and the constraints of external reality. Their function is to reduce tension by enabling the individual to express sexual and aggressive impulses directly, without recognizing their "true" intent (Freud, 1960). These ego processes are cognitive mechanisms (although they may have behavioral expression) whose main functions are defensive (reality distorting) and emotion focused (oriented toward tension reduction) (Moos, 1986; Moos and Billings, 1982).

When the concept of coping is formulated within the tradition of psychoanalytic ego psychology, it is centrally concerned with cognition, differentiating among a number of processes people use to manage troubled relationships. Systems of coping based on the ego psychology model generally conceive of a hierarchy of strategies that progress from immature or primitive mechanisms, which distort reality, to mature mechanisms. Menninger (1963) and Vaillant (1977) each offer a hierarchy in which coping refers to the highest and most advanced or mature ego processes, followed by defenses, which refer to neurotic modes of adaptation, also hierarchically arranged, and finally, at the bottom, processes that Haan (1977) calls fragmentation or ego-failure, and which Menninger refers to as regressive or psychotic levels of ego functioning.

Menninger (1963), in one of the earliest formulations, identifies five orders of regulatory devices that are ranked according to the level of internal disorganization they indicate. At the top of his hierarchy are strategies for reducing tensions caused by stressful episodes in the course for ordinary living. These strategies are called coping devices, and include self-control, humor, crying, swearing, weeping, boasting, talking it out, thinking through, and working off energy. They are regarded as normal or, at worst, as idiosyncratic characteristics. If these strategies are used inappropriately or to an extreme however, such as when a person talks too much, laughs too easily, loses his or her temper frequently, or seems

restless and erratic, they lose their status as coping devices and become symptoms indicating a degree of dyscontrol and threatened disquilibrium. The greater the internal disorganization, the more primitive the regulatory devices become. For example, second-order devices include withdrawal by dissociation (narcolepsy, amnesia, depersonalization), withdrawal by displacement of aggression (e.g. aversion, prejudice phobias, counterphobic attitudes) substitution of symbols and modalities for more frankly hostile discharge (e.g. compulsion, rituals) and substitution of the self or apart of the self as an object of displaced aggression (self-imposed restriction and abasement, self-intoxication or narcotization). Third order devices are represented by episodic, explosive outbursts of aggressive energy, more or less disorganized, including assaultive violence, convulsion and panic attacks. The fourth order represents increased disorganisations and the fifth order is total disintegration of the ego. In this system, coping devices are those which indicate minimal disruption and disorganization is by definition not a coping device.

Vaillant (1977) groups defence on four levels, progressing from psychiatric mechanisms (e.g. denial of external reality, distortion, and delusional projection) through immature mechanisms (e.g. fantasy projections, hypochondria, passive-aggressive behavior), neurotic mechanisms (e.g. intellectualisation mechanisms (e.g. sublimation, altruism, suppression, anticipation and humor).

In her tripartite theory of ego processes, Haan (1977) also used a hierarchical system, and classified three modes of

expression (coping, defense, or fragmentation) in ten generic processes (see Figure 4.1). The three modes of coping, defense and fragmentation are distinguished from one another by a set of formal properties which are shown in Figure 4.2. From that figure, it seems that Haan has identified the modes by the manner in which an underlying generic ego process is expressed.

Figure 4.1: Taxonomy of ego processes (Haan, 1977, p35).

Generic process	Modes		
	<u>Coping</u>	<u>Defense</u>	<u>Fragmentation</u>
<u>Cognitive function</u>			
1. Discrimination	Objectivity	Isolation	Concretism
2. Detachment	Intellectuality	Intellectualizing	Word salads, neologisms
3. Means-end symbolization	Logical analysis	Rationalization	Confabulation
<u>Reflexive-intrceptive functions</u>			
4. Delayed response	Tolerance to ambiguity	Doubt	Immobilization
5. Sensitivity	Empathy	Projection	Delusional
6. Time reversion	Regression-ego	Regression	Decompensation
<u>Attention-focusing functions</u>			
7. Selective awareness	Concentration	Denial	Distraction, fixation
<u>Affective-impulse regulations</u>			
8. Diversion	Sublimation	Displacement	Affective preoccupation
9. Transformation	Substitution	Reaction formation	Unstable alternation
10. Restraint	Suppression	Repression	Depersonalization, amnesic

For example, the generic process, means-end symbolization, is expressed as logical analysis in coping, rationalization in defense, and confabulation in fragmentation. Sensitivity is expressed as empathy in coping, projection in defense, and delusion in fragmentation. However, the major criterion Haan uses

Figure 4.2: Properties of ego processes (Haan,1977,p36).

Coping processes	Defense processes	Fragmentary processes
1. Appears to involve choice and is therefore flexible, purposive behavior.	1. Turn away from choice and is therefore rigid and channeled.	1. Appears repetitive, ritualistic, and automated.
2. Is pulled toward the future and takes account of the needs of the present.	2. Is pushed from the past.	2. Operates on assumptions which are privatistically based.
3. Oriented to the reality requirements of present situation.	3. Distors aspects of present requirements.	3. Closes system and is non-responsive to present requirements.
4. Involves differentiated process thinking that integrates conscious and pre-conscious elements.	4. Involves undifferentiated thinking and includes elements that do not seem part of the situation.	4. Primarily and unadulteratedly determined by affect needs.
5. Operates with the organism's necessity of "metering" the experiencing of disturbing affects.	5. Operates with assumption that it is possible to magically remove disturbing feelings.	5. Floods person with affect.
6. Allows various forms of affective satisfaction in open, ordered and tempered way.	6. Allows gratification by subterfuge.	6. Allows unmodulated gratification of some impulses.

to define processes in the coping mode is adherence to reality. Her emphasizes that if a person distorts "inter-subjective" reality he or she is not coping.

Subsequently, neo-ego psychologists emphasized reality oriented processes of conflict-free ego sphere, such as attention, perception and memory. They objected to Freud's view of ego (Hartmann, 1958; Haan,1977; Moos, 1986). Although there is a strong drive to reduce excessive tension, most individuals search for novelty and excitement and try to master their environment (Haan, 1977).

Neo-psychoanalysis has expressed the aforementioned aspects of competence motivation as curiosity and an exploratory drive, a need for new and varied situations, e.g. stimulus hunger, and a sense of agency and of being in control of their life

which formed the basis for a new set of growth or fulfillment theories of human development. Moreover, Maslow (1962) has distinguished between deficiency and growth motivation. Deficiency motivation, for him, reflects a drive to survive and aim to decrease tension arising from such needs as hunger and thirst. In contrast, growth motivation reflects an orientation towards self-actualization and entails the urge to enrich one's experience and expand one's horizons. So, according to Maslow, mature healthy persons perceive reality accurately, are solution-centered and spontaneous in behavior, and have a strong social interest, a genuine desire to help others, and broad perspective on life (Moos, 1986).

The neo-psychoanalytic ego psychology models that have dominated coping theory have also dominated coping measurement. The measurement purpose to which these models have been applied, however, has generally been limited to classifying people in order to make predictions about how they will cope with some or all types of stressful encounters. This application results in viewing coping structurally as a style or trait rather than as a dynamic ego process. Some of the classifications have been used in this study.

4.2.3 Coping Over the Life Perception:

It has long been assumed that coping style changes from childhood to old age. Changes are certainly evident in early development as the young child comes to understand the world

and learns and experiences various ways of coping. The processes of defense and coping of life cycle perspectives might be psychoanalytic, and ego psychology provides the bases for formulating developmental perspectives that focus on the gradual accumulation of personal coping resources over an individual's life span (Moos and Billings, 1982). For instance Erikson (1963) described eight life stages, each of which represents a new challenge or crisis that must be negotiated successfully in order for the individual to cope adequately with the next stage. Personal coping resources (such as the development of trust and autonomy accrued during the adolescent and young adult years are integrated into the self concept and influence the process of coping in adulthood and old age. This perspective assumes that adequate resolution of transitions and crises that occur at each point in the life cycle leads to coping resources that can help resolve subsequent crises. Successful encounters with environmental stresses build a sense of efficacy and ego integrity.

According to Neugarten (1979), however, adulthood is not usually composed of an invariant sequence of stages that occur at specific chronological ages. Most people do expect certain life events to occur at particular times, and they develop a mental clock stipulating whether they are "on time" or "off time". Events that occur on time can be anticipated, rehearsed, and managed without taxing the individual's coping capacity or shattering their sense of continuity. But our idea of social

timing has changed dramatically over the past two decades. The rhythm of the life cycle is much more fluid as more men and women are divorcing and remarrying, children are reared in different households, and more middle-aged persons go back to college or begin a new family. The increasing flexibility of adulthood has heightened the transition between middle and old age, and the individual's ability to cope with them.

Research by Gutmann (1974) suggests that as people age they move from active mastery, that is aggressive controlling modes or coping, to a more passive mode, and ultimately to aggressive reliance on magical modes.

Vaillant (1977) and Pfeiffer (1977) stated that coping changes with age. They said that coping becomes more effective and realistic with age. There is less dependence on immature mechanisms such as projection and acting out, and more use of mature mechanisms such as altruism, humour, and suppression.

These formulations spawned a set of procedures to measure such general coping resources as self-esteem, ego identity, competence motivation, novelty needs, and stimulus seeking behavior (Moos, 1974). These resources can affect the appraisal of potentially stressful situations, as well as the selection of coping responses to handle such situations. For instance, a sense of competence may lead a person to perceive a potential stressor as less threatening and choose a reality-oriented coping response that fosters a successful outcome. Coping resources can also help people anticipate and take action to

avoid expected social stressors. Although many characteristics of an individual can be seen as coping resources, such constructs as self-efficacy, internal control, sense of mastery, and ego maturity have received the most attention (Moos and Billings, 1982).

Without better evidence it seems best to assume that ageing per se brings no changes in coping; it is when people are faced with deteriorating environmental conditions and impaired physical and mental resources that they display regression to the more dependent, helpless period of infancy and early childhood.

4.2.4 Lazarus and Folkman's Perspective:

Lazarus and Folkman began their collaborative efforts in the late 1970s, when they launched the first of three ambitious cross-sectional studies of stress and coping in adults of varying age. Throughout this period they have attempted to enlarge and make more precise a self-consistent meta-theory, the first accounts of which appeared over 20 years ago (Lazarus, 1966) about the two main theoretical constructs of the system, appraisal and coping. It also developed the daily stress measurement, appraisal and coping in order to study the empirical relationships among the so-called antecedent, mediating and outcome variables that comprise. They use the qualification "So-called" because of their assumption that the variables in this complex system are recursive; at different points in the flow

of events an antecedent can be outcome, and vice versa (Lazarus and Folkman, 1987).

The theory identifies two processes, cognitive appraisal and coping, as critical mediators of stressful person-environment relations and their immediate and long-range outcomes.

Cognitive appraisal is a process through which the person evaluates whether a particular encounter with the environment is relevant to his or her well-being, and if so, in what ways. In primary appraisal, the person evaluates whether he or she has anything at stake in this encounter. For example, is there potential harm or benefit to self-esteem? In secondary appraisal, the person evaluates what, if anything, can be done to overcome or prevent harm or to improve the prospects for benefit. Various coping options are evaluated, such as altering the situation, accepting it, seeking more information, or holding back from acting impulsively and in a counterproductive way. Primary and secondary appraisals converge to determine whether the person-environment transaction is primarily threatening (containing the possibility of harm or loss), or challenging (holding the possibility of mastery or benefit).

Coping is defined as the person's constantly changing cognitive and behavioral efforts to manage specific external and/or internal demands that are appraised as taxing or exceeding the person's resources (Lazarus and Folkman, 1984, 1986). They cited four characteristics to explain their

definition, these characteristics were:

- 1 It is process-oriented rather than trait-oriented as reflected in the words "constantly changing" and specific "demands and conflicts".
- 2 This definition implies a distinction between coping and automatised adaptive behavior by limiting coping to demands that are appraised as taxing or exceeding a person's resources. In effect, this limits coping to conditions of psychological stress, which requires mobilization and excludes automatised behavior and thought that does not require effort.
- 3 The problem of confounding coping with outcome is addressed by defining coping and efforts to manage, which permits coping to include anything that the person does or thinks regardless of how well or badly it works.
- 4 By using the word "manage" they also avoid equating coping with mastery. Managing can include minimizing, avoiding, tolerating, and acceptance of the stressful conditions, as well as attempts to master the environment.

This last feature contrasts with animal models in which coping is defined as instrumental acts that control an aversive environment and, therefore, reduce arousal (of Ursine, 1980). It also contrasts with traditional ego-psychology conceptualizations that consider certain strategies inherently less desirable than others (e.g. Menninger, 1963), or that label a strategy as "coping" as opposed to defense only if it satisfies certain criteria such as adhering to reality (cf Haan, 1977). Conceptualizations that define coping in terms of a value or outcome tend to create a tautology, whereby the coping process is confounded with the outcomes it is used to explain (see Lazarus and Folkman, 1984a, 1984b; Folkman, Lazarus, Dunkel-Schetter, DeLongis and Gruen, 1986).

Coping has two widely recognized major functions: regulating stressful emotions (emotion-focused coping) and altering the troubled person-environment relation causing

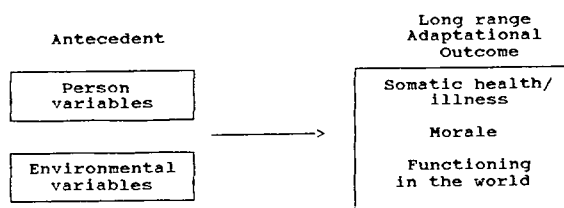
the distress (problem-focused coping). Two previous studies have provided strong empirical support for the idea that coping usually includes both functions. Both forms of coping were represented in over 98% of the stressful encounters reported by middle-aged men and women (Folkman and Lazarus, 1985).

The immediate outcome of an encounter refers to the person's judgement of the extent to which the encounter was resolved successfully. The overall judgement is based on the individual's values and goals, and his or her expectations concerning various aspects of the stressful encounter. For example, even though there has not been a solution of the problem causing distress, an outcome can be evaluated favorably if the person feels that the demands of the encounter were managed as well as could be expected; or even though the problem causing distress may have been resolved, an outcome could be judged unfavorably if the resolution is inconsistent with other values and goals, less than the person thought could be achieved, or creates additional conflicts in the person's social context.

Lazarus and Folkman (1984) illustrated their approach and pulled together what they had been saying about and studying in stress and coping through the neo-behaviorist version. They believe that as neo-behaviorist (S-O-R) doctrines became influential, researchers were more willing to think in terms of processes such as appraisal and coping as mediating between antecedent variables and outcomes. These processes were now thought to determine how an environmental demand would be

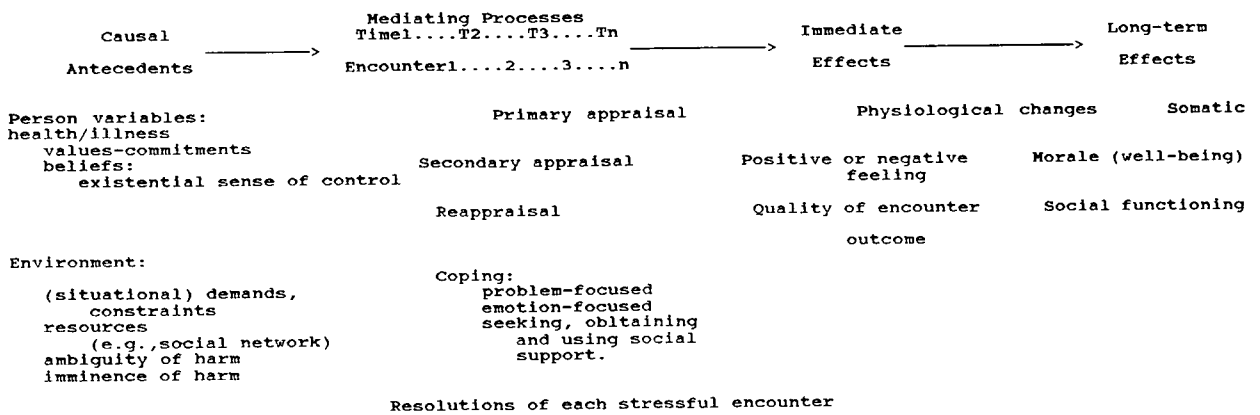
reacted to and how it might affect long-term adaptational outcomes. The neo-behaviorist model of research is illustrated in Figure 4.4, which adds mediating variables and short-term consequences (e.g. emotional states) to the antecedent and long-range adaptational outcome variables.

Figure 4.3: Traditional cause-and-effect research-positivism
(Lazarus & Folkman, 1984,p303)



Notice two features about Figure 4.4. First the mediators, although labeled as process, are not illustrated as such, since a process implies a specific context and change over time or circumstances. The Figure 4.4 shows how recent writings typically treat mediation, that is, as "moderator variables". Strictly speaking, moderators are used to divide a heterogeneous population into homogenous subgroups that affect the relationship between a predictor and a criterion. The purpose is to increase the correlation (Zedeck, 1971). On the other hand, Johnson and Serason (1979) appear to treat a moderator as any variable

Figure 4.4: A theoretical schematization of stress, coping and adaptation (Lazarus & Folkman, 1984, p305).



that interacts with an environmental condition (e.g. life events) so as to improve its capacity to predict and adaptational outcome. These authors list social support, perceived control over the situation of the stress-outcome relationship.

Although moderator variables are regarded as mediating processes by Johnson and Serason, statistically they are tested as merely another antecedent variable that interacts with other antecedent variables such as stressful life events. The only reason such moderator variables belong with the mediating variables in Figure 4.5 is that they are regarded theoretically as mediators, not because they are actually shown to operate as theory requires. Thus, aside from any evidence of their capacity to predict outcomes as interacting variables, moderators do not meet our requirements for mediators or for the study of processes. In effect, the research style in

Figure 4.5 fits the traditional cause-and-effect model of the past and not the transactional, process-oriented outlook.

The second feature to notice about Figure 4.4 is the implicit acknowledgement of a process as involving change over time, as suggested by Box 3 in figure 4.3, which differentiates immediate consequences from long-range adaptational outcomes.

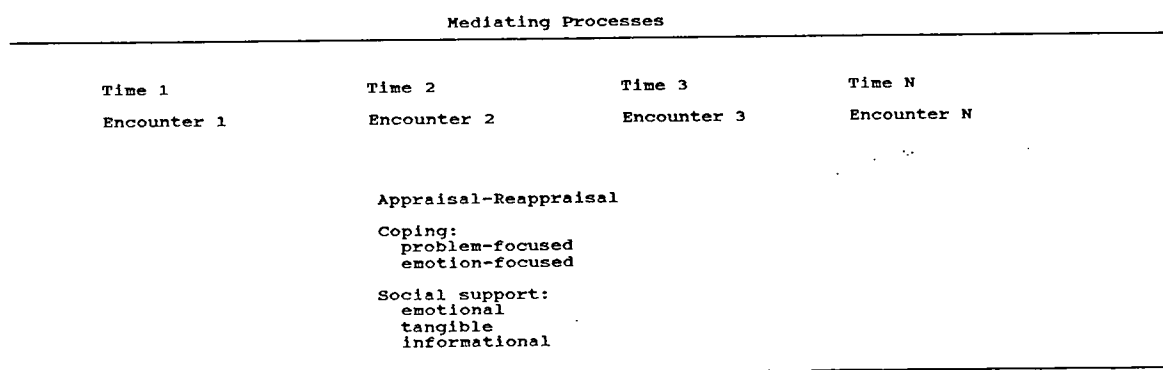
By making this distinction, they begin a true process analysis and a search for rules with which to translate a short-time adaptational response such as an emotional coping action, or a somatic disturbance into an illness, or an impaired function. For example, rises in blood pressure under stress are a perfectly normal and healthy adaptational response. But what they do not know is how this response is transformed into the disorder known as hypertension.

Lazarus and Folkman have moved clearly into transactional, process-oriented research in Figure 4.5, which differs from Figure 4.4 only in that it pictures the one box from Figure 4.4 that deals with mediating processes and provides for ipsative comparisons on each variable. For example, coping is assessed in the early and later stages of an encounter or in a different encounter (although with the same theme, say, bereavement). Thus, they are looking at the same persons at different times or under different conditions.

The important addition to Figure 4.5, as they believe, is that the mediating processes are studied repeatedly and more or less directly (e.g. through self-reports about appraisals and

coping or through behaviors that imply the use of particular forms of coping). That is, opportunities are built into the research to observe to infer what the person is thinking and doing at various points during an encounter or indifferent encounters. This Figure, then, highlights what Lazarus and Folkman mean by ipsative-normative research, through which patterns for given individuals or groups of individuals can be compared. In short, they can look at phenomena within persons as well as across persons within the same research design.

Figure 4.5: A TRANSACTIONAL MODEL: IPSATIVE-NORMATIVE ARRANGEMENT(Lazarus & Folkman,1984,p307)



One final step is required in order to integrate what they have said about metatheory and research styles. Figures 4.4 and 4.5 both deal with the psychological level of analysis, which is of course their primary concern. Yet they have argued that research and theory in stress, coping and physiological matters should be inter-related. In order to arrange for the crossing of levels according to the principles of transactional

process-centered research, they insisted that they must twice replicate the basic format of Figure 4.5, once for each level of analysis, and fill in the appropriate variables. This is done in Figure 4.6.

Figure 4.6: The three levels of analysis (Lazarus & Folkman, 1984,p308)

	Causal Antecedents	Mediating Process	Immediate Effects	Long-term Effects
SOCIAL	SES Cultural templates Institutional systems Group constructs (e.g., role patterns) Social network	Social supports as proffered Available social/ institutional means of amelior- ating problems	Social disturbances Government responses Sociopolitical pressures Group alienation	Social failure Revolution Social change Structural changes
PSYCHOLOGICAL	Person variables: values-commitments beliefs-assumptions, e.g.,personal control cognitive-coping styles Environmental (situational) variables: situational demands imminence timing ambiguity social and material resources	Vulnerabilities Appraisal- reappraisal Coping: problem-focused emotion-focused cultivating, seeking & using social support Perceived social support emotional tangible informational	Positive or negative feelings Quality of outcome of stressful encounters	Morale Functioning in the world
PHYSIOLOGICAL	Genetic or constitutional factors Physiological conditioning- individual resources stereotype (e.g.,Lacey) Illness risk factors- e.g., smoking	Immune resources Species vulnera- bility Temporary vulnera- bility Acquired defects	Somatic changes (precursors of illness) Acute illness	Chronic illness Impaired physiological functioning Recovery from illness Longevity

The Lazarus and Folkman perspective and analysis of: stress, cognitive appraisal and coping responses became one of the most influential theories in the area of coping and it is very rare now to see any peice of research not using some kinds of their ideas. That might be because that they emphsised upon the individuality of each person, looked at coping as a process-oriented rather than style-oriented, tried to inlight the mediating process and not only the causal and immediate or long-term effects. These main three concepts of coping has influenced this present research very much,

especially in the perception of differences between individuals and within groups (vide section 4.3.2) and the discussion regarding coping process and style where it became one of the main aims of this research.

4.2.5 H. Thomae's Perspective:

Since the beginning of the early 1950s, this man's efforts were towards bridging the gap between idiographic and nomothetic methodologies by using semi-structured interviews as the main source of getting information on the long process of responding to major and minor stresses.

His work started after World War II, when he had to cope with the problems of managing a reformatory in the somewhat "chaotic conditions", as he called them, existing in the different parts of Western Germany. The reformatory was a kind of point for many boys who had lost their parents or their home during and/or after the war, and who had survived by joining one of the four Occupation Armies. Most of them were brought by police to this reformatory because they became delinquent. The reformatory was in no way prepared for such a task.

During the stay of these delinquent boys, a broad-based observation on each one had been put on file. These reports had to be analyzed by developing a classification system derived from the information on the observed and reported behavior, which

included achievement-related behavior, aggression, escape, devaluation of others, and a special variation of adjustment which looked into consideration of the norms, regulations, and expectations of the institutions these boys has seen, like youth agencies, police, juvenile court, reformatory, and in some cases the youth officer of Military Government Office.

Another part of the studies by his department ought to be mentioned, which was related to other effects of World War II. This involved coping with disability which was a result of war injuries causing loss of limb, and his was based on the experiences gathered from some studies in Germany.

Thomae and his colleagues, throughout the longitudinal studies of ageing, worked to produce a semi-structured interview which tried to assess the degree to which subjects (born 1890 to 1905) perceived life stress with regard to their economic, housing, family and health situations (Thomae, 1976; Schmitz-Scherzer and Thomae, 1983).

This interview was the second one of three distributed over four days of observation at each of seven measurement points in the past, in its beneficial as well as stressful aspects.

The stresses reported in these interviews ranged from daily hassles to major crises such as death of spouse or divorce of a daughter, or serious illness.

When information on the stresses as perceived had been obtained, the interviewer tried to get information on how the subjects responded to the situation. This was done without

suggesting any kind of special response.

By these procedures Thomae and his colleagues received free reports on how their subjects responded to different areas of life stress. For the analysis of these reports, they revised the classification system as developed in the previous studies on the basis of the first 20 reports. This classification system includes 20 to 25 response classes and tries to preserve the semantics of the information given by the subjects. They tried to trace the general behavior pattern which became manifest in the concrete actions, thoughts and/or emotions in the reports, by reducing the countless person- and situation-specific responses as reported in interviews and biographical documents (Thomae, 1987).

Thomae argued that since the beginning of the Bonn Longitudinal Study of Ageing (BOLSA) they no longer used the term "technique of life" to classify the responses. Techniques refer to instrumental behavior. But among the reported responses emotional reactions like depressive mood, anxiety, or passive behavior were mentioned frequently. Responses like these certainly are not instrumental in the solution of any problem. This is true also for many forms of aggressive behavior (e.g. in the form of criticism) which can even increase tension and conflict. For this reason Thomae did not use the term coping. The application of the term coping would have asked for the exclusion of quite a few responses which point neither to an effort nor to mastery, tolerance or reduction of the perceived strain.

There is one response class labelled by them as



acceptance of the situation as it is. It was applied, for instance, for classification of the final stage of the following report:

"I was very disappointed when my oldest daughter told me she would go to a nunnery. I tried very hard to change her mind. But finally I had to agree although I was very sorry about it." (Thomae, 1987, p178).

At the beginning of this report the researcher presented information about efforts classified by Thomae and his colleagues as cultivating social contacts - certainly a way of coping. But it is important to emphasize that they strongly believe that any efforts turnout to be ineffective and accepting the situation as it is, i.e. the decision to discontinue any coping, is the only way of dealing with the problem. The same is true for the following report:

"I often had conflicts with my grand-daughter because she wasted her money on silly things. Finally, I did not object in order to avoid any conflicts." (Thomae, 1987, p178).

This again is pointing to a sequence in how conflicts in family life are responded to: at first coping strategies are mentioned at least implicitly, but finally she had to accept the behavior of the grand-daughter as it was. Giving up efforts is the way of dealing with this kind of interpersonal conflict. Another group of responses to daily hassles and also to major stresses was labelled as "Identification with the aims and fates of children and grandchildren". This applied to worries about their own occupational failure as perceived in a life review, and was verbalised by one of the elderly subjects as

follows:

"Well, I had bad luck in my life. But my son, he made it, he did a wonderful job."

This way of dealing with failure does not require direct efforts. It is a cognitive-emotional regulation of the situation which apparently emerges almost spontaneously within the context of this life review. Very often this kind of identification serves also as a motive for efforts, for instance in the assistance of children and grandchildren, or in identification responses such as resignation, and anger cannot be regarded as an effort to master a problem. On the other hand, ignoring them in the reports on the way difficult situations were perceived and dealt with would lead to a biased image of human responses to stress. The analysis of the process of perceiving between coping and non-coping behavior would involve an evaluation and interpretation of the information given. This evaluation and interpretation would be contradictory to the strictly empirical descriptive attitude required for an unbiased data analysis.

Thomae, although he did not accept the simplifications of neo-behaviorism, thought that the concept of response hierarchy and habit-family hierarchy as introduced by Hull (1952) was useful for the conceptualization of processes of responding to some major life crisis hassle which becomes chronic. As in the standard behavioristic paradigm - rats running through a maze - the person exposed to stress is facing a situation which taxes of exceeds his behavior potentials (Lazarus and Launiers, 1978).

Thomae (1987, p.177) said that

"It is true man's behavior is guided not only by habits and reaction potential, but also by insight and beliefs. But many reports dealing with chronic stress include references to some kind of trial and error behavior, as conflicts in the family or health problems can lead into situations for which former experiences or plans are absence of satisfaction."

Thomae did not feel that the principle of the habit-family hierarchy can be reduced to a principle of less work, However, he agrees that there are different probabilities for the elicitation of different response classes in different problem are as such as income, family, health, career or housing.

Due to experience and socialization certain response classes become reinforced and others extinguished. He gave an example of thumbsucking in babies being permitted, but extinguished by different educational practices in childhood. There are indications that the behavior potential of the well-adjusted adolescent or adult person is just a selection from abroad range of possible response classes even if new ones may be added in these stages of life. Certainly he is aware that responding to stress is also goal-directed more or less guided by plans and conscious thought. But this process is also determined by the situation-specific reaction potentials of certain response classes and their learning histories (Thomae, 1987).

The operationalisation of response hierarchies can be achieved by reference to the frequencies and/or intensities in which certain response classes are reported by individuals or groups for a given area of stress or hassle. Due to the complexity of human responses to stress, response hierarchies

are the units to be compared when issues like consistency or change of personality, or person-situated interaction are at stake. The relative rather than the absolute size of the behavior potentials for different response classes will determine the process of coping or otherwise responding to stress.

Aside from the principle reasons for the use of response hierarchies as the unit for analyzing different processes of qualities, there are some practical reasons for doing so, he argued. When comparing the structure of responses to occupational problems (including stress), for instance in adolescence, young, middle and old adulthood, there can exist different levels of perceived strain. Therefore, change in the scores is likely for some response classes with constant distances between these scores and those less preferred. As shown in a study on aged persons facing major economic and/or health problems (Thomae, 1981), this situation elicited more responses of any kind than the life situation of a sample from the same age group enjoying more income and better health. What is important for the study of dealing with stress is the order of probabilities for the different response classes. This order can remain equal or very similar in responding to different levels of stress.

Thomae methodology to investigate coping responses, is another way of doing the job. Applying a longitudinal and case studies was the way how he figured his results through interviews. So, he most of his time laid upon an individual statements. His

technique shows how complex is coping responses and he argued that coping responses can not be determined by an inventory scale only, but by giving the opportunity for the respondents to express themselves freely. Thomae approach has its impact upon this present theory in that I employed an open-ended questionnaire in the pilot study seeking individual responses and statements.

4.2.6 Rudolf H. Moos's Approach :

Moos and his colleagues in their attempt to investigate coping behavior have integrated two approaches as a base of their theory. Crisis theory was the first, and the coping skills learned from event crises was the second. This is why they called it an integrated approach. The researcher here gives a brief description of these two approaches and then draws the main lines of Moos's theory.

Firstly, the formulation of crisis theory had been shaped after the harrowing conditions in the Nazi concentration camps of World War II. The camps reflected a situation of degradation comparable to the most hellish circumstances ever endured by humankind (Moos, 1986).

Crisis theory is concerned with how individuals manage major life transitions and crises. The theory provides a conceptual framework for preventive mental health care and for understanding severe life crises.

Lindemann & Lindemann (1979) developed the fundamental ideas by describing the process of grief and mourning and the role of community caretakers in helping bereaved family members cope with the loss of their loved ones. Combined with Erikson's (1963) formulation of "development crises" at transition points in the life cycle, these ideas paved the way for the growth of crisis theory.

However, crisis theory deals with the impact of disruptions on established patterns of personal and social identity. Similar to the requirement for physiological homeostasis, individuals have a need for social and psychological equilibrium. They argued that when people encounter an event that upsets their characteristic patterns of thought and behavior, they employ habitual problem-solving strategies until a balance is restored. They emphasize that crisis is a situation that is so novel or major that habitual responses are insufficient; it leads to a state of turbulence typically accompanied by heightened fear, anger, or guilt. So, because a person cannot remain in a state of disequilibrium, a crisis is necessarily self-limited. Even though it may be temporary, some resolution must be found. As a result the new balance may be healthy adaptation that promotes personal growth, or a maladaptive response that foreshadows psychological problems. Thus, a crisis is a transition or turning point that has profound implications for an individual's adaptation and ability to meet future crises (Moos, 1986).

Thus it can be seen that the crisis theory has focused

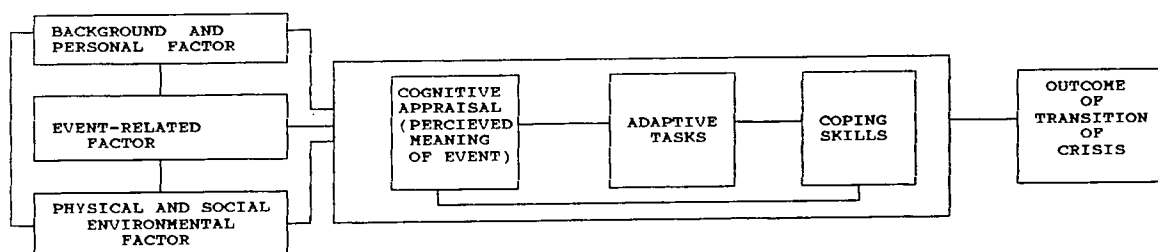
more heavily on the harmful or catabolic aspects than on the positive or anabolic influence of life events.

Secondly, they argued that life transitions and crises often provide an essential condition for psychological development. For this, Moos depended on two studies (referencing neither). He cites Mayer's observation that, the importance of such events as school entrance, graduation, job changes or failures, family births and/or deaths, migration, foreshadow the development of symptoms and disease. Moreover he developed this by describing how when Holman and his colleagues used the Mayer perspective to study life events and their connections to the onset and progression of illness, they found its clear importance in relation to future readjustment. So, stressful life episodes may enrich a person's beliefs and values by making it necessary to assimilate new experiences. This process promotes cognitive integration and stimulates personal growth that helps that person to manage the problematic aspects of the new situation. That means that life crises evoke such skills as are needed for effective adaptation (Medinger and Varghese, 1981; Lazarus and Folkman, 1984).

Moos and his colleagues have evolved a framework to help understand the development and outcome of normative transitions and life crises. They argued that the individual's appraisal, task definition, and selection and effectiveness of coping skills are influenced by three sets of factors: demographic and personal characteristics, aspects of the transition or the

crisis itself (event-related factor), and features of the physical and social environments. These sets of factors, as they said, jointly effect the resolution of the initial phase of the crisis; this resolution can alter all the three aforementioned sets and change the ultimate outcome (see Figure 4.7)

Figure 4.7: A CONCEPTUAL MODEL FOR UNDERSTANDING LIFE CRISES AND TRANSITIONS (Moos, 1986, p20)



For instance, the nature and difficulty of adaptive tasks are affected by aspects of the event (it is especially hard to fathom the meaning of an untimely event such as the sudden death of a child), by personal factors (a divorced woman with little income faces the task of finding a suitable job), and by environmental factors (in a high-crime area a victim of assault may find it hard to protect himself or herself). In turn, the coping efforts stimulated by these tasks can change personal factors (a person may seek and obtain information that changes his or her attitudes), environmental factors (a burglary victim may place locks on windows and doors), and event-related factors (learning how to empathise with a spouse's point of view

may change the likelihood that a separation will be followed by divorce).

The demographic and personal factors include age, gender, ethnicity and socioeconomic status as well as cognitive and emotional maturity, ego strength and self-confidence, philosophical or religious commitments, and prior crisis and coping experiences. Moos said that these factors help to define psychological crises as well as to resolve them.

However, the event-related factors encompass the characteristics of life transitions and crises such as the type and context of an event. Moos and his colleagues adopted Rees and Smyer's (1983) four types of events: biological (such as illness and death), personal/psychological (such as getting married), physical/environmental (such as being exposed to a disaster), and social/cultural (such as adopting a child). They added other aspects of life events including their focus (self or other), suddenness of onset, predictability, controllability, likelihood of occurrence, and extent or pervasiveness (the discovery of life areas that may be affected).

Finally, by the aspects of the social and physical environments they meant how the human environment encompasses the relationships of individuals and their families, and the support and expectations of the wider community. They believe that social cohesion is linked to better adaptation to such life transitions as becoming a parent, retirement, and ageing as well as more positive outcomes of crises such as bereavement,

rape and imprisonment. Overall, such contextual factors can alter the appraisal of threat as well as the choice, sequence and relative effectiveness of coping skills.

Moos and his colleagues have also revealed five major sets of tasks as encountered in managing a life transition or crisis.

The first set of tasks is to establish the meaning and understand the personal significance of the situation. This is an ongoing issue to which the individual will return again and again. Which means that after crisis there is typically an initial reaction of shock and confusion and then a slow dawning awareness of the reality of the event. An individual then tries to assimilate the meaning of each aspect of a crisis as it and its aftermath unfold.

The second set of tasks entails confronting reality and responding to the requirement of the external situation. Survivors of disasters, for example, must face the immediate danger, see to the security of their families, find temporary shelter, and then begin to rebuild their lives by tackling such tasks as applying for low-cost loans and dealing with the government bureaucracy.

The third set of tasks is to sustain relationships with family members and friends as well as with other individuals who may be helpful in resolving the crisis and its aftermath. Close personal relationships can help individuals obtain information necessary to make wise decisions, find emotional support for them, and secure reassurance about the problems they face.

The fourth category of tasks entails preserving a

reasonable emotional balance by managing upsetting feelings aroused by the situation. Life crises arouse many powerful emotions, such as self-blame, but an important aspect to this set of tasks is for the individual to maintain some hope even when its scope is sharply limited by circumstances.

The fifth and closely linked set of tasks consists of preserving satisfactory self-image and maintaining a sense of competence and mastery. A change in individual life circumstances because of a life event must be blended into a revised self-image. This "identity crisis" may require a shift in personal values and behavior as, for instance, when a divorced or widowed homemaker resumes her education and obtains a full-time job. Overall, it is important to find a balance between accepting help and taking an active and responsible part in controlling the direction of one's life.

These five groups of tasks, they conclude, are generally encountered in each life transition or crisis, but their relative importance varies depending on the personal characteristics of the individual, the nature of the stressor, and the unique set of circumstances. For example a sudden untimely death of a child, a father accidentally kills his son in preventable automobile mishap, or special trauma experience by childhood victims of incest; such events affecting one member of a family also touch the others and their friends, all of whom will encounter the five sets of tasks.

Moos and his colleagues organized the dimensions of

appraisal and coping included in selected measurement procedures into three domains according to their primary focus on appraising and reappraising a situation, dealing with the reality of the situation, and handling the emotions aroused by the situation. Appraisal-focused coping involves attempts to define the meaning of a situation and includes such strategies as logical analysis and cognitive redefinition. Problem-focused coping seeks to modify or eliminate the source of stress(e.g. destroying an alcoholic husband's liquor supply), to deal with the tangible consequences of a problem (such as talking over family responsibilities when the head of a household is ill), or actively to change the self and develop a more satisfying situation (e.g. learning new skills and enhancing independence). Emotion-focused coping includes responses whose primary function is to manage the emotions aroused by stressors and thereby maintain effective equilibrium.

They emphasize that these categories are not mutually exclusive. Appraisal-focused coping can be directed at either the instrumental or the affective aspects of a situation (or both). Furthermore, problem-focused coping can help the person deal with the emotions aroused by a situation (studying of an exam may reduce anxiety; seeking advice may generate emotional support), while emotion-focused coping can provide the resources necessary to handle a problem (meditating to reduce anxiety may help one in studying for an exam; expressing tension by crying or shouting may elicit advice about alternative ways of

handling a problem). So they have used this preliminary classification scheme to categorize coping responses into nine types (Moos, 1986).

Appraisal-focused Coping

1 Logical Analysis: strategies in this category include trying to identify the cause of the problem, paying attention to one aspect of the situation at a time, drawing on relevant past experiences, and mentally rehearsing possible actions and their consequences.

2 Cognitive Redefinition: This category includes cognitive strategies by which an individual accepts the reality of the situation but restructures it to find something favorable. Such strategies involve reminding oneself that things could be worse, thinking of oneself as well off with respect to other people, concentrating on something good that might develop from the situation, and altering values and priorities in line with changing reality.

3 Cognitive Avoidance: Included here are such strategies as denying fear or anxiety under stress, trying to forget the whole situation, refusing to believe the problem really exists, and engaging in wishful fantasies instead of thinking realistically about the problem.

Problem-focused Coping

4 Seek Information or Advice: Responses in this category involve seeking more information about the situation, obtaining direction and guidance from an authority, talking with one's

spouse, other relatives or friends about the problem, and asking someone to provide a specific kind of help such as lending money.

5 **Take Problem-solving Action:** These strategies include making alternative plans, taking specific action to deal directly with the problem, learning new skills directed at the problem, and negotiations and compromise to try to resolve the issue.

6 **Develop Alternative Rewards:** This strategy involves attempts to deal with the problematic situation by changing one's activities and creating new sources of satisfaction. Examples are building alternative social relationships, developing greater autonomy and independence, and engaging in substitute pursuits such as doing volunteer work or studying philosophy or religion.

Emotion-focused Coping

7 **Affective Regulation:** The strategies involve direct efforts to control the emotion aroused by the problem by consciously postponing paying attention to an issue (suppression), experiencing and working through one's feelings, maintaining a sense of pride and keeping a "stiff upper lip", and tolerating ambiguity by withholding immediate action.

8 **Resigned Acceptance:** This category includes such responses as waiting for time to remedy the problem, expecting the worst, accepting the situation as it is, deciding that nothing can be done to change things, and submitting to fate.

9 **Emotional Discharge:** Included here are verbal expressions to let off steam, crying, smoking, overeating, and engaging in

impulsive acting out. These responses may involve a failure of effective regulation, but this is categorized separately in order to distinguish persons who alternate between emotional control and emotional discharge (Moos and Billings, 1982).

In using these nine domains to characterize existing measures of appraisal and coping processes, Moos and his colleagues have taken some liberties with the descriptions provided by the original authors. They believe that their reformulations are justified by the need to develop common conceptual domains of coping responses to guide the organization of measurement procedures.

Even though Moos makes use of the terminology of Lazarus and Folkman in a way that might make one suppose that his approach is merely another way of looking at Lazarus and Folkman perspective of coping, his categorization of coping responses into nine types and atomizing these nine types to three which are Appraisal-Focused, Problem-Focused and Emotion-Focused show how unique is his perspective and how he in some aspects successfully employed every information available to produce his perspective. This categorization has influenced directly one part of the categorization I made for the coping responses of this present research where I employed three strategies of coping: Behavior-Focused, Cognitive-Focused, and Emotion-Focused strategies. Although there are many more researches in coping which will be included in the following section of this chapter, these are the main perspectives of coping which at least has strong influence

upon the structure of my thesis.

4.3 CONCEPTUAL AND METHODOLOGICAL ISSUES OF COPING:

Having discussed in the preceding section some major perspectives on coping, a number of key conceptual and methodological issues which have influenced the structure to this present research emerge. They merit discussion in greater detail because of their fundamental relation to this present research. The issues are: i) the concept of coping and definitions ; ii) individual differences in coping: specific versus dispositional coping ; iii) determinants of coping ; iv) coping responses classification and measurements. The research cited in the following section builds on and refines the concepts discussed in the previous section.

4.3.1 THE CONCEPT OF COPING AND DEFINITIONS:

The first conclusion that can be drawn from the literature is that the concept of coping is a difficult one to define satisfactorily (Freeman, 1987). Researchers in the area of coping, have tended to define their term to suit their theoretical orientation and their approach to the research task. However, coping mainly refers to behavior that protects people from being psychologically harmed by absence of needs experiences, a behavior

that importantly mediates the impact that societies have on their members (Pearlin & Schooler ,1978).

The concept of coping has been viewed as one important component of psychological competence (Tyler,1978). The concept of coping provided an organizing theme in clinical description and evaluation in the 1940s and 1950s and is currently the focus of an array of psychotherapies and educational programs which have as their goal the development of coping skills. The subject of coping has also received widespread lay attention, as can be seen by scanning any magazine rack, best-seller list, or broadcast schedule.

Indeed, coping is as much a colloquial term as a scientific one. Despite the rich history and current popularity associated with coping ,however, there is little coherence in theory, research and understanding (Lazarus & Folkman,1984). Even the most cursory inspection of readings selected from scholarly and lay populations reveals confusion as to what is meant by coping and how it functions in the process of adaptation.

Over the years, coping has acquired a variety of conceptual meanings,being commonly used interchangeably with such kindred concepts as mastery, defence, and adaptation. As part of his concern with the competent person, White (1974) has attempted to differentiate between adaptation, defence, mastery and coping. Adaptation he views as the superordinate concept, with coping being defined as adaptation under relatively difficult conditions. This is problematic, since it is difficult to define what is meant by

relatively difficult conditions.

One of the main obstacles to the study of coping is the definition of the term coping itself. Authors like Haan (1977) use coping as a synonym for "successful problem-solving"; whereas Lazarus and Launier (1980) use the same term for any activity elicited by the perception of threat or challenge. Pearlin and Schooler (1978) in their attempt to establish their own definition of coping said: " Because coping has multiple meanings, it is necessary that we specify our own working definition. Essentially the concept is being used here to refer to any response to external life-strains that serves to prevent, avoid, or control emotional distress. Thus we regard coping as inseparable both from the life strains experienced by people and from the state of their inner emotional life" (Pearlin & Schooler 1978, p 7).

Stone and Neale (1984) define coping as: "Those behaviors and thoughts which are consciously used by an individual to handel or control the efforts of anticipating or experiencing a stressful situation" p893.

Lazarus and Folkman (1984) gave a slightly different perspective when they defined coping as: " The person's constantly changing cognitive and behavioral efforts to manage specific external and/or internal demands that are appraised as taxing or exceeding the person's resources"p141

Lazarus and Launier earlier (1978) comment on what is meant by coping: "... efforts both action-oriented and intrapsychic to manage (i,e, master, tolerate, reduce, minimize) environmental and

internal demands, and conflicts among them, which tax or exceed a person's resources" p311.

The definition of coping functions depend on the theoretical framework (if there is one) in which coping is conceptualized, and on the context in which coping is formulated within systems of ego process. Its central function is the reduction of tension and the restoration of equilibrium. In contrast, the maintenance of equilibrium is not a background concern for Jains and Mann (1977), who formulate coping functions within a decision-making framework. The primary functions of coping, in their model, have to do with decision making, particularly the search for and the evaluation of information.

There are coping functions that pertain to specific contexts such as health/illness (Cohen & Lazarus,1979). Coping functions defined within specific contexts are less general and more situation-specific than those derived from large theoretical perspectives.

Pearlin and Schooler (1978) three ways in which a protective function of coping behavior is examined:

- 1- By eliminating or modifying conditions giving rise to problems.

- 2- By perceptually controlling the meaning of experience in a manner that neutralizes its problematic character.

- 3- And by keeping the emotional consequences of problems within manageable bounds.

Mechanic (1974), who has a social psychological perspective,

cited three coping functions:

- 1- dealing with social and environmental demands.
- 2- creating the motivation to meet those demands.
- 3- maintaining a state of psychological equilibrium in order to direct energy and skill toward external demands.

Folkman and Lazarus (1980), Moose and Billings (1982) and Pearlin and Schooler (1978) have noted two major functions of coping:

1- problem-focused coping, that is directed at managing or altering the problem causing the distress.

and, 2- emotional-focused coping that is directed at regulating emotional responses to the problem.

White (1974), who works within an ego psychology framework, cited also three functions of coping:

1- To keep securing adequate information about the environment.

2- To maintain satisfactory internal conditions both for action and for processing information.

3- To maintain autonomy or freedom of movement, freedom to use one's repertoire in a flexible function.

In recent research Long (1990) followed the example of Hollahan and Moos (1987) with Menaghan (1982) by assuming three functions of coping, which are:

1- Emotional management, efforts to reduce tension by avoiding dealing with the problem.

2- Problem reappraisal, efforts to manage the appraisal of

the stressfulness of the event.

- 3- Problem solving, active efforts oriented toward confronting the problem.

Specifically, adolescents coping is not simply a matter of knowing what to do. It has been viewed as one important component of psychological competence by which an adolescent is able to balance and manage with the developmental demands or needs of this stage. The coping process is particularly important in adolescence because the young person is confronted with many life stressors and demands for the first time and has not yet developed a repertoire of coping responses from which to draw (Patterson & McCubbin, 1987). As Bandura (1986) said: " flexible orchestration of cognitive, social and behavioral skills in dealing with situations that contain elements of ambiguity, unpredictability and stress" p99.

Capacity for coping in adolescence is achieved through use of several adaptive mechanisms. Adolescents can deal with painful feelings, confront them, share them, rather than having to block or turn inward their fear, depression, or anger. Healthy adolescents deal also with such feelings by shifting focus to some other topics, most often involvement with physical activity. Such activity also serves to sublimate aggressive and sexual energy, especially through competitive sports, which also give a sense of competence, kinesthetic satisfaction, and release of tension. A sense of humor is used to blunt feelings of anxiety, keep perspective on their problems, and limit self-doubt and guilt by the ability to laugh at themselves. They are able to use

anticipatory planning and role rehearsal as an adaptive strategy for new and unusual situations, and anxiety motivates them to seek out information about new situations and integrate these with previous experience (King,1971).

Thomae (1986,1987) argues against the criterion of effort, that Lazarus and Folkman attribute to coping. Following Lazarus and Folkman (1984,1987), coping results from a stressful person-environment relationship, that can not be solved by automatic adaptation, and instead calls for some effort on the part of the person in order to regain a workable person-environment equilibrium. Thomae, however, denies that coping is inevitably defined by effort. He prefers the very pure and association-free concept of "responses to stress" in order to emphasize that human reactions to major life needs, as well as minor hassles and chronic needs, should not be classified according to some theoretical criteria like "effort".

The differences in definitional aspects between the concepts of coping (Lazarus & Folkman) and responses to stress (Thomae) are attenuated if one shifts from a theoretical to an empirical perspective. Lazarus and Folkman as well as Thomae accept and analyze the entire range of thoughts, cognition, emotional reactions, and direct actions intended to fulfil the needs absence of satisfaction at hand as coping or "responses to stress". So one can see that all the responses to the absence of need satisfaction, which Thomae draws upon demonstrate that they are not linked to effort, are also enlisted in the "way of coping checklist" (Lazarus

& Folkman,1984) i.e. emotional reactions like depressive resignation or accepting the situation as it is. It seems appropriate to conclude that there are no important empirical differences between the two approaches in analyzing and classifying reactions of coping (Laux & Weber,1987).

For the purpose of this present research, I shall use the definition of coping as the behavioral, cognitive, and emotional efforts the adolescent makes to approach, avoid, accept or deny the external and internal needs he perceives.

4.3.2 INDIVIDUAL DIFFERENCES IN COPING:

The second issue to be addressed concerns the role played in the coping process by individual differences. There are two ways to think about how individual differences might influence coping: coping as style-oriented and coping as process-oriented. The first way comes from traditional theories of coping which tend to emphasize style or trait in individual coping, in the sense that they operate as stable dispositions to cope in this way or that over the life course (Lazarus & Folkman,1984). That means the assessment of coping styles would allow us to predict what a person would actually do to cope in a specific absence of need satisfaction. So, if a person coped with any of his needs by avoidance we would expect avoidance to occur often. This would make research a very simple matter, but clearly, this is not so.

Coping style is a generalized strategy or habitual preference for approaching problems irrespective of their source or nature (Patterson & McCubbin,1987). Moriarty and Toussieng (1976) found two predominant coping styles in the adolescents they studied: "Sensors" who restrict sensory input according to already held values; and "sensors" who develop their own values or orientation to new sensory input.

The psychoanalytic coping models have in their coping assessment classified people in term of predictions about how they cope with all type of stressful encounters. For example, a person may be classified as a conformist or conscientious, obsessive-compulsive or a suppressor, repressor or sublimator (Vaillant,1977). Measurement approaches based on the ego psychology model have tended to assess coping traits and style rather than ego process (Haan,1977).

According to this view, people do not approach each coping context anew, but rather bring to bear a preferred set of coping strategies that remains relatively fixed across time and circumstances (Carver,Scheier & Weintraub,1989). The idea that such stable coping styles exist is somewhat controversial. Folkman and Lazarus (1980,1985), for example, have repeatedly emphasized that coping should be thought of as a dynamic process that shifts in nature from stage to stage of a stressful transaction. Such a view suggests that the development of a coping style would at best be counterproductive, because it locks the person into one mode of responding rather than allowing the person the freedom and

flexibility to change responses with changing circumstances.

We now consider the second way in which individual differences may influence coping as a process. The dynamics and change that characterize coping as a process are not random; they are a function of continuous appraisals and reappraisals of the shifting person-environment relationship. Shifts may be the result of coping efforts directed at changes in the environment that are independent of the person and his/her coping activity. Lazarus and Folkman (1984) emphasized that regardless of the sources, any shift in the person-environment relationship will lead to a re-evaluation of what is happening, its significance and what can be done. The re-evaluation process or reappraisal in turn influences subsequent coping efforts. Thus the coping process in their thinking is continuously mediated by cognitive reappraisals which differ from appraisals primarily, in that they follow and modify an earlier appraisal. An example of this approach is presented by Lazarus and his colleagues (1980). They questioned the value of style-centered conceptualizations of coping with stress and have emphasized process-centered approaches. However, when they discussed the findings on gender differences they observed reversion to the previously discussed style-like coping patterns (Folkman & Lazarus, 1980). Thome (1986) and his colleagues in analyzing reports on responses to stress, constructed a taxonomy of 20-28 behavioral patterns. They found that the same stress situation was usually approached by an individual with a variety of responses.

In the coping definition as formulated by Lazarus and Folkman

(1984), coping is seen as a constantly changing, context-related and process-oriented behavior. Any changes in the person-environment relationship are accompanied by changes in appraisal and coping. So, coping, as theoretically outlined by Lazarus and Folkman, appears to be highly variable, context-bound and fitted to the changing circumstances.

Thomae, however, adopts a macroanalytic research style and centered his attention less around minute, cognitive mechanisms guiding coping reactions and their adaptational consequences. His central concept of response hierarchy is borrowed from learning theory. In adopting this concept of responses, Thomae (1987) takes into account and emphasizes the history of the person and his/her past experiences. This includes the assumption that, related to specific problem areas, certain response classes, due to a history of reinforcement, show high probabilities of being selected in stressful situation. Considering some basic learning principles, Thomae emphasizes that coping behavior might not always be "newly" designed to the situations just experienced, but may be elicited by learned habits, that account for a considerable stability, thereby based on more automatic reaction. The adolescent "coper" can be characterized as a person who may act intentionally and be guided by plans, but who also may react automatically as of learned habits. The coping person in Thomae's approach is capable of behavior change and problem-specific, adaptive behavior, but does not display the constant flexibility attributed to the "coper" by the theoretical conceptualization of Lazarus and Folkman. However

Lazarus and Folkman never rejected the need to look for the more stable properties of coping behavior at a macroanalytical level but they did not pursue that line of enquiry.

An ambivalence regarding process- and style- orientation can be found in almost all measurement of responses to stress e.g. Haan,1977; Pearlin & Schooler,1978; Vaillant, 1977. Laux and Vossel (1982) have asked for joint consideration of style- and process-centered approaches in order to find innovative ways to study needs and coping. Thomae (1986) has supported the idea of Laux and Vossel by saying : "...the integration of process-centered and style-centered approaches to the study of stresses and coping is highly recommended" p59. Another piece of research which supports the idea of ratio relations between style- and process- orientation of coping behavior is the work of Stone and Neale (1984), a study which found that 7 % of the subject reporting coping problems had no coping styles; but 40 % of the subjects had one reported coping style, 27 % had reported two coping styles, 15 % had three, and 11 % had from four to seven styles reported; they found also that women reported slightly more styles than men did.

What I draw from the discussion is that coping is neither pure style nor pure process. It is a combination between and within them. The degree of using style- or process- oriented of coping responses depends on the characters of the person, the kind of need(s) he/she perceive, and the resources he has. So it is difficult to find a person using only styles in his coping or process only. It is more likely to find a subject who uses certain

styles in different needs arousal situation if he has found through experience that these styles are helpful. One of my purposes in this study is to investigate the extent to which adolescents of the UAE tend to use the same styles-oriented pattern in responding to the absence of needs satisfaction or to use a variety of process-oriented responses. In addition, I shall examine at whether different needs elicit different types of coping responses.

4.3.3 COPING DETERMINATION:

It is argued that the way adolescents cope with their absence of needs satisfaction may be even more important to overall morale, social functioning and health/illness than the frequency and severity of episodes of needs occurrence themselves (Lazarus & Launier, 1978). The steps a person takes actively to deal with stress may well be important, but that topic needs to be considered as part of the broader issue of individual differences. I understand that it would be wrong to assume that citing any of the following sources would in itself be sufficient to explain the differences in use of coping strategies toward absence of needs satisfaction.

The way adolescents cope and the degree of using styles or process coping is determined in part by the resources that are available to them and the constraints that inhibit use of these resources. To say that some adolescent is resourceful means that he has many resources and that he is clever in finding ways of using

them to encounter needs. Lazarus and Folkman,1984; Holahan and Moos,1985; Bandura,1982; and Patterson and McCubbin,1987 share the idea that resources are something one draws upon, whether they are readily available to the adolescent (e.g. money, tools, people to help, relevant skills) or whether they exist as competencies for finding resources that are needed but not available.

Moos and Billings (1982) have defined coping resources as a complex set of personality, attitudinal and cognitive factors that provide the psychological context for coping. They emphasize that such resources are relatively stable dispositional characteristics that affect the coping process and are themselves affected by cumulative outcomes of that process. They reviewed ego development, self-efficacy and related factors, such as sense of mastery and internal control; cognitive styles; and general problem solving as the most important personal coping resources.

Lazarus and Folkman (1984) cited health and energy; existential beliefs (e.g. about God or general beliefs about control); commitments which have a motivational property that can help sustain coping; problem solving skills; social skills; social support and material resources. They argued that coping is also determined by constraints that mitigate the use of resources. Personal constraints include internalized cultural values and beliefs that proscribe certain ways of behaving and psychological deficits. Environmental constraints include demands that compete for the same resources and agencies or institutions that thwart coping effort. High level of threat can also prevent a person from

using coping resources effectively. Lazarus (1966) also discussed such factors as affiliation and approval motives, self-esteem, conformity, and defensiveness.

Janis (1974) noted that measures of anxiety have often been employed in studies of coping, because anxious individuals generally cope less well.

Pearlin and Schooler (1978) had argued that in coping research we have to distinguish between three concepts: social resources, psychological resources and coping responses. For them social sources are represented in the interpersonal networks of which adolescents are a part and which are potential sources of crucial support: family, friends, neighbours and teachers. The general psychological resources of adolescents on the other hand, which are the personality characteristics, these psychological resources, residing within the self, can be formidable barriers to the stressful consequence of social strain. He cited three of them which were incorporated in his work: self-esteem; self-denigration and mastery. Bandura (1982) explained that perceived self-efficiency concerns judgments of how effectively one can execute courses of action necessary to deal with situations involving unpredictable and stressful elements. By summarizing a series of studies by himself and his colleagues, Bandura concluded that self-efficacy predicts a wide range of adaptive life behavior, including coping behavior, resignation in the face of failure, and achievement striving.

Scheier's (1986) findings suggest that dispositional optimism

and pessimism are mediators of how adolescents respond to stress. Optimists behave differently from pessimists. This allows more affective better outcomes to occur.

Patterson and McCubbin (1987,1982,1983,1983a) in their Double ABCX Model of Family Adaptation of adolescents have emphasized the importance of the above mentioned resources (environmental and personal) in coping with absence of needs satisfaction.

Emphasizing the importance of personal resources as a determinant of coping responses Johnson and Sarason (1979) and Holahan and Moos (1985) have identified the relevance of the personality disposition underlying the related variable of self-efficacy, self-confidence and perceived control.

Westbrook (1979) confirmed that sociodemographic factors may be related to coping responses. For example, persons of low socio-economic status may use fewer active and preparatory coping responses and be more fatalistic, using avoidance responses more than the person of higher socio-economic status.

In comparison with persons of less education, the person with more education may develop higher levels of cognitive complexity that shape more realistic coping (Menagham,1983 and Epstein & Meier,1989).

Epstein and Meier (1989) also concluded that intellectual ability,IQ which he called "practical intelligence" as part of people's every day coping thinking was also influential.

In addition to intelligence, however, age also been cited as one of the important determinant of coping (Dunn, Kendrick &

MacNamee, 1981; Costa & McCrae,1983 and Rutter,1981). Some investigators have suggested that the coping repertoire among older persons becomes more restricted and is characterized by passive and less flexible responses. The empirical results have been mixed (McCrae,1986).

One of the main determinant of coping , which will be focused on in this study, is sex. Although research in the stress and coping literature has rather ignored gender-related differences (Long,1990), it has generally been thought that males and females cope differently; males prefer instrumental coping and females prefer emotional coping (Lazarus & Folkman, 1980). Stone and Neale (1984) have examined the percentage of use of each of the nine categories of coping styles in their study by males and female and found that males used significantly more direct action, whereas females used more distraction, catharsis, seeking social support, relaxation, religion and other type of coping. Carver,Scheier and Weintraub (1989) found that the only tendency that was stronger among males than females was the use of alcohol or drugs as a way of coping, when the focus is emotional. They also tend to seek more social support, both for instrumental and emotional reasons.Recent researches show that women scored significantly higher than men on the emotion and avoidance coping scale (e.g. Parker & Endler 1990) The sex determinant of coping will be studied in this research because of its significance to the society of the UAE.

Further theoretical discussion on the determinants of coping will take place the in next chapter, when I discuss the

adolescent's perception of needs and coping as a part of the coping process.

4.3.4 COPING CLASSIFICATION AND ASSESSMENT:

Effort to classify coping responses into clusters or categories ,as Billings and Moos (1985) described it, are at a preliminary stage, and no consensus has yet emerged. They argued that combined conceptual and empirical approach is needed to ensure that an array of relevant coping strategies is sampled and that multiple indicators of each type of coping are included.

For Maddi (1981) coping has elements of both cognition and action. He differentiates between "transformational" coping and "avoidance" coping. By transformational coping he meant a decrease in the stressfulness of the absence of needs satisfaction, both through cognitive appraisal, in which the need recognized as unfulfilled is reassessed as being not so stressful after all, and through decisive action aimed at altering the need source to decrease its stressfulness. By avoidance coping he meant the involvement of a pessimistic cognitive appraisal, in which the need may really be "as bad as it seems" and evasive actions, which are designed to distract or remove the person from interaction with the need's source are undertaken; in the sense that it does not change the event, avoidance coping must be continued as protection against stress.

Hepner (1941) classified about 90 different techniques of life coping patterns to four groups labeled as:

- 1- direct attack on the problem.
- 2- positive substitute behavior.
- 3- negative evasive reaction.
- 4- direct escape.

Billings and Moos (1981) and Holahan and Moos (1985) constructed measures of active cognitive coping (logical analysis and cognitive redefinition), active behavioral coping (information seeking and taking positive action), and avoidance or tension reduction coping (cognitive avoidance, resigned acceptance, and emotional discharge). In exploring the nature of the coping process among a representative group of adolescent community members, they found some evidence that these coping responses moderated the relationship between absence of need satisfaction and indexes of negative mood and physical symptoms. Specifically, persons who were more likely to use active cognitive strategies and less likely to use avoidance strategies showed better adaptational outcomes.

Patterson and McCubbin (1987) have emphasized that one function of coping is to protect the individual from negative physical or psychological consequences. They classified three basic coping functions:

- 1- coping efforts may involve direct action to eliminate or reduce the absence of need satisfaction. This is called problem-focused coping.

- 2- coping may be directed at redefining the absence of need

satisfaction so as to make them more manageable. This is called appraisal-focused coping.

3- coping may be directed at managing the tension which is felt as a result of experiencing absence of need satisfaction. This is called emotion-focused coping.

Pearlin and Schooler (1978) categorized coping behavior into three major coping styles:

- a) responses that change the situation, which they call active-behavioral coping.
- b) responses that change the meaning or the appraisal of the stress, which they call active cognitive coping.
- c) responses that aimed at controlling distressful feeling, which they call avoidance coping.

In recent research by Rohde, Lewinsohn, Tilson and Seeley (1990) coping was assessed through three factors: cognitive self-control, Ineffective escapism and solace seeking.

In a summary, several classifications of the distinguishing factors or dimensions of coping have been suggested on theoretical grounds, such as problem-focused versus emotion-focused coping (e.f. Lazarus & Folkman, 1984) and approach versus avoidance coping (e.g. Roth & Cohen, 1986; Suls & Fletcher, 1985); also Billings and Moos (1982) distinguished between appraisal-focused coping, problem-focused coping and emotion-focused coping. A second approach in classifying coping generally uses factor-analytic procedures, and addresses the issue of dimensionality on more empirical grounds (e.g. Aldwin & Revenson, 1987; Frank et al.,

1987). Following this approach Parker and Brown (1982) identified six coping factors: recklessness (e.g. break things), socialization (e.g. spend time with friends), Distraction (e.g. busy oneself with work), problem solving (e.g. think through the problem), passivity (e.g. read), and self-consolation (e.g. spend money on oneself).

A detailed critical review of literature on this topic of classification of coping would take more pages than are available to a research working on a specific empirical study and it may even interfere with the overview section of this chapter. Table 4.1 draws together the key coping ways their strategies and items (coping responses) as drawn from this literature review and structures them in a manner which parallels the data-structuring in the empirical study (vide:chapter 5 & 6).

Table 4.1: Literature summary of coping responses related to this research:

Ways of Coping	References
Approach and/or Avoidance coping	Billings & Moos (1981) Folkman & Lazarus (1980) Holahan & Moos (1982,1985) Kobasa (1979) Vaillant (1977) Maddi (1981) Patterson & McCubbin (1987) Lazarus & Folkman (1984) Suls & Fletcher (1985) McCrae & Costa (1986) Long (1990) Dewe (1985) Rohde, et al (1990) Endler & Parker (1990)
Acceptance coping	Carver, Scheier & Weintraub (1989) Stone & Neale (1984) Epstein & Meier (1989) Long (1990)
Denial coping	Carver, Scheier & Weintraub (1989) Pettersson & McCubbin (1987) Patterson & McCubbin (1987) McCrae & Costa (1986) Wills (1996) Assor, Aronoff & Messe (1986) Vickers & Hervig (1981) Mathai & Taylor (1985)

Cont. table 4.1

Strategies of Coping	References
Behavior-Focused coping	Thomae (1986) Lazarus & Folkman (1984) Billings & Moos (1981,1984) Pearlin & Schooler (1978) Wills (1986) Bugan & Hawkins (1981) Aldwin & Revenson (1987) Epstein & Meier (1989) Long (1990)
Cognitive-Focused coping	Lazarus & Folkman (1984) Folkman & Lazarus (1985) Billings & Moos (1985,1984) McCrae & Costa (1986) Bugen & Hawkins (1981)
Emotion-Focused coping	Lazarus & Folkman (1984) Patterson & McCubbin (1987) Billings & Moos (1985,1984) Aldwin & Revenson (1987) Epstein & Meier (1989) Endler & Parker (1990)

Cont. table 4.1:

Coping Responses	References
Direct action	Folkman & Lazarus (1980,1985) Folkman (1984) Lazarus & Launier (1978) Patterson & McCubbin (1987) Carver, Scheier & Weintraub (1989) Stone & Neale (1984) Hepner (1941) Billings & Moos (1981) Aldwin & Revenson (1987) Long (1990)

Cont. table 4.1:

Seeking Support	Folkman & Lazarus (1980,1985) Patterson & McCubbin (1987) Carver,Scheier & Weintraub (1989 Stone & Neale (1984) Holahan & Moos (1985) McCrae & Costa (1986) Bugen & Hawkins (1981) Dewe (1985) Smith,Smoll & Ptacek (1990)
Self-reliance	Patterson & McCubbin (1987) Carver,Scheier & Weintraub (1989 Lazarus & Folkman (1984) Dewe (1985)
Indirect Action	Patterson & McCubbin (1987) Stone & Neale (1984) Lazarus & Folkman (1984)
Planning	Latack (1986) Carver,Scheier & Weintraub (1989 Lazarus & Folkman (1984) Aldwin & Revenson (1987) Long (1990) Rohde et al (1990)
Advice seeking and information	Lazarus & Launier (1978) Miller (1987) Folkman & Lazarus (1985) Billing & Moos (1981) Long (1990)
Psychological support seeking	Patterson & McCubbin (1987) Carver,Scheier & Weintraub (1989 Lazarus & Folkman (1984) Aldwin & Revenson (1987) Long (1990)
regulate Feeling	Carver,Scheier & Weintraub (1989 McCrae & costa (1986) Beardslee et al. (1985) Freeman (1987) Long (1990)

Cont. table 4.1:

Engaging in Demanding activities and Hobbies	Patterson & McCubbin (1987) Carver, Scheier & Weintraub (1989) Stone & Neale (1984) Lazarus & Folkman (1984) McCrae & Costa (1986) Bugen & Hawkins (1981) Rohde et al. (1990)
Blaming others	Folkman & Lazarus (1980) Lomg (1990)
Seeking Spiritual Support	Patterson & McCubbin (1987) Carver, Scheier & Weintraub (1989) Stone & Neale (1984) Konopka (1980)
Importance Reduction	Patterson & Patterson (1987) Stone & Neale (1984) Billings & Moos (1981) Aldwin & Revenson (1987)
Daydreaming	Patterson & McCubbin (1987) Carver, Scheier & Weintraub (1989) Aldwin & Revenson (1987) Endler & Parker (1990)
Ventilating Feeling	Patterson & McCubbin (1987) Carver, Scheier & Weintraub (1989) Stone & Neale (1984)
Relaxation	Patterson & McCubbin (1987) Stone & Neale (1984) Bugen & Hawkins (1981)
Sharing others Feeling	Folkman (1984) Murphy (1962) Carver, Scheier & Weintraub (1989) Patterson & McCubbin (1987)
Accept with avoidance	Carver, Scheier & Weintraub (1989) Petterson & McCubbin (1987)
Complete Acceptance	Carver, Scheier & Weintraub (1989) Stone & Neale (1984)

Despite the frequency with which coping has been examined in the literature, neither an agreement upon typology of coping strategies nor an adequate method of assessing coping is currently available. Studies of coping have often relied on interview assessment. However, some of these assessment procedures are extremely lengthy, and the reliability of interview assessment is difficult to establish (Iifeld,1980). Yet others rely upon a longitudinal study (Moriarty & Toussieng,1976; Kelly,1979; Vaillant,1977; and also the W.German researcher Thomae,1986,1987). Thus to cope with these difficulties many investigators have turned to paper-and pencil measures. Some have used already existing personality inventories, such as the California Personality Inventory (Thelen & Varble,1970) and Personality Research Form (Kobasa,1979). Although personality traits may be related to coping, they do not actually describe the coping process (as was argued earlier in this chapter). In an effort to gather more specific information on coping assessment, researchers have developed several self-report inventories (e.g. Billings & Moos,1981; Folkman & Lazarus,1980,1984; and Pearlin & Schooler,1978).

Assessment of coping also has been sampled by eliciting information on how individuals respond to standardized descriptions of stressors (e.g. Sidle, Moos, Adams,& Cady,1969; Krantz & Hammen,1979); or on how they coped with actual stressful events (e.g. Billings & Moos,1981; Folkman & Lazarus,1980); or enduring

sources of strain (e.g. Pearlin & Schooler, 1978).

One of my goal in performing the series of studies in this thesis was to develop an assessment of coping that could be used to investigate absence of need satisfaction for the purpose of this study. A survey of existing measures of coping processes with this research goal in mind revealed what was regarded as the most critical problem. As Carver, Scheier and Weintraub, 1989 argued that the reason of low internal consistency of coping scales is the manner in which the scales typically were developed. They continue that to a large degree existing scales have been derived empirically rather than theoretically; that is, items were chosen initially as being diverse and representative examples of potential coping responses, not because they represented theoretically interesting categories of coping. Factor analysis then had to be applied to identify dimensions that might underlie them. The result is that the scales tend to be linked to theoretical principles only somewhat loosely and post hoc as they described it.

The issue here, according to Carver and his colleagues (1989), is whether to construct scales of coping empirically or theoretically. One view holds that it is best to sample widely from the specific qualities which compose the domain of interest and let only the statistical tools such as factor analysis tell you what the important underlying dimensions might be (empirical approach). The alternative view holds that it is best to begin with a thread and let theory guide the scale content (the theoretical approach). In effect, they have suggested that existing scales of

coping have been developed by the more empirical path, and that it may be useful at this stage to develop one through the theory-based path. Aldwin and Revenson (1987) made the same suggestion.

In applying this suggestion, I tried to combine theory-based and empirically-based models in the empirical work (vide: chapter.6 & table 4.1). I made considerable use of primary data collection elicited in an initial primary study to restrict the research width for the UAE context. Each of these sources contributed in important ways to the study questionnaire which emerged.

I attempted to crystalize a definition of coping and to build a practical use for this definition, which was the purpose of the review of the literature. With this review now completed, it is appropriate to outline its main elements. I have defined coping as the behavioral, cognitive and emotional efforts an adolescent makes to approach, avoid, accept, and deny the external and internal needs he perceives. From this definition four functions of coping can be identified:

- 1) Efforts may be made directly by the adolescent to resolve and eliminate this absence of need satisfaction by using direct action toward the source causing the need arousal. This is called the approach way of coping.

- 2) Efforts may be made by the adolescent to reduce emotional tension resulting from the absence of need satisfaction by taking his mind away from giving attention to this unsatisfied need. This is called the avoidance way of coping.

- 3) Efforts may be made by the adolescent to convince himself to

accept the absence of this need satisfaction. This is called the acceptance way of coping.

4) Efforts may be made by the adolescent to show his anger and non-acceptance of this absence of need satisfaction by using anti-social activity. This called the denial way of coping.

By "efforts" I mean coping strategies aimed at achieving any of the above ways of coping. I have identified three strategies of coping, which are:

1) A strategy targeted by a direct action toward fulfilling an unsatisfied need. This is called a behavioral-focused strategy of coping.

2) A strategy targeted at redefining the non-satisfaction of the need to make it more manageable or reduce its importance. This is called a cognitive-focused strategy of coping.

3) A strategy targeted at managing the tension felt as a result of experiencing the absence of a need's satisfaction. This is called an emotion-focused strategy of coping.

For the purpose of this research and as a result of the primary study I did not include the strategies of acceptance and denial. This is because of the small number of informants who used those ways of coping. The same results appeared also in the main research.

Finally, in this present study of coping in adolescence in the UAE, I have reviewed the literature, related it to my study with regard to the concept of coping, and cited the differences and tried to discuss in more detail the ones related to my approach.

The literature review also led me to work at individual differences of style and process of coping. I concluded that adolescents used varying ratios of style and process in coping in different need situations. This literature-based conclusion was explored empirically in the main study and I arrived at a similar conclusion. This broad discussion of the literature allows me to find no consensus or universal set of theories. I do emerge from the analysis with a large variety of needs and a list of different coping responses. It is my task to extract some structure from this variety. The attempt to do this will provide the link between the literature and my empirical study, and this will be discussed further in the next chapter.

CHAPTER FIVE

THE PERSONAL CONSTRUCTS OF ADOLESCENTS WITH REFERENCE TO NEEDS PERCEPTION AND COPING RESPONSES

5.1 INTRODUCTION:

Where the previous two chapters focused on the main elements of this present research, adolescents' needs and individual coping responses, this chapter focuses on the development of adolescence with particular reference to cognitive development. This will permit an analysis of its influences upon adolescent's perception of needs and coping responses.

In this chapter I shall present the major focus of this study, by establishing UAE's adolescents' perception of their needs and their ways of coping when they respond to meet these perceived needs.

The title of this chapter requires me to give some introduction of Kelly's Personal Construct Theory (PCT), given its vital influence upon the spirit of this present research. Thus, the first section will give an overview of the major elements of the theory. I shall then discuss the following points: i) the development in research findings of adolescents' perception of needs; ii) significant coping skill development in adolescents experiencing needs; iii) the adolescent's cognitive development and

its effect upon his perception of needs; and iv) finally, I shall present my framework of needs perception and coping responses, using the theoretical analysis made so far, as a basis for the empirical study which follows.

5.2 KELLY'S PERSONAL CONSTRUCT THEORY (PCT):

Bannister and Fransella, in their first edition of 'The Inquiring Man: The psychology of personal construct' (1971), in an attempt to make clear what was singular about Kelly's theory, wrote of personal constructs in the Preface introducing the book, that the purpose remains:

"... to emphasise that construct theory sees man not as an infantile savage, nor as a ~~just-cleverer-than-the-average~~ rat, nor as the victim of his biography but as an inveterate inquirer - self-invented and -shaped, sometimes wonderfully and sometimes disastrously, by the direction of his enquiries."

These few lines indicate the attractive central concept of Kelly's Personal Construct Theory (PCT) and show why its take-up by a wide range of professional groups was so rapid. They subsequently were able to apply it in a wide diversity of fields, such as architecture, anthropology, religion, literature, community life, map construction, body image, language, children's notions of self, delinquency and deviancy, teaching techniques, methods of group psychotherapy, liking and disliking, depression, social

skills, racial identity, economics, history, computerised learning, mental handicap, vocational guidance and many others. (Bannister & Fransella, 1986).

Kelly's theory in a complete form has been in existence for almost thirty five years, since its publication in 1955. During that time, whilst the theory has acquired proven status as a practical tool and as a rich source of new thinking, traditional psychology itself has undergone vital change. The Behaviourist view of persons as docile organisms totally shaped by their environment, has, over the past thirty years, yielded ground to the tide of Cognitive Psychology. Psychologists have, with great effort, reached an obvious conclusion in their labours: if psychologists can think, then maybe their subject matter (people) can think. Psychologists are edging towards a more humanistic vision of persons as active agents in their own right, not simply as responders to stimuli.

Bannister, who is perceived as a pioneer in the use of Kelly's Personal Construct Theory and its methods, and Fransella (1986) have supported this argument:

"... while the development of cognitive psychology has begun to resolve the paradoxes that bedevilled early mechanical man model, it is raising fearsome problems of its own: some so baffling to the new wave in psychology that they have been simply ignored. These problems are precisely those upon which personal construct theory might cast light. Thus any cognitive psychology (by definition) accepts the ancient division of the person into 'cognitive' and 'emotion' (thought and feeling, reason and passion and all such traditional dichotomies.) Since cognitive psychologists are puzzled as to how these two might relate, they informally agree to carve up the person and arrive at a non-competing (because separate) psychologies of cognition and emotion. We are left with the unrelated homunculi of thought and feeling.

Personal construct theory provides an integrated view of

the person by seeing 'emotion' as neither more nor less than construing in transition. Thus the person is seen as a unity within a unified psychology. Equally, cognitive psychology is trapped by the rigid nature of its instruments (formal psychological tests) and by its lack of developed theory, into working in terms of the conventional segments of 'cognition', functions such as 'memory' and 'perception' or areas such as 'number' or 'language'. Kelly, by providing more imaginative ways of exploring our construing (repertory grid method and self characterisation) and by developing a view of our constructs as hierarchical and patterned into sub-systems, liberated psychology from what he called 'the dread disease of hardening of the categories'." (p viii)

From this introduction the importance of the theory becomes clear, as does how it affected the development of personality psychology. Personal construct theory is as simple as can be, when explained in a few lines, but, in practice, to explain the theory in full would take much more than one article. Therefore, the researcher will focus on only one point of the theory: Kelly's view of human behaviour as basically anticipatory rather than reactive, i.e. that man is neither pushed by external stimuli nor dragged along by his internal appetites "A person's processes are psychologically channelised by the ways in which they anticipate events" is the fundamental postulate upon which Kelly constructed his theory (Bannister, 1977; Fransella, 1978; Bonarius, Honand & Rosenberg, 1981; Mancuso & Adams-Webber, 1982; Bannister 1985; Bannister & Fransella, 1986).

From Kelly's fundamental postulate several things can be drawn. It implies that adolescents are not reacting to the past so much as reaching out for the future; it implies that they truly check how much sense they have made of the world by seeing how well that sense enables them to anticipate it; it implies that the

personality of any person is the way that person go about making sense of the world. The word "anticipates" is chosen deliberately because it links the idea of prediction with the idea of reaching out and beating the world to the punch (Bannister & Fransella, 1986).

Bannister (1977) confirmed that man tries to anticipate the future by erecting a conceptual framework, a series of related goggles through which he may view his universe. Man's joyful successes and terrifying failures in anticipating the future are vividly illustrated by Kelly (1978).

Moreover, this fundamental postulate is Kelly's attempt to state what a person (adolescent) is in business for and what their behaviour goals are. Most psychological theories assume that a person is reacting to process information or to adapt to the environment or to reduce drives or to attain fulfillment. However, Kelly stresses that a person is in business to understand his/her own nature and the nature of the world, and to gain that understanding in order to guide them through life. It is for this reason that he called man 'the scientist' in his theory: he is saying that each of us has his own view of the world (his theory) and his own expectations of what will happen in given situations (his hypothesis), and each of us has his own behaviour, peculiar to himself, which derives from his continuous experiment with life. Therefore Kelly gives his answer to the question of whether we are controlled by our environment, or live in terms of our environment as we see it. This means that we are working out our own nature in

terms of the external world.

Kelly drew a series of corollaries from his fundamental postulate. Bannister and Fransella (1986) cited eleven of these corollaries, which are about the nature of constructs and construing processes. I shall cite these corollaries because of their importance to the theoretical aspiration of this research, these are:

- 1: A person anticipates events by construing their replication.
- 2: Persons differ from each other in their construction of events.
- 3: Each person characteristically evolves for their convenience in anticipating events a construction system embracing ordinal relationships between constructs.
- 4: A person's construction system is composed of a finite number of dichotomous constructs.
- 5: Persons choose for themselves their particular alternative in a dichotomised construct through which they anticipate the greater possibility for the elaboration of their system.
- 6: A construct is convenient for the anticipation of a finite range of events only.
- 7: A person's construct system varies as they successively construe the replication of events.
- 8: The variation in a person's construct system is limited by the permeability of the constructs within whose range of convenience the variants lie.
- 9: A person may successively employ a variety of construct subsystems which are infinitely incompatible with each other.

10: To the extent that one person employs a construct of experience which is similar to that employed by another, their processes are psychologically similar to those of the other person.

11: To the extent that one person construes the construct process of another, the construct may allow him to play a role in a social process involving the other person.

The underlying philosophy of Kelly's PCT was particularly significant for this present research because it views the universe as an integral system in which, everything affects everything else. He attempted to elaborate a psychology where no set of principles and concepts can subsume and organize events, since otherwise man would be conceptualized within disparate and less coherent systems. However, methodologically, it was very hard to apply his technique to explore and understand a person's system of constructs. This was because of my aspiration to study only one dimension of the adolescent's life not the whole system. A further reason was that I wanted to gather data from as many pupils as I could, this would be very difficult if I used PCT technique. However, I would like to mention here that in the data analysis of the pilot study I have use one of the related techniques of PCT (see chapter 6).

5.3 THE DEVELOPMENT IN RESEARCH FINDINGS OF ADOLESCENTS' PERCEPTION OF NEEDS:

It is impossible to deny that adolescence is a time of substantial changes. Hormonal and muscular alterations are significant in degree and have both psychological and social

effects. The adolescent is in a period that involves not only rapid physical growth but also a great deal of social learning; and all of this takes place in a cultural context that emphasizes the uniqueness of the teen years. As a consequence, the adolescent may be particularly vulnerable to stress, and we might expect more emotional disturbance among this age group than among many others. On the other hand, not all, perhaps not even a majority of adolescents, may necessarily become upset (King, 1971).

Adolescence as a developmental stage for human beings has attracted voluminous research. Each researcher brings his own perspective and motivation to bear on his work. For me the key issues underlying my interest are that this period of life is fundamental to successful and productive adulthood. Coming from a developing industrial country, sensitivity to and wisdom in dealing with adolescents would have substantial national benefit in terms of cultural stability and change. Adolescents in the UAE will carry forward the dreams of the current leaders and bring them to fruition. They are, even more than oil, the key resource of the country. As Eisenberg (1965) expressed adolescence as distinct developmental stage, which is critical in terms of its impact on a changing society as well as the effect it has on the development of the individual.

Adolescence has long been recognized as a period in development which brings with it stressful aspects. These stressors take three forms for the adolescent: it is a period of extraordinary changes, multiple conflicts, and marked societal

demands upon the individual for stressful completion of significant development tasks. On the other side, there are the hormonal, physiological and somatic changes that are reflected in pubertal development. Over an average span of four brief years, the child is transformed, at least in terms of physical characteristics, into an adult (Petersen & Taylor, 1980). It is for this reason that adolescence has been identified as a very stressful stage of development, due particularly to the identity crisis and difficulty in dealing with change. As earlier writers has indicated (i.e. Coleman, 1978, 1980; Beall & Schmidt, 1984) the adolescents may be struck by the idea that change is more constant and evident than stability.

The most prominent view of personality development during adolescence and young adulthood states that conflict, turmoil, crisis, and rebellion are expected to some degree as a regular aspect of growing up, with the implication that if they do not occur development is in some way impaired and emotional maturity is not attained (King, 1971). The idea of "storm and stress" has a long history in the study of adolescence, even since the time of Plato. However, it was Hall (1916) at the beginning of this century who expressed this characteristics of adolescence (Muus, 1975). Most theories of adolescence theories continued to incorporate this notion, while their explanation for the phenomenon of adolescence turmoil is frequently different (Coleman, 1980).

The modern source of this view that adolescence is characterized by turmoil and rebellion is to be found in the

psychoanalytic literature. Anna Freud (1969) has described the teen years as a "development disturbance". She stressed that the adolescent has to learn how to handle increased sexual and aggressive drives that come with puberty, and in the process find new ways of relating to parents and peers. She does not feel that this task can be accomplished without upheaval in character and personality, because the ego is not strong enough at this time to handle the increased drives in an integrated, harmonious way.

Earlier, Blos (1962) had viewed the adolescent ego as having the potential strength to handle problems, and he also described development during these years as involving a profound reorganization, a process frequently accomplished by upheaval and chaos. The implication is that emotional growth occurs when there is some kind of crisis state in which the ego is threatened, a crisis which is only resolved as the ego's controlling functions are slowly strengthened.

One of the most influential psychoanalytic writers on adolescence, Erikson, has described the major growth that takes place when the individual questions his values, his place in the world of work, and ponders what kind of person he is. As he does this, he may come into conflict with parents and other authority figures and rebel against their views of the world, trying to establish a conception of self which is uniquely his own. There is often anger, lack of communication with adults and anguish; if striving for identity is particularly difficult there may be apathy and depression. When an identity crisis occurs, it may extend into

college or young-adult years before some kind of resolution comes about. However, Erikson (1968) does not state that an identity crisis is part of normal development, but because discontinuity between established and new modes of behaviour often occurs many people (young as well as old) have applied the concept of identity crisis quite generally to adolescence (King, 1971). For the purpose of this research a further useful construct in Erikson's theory is his emphasis on the interplay between social context and emotional growth.

Mead (1949, 1950) and Benedict (1950) in their anthropological theory advanced the idea that continuity in cultural conditioning will decrease adolescent difficulties while discontinuities will increase them. Lewin (1939,1951) emphasizes a different aspect of the same idea. In his theory similarity between the status of the child and that of the adult decreases adolescent difficulties; dissimilarity increases them. For social learning theorists (Bandura, 1964) it is not the nature of the developmental process per se that causes stress and strain during adolescence. The social pressures, social expectations, and other socio-environmental conditions may contribute to storm, strain, and crisis in some individuals during that period in the human life cycle, just as such conditions may cause emotional trauma earlier or later in the life cycle of other individuals.

Sherif and Cantril (1947) add the idea that societies in a period of rapid social change create a particularly difficult adolescent period because of the lack of reliable socialization

plans; the adolescent has not only the society's problems to adjust to but his own as well. Keniston (1965), while he maintains that the transition from childhood to adulthood is never completely continuous, emphasizes that as social conditions change more rapidly and more drastically, the discontinuity between childhood and adulthood becomes more pronounced.

Spranger (1955) adds the idea that an adolescent can actively direct and form his growth through will power, self-education, self-determination, and goal-directed efforts. He is not at the mercy of environmental or biological factors but contributes actively to his own development. While Aeget does not emphasize conflict, he too sees the individual as actively participating in his own development.

Remplien (1956) considers the individual's personality type an important factor that accounts for the degree of the adolescent's disturbances. The youth with a schizothymic personality experiences pubescence with increased emotional disturbances, since adolescence is a schizothymic developmental period. The pyknic cyclothymic youth will most likely to experience few, if any, disturbances and difficulties during adolescence, since personality type and developmental type are in opposition and cancel each other.

Friedenberg (1959) suggests that society increasingly "dampens out" the kind of conflict and rebellion that makes for stress and strain during adolescence. Being deprived of the opportunity of differentiate himself from society, the adolescent

does not experience stress and strain, but neither can he establish his own individual identity. This idea suggests that the degree of adolescent stress and strain is dependent upon the extent of social conflict experienced in reaching maturity. Having to meet challenges, overcome the obstacles of crises, and conquer meaningful frustration can provide potential growth that leads to psychological maturity. The vast majority of adolescents were found to have experienced very little rebellion (Frankel & Dullaert, 1977), but conflict did occur as ways of avoiding commitment, as a response to stressors, or as a result of an inability to restructure identity (Onyehalu, 1981) .

Coleman (1961) finds that the transition period between childhood and adulthood becomes a time for the development of small teenage subculture with interests and attitudes that are removed from adult responsibility and adult value structure. However Coleman has hypothesized that the contemporary adolescent attending public and private secondary schools looks increasingly to other adolescents for social rewards and social recognition rather than to parents, teachers, and adult society in general. Similarly Lewin (1936) writing a long time ago, recognized the adolescence period as an "in between stages", a "social no-man's-land," adolescents have found psychological support and social reward within their own group and depend upon each other. Consequently, this adolescent subculture creates its own vernacular and its own value system. Coleman (1961,p51) describes the high school as a "cruel jungle of dating and rating" with its tightly Knitted growing cliques. This

society "maintains only a few threads of connection with adult society" (ibid. p3). Coleman collected empirical evidence that describes the value system of his contemporary adolescent society and clarified the existing discrepancy between the adolescent's values and their parents. Among boys, the adolescent society values the athlete, the car owner, and the right family background. These are important assets in being rated popular or in becoming a member of the leading crowd. Among girls, social success, physical beauty, enticing manners, and nice clothes are highly rated assets, all of which are more important in the adolescent society than they are in the adult society. For neither sex is academic success as important as adults would like to think. Particularly in relationship with the opposite sex, cars are more important for boys and nice clothes are more important for girls than good grades. Coleman warns parents who worry about the academic strain on teenagers that the emotional strain in the social competition of being "in" and the fear of being "out" might be much more severe than they realize. All such pieces of research are of course, time or period specific. However, general trends and consistencies across decades are useful for subsequent researchers.

Coleman (1961) postulates that society is becoming more clearly differentiated from childhood and adulthood by the language, pattern and value system which takes on increasing distinct features as a result of the widening gap between the adolescent and adult society, A few threads, however, continue to connect them.

The increasing demands of social development for the adolescent continue to alter the balance of the individual's orientation between family and peer group. Thus, there is further privacy and personal responsibility associated with a widening social network, with further decreases in the amount of time spent in the family home. Whether these shifts reflect qualitative changes in orientation, from parents and siblings to friends, for example, with less intimacy and personal support is not clear. However, adolescents are just as likely as those in middle childhood to be exposed to stressful life events (Goodyer et al., 1986). What is different is that the type of event is increasingly more likely to be personal and not necessarily to involve family members. In particular, sexual events become important. Furthermore, adolescents may consider the personal meaning and potential impact of events differently from their parents. Indeed, recent research suggests that stressful experiences occurring in the lives of children and young adolescents (less than 15 years of age) may be reliably reported by their mothers but for older adolescents mothers can be unaware of personal stressful events and those adolescents are more reliable with their own reports (Moncke and Dobbs, 1985).

Thus, the social experience of adolescence is broader, wider and qualitatively different from that of middle childhood. With increasing personal autonomy comes a potentially increasing risk of experiencing events that may not be ameliorated by family factors previously seen as protective against stressful events and

difficulties. There is a shift of emphasis towards peer identification and a greater use of personal coping away from family protection.

Goodyer (1988) has emphasized that the development issues briefly referred to indicate that social experiences can be considered in three ways when evaluating their effects. Firstly, their form may change with development for example, mothers' protective and nurturing function in infancy is substantial, but by adolescence, mothers are less instrumentally protective, may be more advisory and consultative and make less of a relative contribution to the quantity of time spent with their child. If mothers maintain their protective functions as in infancy at adolescence, this may reflect a non normative process which is undesirable.

Secondly, the content of social experiences alters, affecting the relative contribution of family and peer group relations and the quality of such relationships. Change with age, for instance, means that by late adolescence the increasing confiding relationships with peers contrasts with decreasing intimacy with mothers.

Thirdly, the process of experiences changes the want and response relationship between infant and mother. It may become more complex and multi-variate. A wakeful crying infant almost invariably requires feeding, but a wakeful crying adolescent requires enquiry before response can be made.

Clearly the context of events and difficulties must be

understood if their impact is to be measured. The relative contributions of discrete stressful life events and ongoing difficulties must be evaluated in relation to a child's stage of development and the successes and failures of social development that have occurred during his lifetime.

Given all the foregoing, there may still be hidden advantages to certain stressful experiences in the course of development. For example, the development of individual competence may be enhanced by stresses that are necessary but overcome (e.g. minor physical illness). Garmezy (1985) and Parmalee (1986) have referred to the positive consequences of these adversities as steeling effects, and postulate that they contribute to the development of self-esteem and resilience in the face of other perhaps similar adversities at other points in time, possibly by influencing cognitive-emotional perceptions of social circumstances.

Erikson's emphasis on development as a response to a series of identity crises is not universally accepted. For King (1971) the identity crisis is not a common occurrence and the amount of turmoil and conflict is limited. The hypothesis of a universal period of storm and stress is no longer tenable, and in the findings presented by Bandura (1984) and Offer (1969) one can no longer accept the storm-and-stress concept as applicable to even the majority of adolescents in our society.

Daniel Offer and his associates found that teenagers see themselves as competent people who can manage the problems that

come their way without much difficulty. They face life's challenges with confidence, optimism, and a willingness to work to achieve their goals (Offer et al., 1981). The vast majority of adolescents were found to have experienced very little rebellion (Frankel & Dullaert, 1977), but conflicts did occur as ways of avoiding commitment, as a response to stressors or as a result of an inability to restructure identity (O'Donnell, 1979). Males responded more physically (Matheny, Dolan & Krantz, 1980) and they often used conflict to restructure identity, while females benefitted more from stability (Newman & Newman, 1978). Drugs could be viewed as a type of defense mechanism (Logan, 1978). Resolution of conflicts often depended upon formal operational thought (Berzonsky, 1978), although skills learned in pre-adolescence also enable youth to make a smoother transition to adulthood (De Brun, 1981)

5.4 SIGNIFICANT COPING SKILL DEVELOPMENT IN ADOLESCENTS EXPERIENCING NEEDS:

An argument could be made that adolescents benefit from the absence of needs satisfaction in their normal developmental process. This is because without the conflict which occurs as a result of this need with no experience of responding to challenge would occur making it difficult for the adolescent to respond to future demands. As has been mentioned before, the positive disposition to emotional and social difficulties during this period is substantially greater than during other developmental periods. Erikson (1958), Nixon (1961) and Friedenberg (1959) consider the

adolescent crisis as a necessary developmental phenomenon, since only the resolution of the crisis through self-discovery leads to maturity.

Friedenberg (1959) said, in fact, that adolescence is conflict. "Adolescent conflict is the instrument by which an individual learns the complex, subtle, and precious difference between himself and his environment" p 13. If there is no opportunity for conflict, there is no adolescence since no sense of individuality can develop. Consequently, adolescence is less of a distinct, social phenomenon in lower social classes (most of the adolescents studies are mainly concerned with middle-class youth) or in primitive society (as Mead demonstrated in Samoa). Friedenberg also said "In a society in which there is no difference, or in which no difference is permitted, the word 'adolescence' has no meaning" (1959:p 13). He goes on to assert that conflicts usually come with an increased emphasis on manipulative techniques. As society increases demands for conformity, the process of establishing individuality - the self-defining process - breaks down. The socialization process in high school renounces differences, except for marginal ones. To be different is indecent. The peer group may be as vehement about nonconforming behaviour in certain areas as the school administration is in others (haircut, sideburns, miniskirts, and tight sweaters). Conflicts are not valued for their growth potential but are feared as disturbances. They have solutions, and the better schools provide professional services for the solution

of problems. Such schools provide a mediator when needs or conflict arise.

These conditions make it increasingly more difficult for the adolescent to define himself through conflict with society. Consequently, adolescents often obtain no clear understanding of who they are and what they stand for. This is the context in which Friedenberg advances his major hypothesis: "Adolescence, as a developmental process is becoming obsolete" (Friedenberg, 1959:133). So, Friedenberg argued that society by pushing the adolescent into a pattern of mass conformity and guiding him through needs and crisis, deprives him of the important experience of establishing his own identity and thus minimizes adolescence as a social developmental phenomenon.

Adolescents are often at high risk, because their intense energy coupled with minimal experience of new demands often results in extreme reactions leading to potentially serious consequences.

There is clear evidence as can be seen in the foregoing that the adolescent period has such rapid growth in every way that the whole personality is unstable. Change follows change - bodily and mentally, internal and external. No one can but expect that with the repeated transformation of their powers and perceptions, adolescents would be erratic and unstable, touchy and unapproachable; with alternations of moods from the highest flights of fancy to the lowest of despair, as success and failure follow in quick succession (Freud, 1969). Full of idealism of one moment, they can be bitterly cynical the next. All of this is the result of

the frequent and unstable appearance and disappearance of the physical, personality, social and spiritual needs in combination.

However, adolescence is widely recognized as a period of social, personal sexual, religious, political, and vocational adjustments as well as a period of striving for increasing emotional and financial independence from the adult world. Therefore, from a psychological standpoint, the status definition for termination of adolescence is not related to a specific chronological age; it is instead the degree to which these adjustments have been made and the degree to which emotional and financial independence has been reached. A person who marries after graduation from high school and becomes successfully employed and financially self sufficient is more likely to be regarded as having attained maturity - and is more likely to be recognized by society as an adult - than his friend who goes to college and is supported by his parents. Furthermore, a person can be old in a chronological sense and still show the behavioural and social characteristics of the adolescent (Muus, 1975).

In summary, adolescence is a period of human development that is characterized by a complex, developmental set of tasks or demands which aim to move the young person from childhood to adulthood. In order to perform these tasks properly, the adolescent has to confront the managements of the physiological changes of puberty; the expectations of increasing independence from parents and family, developing appropriate social role with the same and opposite sex peers, completing academic requirement,

choosing and planning for an occupation and evolving a set of values to guide adult roles (Garmezy, 1981). The adolescent's adaptation to these and other demands is achieved through the process of coping which involves cognitive and behavioural strategies directed at eliminating or reducing demands, redefining increasing resources for dealing with demands, and or managing the tension which is felt as a result of experiencing demands. (Patterson & McGubbin, 1987).

Developing a coping process is particularly important in adolescence for the powerful reason that because the young person is confronted with many life stressors and strains for the first time, and has not yet developed a repertoire of coping responses from which to draw key task is to develop that coping repertoire. So, adolescents are often at high risk, since their intense energy is coupled with minimal experience of new demands. This often results in extreme reactions which lead to potentially serious consequences (Konopka, 1980).

5.5 THE ADOLESCENT'S COGNITIVE DEVELOPMENT AND ITS EFFECT UPON HIS PERCEPTION OF NEEDS:

The new abilities the adolescent has gained (psychological, emotional and social abilities) occur not only because of the onset of puberty which accelerates his physiological development, but also because of the cognitive development which gives him a new way of seeing, thinking, acting and planning for his own life.

As a result, this ability gives the adolescent more refined tools to respond to his present situation, to perceive it in more

analytic way, to manage when meeting new needs and new problems with a much more comprehensive response than when he was a child.

Adolescence is the time when considerable theoretical work must occur to manage the presence of a more complex world (Baker, 1982). Without this mental ability the adolescent cannot pass his developmental stage easily. This is because the adolescent's resolution of conflicts often depended upon formal operational thought (Berzonsky, 1978), although skills learned in preadolescence also enable him to make a smoother transition to adulthood (de Burn, 1981).

According to Piaget, by the time of 13 years children's logical abilities may be applied to abstract and hypothetical problem situations. At this stage, the adolescent will be able to solve mathematical problems in his head without needing to see numbers or objects (Piaget, 1972).

According to Piaget, also, there may be great variation in the rate of progress through the stages, but all children pass through the stages in the same sequence. They can not skip or re-order the sequence since the attainments in every stage are derived from the preceding stage (Sarafina & Armstrong, 1986).

The formal operational stage is the final stage of cognitive development in Piaget's theory. It is the stage of formal operations which is characterized by the use of propositional and combinatorial operations. The stage of formal operations has been subdivided into two distinguishable sub-stages that carry the prosaic names III-A (11/12 - 14/15 years) and III-B (14/15 years

onward). This division of the adolescent period of the age of fourteen to fifteen implies, just as at the ages of 7/8 and 11/12 years, another disequilibrium and restructuring, which then leads to a higher level of equilibrium and intellectual structure during late adolescence. In this division the early sub-stage III-A appears to be a preparatory stage in which the adolescent may make correct discoveries and handle certain formal operations but the approach is cumbersome and he is not yet able to provide systematic and rigorous proof. In the sub-stage III-B the adolescent is capable of formulating more elegant generalizations and advancing more inclusive laws: most of all he is able to provide spontaneously more systematic proof, since he can use methods of control. Piaget does not ascribe theoretical names to these stages. The difference in approach and reasoning of the adolescent in sub-stage III-A and III-B may be illustrated by actual responses.

Piaget's cognitive theory is one of the most comprehensive theories in human development and one of the most influential. In response, therefore, the argument of adolescent ability to think and theorize has been carried out from his formal operational thought which is seen as establishing the capacity to generate formal theory. Inhelder and Piaget (1958) have said:

"The adolescent is the individual who begins to build 'systems' or 'theories', in the largest sense of the term. The child does not build systems. His spontaneous thinking may be more or less systematic .. but it is the observer who sees the system from the outside, while the child is not aware of it since he never thinks about his own thought ... the child has no powers of reflection, i.e. no second-order thoughts which deal critically with his own thinking. No theory can be built without such

reflection..." pp 339-340.

From this quotation and the earlier studies referenced, I concluded that most of the studies into adolescent development have concentrated largely on the logical capabilities, revealed through particular intellectual tasks or scientific competencies. These tasks involve the adequate design of experiments, the accurate observation of evidence, the drawing of proper conclusions and the ability to use propositional and combinational operations and hypothetical-deductive reasoning (Grinder, 1973; Ginsbert & Oppen, 1969; Conger, 1977). The importance of studying the cognitive development of adolescents in scientifically acceptable ways is recognized but in the other hand there are many studies which recognize the importance of examining the emotional life of adolescence from less formal and more qualitative stand points (i.e. Kelly, 1963; and Ellis, 1977, 1976). I would like to take both the advantage and the benefit of this cognitive development in adolescents' perception of the world around him, and consider it with special reference to adolescents' needs. This view is based on the assumption that adolescents can not resolve or cope with any of their problems without this cognitive ability. As Berzonsky (1978) confirmed, resolution of conflicts often depends upon formal operational thinking. Inhelder and Piaget (1958) emphasized that adolescent thinking reflects a number of related characteristics and features of the exploration of natural sciences, such as combinational analysis, hypothetic-deductive reasoning and the testing of combinations of variables.

The development of hypothetic-deductive thinking and related aspects of formal operations makes adolescent thought much richer, broader and more flexible (Conger & Peterson, 1984). These cognitive capabilities give the adolescent new power to think and construct his own theory of life much as an adult could do. This construction occurs with respect to the experience, resources and variety of problem-solving skills; and with respect to the rational or irrational construct this personal theory is built upon. This construction of life occurs in relationship to his adolescent experience, resources and variety of problem-solving skills and with reference to the rational and irrational constructs this personal theory is built on. The new cognitive skills are adult, but the experiential base on which they work is adolescent.

I do not argue here that adolescent thinking and theorizing about self and the world around him is as effective as an adult's theorizing. However, an adolescent's way of thinking and theory of life might be viewed as much wider and better crystallized than some adults.

Moreover, there is evidence that the an adolescent has the ability and the capacity to follow the same steps of adult thinking by using the advantage of the new capacity for formal operational thought which characterizes his stage, and by developing problem-solving skills (de Brun, 1981).

Broughton's (1977) argument that the ability to engage in formal operational thought assigns the adolescent a specific and limited theorizing role, such as engagement with problems in

science, mathematics and logic to which specific methods and rules of procedure are conventionally assigned, and in which hypothetico-deductive forms of theory are operative and central.

In summary, the adolescent is a little scientist, where the scientist is given the very restricted interpretation of rule-guided methodologist. In the light of that, what I am about to focus on, is the adolescent's perception and theorizing about life around him. A shift is needed from a restricted perception to a much wider one. That means I shall emphasize that mental development in the adolescent stage clearly influences every aspect of the adolescent's life.

Specifically, in this research, I shall use the model of the adolescent as a theorist in constructing his own perception of his own needs, this autonomy as a "scientist" governs his response in coping with emotional disturbance and stresses, aroused because of lack of satisfaction of a particular need. The research methodology used at the empirical study (chapter 6), deliberately seeks to permit this "scientific autonomy" to operate by its refusal to pre-empt the adolescents choices.

5.6 A FRAMEWORK OF NEEDS PERCEPTION AND COPING RESPONSES:

Humans, and other animals too, constantly evaluate what is happening to them from the standpoint of its significance for their well being. This is what appraisal or perception means (Lazarus &

Folkman, 1987).

However, it is important to distinguish between two kinds of cognitive activity that operate in the needs process, information and appraisal. Information concerns what we know or think we know about the world and how it works. In social psychology this is called attribution (Weiner, 1985). Appraisal concerns the implications of that information for one's personal well-being. This issue is addressed under the question, "What does it mean for me personally?"

Two kinds of appraisal, primary and secondary, might be distinguished. They have different functions and deal with different sources of information. People's sensitivity and vulnerability to certain types of events, as well as their interpretations and reaction depend strongly on the way they perceive a situation and appraise it. How a person construes an event and his own personal needs shape significantly the behavioural, cognitive and emotional response. Murray (1938) has distinguished the properties of environmental objects as disclosed through objective inquiry (alpha press) and the significance of those objects as perceived or interpreted by the individual (beta press). Many other psychologists have emphasized that situations and needs could be considered in terms of their significance to the individual as he appraises it, (Pevin & Lewis, 1987; Sarason, 1978; Mischel, 1973). Useful insight into this topic is presented by Ekehammar (1974) summarizing the implications of this position:

"The person is a function of situation, but also, and more importantly,....the situation is a function of the person through

the person's (a) cognitive construction of situation and (b) active selection and modification of situations." p 1035.

A wide discussion of the personal, environmental and situational determinant of coping appeared in chapter 4.

5.6.1 Classical Perception Theory (CPT) Versus New Perception Theory (NPT):

Having used CPT and NPT in the previous pages, it seems appropriate briefly to focus on their major differences, since they have been strong theoretical influences on the construction of my framework.

Lazarus and Folkman (1984) have characterized Classical Perception Theory(CPT), as outlined for example by Allport (1955) and Vernon (1962), as veridical, normative and cool. The veridical perspective is reflected in the basic question "How is it that we are able to perceive the world as it really is in order to behave adaptively?". With respect to its normative quality the focus is on how people in general perceive. In the classical perception theory individual differences are mostly ignored or are treated as error. Moreover, classical theory and researches have paid little attention to perception tasks that are emotionally laden and of high salience to the personal "hot" contexts. Finally, most of classical perception theory's (CPT) observations were about the perception of laboratory displays, i.e. "cold" contexts.

A new look movement had emerged in the 1940s and 1950s, when personality and clinical psychologists such as Maslow, 1962, 1970; Kelly, 1955, 1969, 1978; & Ellis, 1977, 1977a, 1977b primarily

investigated what goes wrong in human adaptation. This contrasts with CPT psychologists who were concerned with normative issues. This new look is a part of the humanistic theory movement which emphasizes human qualities, especially dignity, individual choice, self-concepts and self-achievement (Lefton & Valvalni, 1983)

The New Perceptionists have focused on individual differences and the role of personality factors such as needs and defenses in shaping perception and cognition. This resulted in a different question being asked: "How is it possible that different people, or the same person at different times, perceive a given stimulus array in different ways?"

Because the New Perception Theory NPT is particularly concerned with adaptation and its failures, perception was studied in situations where a person had some important stake in what was being perceived, that is, in "hot" contexts. So, NPT emphasizes that people perceive what they want to and need to rather than what is actually in the environmental display. This outlook, despite its documentation in research, was never integrated into classical perception theory.

It might be worth mentioning that the tradition of CPT theorists is evident today in the field of information processing which is by and large normative and concerned with veridicality and deals largely with cold contexts. So, when I speak of cognitive appraisal I am not referring strictly to need-centered appraisal, even though this is my research goal, or to defensively based judgments, although commitments, motives and defensive processes

are always involved. I take this position because people usually want to know what is happening and what it means for their well-being, while, at the same time they usually prefer to put a positive light on things.

Appraisal is often taken to be a conscious, rational and deliberate process (Lazarus & Folkman, 1984). However, an individual may be unaware of any or all of the basic elements of an appraisal. A threat appraisal, for example, can arise without the person clearly knowing that his values are endangered. This lack of awareness can result from the operation of defence mechanisms. This point allows the concept of appraisal to be integrated with psychoanalytic theories. The notion of superior and inferior functions, where one function predominates while the other is submerged, implies that a suppressed tendency may emerge from time to time to influence thought (e.g., appraisal), emotion and behaviour in a contradictory manner. The Freudian theory gives mental activity that is inaccessible to consciousness, a role in shaping thought, feeling, and action (refer back to some discussion in the last two chapters).

5.6.2 The Basic Forms of Cognitive Appraisal:

Cognitive appraisal can be most readily understood as the process of categorizing an encounter, and its various factors, with respect to its significance for well-being. It is not information per se, in the sense used by Mandler (1975) although it partakes of such processing. Rather, it is largely focused on meaning or

significance, and takes place continuously during life (Lazarus & Folkman, 1984).

Appraisal theory has two main basic distinctions: primary appraisal and secondary appraisal. Primary appraisal consists of the judgment that an encounter is irrelevant, benign-positive, or stressful. Stressful appraisals can take three forms: harm/loss, threat, and challenge. Harm/loss refers to damage the person has already sustained, threat refers to anticipated harms or losses, and challenge refers to events that hold the possibility for mastery or gain. Threat and challenge are not poles of a single continuum; they can occur simultaneously and must be considered, although often related, distinct constructs.

Secondary appraisal is a judgment concerning what might and can be done. It includes an evaluation about whether a given coping option will accomplish what it is supposed to, that one can apply a particular strategy or set of strategies effectively, and an evaluation of the consequences of using a particular strategy in the context of other internal and/or external demands and constraints.

Reappraisal refers to a changed appraisal based on new information. Sometimes reappraisals are the result of cognitive coping efforts; these are called defensive reappraisals and are often difficult to distinguish from reappraisals based on new information.

Thus, cognitive appraisal can be simply understood as the mental process of placing any event in one of a series of

evaluative categories related either to its significance for the person's well-being (primary appraisal) or to the available coping resources and options (secondary appraisal). As a concept, it is related to, but not the same as, information processing (Mandler, 1975).

5.6.3 Factors Influencing Cognitive Appraisal of Absence of Needs Satisfaction:

As I discussed in chapter 3 and 4 in the analysis of needs and coping determinants, there is no doubt that people differ in their sensitivity and vulnerability to certain types of events, and also differ in their interpretations and reactions. Even under comparable conditions of absence of needs satisfaction, for example, one person responds with anger, another with depression, but another might respond with anxiety or guilt, while yet others might feel challenged rather than threatened. Likewise, one individual uses denial to cope with terminal illness whereas another anxiously ruminates about the problem or is depressed. One individual handles an insult by ignoring it and another grows angry and plans revenge. To a considerable extent, a human relationship and event appraised as harmful or beneficial depends on social and cultural environment conditions on the one hand and the psychological characteristics that a person brings to encounters on the other (Lazarus & Folkman, 1984). These factors could influence cognitive appraisal by determining what is salient for well being in a given encounter; shaping the person's understanding of the event and in consequence his or her emotion and coping efforts,

and, moreover, providing the basis for evaluating outcomes (Wrubel, Benner & Lasarus, 1981).

No one would question that physical and social environments have a powerful impact on our reaction and perception of needs. Proshansky, Ittelson & Rivlin (1970) have take account of the physical environment in life crises such as physical disability, natural disasters, ageing and relocation and divorce. Because much of our social existence is ambiguous, personality factors can play a large role in perception and appraisal. Moreover, the timing of any stressful events over the life cycle affects appraisal. Neugarten (1979) and Neugarten, Moore and Lowe (1968) have pointed out that many normal life events are stressful crises only if they occur "off time". Off time events are more threatening because they are not expected and therefore deprive the person of the support of compatible peers and a full sense of satisfaction that would accompany an event that had anticipatory coping.

There is no doubt that personality factors can shape and distort perception, especially under conditions of ambiguity or severe mental disorder (Lazarus & Folkman, 1984). When the environmental display is unambiguous, however, for most people perception and appraisal follow the objective environment quite well. People in this case understand what is happening exactly and, there is a little opportunity for individual differences to manifest themselves except in what is attended to and in styles of responding. Nevertheless, clearance of environmental factors rarely happens. Even when stimulus signals are clear and unambiguous, a

threat of such magnitude that anyone would attend to it. There remain great individual variations in the extent to which such needs are appraised as stressful and in which qualitative and quantitative responses affected. These variations are no doubt due to the factors the person brings to the event that shape its personal significance.

So, both person and situation variables affect the appraisal of needs. We must remember that situation and person factors are most of the time interdependent, and their significance for needs perception and coping derives from the operation of cognitive processes that give weight to one in the context of the other. Thus the discussion of person factors includes reference to situations, and the discussion of situational factors refer to person characteristics.

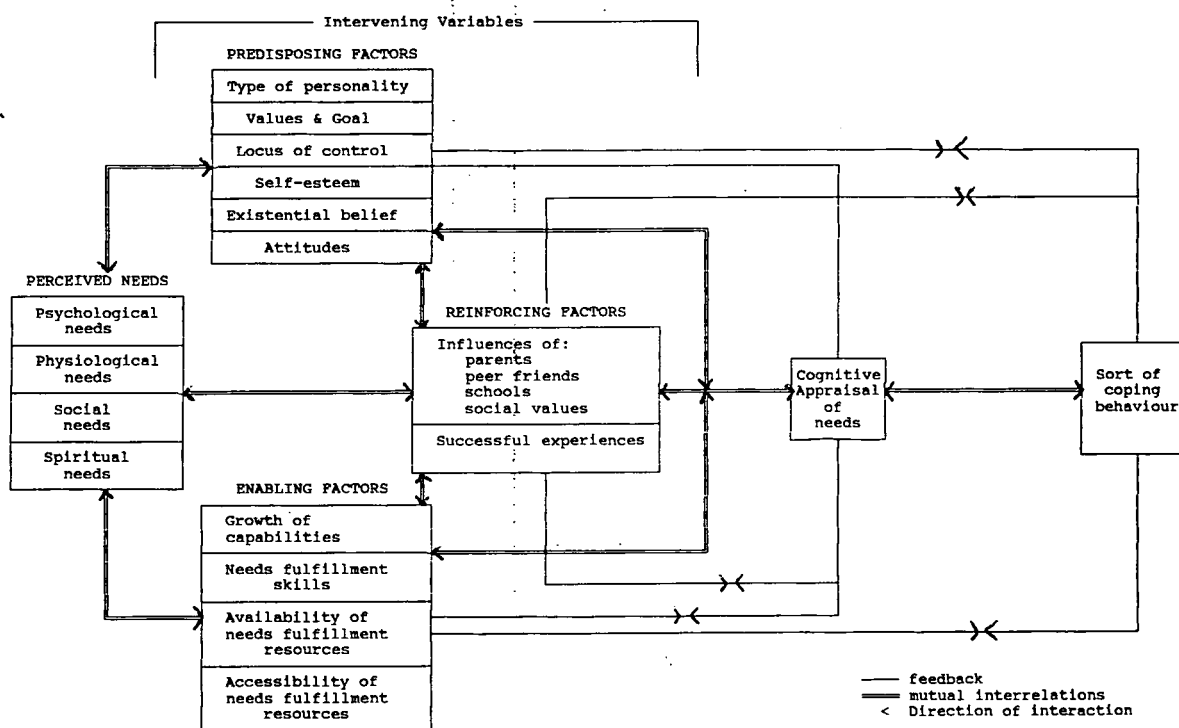
In the same way adolescents' conceptualization of their absence of needs satisfaction and of the stresses of non-satisfaction depend strongly upon how they attempt to measure it and perceive it. Nevertheless, the problem of the absence of an adequate conceptual framework of needs perception might be a major obstacle in studying coping behaviour (Champers, 1980).

I therefore have tried to present a conceptual framework of needs perception characterized as broad enough to incorporate a diverse group of factors which previous discussion suggests affect perception of need. This is constructed on the basis of my literature review.

The model suggests (figure 5.1) that the level of perceiving

needs can arise from and be influenced by a wide variety of environmental factors including psychological, social, physical, and spiritual ones.

Figure 5.1: THE INTERVENING VARIABLES INFLUENCING THE SORT OF COPING RESPONSES ADOLESCENTS USE TO MEET HIS PERCEIVED NEEDS.



A categorization of adolescents' actual needs can occur within these kind of four categories of needs: psychological needs, physiological needs, social needs, and spiritual needs. In addition, an integration of categories sometimes take place. (e.g. psycho-social needs).

Intervening variables influence the cognitive appraisal of the needs and can be grouped into three categories: Predisposing

factors, Enabling factors and Reinforcing factors.

Predisposing factors affecting adolescents' needs perception level would include: Type of personality; One's values and goals hierarchies; One's locus of control; one's self esteem and self-concept; one's existential beliefs; one's attitudes.

However, the factors that enable an adolescent to perceive needs and the way of coping are: one's capabilities of growth "biological maturation"; one's stress reduction skills; one's availability of stress reduction resources; and one's accessibility of stress reduction resources.

Finally, the reinforcing factors or social resources which have a strong influence upon adolescence socialization and conformity are: adolescent-peer influences, adolescent-parents influences, adolescent-school influences and all of these are influenced by the society's culture, values and religion. In this section of the model a final influence is the adolescent's previous experiences.

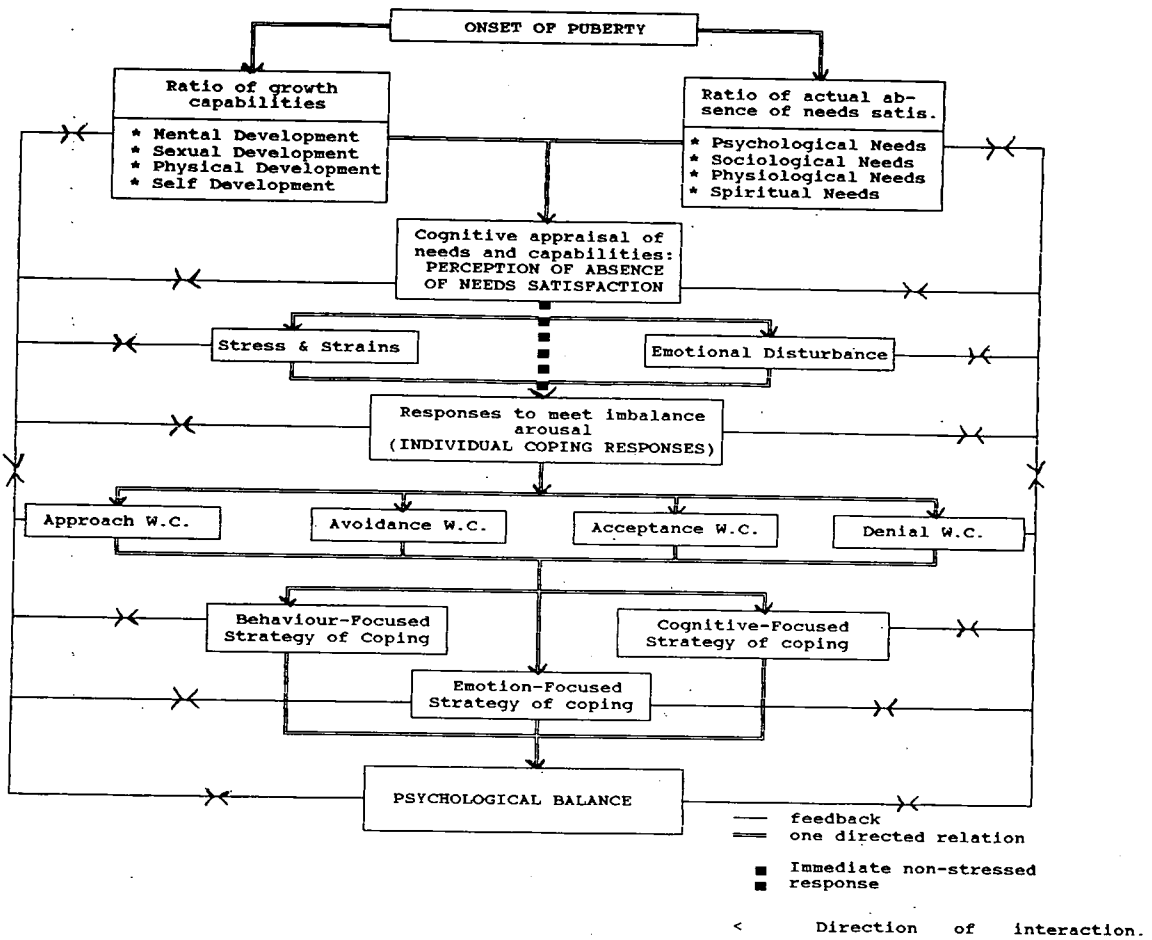
All of these intervening factors will determine how the adolescent perceives needs and ultimately will determine how he copes with stress and emotional disturbance. The feedback lines and the return arrows show the complexity and non-linear relations between factors.

5.6.4 Toward Understanding Adolescents' Coping Behaviour Aroused by their Perceived Needs:

I suggest that perceiving needs can be most adequately described as a part of a complex dynamic system of transaction between the adolescent and his society context. This description is eclectic in that it deliberately draws from both response and stimulus definition bases. But in so doing, it emphasizes the ecological and transactional nature of the phenomenon. It underlines that needs is an individual perceptual phenomenon, rooted in psychological process. It also draws specific attention to the feedback component of the system; the existence and importance of these feed back components mean that the system described is cyclical rather than linear. This is presented in figure 5.1.

A second more complex and general model indicating how adolescents achieve and maintain psychological equilibrium is now developed (figure 5.2).

Figure 5.2: A TRANSACTIONAL MODEL TO MEET NEEDS SATISFACTION



As a result of the physical development of the adolescent many demands are made of him. These relate to psychological, social, physiological, and spiritual needs. The pursuit of fulfillment of these needs is very important in determining his behaviour. Adolescent capabilities are on their way to maturity. Thus, the adolescent has not yet learned how to take full advantage of these capabilities and that makes the risk of not succeeding greater.

Feeling of stress and emotional disturbance may be said to arise when an imbalance occurs between perceived needs and the

person's perception of his capabilities to meet those needs. It is essential to realize that the important balance or imbalance is not between the actual needs and capabilities but between perceived needs and perceived capabilities - that is, the cognitive appraisal and re-appraisal of needs and capabilities. In other words, it is the adolescent's perception of the absence of satisfaction of his needs which is central.

The adolescent perception of his own needs determine his appraisal of the level of the internal reaction. Those are stress and emotional disturbances. This internal reaction varies from person to person, situation to situation, and even culture to culture depending on a range of variables which intervene in the adolescent's psychological process. Sometimes as a result of focussing on one need successfully the adolescent will cope with a need which he had not at that time been consciously addressing.

The concept of transaction and feedback is a major component of the model. When a need is focussed on, it can be responded to by the previously discussed range of coping responses. Sometimes, the adolescent will carry on without being stressed up to the point where the need does become perceived as unbearably stressful. At this point emotional disturbance occurs and the transaction elements of the model becomes operational. However, it also introduces the concept of "immediate non-stressed responses" to identify a style of coping arousal which is almost automatic and not stressful. Experiencing stress and the emotional disturbance ratio depend on how the adolescent perceives the absence of needs

satisfaction, but by contrast it sometimes happens that the need is perceived with no or with slight emotion that has been already covered by other coping behaviour. This shows the critical point at which stress-coping and emotional-coping approaches can escape observation and analysis in the normal adolescent. In mentioning the cyclical system I would like to indicate that, not experiencing stress or emotional disturbance does not mean that all needs are satisfied completely. However, it is because of the cyclical system attribution which has been mentioned earlier and it indicates also that coping responses have some anticipatory nature. The last point leads me to think that studying adolescent perception through absence of needs satisfaction and response coping behaviour, might offer a reliable approach to the understanding of the adolescence behaviour in a natural context.

In this model, coping responses contain a collection of four "ways of coping" demonstrating the aim and the direction of response which include:

(I) Approach way of coping: group of behaviours aimed to resolve and direct fulfillment of this need.

(II) Avoidance way of coping: group of behaviours aimed to avoid the tension to reduce the psychological and emotional stresses aroused.

(III) Acceptance way of coping: group of behaviours aimed to build self convention to accept the reality of lacking the need.

(IV) Denial way of coping: group of behaviours aimed to refuse the perception of need and try to deny that by some anti-social

activities.

These "ways of coping" could be related (linked) to three strategies. These "coping strategies" are: behaviour-focused strategies, cognitive-focused strategies, and emotion-focused strategies. Although this categorization might seem well structured, in reality this is rarely so because of the systematic nature of human behaviour which make it more complex and overlapped. Much research is needed to clarify this problem.

Finally, there are three terms might be said to characterize my metatheoretical approach to needs and coping options. (1) relationship or transaction;; (2) process and style nature; and (3) systematic nature of needs and coping responses.

(1) Transaction and relationship:

It is an over simplification to attempt to understand life needs solely from the standpoint of the person or the environment per-se. We need a language of relationships in which the two basic subsystems, person and environment, are conjoined and considered at a new level of analysis. By this it means that in the relationship their independent identities are lost in favour of a new condition or state. Freedom needs, for example, are not solely a property of the person or of the environment. The concept of freedom actually loses its meaning when applied to an environment, without regard to the persons who transact with it; or when it is applied to persons without regard to what it is about the environment that is threatening to them. The terms relationship and transaction are for all intents and purposes interchangeable, although transaction

emphasizes more the dynamic interplay of the variables, whereas relationship emphasizes their confluent organic unity.

(2) Process and style natured (changing Vs. stability):

Process involves change over time or across situations. Change as well as stability is pervasive in human life. My approach to the absence of needs satisfaction and coping might be explicitly process- and style- oriented. Perceiving needs and coping as process requires two conditions to be met. First, observation must be made in a particular context or need. Coping as process can be studied only if we have an opportunity to compare what happened at one moment, or in one context, with another. The second condition is that observations describe coping thoughts and acts that actually have taken place or are occurring, in contradistinction to thoughts and actions the person usually engages in. The latter might imply a trait (style), since the word 'usually' signifies an effort to transcend specific situational contexts in the search for what is stable.

These two conditions could lead to another condition, which is that coping must be measured over a number of "slices of time" or across a number of "different contexts" This shifts attention from the observations themselves to the research design for making observations (Lazarus & Folkman, 1987). Comparisons, e.g. coping under different conditions, can be made on the basis of an individual's variations around the mean of the whole sample or on the basis of variations around each subject's own mean (Marceil, 1977). However, these strategies address somewhat different

questions, and may or may not produce similar findings (Opton & Lazarus, 1967). (see chapter 4).

(3) Systematic nature of needs and coping responses:

I have been forced logically to systems analysis once I accept that human needs can not adequately be defined externally in terms of environmental stimuli or as a response to such stimuli, or internally as impulse or conflict between impulses, and further that the quality and intensity of needs perception depends on a variety of mediating variables and processes (see chapter 3). The same argument is applied to coping responses (see chapter 4).

This, then, is the theoretical base on which the construction and analysis of the empirical study is founded. The next section of this thesis begins the description and analysis of that study.

SECTION III

THE EMPIRICAL INVESTIGATION

In this section the reader will find an account of the whole of the practical work of this research and its results. The employment of the framework discussed in the previous part and the results of the pilot study will be the base features of this section. From this, I constructed the methodology and the empirical approach of the main study, which was discussed in the first chapter of this section (chapter 6). The data presentation and analysis of the main study have been separated into two chapters: in chapter 7, I have presented the results of the adolescents' perceived needs scale (APNSc); and in chapter 8, I have presented the results of the coping options scale (COSc). Both of the last chapters end with a summary and brief discussion of their results.

CHAPTER SIX

THE PRESENT STUDY

FIELD STUDY DESIGN, DEVELOPMENT AND ADMINISTRATION

6.1 INTRODUCTION:

The main aim of this research is to investigate the perceived needs of adolescents and their coping responses in the UAE. As was stated earlier, little is known about this subject in the UAE and thus it was decided that a pilot study should be undertaken to survey and identify perceived needs and range of coping behaviour. This exercise would be used as a basis for more systematic examination by means of a questionnaire, using a larger sample.

This chapter presents the main questions the research attempts to answer and the methods used. It is in two parts: firstly the pilot study and secondly, the main research. The first part describes the conduct of the pilot study and the results obtained. The main study is then described and the following points discussed: instrument construction, items and contents of the questionnaire, population and sample selection, the validity and reliability of the questionnaire, administration of the main

questionnaire and lastly data analysis and statistical procedures.

6.2 IMPORTANT QUESTIONS TO ANSWER:

The main issues to be investigated were:

1. The range and types of adolescents' needs in the UAE.
2. The coping strategies used in responding to perceived needs.

At the outset that is where this study began, but after an examination of western literature and the pilot study, it was then seen that the study might provide evidence for a consideration of number of a equally important issues or questions. These are:

3. Differences between male and female respondents.
4. Interrelationships between coping as a style-orientated and coping as a process-orientated phenomenon.
5. Individual differences in coping responses in different specific situations.
6. An evaluation of the model I constructed to view adolescents of UAE.

The following procedures were established:

1. a pilot data collection using open-item statements covering several aspects of adolescents' lives and relationships.
2. Using this pilot study as a base, the construction of a questionnaire for use in the main research.

6.3 THE PILOT STUDY:

The pilot investigation aimed to fulfil the first practical step in the present study. The purpose, the instrument used, the sample, the procedure, and the results are explained in the following section.

6.3.1 The Purpose of the Pilot Study:

The main aim of the pilot study was to establish a suitable framework of issues and procedures for the main research. Three specific aims were identified. These aims were:

1. To identify a range of adolescents' perceived needs which might become the focus of the main questionnaire.
2. To explore how they cope with the absence of satisfaction of their needs.
3. To establish the approximate age of the onset of the puberty. Given the absence of earlier research into area, to confirm the approximate age of commencement of the puberty in a sample of UAE adolescents. The purpose of this is to select a suitable age group to be investigated.
4. The significant feature of the pilot study is to elicit data from UAE adolescents which is minimally contaminated by researcher views of adolescents drawn from a western non-Islamic literature base.

6.3.2 Instrument

I considered that the usual closed-item test was not

suitable in this stage of research as it would limit the range of adolescent responses. Also, a completely open-ended questionnaire would be so wide that the respondents might not identify clearly the aims of the study. The questionnaire was intended to be as simple and clear and as open as possible whilst at the same time providing a framework for controlling the direction of responses. 32 incomplete sentences covering many aspects of adolescents life and relations, with enough space to write at least one complete sentence indicating their needs and coping behaviours (see appendix A).

It was decided to elicit responses by means of 32 incomplete sentences covering many aspects of adolescents life. The items were derived from different places such as the reading of western literature, by using it to identify certain very common areas consistently found in the adolescent environment (e.g. parents, peers, schools...etc.) and other areas which cover adolescent personality such as personal adjustment, self-concept, desires ..etc.. Moreover, I have incorporated some information drawn from the culture which within this study has taken place (e.g. male-female relationships).

Nine teachers were asked to evaluate the questionnaire's statement of aims, presentation, content, wording and sentence structure. Some improvements were incorporated into the Arabic structure. The final wording of the incomplete sentences became:

1. The sort of person I would most like to be.....
2. The things I like most about my growing up.....
3. The things I like least about my growing up.....
4. The parts of my life I would like to have

- more control of are.....
5. The key problem in my life at the moment is.....
 6. The kind of people I feel happy with are.....
 7. What I really want from my parents is.....
 8. What I really want from my friends is.....
 9. What I really want from my school is.....
 10. What I really want from my society is.....
 11. The things about myself I like most are.....
 12. The things about myself I hate most are.....
 13. The things I like most in my life are.....
 14. The things I dislike most in my life are.....
 15. When I am alone I feel.....
 16. When I am alone my favorite occupations are.....
 17. When I am in group I feel.....
 18. When I am in group my favorite occupations are...
 19. The things which excite me most are.....
 20. The things which bore me most are.....
 21. The strongest drives in my life now are.....
 22. When I feel depressed I seek relief by.....
 23. The first time I was aware of rapid growth in my body was when I was years old, in class.
 24. My behaviour now is most influenced by.....
 25. The sort of leisure I like most are.....
 26. The sort of leisure I like least are.....
 27. I seek comfort by.....
 28. The sort of games I enjoy most are.....
 29. The sort of games I like least are.....
 30. Most of my failures occur because.....
 31. Most of my success occurs because.....
 32. I think that what concerns people of my age are....

6.3.3 Subjects:

The subjects were sixty students from two ninth grade classes of public high schools: Al-Khaleel Bin Ahmed Secondary Schools (Male) (31 boys) and Bahithat AL-Badiah Secondary School (Female) (29 girls) situated in K.FAKKAN,U.A.E. The mean age of the group was 15.84 (16.1 ys. boys, 15.6 ys. girls).

6.3.4 Procedure:

In order to help the subjects to complete the questionnaire freely, I tried to gain their trust by:

1. Guaranteeing that the questionnaire was for research and that it would not go to any school authority.

2. Guaranteeing also that nobody would move around the class while they were responding.

3. Stating that no questionnaire would be collected unless it was enclosed in the envelope provided and after everybody had finished.

An assistant was needed to present the questionnaire to the girls, so I chose one of the social workers in the school and explained to her the instructions and emphasis upon the aforementioned three points. No time limit was indicated and most questionnaires were completed within one hour and a quarter.

6.3.5 The Results:

I skimmed over the sixty answer papers in order to assess the main ways in which the students had responded, as well as to devise a useful approach to the questionnaire. It was observed that most of the respondents had combined statements of their needs and coping responses as a result the structure of the scale. Two non systematic ways of interpreting informants responses were used: Sentences Frequency Analysis (SFA) and Words Frequency Technique (WFT). Presentation of the results would concentrate upon looking for items for the use in the main questionnaire.

6.3.5.1 Sentences Frequency Analysis (SFA):

A Sentences Frequency Analysis (SFA) involved listing the

informants sentences, expressing their needs and their responses to them (see table 6.1).

Table 6.1: Frequency and percentage of statements of informants' perceived needs in each category.

Needs Sentences	Males		Females		Total	
	F	%	F	%	F	%
I- Psychological Needs:						
1. In need of being special, famous and everybody likes me	27	87.09	17	58.62	44	73.33
2. In need of success and achievement.	12	38.70	20	68.96	32	38.33
3. In need of being supported, advised, encouraged and supported	14	45.16	10	34.48	24	40.00
4. In to be respected.	21	67.74	6	20.69	27	45.00
5. In need of being free, do what ever I want with nobody blame	14	45.16			14	23.33
6. In need of self-confidence and actualization	10	32.25	7	24.14	17	28.33
7. In need of feeling that I am positive person, can serve my society.	13	41.93			13	21.66
8. In need of being away from problems and feel good	11	35.48	11	37.31	22	36.66
9. In need of somebody to understand and know how I feel and think	6	19.35			6	10.00
10. In need of feeling that I became a mature person can take the responsibility and to be trusted.	6	19.35			6	10.00
11. In need to present my ideas and opinions freely	6	19.35	3	10.34	9	15.00
12. In need of challenge and danger	6	19.35			6	10.00
13. In need of not to be kept alone at home	12	41.14			12	20.00
14. In need to fulfill my leisure time, organize my time and be away from day-to day reobtain	11	37.31			11	18.33
15. In need of maternity feeling			9	31.03	9	15.00
16. In need of affection and love			6	20.69	6	10.00
17. In need of not to be hesitant	5	17.24	3	10.34	8	13.33
II- Physiological Needs:						
1. In need of being moderate in length and weight.	15	48.88	24	86.21	39	64.00
2. In need to be strong and shaped	6	19.35			6	10.00
3. In need to be tall	6	19.35			6	10.00
4. In need to be beautiful and attractive(good looking)	3	9.35	20	68.96	23	38.33
5. In need to be clever and have a good memory	2	6.45	5	17.24	7	11.66
III- Spiritual Needs:						
1. In need of God love, blessing and support	15	48.38	18	62.07	33	55.00
IV- Social Needs:						
A- Needs from parents:						
1. In need of parents blessing, love and affection	13	41.93	20	68.96	33	55.00
2. In need of parents trust, respect, understand, and well treatment	10	32.25	20	68.96	30	50.00
3. In need to be free from the parents control	10	32.25	23	79.31	33	55.00
4. In need of parents encouragement, support and advice.	5	16.13	16	55.17	21	35.00
5. In need to be given a freedom in choosing my future husband			10	34.48	10	16.66
B- Needs from peer friends (same sex):						
1. In need of a reliable and trustable friends	19	61.29	22	75.86	41	68.33
2. In need of friends who can share feeling, thinking and opinions with me	12	38.7	14	48.27	26	43.33
3. In need of friends respect and cooperate	6	19.35	6	20.69	12	20.00
C- Needs from school:						
1. In need of reducing the amount of homework and exams	8	25.8	2	6.89	10	16.00
2. In need of teachers understanding, love and cooperation	6	19.38	9	31.03	15	25.00
3. In need of teachers respect and well treatment	6	19.38	9	31.03	15	25.00
4. In need of having some freedom in school	4	12.9	6	20.69	10	16.66
5. In need of school solving my problems	4	12.9	2	6.89	6	10.00
6. In need for pirmetion to present my opinion freely	2	6.45	5	17.24	7	11.66
D- Needs from society:						
1. In need to be respected and treated as an adult	23	74.19	19	65.52	42	70.00
2. In need to provide works and reduce marriage coast	15	48.38			15	25.00
3. In need of being away from peoples' tonk and bad words.			11	37.31	11	18.33
E- Needs from opposite sex:						
1. In need to develop relationship with one of the other sex to Marry	13	41.93	18	62.21	31	51.66
2. In need of make relations with more than one of the other sex to enjoy myself	12	38.7	5	17.24	17	28.33

Keys:

F= Frequency.

%= Percentage.

Total= The whole sample.

Number of males= 31.

Number of females= 29.

At that time it was found that the needs could be placed into four categories: Psychological needs, Physiological needs, Social

needs and Spiritual needs. It was further found useful to sub-categorize the social needs in five sections: needs from parents, needs from peers, needs from school, needs from society and needs from the opposite sex. This sub-categorizing occurred because it was found that informants in their responding pointed frequently to different social aspects as a direct or indirect cause of some of their needs arousal and, further, it was found at that stage important to indicate the social influences of those aspects upon the respondents. Table 6.1 shows the range of informants perceived needs, frequency and the percentage categorized as mentioned earlier. From the responses of this table it was initially observed that males seemed to have responded differently from females. For example, turning to psychological needs it was evident that there were some significant differences in the desire to be famous, achieve success, to be respected; similarly, turning to physiological needs, clear differences can be detected in the needs to be moderate in height and weight and in the need to be beautiful and attractive; finally, in social needs the need, to be blessed by parents and loved, to be free from parent's control, to be encouraged and supported and so on. These initial findings led me to study sex differences in the main questionnaire.

Using references related to coping behaviour found in the sentences, 10 categories were identified. This categorizing draws from informants explanation of the purpose of their coping behaviour in response to absence of needs satisfaction (see table 6.2).

Table 6.2: Frequency and percentage of statements of informants' coping behaviour.

Sentences of Coping Behaviour	Males		Females		Total	
	F	%	F	%	F	%
I- Seeking Diversions:						
1. Go to beach and make picnics	25	80.64			25	41.66
2. Talk with the opposite sex and make friends with them	18	58.06	7	23.33	25	41.66
3. Travel along to have a good time	15	48.38			15	25.00
4. Spend a long time with telephone	13	41.93	21	72.41	34	56.66
5. Watch video movies	11	35.48	9	31.03	20	33.33
6. Watch T.V.	9	29.03	18	62.21	27	45.00
7. Read books, stories or/and magazines	9	29.03	19	65.52	28	46.66
8. Play video games	7	22.58	4	13.79	11	18.33
9. Chat and be proud of oneself	6	19.35			6	10.00
10. Dress well and show beauty	3	9.67	18	62.21	21	35.00
11. Go in a picnics with parents			14	48.27	14	23.33
12. Do house work and cook			11	37.31	11	18.33
13. Write letters and stories	3	9.67	8	27.58	11	18.33
II- Develop Self-reliance:						
1. Study and care about success	7	22.58	13	44.83	20	33.33
2. Try to make his own decisions	6	19.35	3	10.34	9	15.00
3. Prove and show his ability and leadership	6	19.35			6	10.00
III- Engaging in Demanding Activities and hobbies:						
1. Play football and other outdoor sports	29	93.55			29	48.33
2. Join sport club	15	48.38			15	25.00
3. Do strenuous physical activities (jogging, biking, climbing etc.)	7	22.58			7	11.66
4. Go fishing and hunting	6	19.35			6	10.00
5. Play indoor sports	6	19.35	17	58.62	23	38.33
6. Get more involvement in school activities	4	12.9	10	34.48	14	23.33
7. Play card and chess			7	17.24	7	11.66
IV- Seeking Relaxation:						
1. Ride around in the car	21	67.74	4	13.79	25	41.66
2. Listen to quiet music	13	41.93	16	55.17	19	31.66
3. Withdraw and introvert	12	38.7	14	48.27	16	26.66
4. Daydream about how he would like things to be	9	29.03	25	86.2	34	56.66
5. Think of the opposite sex	8	25.8	6	20.69	14	23.33
6. Sleep	6	19.35	3	10.34	9	15.00
V- Avoiding Problems:						
1. Stay with friends and chat for a long time	20	64.52	13	44.83	33	55.00
2. Try to stay away from home as much as possible	6	19.35			6	10.00
3. Be carefree	3	9.67	3	10.34	6	10.00
VI- Denial Behaviour:						
1. Smoke	7	22.58			7	11.66
2. Make trouble and tease people	6	19.35	2	6.89	8	13.33
3. Lie	2	6.45	2	6.89	4	6.66
4. Steal	2	6.45			2	3.33
VII- Seeking Family and society support:						
1. Join family its activities	3	9.67	12	41.14	15	25.00
2. Try to keep people's love and respect	9	29.03	15	51.72	24	40.00
3. Try to help other people to solve their problem	5	16.13	8	27.58	13	21.66
4. Try to establish relationships with mature people	4	12.9	2	6.89	6	10.00
5. Go along with parents requests and rules	2	6.45	8	27.58	10	16.66
VIII- Seeking Spiritual Support:						
1. Pray	16	51.61	9	31.03	25	41.66
2. Follow the islamic characters	12	38.7	12	41.14	24	40.00
3. Read the Holy Qran	3	9.67	2	6.89	5	8.33
IX- Developing Friends Support:						
1. Invest in close friends	9	29.03	9	31.03	18	30.00
2. Try to keep up friendships and make more new friends	8	25.8	3	10.34	11	18.33
X- Ventilating Feelings:						
1. Get angry and yell at people	4	12.9	6	20.69	10	16.66
2. Be sarcastic and say mean things to people	4	12.9	2	6.79	6	10.00
3. Cry	2	6.45	4	13.79	6	10.00

Keys:

F= Frequency.

% = Percentage.

Total= The whole sample.

Number of males= 31.

Number of females= 29.

This table also indicate sex differences in responding to needs absence of satisfaction (c.f. items I/2, I/4, I/7, I/10, I/13, II/1, III/5, III/6, IV/1, IV/4, V/1, etc). Further

examination of sex differences would be provided in the main study.

Following the analysis of the responses paper using SFA it seemed significant that some examination of sex differences should occur and that was, therefore, included in the main study. The preparation of the questionnaire was also drawn from an examination of frequency of words used to describe the needs and coping behaviour.

6.3.5.2 Word Frequency Technique (WFT):

Word Frequency Technique (WFT) has used also to analyze the responses. There are two reasons which supported the use of WFT as another way of processing the results. The first reason reflects the possibility that semantics may add information about respondents personal influences. The second reason is its use by Bannister and Maire (1968), who, recognized as pioneers in Kelly's PCT, as a technique in analyzing one of their researches into Kelly's repertory grid technique.

WFT is one of the direct statistical approaches which operates by counting the similar words together in order to identify the most useful and influential word in the informants life. It is as simple as gathering the frequency of each similar word even if it appeared more than once in the same paper and then rank order them regarding the most frequent to the least frequent ones(see table 6.3).

Table 6.3: Rank order the most frequent words of the whole sample

R.No	WORDS...	Males		Females		Total	
		F	%Sn	F	%Sn	F	%Sn
1	Friends	92	296.8	184	634.5	276	460
2	The other sex	44	141.9	106	365.5	150	250
3	Plays	86	277.4	58	200.0	144	240
4	People	46	148.4	78	269.0	124	207
5	School	12	40.0	110	379.3	122	203
6	Freedom	78	251.6	42	144.8	120	200
7	Love	46	148.4	64	220.7	110	183
8	Comfort	32	103.2	66	227.6	98	163
9	Marriage	14	46.7	78	269.0	92	153
10	Home	14	46.7	78	269.0	92	153
11	God,s blessing	34	109.7	50	172.4	84	140
12	Telephone calls	12	40.0	70	241.4	82	137
13	Travelling	50	161.3	32	110.3	82	137
14	Educating	30	90.3	50	172.4	80	133
15	Daydream	14	48.3	64	220.7	78	130
16	Society	34	109.7	38	131.0	72	120
17	Beauty			72	248.3	72	120
18	Family	40	129.0	30	103.5	70	116
19	Read	22	80.0	46	158.6	68	113
20	Respect	58	187.1	8	27.6	66	110
21	Boring	20	64.5	46	158.6	66	110
22	Movies	28	90.0	38	131.0	66	110
23	Music	18	88.1	44	151.7	62	103
24	Personality	36	116.1	26	89.7	62	103
25	Attention	34	109.7	26	89.7	60	100
26	Football	52	167.7	8	27.7	60	100
27	Supported	20	64.5	42	144.8	52	87
28	Students	28	90.3	18	62.1	46	77
29	Thinking	24	77.4	30	103.5	54	59
30	Loneliness	22	80.0	32	110.3	54	59
31	Self	20	64.5	34	117.2	54	59
32	Withdraw	8	26.7	26	89.7	34	57
33	Sympathy	28	90.3	4	13.8	32	53
34	Cooperation	12	40.0	20	69.0	32	53
35	Good behaving	14	46.7	18	62.1	32	53
36	To be loved	12	40.7	16	55.2	28	47
37	Trust	8	26.7	20	69.0	28	47
38	Good treatment	12	40.0	16	55.2	28	47
39	Pray	8	26.7	18	62.1	26	43
40	Video	10	33.3	16	55.2	26	43
41	Garden	16	51.6	10	34.5	26	43

42	Achieve success	10	33.3	14	48.3	24	40
43	Problems	10	33.3	14	48.3	24	40
44	Walking	18	58.1	6	20.7	24	40
45	Understood	10	33.3	14	48.3	24	40
46	Encouraged	14	46.7	10	34.5	24	40
47	Car	18	58.1	4	13.8	22	37
48	Disloyalty	14	46.7	4	13.8	18	30
49	Smoking	20	64.5			20	33
50	Hesitate	8	26.7	12	41.4	20	33
51	Carefree	12	40.0	4	13.8	16	27

Keys:

R.No= Rank of words

F= Frequency.

%Sn= Percentage against the informants number.

Number of males= 31.

Number of females= 29.

Once again WFT indicating sex differences in almost all the words of the informants coping behaviour, which support the importance of investigating gender differences in the main study.

By combining these two ways of analysis, I became able in this initial study to identify the range and frequency of informants perceived needs and have a general idea of how the coping behaviours which they report. In addition to identifying the range and frequency of need and coping behaviours, the pilot also influenced the construction of the main questionnaire. It was seen that two parts to the questionnaire would be necessary. The first part would seek information about the range and significance of needs and the second part would be related to coping behaviour in response to their perceived needs.

The third and final aim of the pilot study was to establish the approximate time of the onset of puberty. To obtain this

information is difficult in a muslim society because people are very sensitive and do not like to answer direct question about it or to have a medical examination or body test, which would be the most reliable measure but difficult to obtain. The following item was used to attempt to assess the onset of puberty:

Item 23: "The first time I was aware of fast growth in my body was when I was ----- years old in ----- class".

Although it was recognized that the index may be unreliable, however, the responses showed that the estimated onset of puberty for male was (13.76 years old) and females was (13.32 years old). While it would help the present study to include the precise index of the physiological onset of puberty to relate it to the discussion of adolescence, this was clearly not possible in the given context. It was therefore, decided to select a sample of students who were likely to have passed the age of puberty but who were still in the phase of adolescent development. This decision is reflected in the selection of sample used in the main study.

Following this survey it became clear that in order to provide workable framework within which to obtain more responses from more adolescents, two scales were required: one scale to assess the perceived needs and one (set) of scales to assess responses and strategies to meet these needs.

6.4 THE MAIN QUESTIONNAIRE:

The construction of the questionnaire for the main research reflected the following influences:

1. The findings of the pilot study.
2. The researcher's background as a social worker and practice as a Teaching Assistant at the UAE University.
3. Approaches in questionnaire construction, such as those of Kelly - Banister and in the field of coping behaviour such as Lazarus and Folkman, Patterson and McCubbin, Carver, Scheier & Weintraub and Moos (see chapter four for further explanation).
4. Consultations with teachers in secondary schools on the clarity of items and for ways of administering the questionnaire.

The final research instrument consisted of three main parts:
(see appendix B).

1. Basic information of the informants.
2. Adolescents' perceived needs Scale (APNSc), which contain 17 written items and 4 open ones.
3. 4 scales of coping options scales (COSc), which contain 19 coping responses for each scale.

6.4.1 Basic Information of The Informants.

Basic data obtained included the following variables: Emirate (the chosen samples are all UAE citizens) in order to assess the proportion of the students from each other to assure that cross sections has been obtained; school in order to indicate how many students from each school has been tested and to see wither there

was any differences between school if needed to be used later, age in order to refer it to the pilot study and sex which I had already decided to investigate in the main study following pilot study results.

6.4.2 The Adolescents Perceived Needs Scales (APNSc):

This APNSc contains 17 items to cover 17 needs which were taken from the results of the pilot study and with the help of the framework presented in chapter 5. This selection of 17 items has been examined in the output of whole main study, where it was found that they cover the whole range of UAE adolescents needs (see the open-ended section in the next chapter).

The scale starts with a main sentence which says:

"I think that I need...."

Then 17 needs sentences were cited (see appendix B). Although these items are fully drawn from the pilot study I shall present them with further support from some of adolescents' needs literature. These items are:

Item 1: "to feel free"

In the literature this need been regarded as one of the important needs for adolescence period. Edleston (1964) in his attempt answer the question of what are adolescents looking for in their psychological sense has cited freedom in the top of his list. Coleman (1980) emphasized the adolescent need to exercise his/her authority. Conger and Petersen (1984) showed that adolescents had

to achieve independence from parents to build their own way to living.

Item 2: "not to feel bored"

In the literature this need has been regarded as one of the important needs of the adolescence period. Buescher (1985) Cole and Hall (1964); Konopka (1974) have emphasized that.

Item 3: "to be loved"

In the literature this need has been regarded as one of the important needs of the adolescence period. The need for emotional security is one of the psychological needs for Stevenage UK's adolescents (CGF.1969). Mussen, Conger and Petersen (1984) argued that to be loved by one's parents and friends is one of the important needs for adolescents. Birmingham and Sheehy (1984) emphasized that adolescents need to have a close affectional bond as one of their psycho-social needs.

Item 4: "to feel homeostasis and without problems"

In the literature this need been regarded as another important need for the adolescence period. Especially, for example, Buescher (1985) and Maslow identified the need for a quiet, stress-free life and for seeking acceptance by peers as one of the important psycho-social needs for adolescents.

Item 5: "to be respected and well treated"

In the literature this need has been regarded as one of the important needs for adolescence period. Coleman (1980) emphasized that the adolescent needs to be seen and treated as a mature

individual, and Buescher (1985) expressed the adolescents need to be taken seriously, respected and well treated.

Item 6: "to gain people's attention"

In the literature this need has been regarded as one of the important needs for adolescents. (c.f. CGF, (1969) about adolescents needs in Stevenage, U.K.).

Item 7: "to have somebody to share my feelings with"

In the literature this need to be listened to and emotionally understood has been regarded as one of the important needs of the adolescence period, e.g. Konopka (1976) and Birmingham and Sheehy (1984).

Item 8: "not to be alone"

In the literature this need has been regarded as one of the important needs of the adolescence period. Cole and Hall (1964) emphasized that adolescents need to feel secure and accepted by peers. Konopka (1974) also in her survey of adolescents girls' needs confirmed their need of getting away from loneliness.

Item 9: "to love someone"

In the literature this need has been regarded as one of the important needs for adolescents. As Birmingham and Sheehy (1984) emphasized, adolescents' need to have close affectional bonds; Cole and Hall (1964) also emphasized adolescents' need to select a mate.

Item 10: "to be encouraged and supported"

In the literature this need been regarded as one of the

adolescent.

Item 14: "to be trusted by others"

In the literature this need has been regarded as one of the important needs of the adolescence period. As Buescher (1985) emphasized, adolescents have a social need to be trusted and taken seriously by adults. He argued that this need is a very critical need for adolescents social growth.

Item 15: "to achieve success"

In the literature this need is focused on as one of the important needs of the adolescence period. Study of adolescents of Stevenage city in U.K. conclusion (CGF,1969). Coleman (1980) also emphasized that adolescents need not to be perceived as handicapped but to be seen as successful individuals. Conger and Petrsen (1984) expressed that to achieve independence from parents and workable relations with peers and a sense of identity is one of the very critical needs for adolescent. Mussen and Husten (1984) emphasized adolescents' need for social status and money. Birmingham and Sheehy (1984) claimed that adolescents need to establish the self-identification of success.

Item 16: "to gain friends"

In the literature this need has been regarded as one of the important needs of adolescence period. Mussen, Conger, Kagan and Huston (1984) has mentioned the need for acceptance by one's friends and the need not to lose friends as a very important need of adolescence period. And so did Maslow.

Item 17: "to be understood"

In the literature this need has been regarded as one of the important needs of the adolescence period. Buescher (1985) discussed the need of adolescent to be understood. Birmingham and Sheehy (1984) focused upon emotional understanding as one of psychological needs of the adolescence period.

Each item on the scale is followed by a five point scale: just a little - not very strong - fairly strong - strong - and very strong (see questionnaire administration steps in this chapter).

Four open-ended items (18 to 22) were provided so that informants could identify any need not mentioned in the scale.

6.4.3 The Coping Options Scales (COSC):

The second section main aim of the study was to examine the coping strategies of respondents. This was achieved by the second part of the questionnaire which counted of four identical scales. Each scale contain of:

- (1) Space to write one of the needs already chosen as one of the four important perceived needs.
- (2) A statement to confirm that these following items of the option scale are to be answered with regard to the specific need just written.
- (3) The main part of the questionnaire contains a list of 19 methods of coping with needs which an adolescent might use. Respondents were required to indicate frequency of use on a five point scale: every time - most of the time - sometimes - rarely - never done it.

The Coping Options Scale items are:

- 1 I look for someone to help me in fulfilling this need.

- 2 I take direct action toward fulfilling this need.
- 3 I depend on myself in fulfilling this need.
- 4 I look for an indirect way to fulfil this need.
- 5 I plan and wait for a better opportunity to fulfil this need.
- 6 I seek advice and collect information about how others react when this need occurs to them.
- 7 I seek emotional and psychological support from someone.
- 8 I try to regulate my feelings in order to deal wisely with this need.
- 9 I try to forget this need by engaging myself in demanding activities and hobbies.
- 10 I blame others for causing the lack of fulfilling this need.
- 11 I seek spiritual support by turning to some religious activities.
- 12 I try to reduce the importance of this need for me in some way.
- 13 I try to take my mind away from thinking of this need by daydreaming.
- 14 I express my emotions to ventilate the bad feelings I have got because of this need.
- 15 I try to relax myself in some way.
- 16 I share with others who lack fulfillment of this need and that gives me a good feeling even though I lack that fulfillment myself.
- 17 I accept the reality of lacking fulfillment of this need and go along with no reaction but keeping my feelings to myself.
- 18 I accept the reality of lacking fulfillment of this need so I do not take direct action to fulfil it but seek an option to avoid the tension.
- 19 I try to deny the reality of this need's non-fulfillment and look for some support for the idea of denial.

Drawing together the findings of the survey, a model was constructed in which I categorized coping into three correlated levels. These are:

- 1 - 4 ways of coping.
- 2 - 3 coping strategies.
- 3 - 19 coping responses (which are actually the scale items).

the relationship between these three perspective is illustrated in

figure 6.1 where the three strategies of coping discussed later in this section (behaviour-, cognitive-, and emotion-focused) occur within four distinct ways of coping (approach, avoidance, acceptance, and denial).

Figure 6.1: Illustration of the interaction between the three related levels of coping responses.

Coping Strategies	Ways of Coping			
	Approach	Avoidance	Acceptance	Denial
Behaviour-focused	* 1-2-3	9-10-11	17-18	19
Cognitive-focused	4-5-6	12-13		
Emotion-focused	7-8	14-15-16		

* Item numbers.

6.4.3.1 WAYS OF COPING

The ways of coping demonstrate the aim and direction of coping which include:

(A) Approach way of coping:

This involve optimistic cognitive appraisal and aimed to deal with the resource of this specific need dissatisfaction and try to resolve it by one way or another which is called approach coping (see chapter 4). This approach coping contains three strategies: Behaviour-, Cognitive-, and emotion-coping strategies. Hence, approach coping is a direct action toward the need or the cause to resolve it. Approach way of coping contains 8 items which cover the

three strategies of coping:

(1) Behaviour-Focused of Approach Way of Coping. Which include items 1, 2, and 3 focusing behaviours responses:

- 1 I look for someone to help me in fulfilling this need.
- 2 I take direct action towards fulfilling this need.
- 3 I depend on myself in fulfilling this need.

(2) Cognitive-Focused of Approach Way of Coping which includes item 4,5, and 6 focusing cognitive responses these items are:

- 4 I look for an indirect way to fulfil this need.
- 5 I plan and wait for a better opportunity to fulfil this need.
- 6 I seek advice and collect information about how others react when this need occurs to them.

(3) Emotion-Focused of Approach Way of coping which include items 7 and 8 focusing emotional responses:

- 7 I seek emotional and psychological support from someone
- 8 I try to regulate my feelings in order to deal wisely with this need.

(B) Avoidance way of coping:

This involves pessimistic cognitive appraisal which aimed to reduce the distresses resulted from unsatisfied need. This way of coping contains avoidance by three coping strategies: behaviour-, cognitive-, and emotion-focused. 8 items represent the avoidance way of coping. Items from 9 to 16, covered by three coping strategies (would be explained later)

(1) Behaviour-focused of Avoidance Way of Coping which include items 9 ,10 and 11 focusing behavioural of avoidance:

- 9 I try to forget this need by engaging myself in demanding activities and hobbies.
- 10 I blame others for causing the lack of fulfilling this need
- 11 I seek spiritual support by turning to some religious activities.

(2) Cognitive-Focused of Avoidance way of coping which contains item 12 and 13:

- 12 I try to reduce the importance of this need for me in some way.
- 13 I try to take my mind away from thinking of this need by daydreaming.

(3) Emotion-Focused of Avoidance way of coping which contains:

- 14 I express my emotions to ventilate the bad feelings I have got because of this need.
- 15 I try to relax myself in some way.
- 16 I share with others who lack fulfillment of this need and that gives me a good feeling even though I lack that fulfillment myself.

(c) Acceptance way of coping:

In designing the main study it would have been logical to include the same categorization of items as for approach and avoidance way of coping. However, there are two items in this category (way of coping) as a result of the findings in the pilot study, where it was found that few informants used this way of coping. The low response of these to these two items in the main study confirm the earlier finding in that items 17 and 18 were among the low ranked and therefore the least frequently used type of response. acceptance way of coping in this scale contain only two items. These items involves a cognitive appraisal of un ability to reject so go along with the absence of needs satisfaction and accept the reality of it. This involves two different strategies:

- complete acceptance with no influence in life and relations

but going along with it.

- acceptance but with avoidance strategies to reduce stress occur.

The two items cover the aforementioned two strategies are:

- 17 I accept the reality of lacking fulfillment of this need and go along with no reaction but keeping my feelings to myself.
- 18 I accept the reality of lacking fulfillment of this need so I do not take direct action to fulfil it but seek an option to avoid the tension.

(D) Denial way of coping:

The researcher took the same decision of containing only one item for this way of coping came following the findings in the pilot study. The result of the main study support the decision as would be seen in the results chapter.

This way of coping involves the denial behaviour to make evasive reaction and struggle with the reason which causes this lack. It contains involving in anti-social behaviours. Item 19 covers this way of coping.

- 19 I try to deny the reality of this need's non-fulfillment and look for some support for the idea of denial.

6.4.4.2 COPING STRATEGIES:

The items also allow for analysis in other ways reflecting perspectives taken from the literature (see chapter 4). These contain responses adolescents' of the UAE usually use to meet their perceived needs. These strategies disregard the aim of the response what kinds of strategies they mostly use.

- Behaviour-Focused strategy.
- Emotion-Focused strategy.
- Cognitive-Focused strategy.

(1) Behaviour-Focused strategy:

Six Coping responses were categorized to be mostly behavioural in nature. They are the kind of coping responses which help the adolescent to deal with the stress aroused as a result of the specific need dissatisfaction by physical action or moving action to recover these are.

- 1 I look for someone to help me in fulfilling this need.
- 2 I take direct action toward fulfilling this need.
- 3 I depend on myself in fulfilling this need.
- 9 I try to forget this need by engaging myself in demanding activities and hobbies.
- 10 I blame others for causing the lack of fulfilling this need.
- 11 I seek spiritual support by turning to some religious activities.

(2) Emotion-Focused Strategy:

Five coping responses were categorized to be mostly emotional in nature. They are the kind of coping responses adolescents usually do to deal with the distresses aroused as a result of the specific need dissatisfaction by expressing the disturbance feeling towards the resource of the absence of needs satisfaction. The items presenting this strategy are:

- 7 I seek emotional and psychological support from someone.
- 8 I try to regulate my feelings in order to deal wisely with this need.
- 14 I express my emotions to ventilate the bad feelings I have got because of this need.

- 15 I try to relax myself in some way.
- 16 I share with others who lack fulfillment of this need and that gives me a good feeling even though I lack that fulfillment myself.

(3) Cognitive-Focused Strategy:

Seven coping responses were categorized to be mostly cognitive in nature. They are the kind of coping responses adolescents usually do to deal with the disturbance aroused as a result of specific need dissatisfaction by redefining, re-appraising, thinking, planning or any cognitive activities. The items presenting this strategy are:

- 4 I look for an indirect way to fulfil this need.
- 5 I plan and wait for a better opportunity to fulfil this need.
- 6 I seek advice and collect information about how others react when this need occurs to them.
- 12 I try to reduce the importance of this need for me in some way.
- 13 I try to take my mind away from thinking of this need by daydreaming.
- 17 I accept the reality of lacking fulfillment of this need and go along with no reaction but keeping my feelings to myself.
- 18 I accept the reality of lacking fulfillment of this need so I do not take direct action to fulfil it but seek an option to avoid the tension.

6.4.4.3 COPING Responses:

This contains each cell in the scale. I have tried to make every item in the scale measure or describe different kinds of aimed behaviours. These items or descriptions were chosen by the

insight of the pilot study and coping measurements, bearing the research goal in mind. The coping option scale, after a long list of alternatives, has lasted to be 19 items to cover as far as I am concerned the coping responses to the absence of need satisfaction that suite adolescents in the UAE. In the following lines an explanation of each item would be presented.

Item 1: I look for someone to help me in fulfilling this need.

This coping response aimed to measure how often adolescents outside help seeking to alter the source of need dissatisfaction. It is the first item of the behaviour-focused strategies of approach way of coping.

Item 2: I take direct action towards fulfilling this need.

This coping response aimed to measure the direct action taken to try to alter the source of absence of need satisfaction. It is the second item the Behaviour-focused strategies of Approach way of coping. It contains any direct behaviour aimed to resolve the need.

Item 3: I depend on myself in fulfilling this need.

This coping response aimed to measures how often adolescents stuck depending on himself to fulfill this need, it measures self-reliance. This coping response is the last part of Behaviour-focused strategy which is a part of Approach way of coping.

Item 4: I look for an indirect way to fulfil this need.

This coping response aimed to measure how often adolescents look for an indirect way to alter there source of this need's absence of satisfaction. This coping response is the first part of Cognitive-focused strategy which is a part of approach way of coping.

Item 5: I plan and wait for a better opportunity to fulfil this need.

This coping response aimed to measure how often adolescents use restraining and planing item to alter the need dissatisfied. This is the second part of cognitive-focused strategies of Approach way of coping.

Item 6: I seek advice and collect information about how others react when this need occur to them.

This coping response aimed to measure how often adolescents seek advice and collect information regarding what other adolescents or other people do when such need occurs to them . This is the last cell of Cognitive-focused strategies which is a part of Approach way of coping.

Item 7: I seek emotional and psychological support from someone.

This coping response aimed to measure how often adolescents

seek emotional and psychological support from any outside person. This coping response is the first of Emotion-focused strategy which is a part of Approach ways of coping.

Item 8: I try to regulate my feelings in order to deal wisely with this need.

This coping response aimed to measure how often adolescents restrain and regulate their emotional feeling in order to alter the source of the need dissatisfaction in a proper way. This coping response is the last part of Emotion-focused strategy which is the last part of the Approach ways of coping.

Item 9: I try to forget this need by engaging myself in demanding activities and hobbies.

This coping response aimed to measure how often adolescents involve themselves in demanding activities and hobbies in order to forget and avoid stresses aroused. This coping response is the first one of the Behaviour-focused strategy of Avoidance way of coping.

Item 10: I blame others for causing the lack of fulfilling this need.

This coping response aimed to measure how often adolescents use blaming others item to express their anger and dissatisfaction. This is the second item of Behaviour-focused strategy of Avoidance way of coping.

Item 11: I seek spiritual support by turning to some religious activities.

This coping response aimed to measure how often adolescent seeks spiritual acts and religion demands when they feel absence of need satisfaction. This is the third item of the Behaviour-focused strategy of avoidance way of coping.

Item 12: I try to reduce the importance of this need for me in some way.

This coping response aimed to measure need redefinition tactic adolescents might use to reduce its importance in order to reduce distress which occurs because of its lack. This is the first item of the Cognitive-focused of Avoidance way of coping.

Item 13: I try to take my mind away from thinking of this need by daydreaming.

This aimed to measure how often adolescents use daydream tactic to think and enjoy themselves away from the reality to reduce the distress which occurs because of its lack. This is the second Cognitive-focus of Avoidance way of coping.

Item 14: I express my emotions to ventilate the bad feeling I have got because of this need.

This coping response aimed to measure how often adolescents ventilate the bad feeling by crying or shouting, to reduce the

emotional disturbance they have because of its lack.

Item 15: I try to relax myself in some way.

This coping response aimed to measure how often adolescents try to relax themselves by sleeping, having a shower etc. in order to reduce the disturbance resulted from the proper need's absence of satisfaction. This the first item of Emotion-focused strategy of avoidance way of coping.

Item 16: I share with others who lack fulfillment of this need and that gives me a good feeling even though I lack that fulfillment myself.

This coping response aimed to measure how often adolescents feel about others when they share the same need with them. This is the second item of Emotion-focused strategy of Avoidance way of coping.

Item 17: I accept the reality of lacking fulfillment of this need and go along with no reaction but keeping my feelings to myself.

This coping response aimed to measure how often adolescents use acceptance tactic by forgiving and no influencing his relation even to the sources of their need's absence of satisfaction. This is the first item of the Acceptance way of coping.

Item 18: I accept the reality of lacking fulfillment of this need so I do not take direct action to fulfil it but seek an option to avoid the tension.

This coping response aimed to measure how often adolescents accept the lack of this proper need and try not to solve it but avoid its arousal of it by involve themselves in any of the avoidance responses. This is the second item of the Acceptance way of coping.

Item 19: I try to deny the reality of this need's non-fulfillment and look for some support for the idea of denial.

This coping response aimed to measure how often adolescents involve themselves in any of the anti-social activities which the society do not approve. This is the only item which measures the Denial way of coping.

6.5 POPULATION AND SAMPLE SELECTION:

This study is an investigation of adolescents in the UAE society.

As Glass & Hopkin (1984) emphasized, the principle use of statistical inference in empirical research is to obtain knowledge about a large class of persons or other statistical units from a relatively small number of the same elements. Thus, subjects are going to resort to sample. "Sample" means the process of selecting a number of individuals for a study in such a way that the

individuals represent the larger group for which they were selected. The individual selected comprised a sample and the group is referred to as the population' (Gay, 1976:66). This sample could not represent a strict stratified random sample which would be appropriate for making of highly controlled generalization. The survey should be seen as exploratory. Nevertheless, I was fortunate in being able to obtain a sample of approximately 8.5 percent of all students within that age range.

The population dealt with in this study is students in Tenth grade class (first grade of secondary school) in UAE scale' with median age of 16 years old (range 14-18 ys.old) (see table 6.3). This chosen population has been a result of the pilot study and the reason of that is because it is the class where most of the students have passed the commencement of puberty at least one and a half year.

Table 6.4: Main research sample's age frequency, percentage, median and mean.

Inf. age	Freq.	%	Md	Mn
12 ys	1	0.1	16.00	16.21
13 ys	0	0.0		
14 ys	24	3.4		
15 ys	170	24.4		
16 ys	251	36.0		
17 ys	157	22.5		
18 ys	72	10.3		
19 ys	21	3.0		
20 ys	0	0.0		
21 ys	2	0.3		
Total=	698			

Keys:

ys= Years old.

Freq.= Frequency.

%= Percentage.

Md= Median.

Mn= Mean.

The sample was selected by taking two schools from each emirate: one boys and one girls. The Emirates are: ABUDHABI - DUBAI -SHARJAH - RAS ALKHAIMAH - AJMAN - AM ALQAIWAIN - ALFUJAIRAH.

From each emirate I tried to choose the biggest secondary school in the town for both boys and girls and I succeeded in that but not in RAS-ALKHAIMAH (see tables 6.4 and 6.5).

Table 6.5: Sample number an percentage Emirates, schools and sex.

Ne	Emirates	ESmS	Em%	Ns	Schools	Sx	SSmS	Sc%
1	Abu-Dhabi	125	17.9	1	Abu-Dhabi S.S.	M	50	7.1
				2	Amm-Ammar S.S.	F	75	10.7
2	Dubai	123	17.6	3	Dubai S.S.	M	58	8.3
				4	Al-Ettehad S.S.	F	65	9.3
3	Sharjah	123	17.6	5	Al-Oroobah S.S.	M	60	8.6
				6	Al-Gubaiba S.S.	F	64	9.1
4	Ras-Alkhaimah	100	14.3	7	R-Alkhaima S.S	M	47	6.7
				8	Suhailah S.S.	F	52	7.4
5	Ajman	80	11.4	9	Alrashedyya S.S	M	42	6.0
				10	Banat Ajman S.S	F	38	5.4
6	Am-Alqaiwain	90	12.9	11	Al-Ameer S.S.	M	48	6.8
				12	Al-Muallah S.S.	F	42	6.0
7	Alfujairah	59	8.4	13	Saif Aldawla SS	M	30	4.3
				14	AmAlmomeneen SS	F	30	4.3
Total							701	

Keys:

- Ne= Number of Emirates.
- ESmS= Emirates sample sum.
- Em%= Emirates sample percentage.
- Ns= Number of schools.
- Sx= Sex.
- SSmS= Schools sample sum.
- Sc%= School percentage in the sample.
- S.S.= Secondary School.

Tables 6.5 and 6.6 shows that this practical study's sample is 8.5 percent of the total number of the first grade citizens students in the UAE.

Table 6.6: Sample percentage of the pupils of 1st grade of secondary school total.

N O .	Emirates	PSm 1stG EmC			PSm Chosen			Sm %		
		M	F	Sm	M	F	Sm	M	F	Sm
1	Abu-Dhabi	1063	1487	2550	50	75	125	7.1	10.7	17.9
2	Dubai	749	916	1665	58	65	123	8.3	9.3	17.6
3	Sharjah	746	995	1741	60	64	123	8.6	9.1	17.6
4	Ras-alkhaima	655	659	1314	47	52	100	6.7	7.4	14.3
5	Ajman	135	184	319	42	38	80	6.0	5.4	11.4
6	Am-Alqaiwain	125	104	229	48	42	90	6.8	6.0	12.9
7	Alfujairah	226	197	423	30	30	60	4.3	4.3	8.4
	Totals:	3699	4542	8241	335	366	701	47.8	52.2	
										8.5 %

Keys:

PSm 1st EmC= Pupils of 1st grade of secondary who are citizen of the UAE.

PSm Chosen= Number of pupils chosen.

Sm %= Emirate percentage in the sample chosen.

M= Males.

F= Females.

Sm= Total.

6.6 THE VALIDITY OF THE QUESTIONNAIRE:

Gay (1976) emphasized that: 'For any given test it is important to seek evidence concerning the appropriate type of validity, given the intended purpose or purposes of the test' (Gay, 1976:88) this means that any test or instrument should be, by one way or another, checked for validity.

A test is considered valid if the data serve the purpose for which they were collected. As Dalen said: 'A test may be highly valid for one purpose or for one age or type of subjects, but invalid in another situation' (Dalen, 1979:135). A concise and

accurate description of validity was made by Slavin (1984) when he said: 'A measure's validity refers to the degree to which it actually measures the concept it is supposed to measure' (Slavin,1984:80). So, a critical question is raised here: How do we know whether this test measures what it claims to measure.

The use of content validity is appropriate here because it is the degree to which a test measures an intended content area (Gay, 1976). However, the other types of validity are not relevant here. For example, predictive validity in the way that, for example IQ tests are, where individuals are classified according to their scores on the test. Neither is concurrent validity applicable here since it is 'the degree to which scores on a test are related to scores on another already established test (Kline, 1986).

The test items used in the construction of the needs scale and coping scales are derived from an examination of the previous researches and model proposed at the end of chapter 5 and also from the results of the pilot study. These indicate the strength of the content validity of this scale.

Content validity of the coping scale was assessed also by the same five experts who had been asked to comment on the pilot were also asked to judge the clearance and face validity of the questionnaire.

6.7 THE RELIABILITY OF THE QUESTIONNAIRE:

An instrument is said to be reliable when it gives a stable result under similar conditions or it is also said to be reliable if it is self-consistent (Kline, 1986). Reliability could be defined as the level of internal consistency or stability of the measuring device over time. It is much easier to establish the reliability of a test than to establish its validity. Three reliability coefficients can be obtained by several different approaches such as:

- Coefficient of Equivalence by 'alternative form reliability'
- Coefficient of Stability by 'test-retest reliability'
- Coefficient of Internal Consistency by 'split-half or subdivided test'

I did not use the first two reliability tests because of the difficulty in altering another form for the coping options scale and the long period of applying the questionnaire because of the time of administering it, there were the end of the first semester half year exams in the schools selected and they gave him the opportunity administrate the questionnaire once. Because of that, the third technique was used to determine the reliability. The perceived needs scale (APNSc) and coping scales (COSc) were split into two scales each. The need scale was first split into 2 sub-scales one contains the odd numbers where as the second containing the even number. In the coping options scale the first scale were chosen to use the same procedures.

The Spearman-Brown probability formula was used (e.g.

Thorndike & Hagen; 1977; Borg & Gall, 1983). A strong correlation were found in both scales: APNSc 0.6542 ($p=0.0001$), coping scale 0.6079 ($p=0.0001$). The scale were considered significantly reliable.

6.8 ADMINISTRATION OF THE MAIN STUDY:

After setting the final touch of the Arabic version of the questionnaire items and scales, it was typed by a printing company in order to include all tests in one booklet with high quality print. This was meant to make it attractive to pupils, and give it importance and to organize the questionnaire to help in working out the step by step administration (see appendix B).

Before administering the questionnaire, I took a introductory letter from my work place the Faculty of Education from the Dean's Office to the Ministry of Education to explain the nature of this research. From the Ministry of Education seven letters were sent to the Educational zones of the seven emirates informing them that the ministry gave me the permission to apply my questionnaire. After that, I went to each Educational zone management to obtain another introductory letter to each school to permit the researcher to apply the questionnaire. Lastly a convenient time was arranged with each school for the administration of the questionnaire.

It is worth mentioning here that throughout of this long procedure, the questionnaire were checked and approved again and again.

In brief, I successfully presented my questionnaire by myself in all schools.

Before administering the survey, it was necessary:

1. to make appointment with the school principals.
2. to confirm that this study was only for the citizens of UAE adolescents not other adolescents.
- 3 to insure that the students were gathered in a spacious place such as school theater or library and the tables were arranged to insure privacy.
- 4 to confirm that the questionnaire presentation would take one and a half hours.

However, most of schools were helpful so that no longer that 1.20 hour was required. Each informant received an envelope containing the questionnaire booklet inside.

Administration of the Questionnaire:

The same procedure was followed with every group of students. These procedure are:

Step 1:

Students firstly were asked to read the introduction to explain the purpose of the study and its importance. The confidentiality of the information given by the informant was assured. This included the option not to write names, providing envelopes for the completed questionnaires, and not allowing

anybody to move around through class lanes while responding, and announcing that completion of the scale was to be controlled by myself step by step. At the outset the informants were asked to fill the basic information. This step took 20 minutes on average.

Step 2:

Students were asked to read the APNSc and circle the number of any need item they felt was one of their needs. They were told that if they had other perceived needs not written in the scale then they should list up to 4 of them in the blank area provided at the end of this scale and deal with them as they were one of the scale items. This took 10 minutes on average.

Step 3:

Students were then instructed to go back again to the chosen need of the previous step and indicate how strongly they felt the needs of each one of them by ticking the appropriate box. This step took 8 minutes on average.

Step 4:

From the already chosen elements they were asked to identify the most important four needs which they personally feel as the most urgent and strongest and to write these in the space provided at the end of the APNSc. They were reminded that the rank order of these four needs was not important. This step took 6 minutes on average.

Step 5:

They were then asked to open page 4 & 5 and read the topic. It was emphasized that they were next to show how they coped with each of the chosen four needs. They were asked to write down the first chosen need for the previous list (p3) and to read each of the 19 statements and to indicate how frequently they used each response. They were told that if they did not understand any of the items then they should ask the researcher. The same procedure was undertaken for the other three coping scales. This stage took a longer time in the beginning but shorter time towards the end. The first coping options scale took 15 minutes on average, and the last one took only 9 minutes on average.

After everybody had finished, informants were asked to put their answering booklets in the envelopes provided and seal them for collection.

6.9 DATA ANALYSIS STATISTICAL PROCEDURES:

After collection, each item in each booklet was coded as scored using a system to be described in the next chapter. The data were prepared by the University of Durham Computer Center Data Preparation Unit. Then the Statistical Package of Social Sciences (SPSSX), which is one of the facilities provided by the computer center, was used for most of the analyses.

Siegel (1956) has emphasized that with ordinal scales

parametric statistical tests, which use means and standard deviation and require the operations of arithmetic on the original scores, ought not to be used. He adds: "When parametric techniques of statistical inference are used with such data, any decisions about hypotheses are doubtful" (Siegel, 1956 p26). As the scale used in the questionnaire were ordinal non-parametric statistics were used in the analysis. However, in certain descriptive tables, parametric statistics of means and standard deviation were considered appropriate and were used.

The SPSSX offers a full range of non-parametric tests. I, therefore decided to use non-parametric tests by which is meant 'tests that do not directly incorporate estimates pertaining to population characteristics' (Williams, 1986 p110). The selection of the statistical tests depended upon the characteristic of each test and the purpose for which it was to be used. In this selection I depended mainly on three references which are: Siegel (1956), Gibbons (1976) and Cohen & Holliday (1979).

AS in the pilot study, frequency tables are used to describe the data. This technique was used in the pilot study and will be used here to figure the most important chosen needs is the frequency technique, where "a set of scores arranged in numerical order with numbers showing the frequency with which each score occurs", Yaremko, et al. (1986). Relative frequency distribution was mostly used as the best way to compare two or more distributions containing different numbers of cases (Minium & Clarke, 1982).

Where statistical analysis involves differences between independent groups drawn from the same sample (i.e. sex) and one of the measurements is ordinal the Mann-Whitney U Test was used. This because it is one of the most powerful one of the non-parametric tests, and at the same time it is the most appropriate alternative to the strong parametric t-test for independent samples (which reported to reach .955) (Gibbons, 1976).

Where statistical analysis involves differences between more than two matched conditions drawn from the same population with at least an ordinal scale Friedman Two-way of Analysis of Variance by Rank (Friedman TWAVRT) was used. This test was used to compare informants' coping responses to their different perceived needs. The power efficiency of Friedman test relative to the parametric F test (randomized blocks analysis of variance) is reported as $.955k/(k-1)$ Gibbon (1976).

However, where statistical analysis involved differences between a pair conditions in at least one ordinal scale the Wilcoxon Matched-Pairs Signed-Ranks Test (Wilcoxon MPST) was used. Like the Friedman TWAVRT, this test is used with related samples. This test is used to explore the direction of differences within pairs and the relative magnitude. In comparing this test with the parametric t Test the asymptotic efficiency near H_0 of the Wilcoxon MPST is 95.5 percent (Mood, 1954; & Gibbon, 1976)). This test will be used to compare responses between coping ways and strategies in coping scale.

CHAPTER SEVEN

DATA PRESENTATION AND ANALYSIS OF ADOLESCENTS' PERCEIVED NEEDS SCALE (APNSc)

7.1 INTRODUCTION:

As it has been indicated in the previous chapter, the first major purpose of this study is to identify adolescents' perceived needs in the UAE. Chapter two of the review of theoretical perspectives provided a brief explanation about the subject society characteristics and nature that might help in interpreting the results. The data are related to two main issues:

- 1- The range and strength of informants' perceived needs.
- 2- Differences between responses of boys and girls by testing the null hypotheses for each item.

This chapter contains, the results of APNSc, an analysis of the findings for the need scale and a discussion of the result; however, I shall start by explaining the presentation approach of the results.

7.2 PRESENTATION OF RESULTS:

The results are presented as follows':

- A) Frequency and percentage of the value of each need item will

be used to investigate the most frequent and the least frequent needs for the whole sample. Perceived needs presentation will be ranked according to this result.

B) Gender differences for each perceived need are established in two dimensions:

i) in term of value.

and ii) in term of importance.

Mann-Whitney U test will be the criterion against which statistical results will be judged in case of sex difference (see chapter 6).

The significance of the probability value in each table will be shown as follows:

***= Significant beyond level 0.0001

**= Significant beyond level 0.01

*= Significant beyond level 0.05

A trend appearing in which the P.value is less than 0.08 and greater than 0.05 ($0.08 > P.value > 0.05$) has been indicated by the sign (<).

7.3 ADOLESCENTS' PERCEIVED NEEDS SCALE RESULTS (APNSc):

In each item of the questionnaire the informants were required to indicate the strength of perceived needs on a five point scale. An addition of as sixth category (0) was included so that the informants could indicate that they had no perceived need. Values of each category are given in table 7.1.

Table 7.1: Alternative values given to each item in APNSc.

The value	Strength no.
Non-choice	0
Just a little	1
Not very strong	2
Fairly strong	3
Strong	4
Very strong	5

In order to obtain an index of the overall expressed perceived needs of the group on each variable the value was multiplied by the frequency in order to obtain a total frequency value. These total frequency value were then ranked to indicate the order of perceived needs (see table 7.2).

Table 7.2: Percentage and total frequency value of items on the APNSc.

APNSc Items	Non-Choice 0		Jst.little 1		N.Very St. 2		Fairly St. 3		Strong 4		Very St. 5		Means	St.Dev	Total F*Value	Needs rank order
	F	%	F	%	F	%	F	%	F	%	F	%				
Item 1	314	45	54	8	29	4	142	20	80	11	81	12	1.997	2.070	1263	12
Item 2	240	34	36	5	58	8	119	17	106	15	141	20	2.340	1.975	1638	9
Item 3	322	46	40	6	17	2	97	14	90	13	135	19	1.997	2.070	1400	11
Item 4	152	22	53	8	21	3	106	15	132	19	237	34	3.033	1.957	2126	3
Item 5	262	37	43	6	23	3	66	9	117	17	190	27	2.432	2.139	1705	6
Item 6	542	77	21	3	10	1	58	8	37	5	31	4	0.741	1.498	518	17
Item 7	382	54	37	5	21	3	95	14	93	13	73	10	1.571	1.912	1101	14
Item 8	305	43	46	7	33	5	103	15	90	13	124	18	1.999	2.016	1401	10
Item 9	484	69	20	3	8	1	44	6	62	9	83	12	1.185	1.901	831	15
Item 10	399	57	23	3	13	2	65	9	96	14	105	15	1.645	2.044	1153	13
Item 11	528	75	19	3	5	1	60	9	46	7	42	6	0.625	1.625	603	16
Item 12	255	36	45	6	18	3	103	15	115	16	165	24	2.389	2.073	1675	8
Item 13	136	19	29	4	13	2	48	7	108	15	367	52	3.518	1.979	2466	2
Item 14	257	37	40	6	24	3	70	10	125	18	185	26	2.458	2.123	1723	5
Item 15	102	15	25	4	17	2	81	12	123	18	353	50	3.560	1.802	2559	1
Item 16	245	35	41	6	23	3	110	16	131	19	151	22	2.419	2.032	1696	7
Item 17	241	34	33	5	30	4	90	13	136	19	171	24	2.514	2.065	1762	4

Keys:
Jst.little.= Just a little.
N.Very St.= Not very strong.
Fairly St.= Fairly strong.
Very St.= Very strong.
F.= Frequency.
% = Percentage.
St.Dev.= Standard Deviation.
F*Value= Frequency multiplied by the value given to each category.

From table 7.2 it became possible to rank the perceived needs of the whole group. The perceived needs in rank order from most frequent to least frequent are:

- 1- Nd15 " to achieve success".
- 2- Nd13 " to be blessed by God".
- 3- Nd4 " to feel homeostasis and away from problems".
- 4- Nd17 " to be understood".

- 6- Nd5 " to be respected and well treated".
- 7- Nd16 " to gain friends".
- 8- Nd12 " not to be hesitant".
- 9- Nd2 " not to feel bored".
- 10- Nd8 " not to be alone".
- 11- Nd3 " to be loved".
- 12- Nd1 " to feel free".
- 13- Nd10 " to be encouraged and supported".
- 14- Nd7 " to have someone to share my feeling with".
- 15- Nd9 " to love someone".
- 16- Nd11 " to be beautiful/handsome".
- 17- Nd6 " to gain people's attention".

Another frequency and percentage table of the items of the APNSc is presented (7.2.a & b). This shows the frequency of each perceived need reduced to a two item scale (non-choice and choice disregarding strength) which might be a different way of looking at the data. The correlations between the ranking in tables 7.2, 7.2.a and 7.2.b are statistically significant at the 0.0001 level; so that I shall use the first way of ranking in presenting the results and use the other two proportions in the discussion of the results.

Table 7.2(a & b): Frequency, percentage and rank order of perceived needs.
(a: in term of choice/non-choice perception)
(b: in term of selection as one of the most important needs)

Table 7.2.a.						Table 7.2.b			
APNSc	NON-CHOICE		CHOICE		Needs Rank Order	CHOICE MOST IMPO.		Needs Rank Order	
Items	F.	%	F.	%			%		
Item 1	314	44.9	386	54.9	11	164	23.4	5	
Item 2	240	34.3	460	65.7	4	188	26.8	4	
Item 3	322	45.9	379	54.1	12	118	16.8	11	
Item 4	152	21.7	549	78.3	3	298	42.5	3	
Item 5	262	37.4	439	62.6	9	155	22.1	9	
Item 6	542	77.5	157	22.5	17	31	4.4	17	
Item 7	382	54.5	319	45.5	13	80	11.4	14	
Item 8	305	43.5	396	56.5	10	113	16.1	12	
Item 9	484	69.0	217	31.0	15	74	10.6	15	
Item 10	399	56.9	302	43.1	14	85	12.1	13	
Item 11	528	75.4	172	24.6	16	36	5.1	16	
Item 12	255	36.4	446	63.6	7	165	23.5	6	
Item 13	136	19.4	565	80.6	2	338	48.2	2	
Item 14	257	36.7	444	63.3	8	158	22.5	8	
Item 15	102	14.6	599	85.4	1	376	53.6	1	
Item 16	245	35.0	456	65.0	6	138	19.7	10	
Item 17	241	34.4	460	65.6	4	163	23.3	7	
Opened-items:									
Item 18	486	69.3	215	30.7		68	9.7		
Item 19	588	83.9	113	16.1		34	4.9		
Item 20	646	92.2	55	7.8		9	1.3		
Item 21	671	95.4	30	4.3		3	0.4		
Item 22	688	98.1	13	1.9		3	0.4		

Keys:
F.= Frequency.
%= Percentage.

Although the open-items are included in this table, however,

these open-items allowed for individual differences and therefore can not be tabulated in this way, so that they will be discussed in a special section at the end of this chapter.

Table 7.2.c: Frequency and percentage of responses of Boys & Girls on the APNSc.

N. N o.	S E X	Nchc. 0		J.lt. 1		NVstr. 2		Fstr. 3		Str. 4		Vstr. 5	
		Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%
1	M	130	39	20	6	16	5	61	18	53	16	52	16
	F	184	50	34	9	13	4	81	22	27	7	29	8
2	M	117	35	2	.6	24	7	64	19	58	18	67	20
	F	123	33	34	9	34	9	55	15	48	13	74	20
3	M	157	48	17	5	11	3	44	13	40	12	62	19
	F	163	44	23	6	6	2	53	14	50	14	73	20
4	M	65	20	29	9	10	3	45	14	67	20	117	35
	F	87	24	24	7	11	3	61	17	65	18	120	33
5	M	110	33	13	4	13	4	38	11	55	17	104	31
	F	152	41	30	8	10	3	28	8	62	17	86	23
6	M	235	71	10	3	9	3	31	9	24	7	23	7
	F	307	84	11	3	1	.3	27	7	13	4	8	2
7	M	186	56	23	7	10	3	44	13	42	13	28	8
	F	196	53	14	4	11	3	51	14	51	14	45	12
8	M	148	44	20	6	15	5	49	15	50	15	51	15
	F	157	43	26	7	18	5	54	15	40	11	73	20
9	M	189	57	13	4	6	2	29	9	40	12	56	17
	F	295	80	7	2	2	.5	15	4	22	6	27	7
10	M	205	62	13	4	9	3	31	9	35	11	40	12
	F	194	53	10	3	4	1	34	9	61	17	65	18
11	M	238	72	10	3	4	1	30	9	28	8	23	7
	F	290	79	9	2	1	.3	30	8	18	5	19	5
12	M	131	39	24	7	5	2	51	15	49	15	73	22
	F	124	34	21	6	13	4	52	14	66	18	92	25
13	M	73	22	11	3	6	2	21	6	54	16	168	51
	F	63	17	18	5	7	2	27	7	54	15	199	54
14	M	124	37	13	4	13	4	33	10	68	20	82	25
	F	133	36	27	7	11	3	37	10	57	16	103	28
15	M	39	12	9	3	11	3	36	11	72	22	166	50
	F	63	17	16	4	6	2	45	12	51	14	187	51
16	M	106	32	16	5	14	4	49	15	68	20	80	24
	F	139	38	25	7	9	2	61	17	63	17	71	19
17	M	131	39	12	4	15	5	36	11	69	21	70	21
	F	110	30	21	6	15	4	54	15	67	18	101	27
Opened-items:													
18	M	232	70	0	0	2	.6	17	5	24	7	58	17
	F	254	69	6	2	5	1	19	5	26	7	58	16
19	M	289	87	1	.3	2	.6	5	2	10	3	26	8
	F	299	81	5	1	2	.5	13	4	15	4	34	10
20	M	312	94	2	.6	2	.6	2	.6	3	.9	12	4
	F	334	91	3	.8	1	.3	3	.8	10	3	17	5
21	M	322	97	0	0	0	0	1	.3	1	.3	9	3
	F	349	95	1	.3	1	.3	3	.8	3	.8	11	3
22	M	327	98	0	0	0	0	2	.6	0	0	4	1
	F	361	98	1	.3	1	.3	0	0	2	.5	3	.8

Keys:
N.no.= APNSc items number.
J.lt.= Just a little.
Fstr.= Fairly strong.
Vstr.= Very strong.
% = Percentage.
M= Male.
F= Female.

Nchc.= Non-choice.
NVstr.= Not very strong.
Str.= Strong.
Fr.= Frequency.

Table 7.2.c shows the frequency and percentage of boys and

girls' responses separately. These figures are the basis for examining sex differences in later tables. This table suggest that sex differences in needs perception are obvious and spread all over these items.

Tables in the following section are in two parts: the frequency, percentage, median and mean for each perceived need are given and each table is then followed by a second table which relate to sex difference. This table is in two parts: the first part shows the mean ranking of males and females for this variable, and a second part (* asterisk) indicates the number of cases male and female who selected this as one of their four most important needs as indicated in table 7.2.b. The items are listed in the other in the order in which they were ranked (see table 7.2).

I would like to mention at the outset that the reader might find a U shaped distribution and strong skews more frequently in the following results. This is the result of two phenomena, the first, which may have caused the distortion, is the "no-choice" category, this is related to the APNSc scale administration procedures (see section 6.8). This was used to help the informants concentrate on as narrow a number of needs as possible, so that they could emerge with only four needs as the most important perceived needs for them. This might have reduced the spread of the responses; the very low frequency of "just a little" and "not very strong" categories could be evidence of this. The second reason, on the other hand, could be related to the range of the 5 points scale, where informants were asked to rate the strength of their

perception of each selected item within this range. Had I enlarged the scale up to a 10 points scale, the distribution might have been more spread and have a more normally shaped distribution. The changes suggested above would not be essential to ensure reliability, but they are worth mentioning as a methodological curiosity.

Rank 1: Item 15 "to achieve success".

Table 7.3a: Frequency percentage median and mean of the perceived need to achieve success.

Value Labels	Vno	F	F*Vno	%	Md	Mn	St.de
Non-choice	0	102	0	14.6	5	3.560	1.802
Just a little	1	25	25	3.6			
Not very strong	2	17	34	2.4			
Fairly strong	3	81	243	11.6			
Strong	4	123	492	17.5			
Very strong	5	353	1765	50.4			

Keys:
Vno= Value number. F= Frequency.
F*Vno= Frequency multiplied by its value number.
% = Percentage. Md= Median.
Mn= Mean. St.Dev.= Standard deviation.

The need to achieve success was ranked 1st on APNSc. From the 85.4 percent of the total number of informants who responded to this scale had selected this need to be one of their perceived needs. The distribution shows a strong positive skew toward perceiving this need very strongly. The results show also that even though this need was ranked at the top of the list 15 percent of informants did not rate it as one of their perceived needs.

Sex difference:

Table 7.3b: Sex difference in need to achieve success.

Sex	M.Rank	N.cases	U.value	P.value
Males	357.04	333	59141.5	0.3915
Females	345.21	368		
*Selection of most important for need:				
Sex	N.cases	% Cs.	% pop.	% wh.pop.
Males	193	51.33	58.00	53.6
Females	183	48.67	49.70	
	376			

Keys:

M.rank= Mean rank.

N.cases= Number of cases.

U.value= Mann-Whitney U Test value.

P.value= Probability value.

% Cs.= percentage of the case.

% pop.= percentage of the proper sex of the whole population.

% wh.pop.= Percentage of the whole population.

Table 7.3b shows that there is no statistically significant difference between boys and girls to this perceived need to achieve success ($p=0.3915$).

Also this table shows that 53.6 percent of the informants had selected this need as one of their most important four needs. 51.33 percent of boys has selected this need to be one of their four most important needs, which reach a 58 percent of the whole boys population; and 48.67 percent girls did the same choice, which reach a 49.7 percent of the whole population of girls.

In this case about half of the informants had chosen the need to achieve success as one of their four most important needs.

Rank 2: Item 13 "to be blessed by God".

Table 7.4a: Frequency percentage median and mean of the perceived need to be blessed by God.

Value Labels	Vno	F	F*Vno	%	Md	Mn	St.de
Non-choice	0	136	0	19.4	5	3.518	1.979
Just a little	1	29	29	4.1			
Not very strong	2	13	26	1.9			
Fairly strong	3	48	144	6.8			
Strong	4	108	432	15.4			
Very strong	5	367	1832	52.4			

Keys:

Vno= Value number.

F= Frequency.

F*Vno= Frequency multiplied by its value number.

% = Percentage.

Md= Median.

Mn= Mean.

St.Dev.= Standard deviation.

Although more informants rated this need as a very strong perceived need than the previous need, the number of informants who did not perceive this as a need are greater, and thus it is ranked second overall. This distribution shows that almost 20 percent of the informants did not perceive this need as one of their needs.

The first and the second ranked perceived needs are the only needs of the list which had a very high proportion in the very strong category. The result might indicate that religious commitments are still operational for the adolescents of UAE even after federation almost with its parallel appearance of materialistic needs (to achieve success).

Sex Difference:

Table 7.4b: Sex difference in need to be blessed by God.

Sex	M.Rank	N.cases	U.value	P.value
Males	342.69	333	58506.0	0.2611
Females	358.52	368		
*Selection of most important for need:				
Sex	N.cases	% Cs.	% pop.	% wh.pop.
Males	157	46.45	47.10	48.2
Females	181	53.55	49.20	
	338			

Keys:

M. rank= Mean rank.
N. cases= Number of cases.
U. value= Mann-Whitney U Test value.
P. value= Probability value.
% Cs.= percentage of the case.
% pop.= percentage of the proper sex of the whole population.
% wh. pop.= percentage of the whole population.

Table 7.4b shows that there is no statistically significant difference between boys and girls to this perceived need to be blessed by God ($p=0.2611$).

This table shows that 48.2 percent of the informants had selected this need as one of their most important four needs. 51.33 percent of boys had selected this need to be one of their four most important needs, which reach a 47.1 percent of the whole boys

population; and 53.55 percent of girls did the same, which reach a 49.2 percent of the whole population of girls population.

In this case also, about half of the informants had chosen the need to be blessed by God as one of their four most important needs. This table also identifies the importance of spiritual need for the informants. Boy and girls felt this need equally; even though, girls tended to feel the need slightly more strongly than boys.

Rank 3: Item 4 " to feel homeostasis and away from problems".

Table 7.5a: Frequency percentage median and mean of the perceived need to feel homeostasis and away from problems.

Value Labels	Vno	F	F*Vno	%	Md	Mn	St.de
Non-choice	0	152	0	21.7	5	3.033	1.957
Just a little	1	53	53	7.6			
Not very strong	2	21	42	3.0			
Fairly strong	3	106	318	15.1			
Strong	4	132	528	18.8			
Very strong	5	237	1185	33.8			

Keys:

Vno= Value number.

F*Vno= Frequency multiplied by its value number.

% = Percentage.

Mn= Mean.

F= Frequency.

Md= Median.

St.Dev.= Standard deviation.

The proportion of "no-choice" did not differ strongly in this need from the previous one. However, the percentage of respondents who rated this item as one of their perceived needs was 19 percent less than the previous item, and this increased the gap between this need and the first two needs. Nevertheless, this need got the median of 5 and 78.3 percent of the informants still considered it as one of their perceived needs.

The high rating of this need may have occurred as a result of its connection with each of the previous two needs. Feeling homeostasis might be achieved by materialistic means (rank 1) or

spiritual ones (rank 2) depending on the perspective which each individual has. A full discussion of these three needs will take place in the next chapter.

Sex difference:

Table 7.5b: Sex difference in need to feel homeostasis away from problems.

Sex	M.Rank	N.cases	U.value	P.value
Males	359.79	333	58343.5	0.2594
Females	343.04	368		
*Selection of most important for need:				
Sex	N.cases	% Cs.	% pop.	% wh.pop.
Males	145	48.66	43.50	78.3
Females	153	51.34	41.60	
	298			

Keys:

M.rank= Mean rank.
N.cases= Number of cases.
U.value= Mann-Whitney U Test value.
P.value= Probability value.
% Cs.= percentage of the case.
% pop.= percentage of the proper sex of the whole population.
% wh.pop.= percentage of the whole population.

Table 7.5b also shows that there is no statistically significant difference between boys and girls to this perceived need to feel homeostasis and away from problems ($p=0.2594$).

Also this table shows that 78.3 percent of the informants had chosen the need to feel homeostasis as one of their most important four needs. 48.66 percent of boys had chosen this need to be one of their four most important needs, which reach a 43.5 percent of the whole boys population; and 51.34 percent of girls did the same, which reach a 41.6 percent of the whole population of girls population.

This case shows that almost half of the informants felt this need as one of their four most important needs and there is no statistically significance difference between boys and girls on this need.

Rank 4: Item 17 " to be understood".

Table 7.6a: Frequency percentage median and mean of the perceived need to be understood.

Value Labels	Vno	F	F*Vno	%	Md	Mn	St.de
Non-choice	0	241	0	34.4	3	2.514	2.065
Just a little	1	33	33	4.7			
Not very strong	2	30	60	4.3			
Fairly strong	3	90	270	12.8			
Strong	4	136	544	19.4			
Very strong	5	171	855	24.4			

Keys:
Vno= Value number. F= Frequency.
F*Vno= Frequency multiplied by its value number.
% = Percentage. Md= Median.
Mn= Mean. St.Dev.= Standard deviation.

The need to be understood was ranked 4th on the APNSc. The distortion effect of the high "no-choice" category has drawn this need far from the first ranked three needs. However, there are still more than 50 percent of informants who rated this need as one of their strongly perceived needs. This need will be discussed in relation to the next two needs.

Sex difference:

Table 7.6b: Sex difference in need to be understood.

Sex	M.Rank	N.cases	U.value	P.value
Males	333.04	333	55293.0	* 0.0209
Females	367.25	368		
*Selection of most important for need:				
Sex	N.cases	% Cs.	% pop.	% wh.pop.
Males	53	32.50	15.90	65.6
Females	110	67.50	29.90	
	163			

Keys:
M.rank= Mean rank.
N.cases= Number of cases.
U.value= Mann-Whitney U Test value.
P.value= Probability value.
% Cs.= percentage of the case.
% pop.= percentage of the proper sex of the whole population.
% wh.pop.= percentage of the whole population.

Table 7.6b shows statistically significant differences between boys and girls to this perceived need to be understood ($p=0.0209$). Adolescents females' mean rank (367.25) is greater than adolescent

males' mean rank (333.04). This difference between mean ranks of boys and girls which shows that adolescents girls perceive the need to be understood more strongly than boys is statistically significant.

Also this table shows that 65.6 percent of the informants had chosen the need to be understood as one of their most important four needs. 32.5 percent of boys had chosen this need to be one of their four most important needs, which reach a 15.9 percent of the whole boys population; and 67.5 percent of girls did the same, which reach a 29.9 percent of the whole population of girls population. Looking at the frequency with which males and females had selected this need as one of their most important needs reinforce and suggest that females perceive and feel this need more strongly than do their male counterparts.

Rank 5: Item 14 "to be trusted by others".

Table 7.7a: Frequency percentage median and mean of the perceived need to be trusted.

Value Labels	Vno	F	F*Vno	%	Md	Mn	St.de
Non-choice	0	257	0	36.7	3	2.458	2.123
Just a little	1	40	40	5.7			
Not very strong	2	24	48	3.4			
Fairly strong	3	70	210	10.0			
Strong	4	125	500	17.8			
Very strong	5	185	925	26.4			

Keys:

Vno= Value number. F= Frequency.
F*Vno= Frequency multiplied by its value number.
% = Percentage. Md= Median.
Mn= Mean. St.Dev.= Standard deviation.

The need to be trusted was ranked 5th on the APNSc. As was found in the previous item, the distribution is distorted by the "no-choice" category on the one hand and the "very strong" category on the other. In addition the differences are intensified by the smaller number of informants who rated this item as "strong" and

"fairly strong". This item will be referred to in the discussion of the next need.

Sex difference:

Table 7.7b: Sex difference in need to be trusted.

Sex	M.Rank	N.cases	U.value	P.value
Males	348.95	333	60590.5	0.7913
Females	252.85	368		
*Selection of most important for need:				
Sex	N.cases	% Cs.	% pop.	% wh.pop.
Males	70	44.30	21.00	63.3
Females	88	55.70	23.90	
	158			

Keys:

M.rank= Mean rank.
N.cases= Number of cases.
U.value= Mann-Whitney U Test value.
P.value= Probability value.
% Cs.= percentage of the case.
% pop.= percentage of the proper sex of the whole population.
% wh.pop.= percentage of the whole population.

Table 7.b shows that there is no statistically significant difference between boys and girls to this perceived need to be trusted ($p=0.7913$). This case shows that almost the same number of boys and girls felt the need to be trusted.

Also this table shows that 63.3 percent of the informants had chosen the need to be trusted as one of their most important four needs. 44.3 percent of boys had chosen this need to be one of their four most important needs, which reach a 21.0 percent of the whole boys population; and 55.7 percent of girls did the same, which reach a 23.9 percent of the whole population of girls population. Looking at the frequency with which males and females had selected this need as one of their four most important needs, the figures show that the girls percentage of perceive this need as one of their four most important needs is 10 percent more than boys of those who selected this need.

Rank 6: Item 5 " to be respected and well treated".

Table 7.8a: Frequency percentage median and mean of the perceived need to be respected and well treated.

Value Labels	Vno	F	F*Vno	%	Md	Mn	St.de
Non-choice	0	262	0	37.4			
Just a little	1	43	43	5.1			
Not very strong	2	23	46	3.3	3	2.432	2.139
Fairly strong	3	66	198	9.4			
Strong	4	117	468	16.7			
Very strong	5	190	950	27.1			

Keys:

Vno= Value number.

F= Frequency.

F*Vno= Frequency multiplied by its value number.

% = Percentage.

Md= Median.

Mn= Mean.

St.Dev.= Standard deviation.

The previous two items seem not to differ from this need in term of response. The three distributions show similar distortion effects in the "no-choice" category. These three items might be related together as socially oriented needs, indicating that respondents seem to ask for more understanding, more trust, more respect and ell treated by society.

Sex difference:

Table 7.8b: Sex difference in need to be respected and well treated.

Sex	M.Rank	N.cases	U.value	P.value
Males	372.39	333	54149.0	**
Females	331.64	368		0.0056
*Selection of most important for need:				
Sex	N.cases	% Cs.	% pop.	% wh.pop.
Males	91	58.70	27.30	
Females	64	41.30	17.30	62.6
	155			

Keys:

M.rank= Mean rank.

N.cases= Number of cases.

U.value= Mann-Whitney U Test value.

P.value= Probability value.

% Cs.= percentage of the case.

% pop.= percentage of the proper sex of the whole population.

% wh.pop.= percentage of the whole population.

Table 7.8b shows a statistically significant difference between boys and girls to this perceived need to be to be respected and well treated ($p=0.0056$). These results indicate that males ranked

the perceived need to be respected and well treated more highly than females. This differences is statistically significant beyond the 0.01 level.

Also this table shows that 62.6 percent of the informants had chosen the need to be respected and well treated as one of their most important four needs. 58.7 percent of boys had chosen this need to be one of their four most important needs, which reach a 27.3 percent of the whole boys population; and 41.3 percent of girls did the same, which reach a 17.3 percent of the whole population of girls population. By examining the frequency with which males and females had selected this need to be one of their four most important needs the figures reinforce and suggest that males perceive and feel this need more strongly than females.

Rank 7: Item 16 " to gain friends".

Table 7.9a: Frequency percentage median and mean of the perceived need of to gain friends.

Value Labels	Vno	F	F*Vno	%	Md	Mn	St.de
Non-choice	0	245	0	35.0	3	2.419	2.032
Just a little	1	41	41	4.8			
Not very strong	2	23	46	3.3			
Fairly strong	3	110	330	15.7			
Strong	4	131	524	18.7			
Very strong	5	151	755	21.5			

Keys:
Vno= Value number. F= Frequency.
F*Vno= Frequency multiplied by its value number.
% = Percentage. Md= Median.
Mn= Mean. St.Dev.= Standard deviation.

The need to gain friends was ranked 6th on the APNSc. 64 percent of the total number of informants who responded to this scale have stated their need to gain friends. The distribution indicates that great numbers of informants perceive this need as an important aspect in their relations with the outside life, disregarding what kind of friend they are looking for. The no

choice category is surprisingly high, and there is insufficient data to determine whether it indicated that the respondents already have sufficient friends, or that friends are not seen as necessary.

Sex difference:

Table 7.9b: Sex difference in need to gain friends.

Sex	M.Rank	N.cases	U.value	P.value
Males	367.53	333	55768.5	*
Females	336.04	368		0.0337
*Selection of most important for need:				
Sex	N.cases	% Cs.	% pop.	% wh.pop.
Males	71	51.45	21.30	65.0
Females	67	48.55	18.20	
	138			

Keys:

M.rank= Mean rank.
N.cases= Number of cases.
U.value= Mann-Whitney U Test value.
P.value= Probability value.
% Cs.= percentage of the case.
% pop.= percentage of the proper sex of the whole population.
% wh.pop.= percentage of the whole population.

Table 7.9b shows a statistically significant difference between boys and girls to this perceived need to gain friends ($p=0.0337$). Adolescent males mean rank ($=367.53$) is greater than females mean rank ($=336.04$); this implies that adolescent males seem to perceive the need to gain friends more strongly than girls.

Also this table shows that 65.0 percent of the informants had chosen the need to gain friends as one of their most important four needs. 51.45 percent of boys had chosen this need to be one of their four most important needs, which reach a 21.3 percent of the whole boys population; and 48.55 percent of girls did the same, which reach a 18.2 percent of the whole population of girls population. By examining the frequency with which males and females had selected this need as one of their four most important needs the figures support the results of the first part of this table.

Rank 8: Item 12 " not to be hesitant".

Table 7.10a: Frequency percentage median and mean of the perceived need of not to be hesitant.

Value Labels	Vno	F	F*Vno	%	Md	Mn	St.de
Non-choice	0	255	0	36.4			
Just a little	1	45	45	6.4			
Not very strong	2	18	36	2.6			
Fairly strong	3	103	309	14.7			
Strong	4	115	460	16.4			
Very strong	5	165	825	23.5			

Keys:

Vno= Value number.
 F*Vno= Frequency multiplied by its value number.
 % = Percentage.
 Mn= Mean.
 F= Frequency.
 Md= Median.
 St.Dev.= Standard deviation.

This psychological need is related to self-esteem and self-concept (see section 6.4.2). The distribution indicates that 36.4 percent perceived it as not on their needs list. In other words, they feel that they are to some extent decisive. However, 63.6 percent of the whole number of informants who responded to this scale, selected this need to be one of their perceived needs. This indicates that wide a number of respondents wished to be more decisive in their day-to-day decisions.

Sex difference:

Table 7.10b: Sex difference in need not to be hesitant.

Sex	M.Rank	N.cases	U.value	P.value
Males	337.88	333	56904.5	0.0909
Females	362.87	368		

*Selection of most important for need:

Sex	N.cases	% Cs.	% pop.	% wh.pop.
Males	66	40.00	19.80	63.6
Females	99	60.00	26.90	
	165			

Keys:

M.rank= Mean rank.
 N.cases= Number of cases.
 U.value= Mann-Whitney U Test value.
 P.value= Probability value.
 % Cs.= percentage of the case.
 % pop.= percentage of the proper sex of the whole population.
 % wh.pop.= percentage of the whole population.

Table 7.10b shows that there are no statistically significant differences between boys and girls to this perceived need of not to be hesitant ($p=0.0909$). However, the probability value of 0.09

shows that the statistical difference moves towards significance. This implies that there is a trend in girls' responses to feel the need not to be hesitant more strongly than boys.

Also this table shows that 63.6 percent of the informants had chosen the need not to be hesitant as one of their most important four needs. 40 percent of boys had chosen this need to be one of their four most important needs, which reach a 19.8 percent of the whole boys population; and 60 percent of girls did the same, which reach a 26.9 percent of the whole population of girls population. By examining the frequency with which males and females had selected this need as one of their four most important needs the figures reinforce and suggest even more strongly that females perceive and feel this need as one of their four most important needs more strongly than males.

Rank 9: Item 2 " not to feel bored".

Table 7.11a: Frequency percentage median and mean of the perceived need of not to feel bored.

Value Labels	Vno	F	F*Vno	%	Md	Mn	St.de
Non-choice	0	240	0	34.3	3	2.340	1.975
Just a little	1	36	36	5.1			
Not very strong	2	58	116	8.3			
Fairly strong	3	119	357	17.0			
Strong	4	106	424	15.1			
Very strong	5	141	705	20.1			

Keys:

Vno= Value number.

F*Vno= Frequency multiplied by its value number.

% = Percentage.

Mn= Mean.

F= Frequency.

Md= Median.

St.Dev.= Standard deviation.

Although 34.3 percent of the informants did not rate this need as one of their needs list still, 65.7 percent did so. This need distribution indicates that the feeling of boredom is widespread, despite the extensive developments and availability of entertainment facilities which occurred after federation. This

perception is strong even among adolescents in western society (see section 6.4.2). Understanding the causes of this feeling have important implications in dealing with adolescents. Further research is necessary to clarify this phenomenon.

Sex difference:

Table 7.11b: Sex difference in need not to feel bored.

Sex	M.Rank	N.cases	U.value	P.value
Males	357.68	333	58703.5	0.3579
Females	344.02	368		
*Selection of most important for need:				
Sex	N.cases	% Cs.	% pop.	% wh.pop.
Males	80	42.50	24.00	65.7
Females	108	57.50	29.30	
	188			

Keys:

M.rank= Mean rank.
N.cases= Number of cases.
U.value= Mann-Whitney U Test value.
P.value= Probability value.
% Cs.= percentage of the case.
% pop.= percentage of the proper sex of the whole population.
% wh.pop.= percentage of the whole population.

Table 7.11b shows that there is no statistical difference between boys and girls to this perceived need ($p=0.3579$). This shows that almost the same number of boys and girls perceived this need not to be bored.

Also this table shows that 65.7 percent of the informants had chosen the need not to feel bored as one of their most important four needs. 42.5 percent of boys had chosen this need to be one of their four most important needs, which reach a 24.0 percent of the whole boys population; and 57.5 percent of girls did the same, which reach a 29.3 percent of the whole population of girls population. Looking at the frequency with which males and females had selected this need as one of their four most important needs indicates that girls more than boys perceived this need as one of

their four most important.

Rank 10: Item 8 "not to be alone".

Table 7.12a: Frequency percentage median and mean of the perceived need of not to be alone.

Value Labels	Vno	F	F*Vno	%	Md	Mn	St.de
Non-choice	0	305	0	43.5			
Just a little	1	46	46	6.6			
Not very strong	2	33	66	4.7	1	1.999	2.016
Fairly strong	3	103	309	14.7			
Strong	4	90	360	12.8			
Very strong	5	124	620	17.1			

Keys:

Vno= Value number. F= Frequency.
F*Vno= Frequency multiplied by its value number.
% = Percentage. Md= Median.
Mn= Mean. St.Dev.= Standard deviation.

More than 40 percent of informants did not rate this item as one of their needs list, but at the same time more than 55 percent of them indicated their feeling of loneliness. This feeling of loneliness might occur socially or psychologically and it could be related to some other needs such as the need for support, having someone to share feelings with and not to feel bored. Whatever the reason for perceiving this need, the distribution indicates a gap between the informant and his society which needs to be filled.

Sex difference:

Table 7.11b: Sex difference in need not to be alone.

Sex	M.Rank	N.cases	U.value	P.value
Males	346.36	333	59726.5	0.5443
Females	255.20	368		
*Selection of most important for need:				
Sex	N.cases	% Cs.	% pop.	% wh.pop.
Males	52	46.00	15.60	
Females	61	54.00	16.60	56.5
	113			

Keys:

M.rank= Mean rank.
N.cases= Number of cases.
U.value= Mann-Whitney U Test value.
P.value= Probability value.
% Cs.= percentage of the case.
% pop.= percentage of the proper sex of the whole population.
% wh.pop.= percentage of the whole population.

Table 7.12b shows that there is no statistical difference between boys and girls to this perceived need ($p=0.5443$). This

result shows that almost the same number of males and females perceived this need of not to be alone.

Also this table shows that 56.5 percent of the informants had chosen the need not to be alone as one of their most important four needs. 46 percent of boys had chosen this need to be one of their four most important needs, which reach a 15.6 percent of the whole boys population; and 54 percent of girls did the same, which reach a 16.6 percent of the whole population of girls population. Looking at the frequency with which males and females had selected this need as one of their four most important needs the figures shows that females selected this need as one of their four most important needs slightly more than males.

Rank 11: Item 3 " to be loved".

Table 7.12a: Frequency percentage median and mean of the perceived need of to be loved.

Value Labels	Vno	F	F*Vno	%	Md	Mn	St.de
Non-choice	0	322	0	45.9	1	1.997	2.070
Just a little	1	40	40	5.7			
Not very strong	2	17	34	2.4			
Fairly strong	3	97	291	13.8			
Strong	4	90	360	12.8			
Very strong	5	135	675	19.3			

Keys:

Vno= Value number.
F*Vno= Frequency multiplied by its value number.
% = Percentage.
Md= Median.
Mn= Mean.
St.Dev.= Standard deviation.

More than 50 percent of the informants rated this need as one of their perceived needs, and of them 30 percent perceived this need as strong. The distribution indicates that half of the informants were looking for someone to love them and care about them, which indicates some considerable absence of satisfaction of this need.

Sex difference:

Table 7.12b: Sex difference in need to be loved.

Sex	M.Rank	N.cases	U.value	P.value
Males	344.09	333	58971.0	0.3626
Females	357.25	368		
*Selection of most important for need:				
Sex	N.cases	% Cs.	% pop.	% wh.pop.
Males	53	44.90	15.90	54.1
Females	65	55.10	17.70	
	118			

Keys:

M.rank= Mean rank.
N.cases= Number of cases.
U.value= Mann-Whitney U Test value.
P.value= Probability value.
% Cs.= percentage of the case.
% pop.= percentage of the proper sex of the whole population.
% wh.pop.= percentage of the whole population.

Table 7.12b shows that there is no statistical significant difference between boys and girls to this perceived need of to be loved ($p=0.3626$). This result shows that almost the same number of males and females perceived this need of to be loved.

Also this table shows that 54.1 percent of the informants had chosen the need to be loved as one of their most important four needs. 44.9 percent of boys had chosen this need to be one of their four most important needs, which reach a 15.9 percent of the whole boys population; and 55.1 percent of girls did the same, which reach a 17.7 percent of the whole population of girls population. Looking at the frequency with which males and females had selected this need as one of their four most important needs the figures shows that females selected this need as one of their four most important needs slightly more than males.

Rank 12: Item 1 " to feel free".

Table 7.13a: Frequency percentage median and mean of the perceived need of to feel free.

Value Labels	Vno	F	F*Vno	%	Md	Mn	St.de
Non-choice	0	314	0	44.9			
Just a little	1	54	54	7.7			
Not very strong	2	29	58	4.1	1	1.997	2.070
Fairly strong	3	142	426	20.3			
Strong	4	80	320	11.4			
Very strong	5	81	405	11.6			

Keys:

Vno= Value number. F= Frequency.
 F*Vno= Frequency multiplied by its value number.
 % = Percentage. Md= Median.
 Mn= Mean. St.Dev.= Standard deviation.

The reason why almost 50 percent of informants who did not rate this need as one of their perceived needs might be as a result of the changes in life prospects after federation. This suggestion relates to the indication of the lack of freedom adolescents suffered before federation (see chapter 2). However, this need is still not fully satisfied and there are still more than 50 percent of informants who call for more freedom. This clearly matches the aspirations of their western counterparts (see section 6.4.2).

Sex difference:

Table 7.13b: Sex difference in need to feel free.

Sex	M.Rank	N.cases	U.value	P.value
Males	382.67	333	50409.0	0.0001***
Females	321.48	368		
*Selection of most important for need:				
Sex	N.cases	% Cs.	% pop.	% wh.pop.
Males	102	62.20	30.60	
Females	62	37.80	16.80	54.9
	164			

Keys:

M.rank= Mean rank.
 N.cases= Number of cases.
 U.value= Mann-Whitney U Test value.
 P.value= Probability value.
 % Cs.= percentage of the case.
 % pop.= percentage of the proper sex of the whole population.
 % wh.pop.= percentage of the whole population.

Table 7.13b shows a high statistically significant difference between boys and girls to this perceived need of to feel free ($p=0.0001$). Adolescents' males mean rank ($=382.67$) is greater than

females' mean rank (=321.48) which implies that adolescent males perceive the need to feel free more strongly than adolescent females in this study.

Also this table shows that 54.9 percent of the informants had chosen the need to be loved as one of their most important four needs. 62.2 percent of boys had chosen this need to be one of their four most important needs, which reach a 30.6 percent of the whole boys population; and 37.8 percent of girls did the same, which reach a 16.8 percent of the whole population of girls population. Looking at the frequency with which males and females had selected this need as one of their four most important needs the figures reinforce and suggest more strongly that males perceive and feel this need much more than females.

Rank 13: Item 10 " to be encouraged and supported".

Table 7.14a: Frequency percentage median and mean of the perceived need of to be encouraged and supported.

Value Labels	Vno	F	F*Vno	%	Md	Mn	St.de
Non-choice	0	399	0	56.9	0	1.645	2.044
Just a little	1	23	23	3.3			
Not very strong	2	26	26	1.8			
Fairly strong	3	65	195	9.3			
Strong	4	96	384	13.7			
Very strong	5	105	525	15.0			

Keys:

Vno= Value number. F= Frequency.
F*Vno= Frequency multiplied by its value number.
% = Percentage. Md= Median.
Mn= Mean. St.Dev.= Standard deviation.

The results indicates that almost 57 percent of informants did not rate this need as one of their perceived needs. This large number has distorted the distribution even though the rest of the informants seem to feel this need fairly strongly. This need might be related to the next need where informants are looking for

someone to share their feelings with.

Sex difference:

Table 7.14b: Sex difference in need to be encouraged and supported.

Sex	M.Rank	N.cases	U.value	P.value
Males	329.94	333	54258.0	**
Females	370.06	368		0.0036
*Selection of most important for need:				
Sex	N.cases	% Cs.	% pop.	% wh.pop.
Males	30	35.30	9.00	
Females	55	64.70	14.90	43.1
	85			

Keys:

M.rank= Mean rank.
N.cases= Number of cases.
U.value= Mann-Whitney U Test value.
P.value= Probability value.
% Cs.= percentage of the case.
% pop.= percentage of the proper sex of the whole population.
% wh.pop.= percentage of the whole population.

Table 7.14b shows a high statistically significant difference between boys and girls to this perceived need of to be encouraged and supported ($p=0.0036$). Adolescents females' mean rank ($=370.06$) is greater than males' mean rank ($=329.94$) which implies that adolescent females perceive the need to be encouraged and supported more strongly than adolescent males in this study.

Also this table shows that 43.1 percent of the informants had chosen the need to be encouraged and supported as one of their most important four needs. 35.6 percent of boys had chosen this need to be one of their four most important needs, which reach a 9.0 percent of the whole boys population; and 64.7 percent of girls did the same, which reach a 14.9 percent of the whole population of girls population. Looking at the frequency with which males and females had selected this need as one of their four most important needs the figures reinforce and suggest more strongly that females perceive and feel this need much more than males.

Rank 14: Item 7 " to have someone to share my feelings with".

Table 7.15a: Frequency percentage median and mean of the perceived need of someone to share their feeling with.

Value Labels	Vno	F	F*Vno	%	Md	Mn	St.de
Non-choice	0	382	0	54.5	0	1.571	1.912
Just a little	1	37	37	5.3			
Not very strong	2	21	42	3.0			
Fairly strong	3	95	285	13.6			
Strong	4	95	372	13.3			
Very strong	5	73	365	10.4			

Keys:

Vno= Value number. F= Frequency.
F*Vno= Frequency multiplied by its value number.
% = Percentage. Md= Median.
Mn= Mean. St.Dev.= Standard deviation.

The distribution of this need show for the first time a notable drop in the number of informants who perceive this need as "very strong". Most of them rated it less than that. This result indicates that even though this need spread through 45 percent of the sample, it does so at a less intense level.

Sex difference:

Table 7.15b: Sex difference in need to have somebody to share their feeling with.

Sex	M.Rank	N.cases	U.value	P.value
Males	341.38	333	58067.0	0.1894
Females	359.71	368		
*Selection of most important for need:				
Sex	N.cases	% Cs.	% pop.	% wh.pop.
Males	26	32.50	7.80	45.5
Females	54	67.50	14.70	
	80			

Keys:

M.rank= Mean rank.
N.cases= Number of cases.
U.value= Mann-Whitney U Test value.
P.value= Probability value.
% Cs.= percentage of the case.
% pop.= percentage of the proper sex of the whole population.
% wh.pop.= percentage of the whole population.

Table 7.15b shows no statistically significant difference between boys and girls to this perceived need ($p=0.1894$). This result shows that almost the same number of males and females perceived this need of not to have somebody to share their feelings with.

Also this table shows that 45.5 percent of the informants had chosen the need to have somebody to share feelings with as one of

their most important four needs. 32.5 percent of boys had chosen this need to be one of their four most important needs, which reach a 7.8 percent of the whole boys population; and 67.5 percent of girls did the same, which reach a 14.7 percent of the whole population of girls population. Looking at the frequency with which males and females had selected this need as one of their four most important needs the figures shows that females selected this need as one of their four most important needs slightly more than males.

Rank 15: Item 9 " to love someone".

Table 7.16a: Frequency percentage median and mean of the perceived need of to love somebody.

Value Labels	Vno	F	F*Vno	%	Md	Mn	St.de
Non-choice	0	484	0	69.0			
Just a little	1	20	20	2.9			
Not very strong	2	8	16	1.1	0	1.185	1.901
Pairly strong	3	44	132	6.3			
Strong	4	62	248	8.8			
Very strong	5	83	415	11.8			

Keys:

Vno= Value number. F= Frequency.
F*Vno= Frequency multiplied by its value number.
% = Percentage. Md= Median.
Mn= Mean. St.Dev.= Standard deviation.

As we approach the final items in the ranking, more of the "no-choice" category appears. In this case almost 70 percent of the informants did not rate this need as one of their perceived needs. However, looking at those who responded positively to this item, the results indicate that most of them selected the "very strong" category. The results might indicate that informants are somehow fulfilling this need or not aware of it. Thus, further research might clarify this.

Sex difference:

Table 7.16b: Sex difference in need to love someone.

Sex	M.Rank	N.cases	U.value	P.value
Males	394.21	333	46882.5	***
Females	311.90	368		0.0001
*Selection of most important for need:				
Sex	N.cases	% Cs.	% pop.	% wh.pop.
Males	49	66.20	14.7	
Females	25	33.80	6.8	31.0
	74			

Keys:

M.rank= Mean rank.
 N.cases= Number of cases.
 U.value= Mann-Whitney U Test value.
 P.value= Probability value.
 % Cs.= percentage of the case.
 % pop.= percentage of the proper sex of the whole population.
 % wh.pop.= percentage of the whole population.

Table 7.16b shows a high statistically significant difference between boys and girls to this perceived need to love someone ($p=0.0001$). Adolescent males mean rank ($=394.21$) is greater than females mean rank ($=311.90$) which imply that adolescent males perceive the need to love someone more strongly than females.

Also this table shows that 31.0 percent of the informants had chosen the need to love someone as one of their most important four needs. 66.2 percent of boys had chosen this need to be one of their four most important needs, which reach a 14.7 percent of the whole boys population; and 33.8 percent of girls did the same, which reach a 6.8 percent of the whole population of girls. Looking at the frequency with which males and females had selected this need as one of their four most important needs the figures show show that males perceive and feel this need more strongly than females.

Rank 16: Item 11 "to be beautiful/handsome".

Table 7.17a: Frequency percentage median and mean of the perceived need to be beautiful/handsome.

Value Labels	Vno	F	F*Vno	%	Md	Mn	St.de
Non-choice	0	528	0	75.4	0	0.625	1.625
Just a little	1	19	19	2.7			
Not very strong	2	5	10	0.7			
Fairly strong	3	60	180	8.6			
Strong	4	46	184	6.6			
Very strong	5	42	210	6.0			

Keys:

Vno= Value number. F= Frequency.
F*Vno= Frequency multiplied by its value number.
% = Percentage. Md= Median.
Mn= Mean. St.Dev.= Standard deviation.

The distribution of this need is interesting because being beautiful or handsome is one of the important aspects in adolescents' self-concept (Themos,1973). However, I think that the low number of informants who did not rate this need as one of their list may be as a result of the strong feelings of other psychological and social needs that made this need less important than looking for social support, respect, and love. Nevertheless, this need is still rated as one of the important needs for 25 percent of the sample.

Sex difference:

Table 7.17b:Sex difference in need to be beautiful/handsome.

Sex	M.Rank	N.cases	U.value	P.value
Males	364.65	333	56393.0	0.0195*
Females	337.66	368		
*Selection of most important for need:				
Sex	N.cases	% Cs.	% pop.	% wh.pop.
Males	20	55.56	6.0	24.6
Females	16	44.44	4.35	
	36			

Keys:

M.rank= Mean rank.
N.cases= Number of cases.
U.value= Mann-Whitney U Test value.
P.value= Probability value.
% Cs.= percentage of the case.
% pop.= percentage of the proper sex of the whole population.
% wh.pop.= percentage of the whole population.

Table 7.17b shows a statistically significant difference between boys and girls to this perceived need to be

beautiful/handsome ($p=0.0195$). Adolescent males mean rank (=364.65) is greater than females mean rank (=337.66) which implies that adolescent males perceive the need to be beautiful/handsome more strongly than females.

Also this table shows that 24.6 percent of the informants had chosen the need to be beautiful/handsome as one of their most important four needs. 55.56 percent of boys had chosen this need to be one of their four most important needs, which reach a 6.0 percent of the whole boys population; and 44.44 percent of girls did the same, which reach a 4.35 percent of the whole population of girls. Looking at the frequency with which males and females had selected this need as one of their four most important needs the figures show that males perceive this need much more than females.

Rank 17: Item 6 "to gain people's attention".

Table 7.18a: Frequency percentage median and mean of the perceived need to gain people's attention.

Value Labels	Vno	F	F*Vno	%	Md	Mn	St.de
Non-choice	0	542	0	77.5	0	0.741	1.498
Just a little	1	21	21	3.0			
Not very strong	2	10	20	1.4			
Fairly strong	3	58	174	8.3			
Strong	4	37	148	5.3			
Very strong	5	31	155	4.4			

Keys:

Vno= Value number. F= Frequency.
F*Vno= Frequency multiplied by its value number.
% = Percentage. Md= Median.
Mn= Mean. St.Dev.= Standard deviation.

The last and the least ranked need in the list was this need. The distribution of this need shows that very few informants rated this need as one of their perceived needs and even those who rated it as one of their needs, only selected the "fairly strong" category as apposed to the "very strong". As with the previous need, this low selection might be related to the influence of other

perceived needs such as to be loved, supported, and having shared feelings. Even though this need came at the end of this list, it has importance to at least 22 percent of the informants.

Further focus on these items will take place in the overall discussion of the results of this chapter in section 7.6.

Sex difference:

Table 7.18b: Sex difference in need to gain people's attention.

Sex	M.Rank	N.cases	U.value	P.value
Males	374.88	333	52663.5	0.0001 ***
Females	327.50	368		
*Selection of most important for need:				
Sex	N.cases	% Cs.	% pop.	% wh.pop.
Males	19	61.30	5.70	22.5
Females	12	38.70	3.30	
	31			

Keys:

M.rank= Mean rank.
N.cases= Number of cases.
U.value= Mann-Whitney U Test value.
P.value= Probability value.
% Cs.= percentage of the case.
% pop.= percentage of the proper sex of the whole population.
% wh.pop.= percentage of the whole population.

Table 7.18b shows a high statistically significant difference between boys and girls to this perceived need to gain people's attention ($p=0.0001$). Adolescent males mean rank ($=374.88$) is greater than females mean rank ($=327.50$) which imply that adolescent males perceive the need to gain people's attention more strongly than females.

Also this table shows that 22.5 percent of the informants had chosen the need to gain people's attention as one of their most important four needs. 61.3 percent of boys had chosen this need to be one of their four most important needs, which reach a 5.7 percent of the whole boys population; and 38.7 percent of girls did the same, which reach a 3.3 percent of the whole population of

girls population. Looking at the frequency with which males and females had selected this need as one of their four most important needs the figures show that males perceive this need much more than females.

7.4 THE POSITIVE RESPONSES:

It will be noticed that in analysing each of the previously discussed tables the proportion of no-choice responses increases and may have distorted the picture that we might have of the perceived needs of the informants who had positively responded to the scale. Therefore, the data from the APNSc was examined using the Mann-Whitney test excluding the non-choice category (0) (see table 7.19).

Table 7.19: Sex difference in APNSc items.

N.no.	Sex	M.Rank	N.cases	U.value	P.value
Item 1	Males	213.57	202	14529.0	0.0001 ***
	Females	171.46	184		
Item 2	Males	246.75	215	22843.0	0.0112 *
	Females	216.24	245		
Item 3	Males	188.94	174	17650.5	0.8566
	Females	190.90	205		
Item 4	Males	276.50	268	37251.0	0.8189
	Females	273.57	281		
Item 5	Males	229.22	223	22029.0	0.1023
	Females	210.49	216		
Item 6	Males	83.32	97	2491.0	0.1158
	Females	72.02	60		
Item 7	Males	149.01	147	11027.0	0.0419 *
	Females	169.39	172		
Item 8	Males	196.05	185	19063.5	0.6799
	Females	200.65	211		
Item 9	Males	109.33	144	5208.0	0.9084
	Females	108.34	73		
Item 10	Males	139.04	128	9541.5	0.0263 *
	Females	160.66	174		
Item 11	Males	87.55	95	3557.5	0.7485
	Females	85.20	77		
Item 12	Males	219.00	202	23734.5	0.4838
	Females	227.23	244		
Item 13	Males	283.68	260	39473.5	0.9142
	Females	282.42	305		
Item 14	Males	222.45	209	24547.5	0.9938
	Females	222.54	235		
Item 15	Males	295.98	294	43652.0	0.5281
	Females	303.88	305		
Item 16	Males	236.71	227	24127.5	0.1684
	Females	220.36	229		
Item 17	Males	229.56	202	25868.0	0.8883
	Females	231.24	258		

Keys:

N.no.= Need number.
 M.rank= Mean rank.
 N.cases= Number of cases.
 U.value= Mann-Whitney U Test value.
 P.value= Probability value.

When sex differences displayed in table 7.19 are examined and contrasted with the earlier tables the distortion of the no-choice category responses becomes clear. Table 7.19 shows that the statistically significant differences occur in needs: 1, 2, 7, and 10. Need 1 and 10 revealed the same results and the same direction of significance when the no-choice category was included; but

differences between boys and girls did not occur in needs 2 and 7 when the no-choice category was included.

The interest in these results is that the probability values in needs 17, 9 and 11 when the no-choice category was included are statistically significant ($p=0.0209, 0.0001, 0.0195$). However, when we look at the same needs without the no-choice category the statistical significant differences is not to be found ($p=0.8883, 0.9084, 0.7485$). These results shows that when we look at the informants who positively responded to the items: to be understood, to love someone, and to be beautiful/handsome, we find a very high statistical relationships between the responses of boys and girls, Conversely, when the no-choice category was included this result did not occur.

7.5 THE Open ITEMS OF APNSc

As was explained in the previous chapter items 18, 19, 20, 21, and 22 of the Adolescents' Perceived Needs Scale (APNSc) were left open to give the informants the opportunity to list perceived needs which had not been referred to. It was indicated in section 6.6, that if the items for the main questionnaire had been sufficiently carefully selected from previous researches and the pilot study then there will be a fewer responses in these categories which in turn is an index of the content validity of the first 17 items of APNSc. The researcher was not surprised at the low frequency of response to this section of the scale. It was expected that most

perceived needs would have been sampled by items 1 to 17 of the main scale following the results of the pilot study and the careful construction of the questionnaire. 30.7 percent of the respondents offered one item in the open list, 16.1 percent offered two items, 7.8 percent offered three items, 4.3 percent offered four items and 0.8 offered five items.

However, an analysis of the individual responses shows a wide range of different perceived needs. These needs are thinly spread throughout the population and no responses occurred in more than 31 items which does not exceed 4.5 percent of the whole population (see table 7.20). The fact that there are such low percentages in these items is interesting but can be understood better by looking at some of these responses. They reveal very particular perceived need which reflect personal even individual needs which may have been signalled in the main scale but about which the informant feels so strongly that they have chosen to say some thing very personal. It is interesting to note that almost the same number of boys and girls responded to these opened-items (see table 7.2c).

Table 7.20: Frequency and percentage of the open items.

No.	Items	F.	%
1.	To feel self-confident	31	4.42
2.	To be supported	30	4.27
3.	To gain others attention	30	4.27
4.	To be an important person	29	4.14
5.	To be understood	29	4.14
6.	To feel loved by others	29	4.14
7.	To have a strong personality	29	4.14
8.	To have good friends	28	3.99
9.	To depend on myself	26	3.71
10.	To worship God	26	3.71
11.	To make others like me	26	3.71
12.	To gain my parents' blessing	25	3.57
13.	To be respected	25	3.57
14.	To be trusted	24	3.42

Keys:

F.= Frequency.

%.= Percentage.

While the content of the items as given in the table resemble some of the APNSc items, when we look at what was actually written the statements can be seen to have more personal and individualised significance. That made me think that I have got very important personalised statements. These statements add, in a very essential way to the main scale items, because in the main scale the informants were obliged to respond to the statements being given, but at the end we got lots of very personalised low frequency items are to analyse. When we look at the very personalised statements they do show some interesting features; some links with the main items, i.e. "to be an important person" (no.4 above) related to the most perceived item in the main scale "to achieve success" and also "to worship God" (no.10 above) related to the second most perceived needs "to be blessed by God". However, other items to do

with social relations "peer groups, parents" which they would not have been able to express in the main scale. Close results found in the pilot study have already been discussed (see chapter 6).

An example of these socially personalised statements is the item "to be supported" (no. 2 above) where one of the respondents said "I want my father to support me in my problems", "I think that if I came to a problem no one will help me", "I feel unsupported", "I find nobody to turn to when I need them". Another example, item "to be trusted" (no. 14 above) one of the respondents said "I do not feel that my parents trust me", "my parents ask me to report where I have been and what I did", "I want to be given some trust". And item "to be respected" (no. 13 above) "my friends do not respect me, they tease me all time", "my bigger brother does not respect me", "some respect from the teachers".

These personalized statements seems to express some individual personal feeling of personal adequacy of being an independent and free standing person or to have to deal with recognition by either peers or parents. Moreover, such personalised statements are invariably more strongly ranked.

The open statements responses are closer to western culture responses. My main APNSc has suggested that there are quite important cultural differences in perceived needs between the two cultures; but these personal statements suggested that there are still these very strong feelings but they have not been represented by the main study because they were lowly ranked but are felt in a very personalised way. These kinds of statements seems to come out

when a person makes individual statements about themselves.

7.6 SUMMARY AND DISCUSSION:

In summary, it was found from applying our APNSc to a sample of 701 that informants' perceived needs could be ranked as:

- 1- Nd15 " to achieve success".
- 2- Nd13 " to be blessed by God".
- 3- Nd4 " to feel homeostasis and well treated".
- 4- Nd17 " to be understood".
- 5- Nd14 " to be trusted by others".
- 6- Nd5 " to be respected and well treated".
- 7- Nd16 " to gain friends".
- 8- Nd12 " not to be hesitant".
- 9- Nd2 " not to feel bored".
- 10- Nd8 " not to be alone".
- 11- Nd3 " to be loved".
- 12- Nd1 " to feel free".
- 13- Nd10 " to be encouraged and supported".
- 14- Nd7 " to have someone to share my feelings with".
- 15- Nd9 " to love someone".
- 16- Nd11 " to be beautiful/handsome".
- 17- Nd6 " to gain people's attention".

As is evident in the data represented in this chapter, the range of informants' needs did not differ greatly from the pilot results. These results emphasize the importance given to these needs by the informants. For example the first ranked need, which is the need to achieve success, was chosen to by 85.4 percent; and even the last ranked need, which is the need to gain people's attention, was selected by 22.5 percent of the informants. Moreover, the percentages show that the first 12 ranked perceived needs were selected by more than 50 % of the informants.

The results show that most frequently selected perceived needs of UAE adolescents were: to achieve success in their lives and be blessed by God. And the least frequently selected perceived needs

of the UAE adolescents were: to be beautiful/handsome and to gain people's attention.

Also there are a some statistically significant difference related to gender in the following needs. Girls seems to perceive the following needs more strongly than boys: the needs to be understood (ND17), to be encouraged and supported (ND10), and to gain people's attention (ND6). Whereas the boys ranked themselves more highly than girls in: the needs to be respected and well treated (ND5), to gain friends (ND16), to feel free (ND1), to love someone (ND9), and to be beautiful/ handsome (ND11).

The results indicated highly similar scores in both boys and girls in ranking of the 3 most strongly perceived needs (ND15, ND13, ND4) and in selecting them as one of their four most important needs. This finding indicate that these three needs were perceived very highly by both sexes.

The results of APNSc shows that the most frequently selected perceived needs of UAE adolescents were: to be successful in their lives and be blessed by God. And the least frequently selected perceived needs of the UAE adolescents were: "to be beautiful/handsome" and "to gain people's attention". Although making comparison with western culture is not one of my main concerns but it is clearly notable that the range of perceived needs found in this study is similar in some ways to the previous studies discussed in chapter three and cited in chapter six. However, when we look at the intensity of the UAE's adolescent perceived needs' it is interesting to see that there are some differences which do

reflect culture differences or the tensions surrounding the rapid change of life in the UAE which been described in chapter two. For example, "to be blessed by God" ranked very highly by the informants, where it is not rated as the peer groups pressure need of belonging in western society (e.g. Coleman,1980). Another example is that " to be beautiful/handsome" was ranked very least by comparison with other needs by the informants, but is rated very highly in western society.

The result also suggested that the most frequent perceived need of adolescents in the UAE was the need "to achieve success". This perceived need was similarly highly rated by boys and girls. High scoring of this need indicates that informants have the ability to understand the importance of achieving success. Adolescent of 16 years old usually rate joyous and being beautiful or handsome much stronger than anything future related demands (c.f.Conger and Petersen, 1984; and Coleman, 1980). However, with relation to the dramatic changes of their society (see chapter 2), adolescents suppose to try to enjoy this open and wide facilitated life and to think less about future life. In the next chapter I shall investigate how informants respond to meet this specific need.

The second most perceived need "to be blessed by God", was similarly highly rated by both boys and girls. This need might indicate the strong relation between people views and needs and religion. I a behaviour of many people belief in God is linked closely to religious practices in islam, other people still

believing in God may wish to turn to him for his blessing but may not do it by the use of religious practice. It is interesting to note that not only to be blessed by God seen as a strongly perceived need when adolescents respond to needs they often use a coping response which involves turning to a religious experience or practice. In the next chapter I shall investigate how informants respond to meet this specific need.

The third most frequently perceived need "to feel homeostasis and away from problems", was similarly highly rated by boys and girls. Feeling homeostasis is a psychological status and could be achieved by spiritual means or materialistic means. In the next chapter I shall investigate how informants respond to meet this specific need.

The fourth frequently perceived need "to be understood", was more highly rated by girls than by boys. This result suggests that girls seem to seek understanding more than boys, which supports the belief that in UAE society females feel absence of understanding due to the traditional myth that boys are generally better at most things than girls.

The fifth perceived need "to be trusted", was rated similarly by boys and girls. This need is one of the common and important psycho-social needs of adolescents which might cause problems in adolescents-adults relationships (c.f. Buescher, 1984).

The sixth perceived need "to be respected and well treated", was rated more highly by boys than girls. This need may well be related to the adolescents' maturity feeling and desire.

The seventh need "to gain friends" was rated more strongly by boys than by girls. Peer relationships is a very important aspect in adolescents' life. This research cannot provide a specific explanation for, and whether this perception is related to lacking friends or wanting more and what qualities such friends might have. Another thing astonished me is why boys perceive this need more than girls since they have much more opportunities for open relations than girls in this society.

The 8th need "not to be hesitant" or seeking to be decisive, was similarly rated by both boys and girls. This need might be related to the absence of the previously discussed needs of to be trusted, to be respected and to be understood. This need of to be decisive is an important need for positive relations and creativity.

The 9th need "not to be bored" was rated similarly by both boys and girls. In this need adolescents expressed the feeling of being bored which might be as a result of feeling alone (as next need indicates) or a shorting of interesting entertainments which they enjoy.

In the 10th ranked was the need of "not to feel lonely", was rated similarly by both boys and girls. Some indications of the expression of this need might be related to psychological feeling of loneliness even if it is not in reality, also it might be related to the need to gain friends, the need to be loved or the need to gain people's attention.

The 11th need "to be loved" was rated by boys than by girls.

This need might be related to the needs not to be bored and not to be alone. Boys' perception of this need might be related to their need to be respected and well treated, and their desires to gain friends. The adolescents here expressed the absence of affection and warm relationships.

The 12th need "to feel free". In this need adolescents expressed their demand to be given more freedom. Surprisingly, boys rated this need more frequently than girls who seem to be less free than their male counterparts. The need to feel free is one of the important needs in the adolescent period and it seems that it might be related to the need not to be hesitant because part of hesitation is the lack of authority.

The 13th need "to be encouraged and supported". In this need adolescents expressed their need of encouragement and support and claim that they are not supported enough. Girls rated this need more significantly than boys. This result is very important to fulfil most of the previously cited needs of "to achieve success" and not to be hesitant, and also associated with the needs to be loved, to be trusted.

The 14th need "to have some one to share feelings with", was rated similarly by both boys and girls. This need might have a direct relation with the need to be loved. In this need adolescents expressed their need to have somebody they trust to take over their feelings which might be related to the need to gain friends.

The 15th ranked need was "to love somebody". In this need adolescents expressed their need for emotional engagements and to

have somebody to love. Boys rated this need more significantly than girls. This might be related to some of arabian tradition that the male is the one who looks for and selects and then the female might accept or reject. This low rank may relate to the features in the questionnaire and other items examined rather than to the statement of needing to love some one. Other writers and researchers suggest that it is an important aspect of adolescent perceived needs which may not have been sufficiently fully explored in this thesis.

The 16th ranked need was "to be beautiful/handsome". In this need adolescents expressed their awareness of physical appearance. Surprisingly, boys rated this need more significantly than girls. This need is one of the important needs in adolescent self-perception and there might be so many reasons why boys perceive this need more or why girls perceive this need less. However, this need might have its influence upon adolescent's relation of to be loved or to love somebody.

The last not least ranked need "to gain people's attention" was perceived as more important by girls than boys. This need might not be necessarily related to the physical attraction of people but rather to attention concerned with the appreciation of good deeds.

In relating these finding to the framework presented at the end of chapter 5 (illustrated in figures 5.1 & 5.2), I concluded that adolescent's perception of his needs is influenced significantly by so many intervening variables such as the type of personality he has, the values and goals he conduct, his locus of control, his

self-esteem, his existential beliefs and attitudes. It is also influenced by his growth capabilities, needs fulfillment skills and resources. All of that is heavily influenced by the successes he has experienced he got and his social context especially parents, peers, schools and social traditions. Each of those variables has its own influences. The knowledge we gain of these variables will help in interpreting and understanding more clearly adolescents needs in this society. However, these results gives us one other important aspects- that of the viewpoint of the subjects themselves.

CHAPTER EIGHT

DATA PRESENTATION AND ANALYSIS OF THE COPING OPTIONS SCALE (COSC)

8.1 INTRODUCTION:

In this chapter, informants' coping responses to meet their perceived needs are considered. The discussion and analysis of responses is presented in two main sections: In the first section the results are analysed to examine what general tendencies informants use in their coping behaviours to meet their perceived needs irrespective of the responses they give to specific perceived needs. The analysis will examine the extent to which the responses revealed in different coping scales in response to different dimensions are similar or different. At the end of this section the results will be discussed in terms of coping process and style as outlined in chapter 4.

In the second section, informants' coping responses are examined in relation to specific perceived needs. In this section the three most highly ranked needs have been selected. These are: to achieve success (ND15), to be blessed by God (ND13) and to feel homeostasis and away from problems (ND4). In this section the

results would be examined to see how informants cope to meet their most highly ranked perceived needs. Sex differences in responses will be identified and considered.

Each of the two sections contains a discussion of the 19 items of the coping responses scale separately then each of these 19 items statements will be examined again for evidence of using perspectives of four ways of coping and the three coping strategies as outlined in chapter 6.

In each item the informants are required to indicate how frequently they used or employed every item. Values of each category are given as follows in table 8.1. The items were scored as follows:

Table 8.1: Alternative values given to each item in COSc.

Value labels	Scores
Never Employed it	0
Rarely Employ it	1
Employ it Sometime	2
Employ it most of the Time	3
Employ it every Time	4

In order to produce a basis for ranking items, each score was multiplied by the frequency to obtain a total item value. These total item values were then used to rank the items in the COSc (see table 8.2).

8.2 PART ONE : GENERAL-COPING RESPONSES:

The aim of this section is to analyse informants use of

coping responses to meet their perceived needs in general. As mentioned earlier, informants' coping responses are considered without attention to the specific needs which were being responded to.

In order to meet this aim, two techniques have been used:

1- The coping responses were ranked according to their frequency of use. This ranking was obtained by collecting the sum of each of the four coping scales and then using the sum to provide an overall indication of frequency of use. The mean, median, mode and standard deviation were calculated to detect if there was any skew in the distribution and in what direction.

2- A Friedman two-way of ANOVA was used to examine the relations between the four coping scales responses in order to identify any differences there are between the four coping scales irrespective of the specific needs listed.

The significance of probability value in each table will be shown as follows:

***= Significant beyond level 0.001
**= Significant beyond level 0.01
*= Significant beyond level 0.05

A trend appearing in which the P. value is less than 0.08 and greater than 0.05 ($0.08 > P. \text{ value} > 0.05$) has been indicated by the sign (<).

8.2.1 GENERAL-COPING: Coping Items (Responses):

It was mentioned earlier that for the purpose of this analysis the scores on each of the four coping scales have been summed and analyzed as one cell (see administration section and scale

construction section in chapter 6). This step provided a responses range of 16 (with minimum of 0) rather than a maximum of 4 in each COSc items. This allowed the ranking of items (coping responses) according to their frequency of use. Table 8.2 gives a full range of means, median, mode, standard deviation and sum of each item to meet their perceived needs in general.

Table 8.2: Mean, median, mode standard deviation and sum of general coping responses of the four COSc.

COSc Itm	Mn.	Md.	Mo	St.Devs	Sum	R.order
Item 1	8.32	8.00	8.00	3.878	5466	9
Item 2	9.69	10.00	9.00	3.569	6376	6
Item 3	11.05	11.00	13.00	3.334	6831	2
Item 4	6.59	7.00	4.00	3.515	4125	16
Item 5	8.77	9.00	11.00	3.792	5553	7
Item 6	10.18	11.00	13.00	4.053	6700	5
Item 7	8.53	11.00	13.00	4.306	5496	8
Item 8	10.56	11.00	11.00	3.372	6791	3
Item 9	6.43	6.00	4.00	3.786	4176	15
Item 10	4.97	4.00	0.00	4.070	3178	18
Item 11	10.79	12.00	16.00	4.102	7190	1
Item 12	5.97	6.00	5.00	3.346	3884	17
Item 13	6.53	6.00	4.00	4.286	4350	13
Item 14	7.78	8.00	8.00	4.004	5119	10
Item 15	7.43	7.00	8.00	4.153	4860	11
Item 16	10.23	11.00	16.00	3.890	6732	4
Item 17	7.20	7.00	8.00	4.063	4572	12
Item 18	6.58	6.00	4.00	3.789	4233	14
Item 19	1.58	0.00	0.00	3.136	1037	19

Keys:

COSc.Itm= Coping scale items number.
Sum= Sum of frequency of the proper items.
Mn= Mean.
Md= Median.
Mo= Mode.
St.Dev= Standard of deviation.
R.order= Rank Order.

An examination the distribution of these items in table 8.2, shows that a normal distribution rarely occurs, suggesting tendencies occur mostly in one direction. From this table the items are ranked in decreasing order, to indicate how frequently each

item is employed as one of the coping responses to meet the general perceived need. In ranking the items consideration will be given to their distributions by examining them in four groups. These groups are as follows:

Group I: Items responded to positively most of the time:

- R1- Item 11 "I seek spiritual support by turning to some religious activities"
- R2- Item 3 "I depend on myself in fulfilling this need".
- R3- Item 8 "I try to regulate my feelings in order to deal wisely with this need"
- R4- Item 16 "I share with others who lack fulfilment of this need and that gives me a good feeling even though I lack that fulfilment myself"
- R5- Item 6 "I seek advice and collect information about others reaction when this need occur to them"
- R6- Item 2 "I take direct action toward fulfilling this need".

The distribution of these items mostly show a high positive skew, suggesting that informants tend to use this coping response most of the time when they perceive their needs.

Group II: Items responded to positively sometimes:

- R7- Item 5 "I plan and wait for a better opportunity to fulfil this need"
- R8- Item 7 "I seek emotional and psychological support from someone"
- R9- Item 1 "I look for someone to help me in fulfilling this need".
- R10- Item 14 "I express my emotions to ventilate the bad feeling I have got because of this need"
- R11- Item 15 "I try to relax myself in some way"
- R12- Item 17 "I accept the reality of lacking fulfilment of this need and go along with no reaction but keeping my feeling to myself"
- R13- Item 13 "I try to take my mind away from thinking of this need by daydreaming".

The distribution of these items mostly show a slight positive

skew, suggesting that informants tend to use this coping response sometimes when they perceive their needs.

Group III: Items rarely responded to positively:

- R14- Item 18 "I accept the reality of lacking fulfilment of this need so I do not take direct action to fulfil it but seek an option to avoid the tension"
- R15- Item 9 "I try to forget this need by engaging myself in demanding activities and hobbies".
- R16- Item 4 "I look for an indirect way to fulfil this need"
- R17- Item 12 "I try to reduce the importance of this need for me in some way".
- R18- Item 10 "I blame others for causing the lack of fulfilling this need"

The distribution of these items mostly show a negative skew, suggesting that informants tend to use this coping response rarely when they perceive their needs in general.

Group IV: Items never responded to positively:

- R19- Item 19 "I try to deny the reality of this need's non-fulfilment and look for some support of the idea of denial"

The distribution of this item show a high negative skew, suggesting that informants tend not to use this coping response when they perceive their needs.

8.2.1.1 Testing Similarity and Differences between Coping responses:

In order to examine possible similarities and differences between informants' response to the four coping scales (COSC) and to explore the extent to which their might be significant differences, a Friedman Two-way Analysis of Variance by Rank was

used to investigate any statistical differences in informants' responses with respect to different specific needs. This test was considered appropriate as the Friedman two-way of analysis variance is used for testing the null hypothesis when the data from more than two matched samples has been drawn from the same population with at least an ordinal scale (see chapter 6).

As indicated earlier the second aim was to examine the different interpretation found in the literature regarding whether coping responses are a process-oriented or a style-oriented (see section 4.3.2). This issue has been examined by testing the differences between the general four COSc scales. The results of this part support the conclusion in the theoretical discussion that coping is neither pure style nor pure process, but rather a combination and interaction.

Table 8.3: Friedman ANOVA in response to the general perceived needs.

COSc.Scl.	M.Rank	N.cases	CH-SQU	D.F	P.Value
Item (1)a	2.19	657	64.3748	3	0.0001**
Item (1)b	2.45				
Item (1)c	2.65				
Item (1)d	2.71				
Item (2)a	2.30	658	24.8792	3	0.0001**
Item (2)b	2.48				
Item (2)c	2.60				
Item (2)d	2.62				
Item (3)a	2.39	618	6.4734	3	0.0907
Item (3)b	2.55				
Item (3)c	2.55				
Item (3)d	2.51				
Item (4)a	2.41	626	12.4963	3	0.0559<
Item (4)b	2.40				
Item (4)c	2.59				
Item (4)d	2.60				
Item (5)a	2.39	633	15.8643	3	0.0012**
Item (5)b	2.41				
Item (5)c	2.58				
Item (5)d	2.62				
Item (6)a	2.26	658	33.7007	3	0.0001**
Item (6)b	2.51				
Item (6)c	2.58				
Item (6)d	2.65				
Item (7)a	2.38	644	11.9433	3	0.0076**
Item (7)b	2.45				
Item (7)c	2.56				
Item (7)d	2.61				
Item (8)a	2.40	643	6.6136	3	0.0853<
Item (8)b	2.56				
Item (8)c	2.55				
Item (8)d	2.49				
Item (9)a	2.73	650	27.9337	3	0.0001**
Item (9)b	2.46				
Item (9)c	2.38				
Item (9)d	2.43				
Item (10)a	2.55	639	2.7922	3	0.4248
Item (10)b	2.44				
Item (10)c	2.52				
Item (10)d	2.50				
Item (11)a	2.40	666	5.5391	3	0.1363
Item (11)b	2.55				
Item (11)c	2.50				
Item (11)d	2.55				
Item (12)a	2.59	651	4.9027	3	0.1791
Item (12)b	2.48				
Item (12)c	2.44				
Item (12)d	2.49				
Item (13)a	2.79	666	43.9391	3	0.0001**
Item (13)b	2.39				
Item (13)c	2.39				
Item (13)d	2.43				
Item (14)a	2.60	658	5.5445	3	0.1360
Item (14)b	2.46				
Item (14)c	2.49				
Item (14)d	2.46				
Item (15)a	2.68	654	18.2875	3	0.0004**
Item (15)b	2.49				
Item (15)c	2.41				
Item (15)d	2.42				
Item (16)a	2.60	658	7.4448	3	0.0590<
Item (16)b	2.53				
Item (16)c	2.46				
Item (16)d	2.42				
Item (17)a	2.54	635	1.4976	3	0.6828
Item (17)b	2.46				
Item (17)c	2.51				
Item (17)d	2.49				
Item (18)a	2.61	643	7.4180	3	0.0597<
Item (18)b	2.49				
Item (18)c	2.42				
Item (18)d	2.48				
Item (19)a	2.47	655	0.3852	3	0.9433
Item (19)b	2.52				
Item (19)c	2.51				
Item (19)d	2.50				

Keys:

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COSc.Scl.= Coping scale.
Item (item no.)a= Proper item of 1st coping scale.
Item (item no.)b= Proper item of 2nd coping scale.
Item (item no.)c= Proper item of 3rd coping scale.
Item (item no.)d= Proper item of 4th coping scale.
M.Rank= Mean Rank.
N cases= Number of cases.
CH-SQU= Chi-square value.
D.F= Degree of freedom.
P value= Probability value.
*** Statistically significant differences in level 0.001.
** Statistically significant differences in level 0.01.
<= Close to statistically significance.

```

The results of the ANOVA in table 8.3 show no statistically significant difference between the mean ranks of the four COSc scales in the following Items:

- Item 10 "I blame others for causing the lack of fulfilling this need"
- Item 11 "I seek spiritual support by turning to some religious activities"
- Item 12 "I try to reduce the importance of this need for me in some way".
- Item 14 "I express my emotions to ventilate the bad feeling I have got because of this need"
- Item 17 "I accept the reality of lacking fulfilment of this need and go along with no reaction but keeping my feeling to myself"
- Item 19 "I try to deny the reality of this need's non-fulfilment and look for some support of the idea of denial"

These results indicate that informants' use of this coping response was not influenced by the perceived needs listed. They confirm that some coping responses seem to be essentially style-oriented (employment of coping response irrespective of the perceived needs listed).

From table 8.3 the following items showed statistically significant differences between the mean ranks of the four COSc scales:

- Item 1 "I look for someone to help me in fulfilling this need".
- Item 2 "I take direct action toward fulfilling this need".
- Item 5 "I plan and wait for a better opportunity to fulfil this need"

- Item 6 "I seek advice and collect information about how others reaction when this need occur to them"
- Item 7 "I seek emotional and psychological support from someone"
- Item 9 "I try to forget this need by engaging myself in demanding activities and hobbies".
- Item 13 "I try to take my mind away from thinking of this need by daydreaming".
- Item 15 "I try to relax myself in some way"

This result indicates that informants' use of this coping response was significantly influenced by the perceived needs listed. This result suggests a second group of coping responses that are process-oriented (employment of coping response irrespective of the perceived need listed).

Table 8.3 also shows some items which are not statistically significant but close to significance between the mean ranks of the four COSc scales. These items are:

- Item 3 "I depend on myself in fulfilling this need".
- Item 4 "I look for an indirect way to fulfil this need"
- Item 8 "I try to regulate my feelings in order to deal wisely with this need"
- Item 16 "I share with others who lack fulfilment of this need and that gives me a good feeling even though I lack that fulfilment myself"
- Item 18 "I accept the reality of lacking fulfilment of this need so I do not take direct action to fulfil it but seek an option to avoid the tension"

These results indicate that informants' use of this coping response was influenced by the perceived needs listed. This result suggests a third group of items which, whilst not showing statistically significant differences are nevertheless very close to significance and may therefore be considered to show a trend in their use.

8.2.1.2 General-Coping: Coping Responses: Sex Differences:

Table 8.4 : Sex differences in coping responses to meet general perceived need.

QOSc.Scl.	S X	Mean Rank	N Cases	U Value	P Value
Item 1	M	338.19	322	50975.5	0.2223
	F	320.17	335		
Item 2	M	333.69	319	52733.5	0.5819
	F	325.56	339		
Item 3	M	308.56	297	46796.5	0.6929
	F	312.22	321		
Item 4	M	332.24	309	43186.5	0.0102 **
	F	295.23	317		
Item 5	M	334.88	307	44551.0	0.0166 *
	F	300.16	326		
Item 6	M	314.60	320	49311.0	0.0497 *
	F	342.61	338		
Item 7	M	324.22	310	51238.0	0.8212
	F	320.91	334		
Item 8	M	316.93	318	50062.5	0.4917
	F	326.96	325		
Item 9	M	342.58	312	47400.0	0.0254 *
	F	309.74	338		
Item 10	M	326.61	308	48937.5	0.3803
	F	313.85	331		
Item 11	M	313.49	321	48949.5	0.0093 **
	F	352.12	345		
Item 12	M	328.11	314	52245.5	0.7812
	F	324.03	337		
Item 13	M	325.96	324	52961.5	0.3237
	F	340.64	342		
Item 14	M	335.05	320	52304.0	0.4650
	F	324.25	338		
Item 15	M	312.17	313	48568.5	0.0462 *
	F	341.57	341		
Item 16	M	304.16	317	46016.0	0.0009 ***
	F	353.06	341		
Item 17	M	289.00	311	41362.0	0.0001 ***
	F	345.84	324		
Item 18	M	308.87	312	47539.5	0.0809
	F	334.38	331		
Item 19	M	340.32	321	49653.0	0.0496 *
	F	316.16	334		

Keys:
 N Cases= number of cases.
 U Value= Mann-Whitney U Test value.
 P Value= probability value.
 M= Males. F= Females.

Table 8.4 shows a statistically significant difference between the response of boys and girls in items: 4, 5, 6, 9, 11, 15, 16, 17

and 19. Boys seem to use the following coping responses more than girls:

- item 4: of looking for indirect ways to fulfil the need to achieve success,
- item 5: of planning and waiting for opportunity to fulfil needs"
- item 9: of trying to forget by engaging themselves in demanding activities and hobbies,
- item 19: of involving themselves in denial behavior.

However, girls seem to use the following coping responses more than boys:

- item 6: of advice and information seeking from others who lack fulfilment of the same need to achieve success.
- item 11: of seeking spiritual support.
- item 15: of trying to relax.
- item 16: of sharing with others who lack the same needs as themselves.
- item 17: of accepting the reality of lacking fulfilment with making no direct action but trying to avoid tension.

Each of the 19 coping responses which have just been discussed will be examined for the evidence of use of one of the four ways of coping category. These ways of coping in turn are grouped to reflect three main coping strategies (full discussion of these categorizing were examined broadly in chapter 4 and chapter 6).

8.2.2 GENERAL-COPING: Coping Categories:

The previously discussed coping responses (items) have been categorized and described as "ways of coping (W.C.)". As was explained earlier a further construct involving four categories was used in the analysis. The rationale was described in chapter 6. The four categories are:

- A * Approach way of coping.
- B * Avoidance Way of Coping.
- C * Acceptance Way of Coping.
- D * Denial Way of Coping.

Each way of coping was further subdivided into 3 categories. This three category system " coping strategies (W.C.)", the three categories are:

- A * Behavior-Focused Strategy.
- B * Cognitive-Focused Strategy.
- C * Emotion-Focused Strategy.

The analysis in this section is not the same all the way through because there were too few items to all for construction. This low number of items in these ways of coping came after analysing the results of the pilot study administrated to construct the main questionnaire (see chapter 6).

8.2.2.1 GENERAL-COPING: Coping categories: Approach Way of Coping:

The approach way of coping involves 8 coping items. In order to conduct statistical analysis it was necessary to construct some new variables using the items grouped as follows:

I. BEHAVIOUR-FOCUSED STRATEGY:

- 1- "I look for someone to help me in fulfilling this need".
- 2- "I take direct action toward fulfilling this need".
- 3- "I depend on myself in fulfilling this need".

II. COGNITIVE-FOCUSED STRATEGY:

- 4- "I look for an indirect way to fulfil this need"
- 5- "I plan and wait for a better opportunity to fulfil this need"
- 6- "I seek advice and collect information about others reaction when this need occurs to them"

III. EMOTION-FOCUSED STRATEGY:

- 7- "I seek emotional and psychological support from someone"
- 8- "I try to regulate my feelings in order to deal wisely with this need"

The Friedman two-way of ANOVA test was used to examine if there were any differences between coping strategies in approach way of coping. This step was taken to examine what differences there might be between the three variables of this way of coping.

Table 8.5: Friedman two-way of ANOVA between coping strategies of approach way of coping in response to the perceived needs.

Coping Strategies	M.Rank	N.	CH-SQU	D.F.	P.Value
B-F of App.Way.	2.60	498	444.978	2	*** 0.0001
C-F of App.Way.	2.11				
E-F of App.Way.	1.28				

Keys:

B-F of App.Way.= Behavioral-Focused of Approach Way of Coping.
C-F of App.Way.= Cognitive-Focused of Approach Way of Coping.
E-F of App.Way.= Emotional-Focused of Approach Way of Coping.
M.Rank= Mean rank.
N.= Number of cases.
CH.SQU.= Chi-square.
D.F.= Degree of freedom.
P.Value= Probability value.

Table 8.5 indicates that informants use behavior-focused strategies more frequently than the other strategies. The result shows that emotion-focused strategy is employed less than the rest in the approach way of coping.

Sex Differences In Coping Strategies of Approach W.C.:

Table 8.6: Sex differences in general coping strategies of approach way of coping.

A* Behavior-Focused Strategy of Approach W.C.				
Sex	Mean Rank	N cases	U Value	P Value
Males	341.54	328	55747.0	0.6463
Females	334.65	347		
B* Cognitive-Focused Strategy of Approach W.C.				
Sex	Mean Rank	N cases	U Value	P Value
Males	347.37	327	52854.0	0.1575
Females	326.20	345		
C* Emotion-Focused Strategy of Approach W.C.				
Sex	Mean Rank	N cases	U Value	P Value
Males	340.55	326	55405.0	0.6462
Females	333.67	347		

Keys:

N cases= number of cases.
U value= Mann-Whitney U Test value.
P value= probability value.

Table 8.6 Shows no statistically significant difference between the responses of boys and girls in behavior-focused, cognitive-focused and emotion-focused strategies of approach way of coping. This result indicates that the boys and girls do not differ in using these strategies in their response to meet their general perceived needs. This result is also supported when sex differences have been tested in approach way of coping as a whole (see table 8.7).

Sex Differences in Approach W.C.:

Table 8.7 : Sex differences in approach way of coping to meet dispositional needs.

Sex	Mean Rank	N cases	U Value	P Value
Males	256.54	245	29267.5	0.2825
Females	242.68	253		
Total=		498		

Keys:

N cases= number of cases.
U value= Mann-Whitney U Test value.
P value= probability value.

8.2.2.2 GENERAL-COPING: Coping Categories: Avoidance Way of Coping:

The avoidance way of coping also uses 8 coping items. They were grouped as follows:

I. BEHAVIOR-FOCUSED STRATEGY:

- 9- "I try to forget this need by engaging myself in demanding activities and hobbies".
- 10- "I blame others for causing the lack of fulfilling this need"
- 11- "I seek spiritual support by turning to some religious activities"

II. COGNITIVE-FOCUSED STRATEGY:

- 12- "I try to reduce the importance of this need for me in some way".
- 13- "I try to take my mind away from thinking of this need by daydreaming".

III. EMOTION-FOCUSED STRATEGY:

- 14- "I express my emotions to ventilate the bad feeling I have got because of this need"
- 15- "I try to relax myself in some way"
- 16- "I share with others who lack fulfilment of this need and that gives me a good feeling even though I lack that fulfilment myself"

The Friedman two-way of ANOVA test was used to examine differences between coping strategies in avoidance way of coping in order to see if informants' responses differ in using coping strategies irrespective of perceived needs listed. This step was taken to see what differences there were between the three variables of this way of coping.

Table 8.8: Friedman two-way of ANOVA between coping strategies of avoidance way of coping in response to the perceived needs.

Coping Strategies	M.Rank	N.	CH-SQU	D.F.	P.Value
B-F of Avo.Way.	2.18	568	598.801	2	0.0001 ***
C-F of Avo.Way.	1.20				
E-F of Avo.Way.	2.62				

Keys:

B-F of Avo.Way.= Behavioral-Focused of Avoidance Way of Coping.
C-F of Avo.Way.= Cognitive-Focused of Avoidance Way of Coping.
E-F of Avo.Way.= Emotional-Focused of Avoidance Way of Coping.
M.Rank= Mean rank.
N.= Number of cases.
CH.SQU.= Chi-square.
D.F.= Degree of freedom.
P.Value= Probability value.

Table 8.8 shows high statistically significant differences between the use of these coping strategies. The result indicates that informants seem to use emotion-focused strategy more frequently than behavior-focused strategy and cognitive-focused strategy is used least in avoidance way of coping in response to general perceived needs.

Sex Differences in Coping Strategies of Avoidance W.C.:

Table 8.9: Sex differences in general tendency of using coping strategies of approach way of coping.

A* Behavior-Focused Strategy of Avoidance W.C.				
Sex	Mean Rank	N cases	U Value	P Value
Males	333.82	328	55538.5	0.5453
Females	342.91	348		
B* Cognitive-Focused Strategy of avoidance W.C.				
Sex	Mean Rank	N cases	U Value	P Value
Males	329.06	326	53971.5	0.4011
Females	341.61	344		
C* Emotion-Focused Strategy of Avoidance W.C.				
Sex	Mean Rank	N cases	U Value	P Value
Males	315.18	328	49424.0	** 0.0037
Females	358.66	346		

Keys:

N Cases= number of cases.

U value= Mann-Whitney U Test value.

P value = probability value.

Table 8.9 shows only one statistically significant difference between the response of boys and girls that is in response to emotion-focused strategy. The result indicates that females employ this strategy more than males. This table also indicates that boys and girls response to behavior-focused and cognitive-focused strategies are similar irrespective of the perceived needs.

Sex differences in avoidance way of coping:

Table 8.10: Sex differences in avoidance way of coping to meet general needs

Sex	Mean Rank	N Cases	U Value	P Value
Males	274.88	264	37589.5	0.1931
Females	292.85	304		
Total=		568		

Keys:

N cases= number of cases.
U value= Mann-Whitney U Test value.
P value= probability value.

Table 8.10 shows no statistically significant difference between the response of boys and girls to this way of coping. This result indicates that boys and girls employ avoidance way of coping similarly to meet their general perceived needs.

8.2.2.3 GENERAL-COPING: Coping Strategies: Acceptance Way of Coping:

In designing the main study it would have been logical to include the same categorization of items as for approach and avoidance way of coping. However, there are two items in this category (way of coping) as a result of the findings in the pilot study, where it was found that few informants used this way of coping (see chapter 6). The low response to these two items in the main study confirm the earlier finding in that items 17 and 18 were among the lowly ranked and therefore the least frequently used type of response. Acceptance way of coping in this scale contains only two items. The items used in this way of coping are:

- 17- "I accept the reality of lacking fulfilment of this need and go along with no reaction but keeping my feeling to myself"
- 18- "I accept the reality of lacking fulfilment of this need so I do not take direct action to fulfil it but seek an option to avoid the tension"

Sex Differences in Acceptance Way of Coping:

Table 8.11: Sex differences in acceptance way of coping to meet general needs.

Sex	Mean Rank	N Cases	U Value	P Value
Males	309.74	312	47400.0	0.0254
Females	342.58	338		

Keys:

N Cases= number of cases.
U Value= Mann-Whitney U Test value.
P Value= probability value.

Table 8.11 shows that there is a statistically significant difference between the response of boys and girls in this way of coping. The result indicates that generally, girls use the acceptance way of coping more than boys.

8.2.2.4 GENERAL-COPING: Coping Strategies: Denial Way of Coping:

Denial way of coping in this scale contains only one item, which is:

Item 19: "I try to deny the reality of this need's non-fulfilment and look for some support of the idea of denial"

The researcher's discussion to include only one item for this way of coping came following the findings of the pilot study. The result of the main study support the decision as indicated in table 8.2 in the beginning of this chapter. The results of that table suggested a severe negative skew which implies that informants tend not to use this item when they feel absence of needs satisfaction.

Sex Difference in Denial Behavior:

Table 8.12: Sex difference in denial behavior:

Sex	Mean Rank	N Cases	U Value	P Value
Males	340.32	321	49653.0	*
Females	316.16	334		0.0496

Keys:

N Cases= number of cases.

U Value= Mann-Whitney U Test value.

P Value= probability value.

Table 8.12 shows a statistically significant difference between the response of boys and girls to this item. This result implies that boys use this coping responses more frequently than girls.

8.2.2.5 GENERAL-COPING: Coping Strategies: The Differences Between Ways of coping:

The Friedman two-way of ANOVA test was used to examine differences between the four general ways of coping. The result show high statistically significant differences in using these general ways of coping (see table 8.13).

Table 8.13: Friedman two-way of ANOVA between ways of coping in response to the perceived needs.

Coping Strategies	M.Rank	N.	CH-SQU	D.F.	P.Value
Approach Way.	3.80	415	1134.49	3	*** 0.0001
Avoidance Way.	3.20				
Acceptance Way.	1.95				
Denial Way.	1.06				

Keys:

Approach Way.= Approach Way of Coping.

Avoidance Way.= Avoidance Way of Coping.

Acceptance Way.= Acceptance Way of Coping.

Denial Way.= Denial Way of Coping.

M.Rank= Mean rank.

N.= Number of cases.

CH.SQU.= Chi-square.

D.F.= Degree of freedom.

P.Value= Probability value.

The result of table 8.13 indicates that informants' use approach way of coping more than any of the four general ways of coping studied in this research. This table also shows that avoidance is the second then acceptance and lastly denial way of coping.

8.3 PART TWO : COPING TO MEET SPECIFIC NEEDS:

The aim of this part of the research was to examine how informants cope to meet their specific perceived needs. The three most important perceived needs were analysed with respect to sex differences. Further analysis was conducted with respect to informants different responses within these three perceived needs. These most frequent perceived needs are:

Need 15: * To achieve success.

Need 13: * To be blessed by God.

Need 4: * To feel homeostasis and away from problems.

8.3.1 SPECIFIC-COPING: To achieve success:

This section aimed to explore how informants response to meet their specific perceived need "to achieve success".

Only those informants who responded to the COSc to meet their specific need to achieve success were selected. These responses were analysed and results were obtained to indicate differences in rank order, frequency, percentage and sex differences with regard to each item.

8.3.1.1 SPECIFIC-COPING: To achieve success: Coping Responses:

Table 8.14 gives a full range of frequency, percentage, means, and standard deviation of coping responses to meet specific perceived need to achieve success. Table 8.14 (bellow) indicates

the results obtained from the aforementioned analysis.

Table 8.14: Frequency, percentage, means, standard deviations, sum and rank order of to coping responses to meet specific need to achieve success.

COSC Items	Never 0		Rarely 1		Sometimes 2		Most. Time 3		Every time 4		Means	St.Dev	Sum	Rank Order
	Frq.	%	Frq.	%	Frq.	%	Frq.	%	Frq.	%				
Item 1	58	16	59	16	71	19	83	23	96	26	2.272	1.413	834	7
Item 2	23	6	48	13	81	22	85	23	128	35	2.677	1.251	977	4
Item 3	9	3	37	10	66	18	93	26	154	43	2.964	1.119	1064	2
Item 4	93	26	99	28	77	22	65	18	25	7	1.526	1.246	548	13
Item 5	42	12	70	20	81	23	83	23	83	23	2.256	1.324	813	8
Item 6	20	5	36	10	46	12	90	24	17	48	3.000	1.219	1110	1
Item 7	60	17	59	16	87	24	90	25	68	19	2.129	1.343	775	9
Item 8	27	7	52	14	81	22	102	28	105	29	2.561	1.244	940	5
Item 9	161	44	83	23	57	16	39	11	24	7	1.126	1.269	410	17
Item 10	145	40	104	29	57	16	31	9	25	7	1.135	1.228	411	16
Item 11	25	7	38	10	63	17	100	27	141	38	2.801	1.244	1028	3
Item 12	156	43	91	25	56	16	45	12	14	4	1.088	1.195	394	18
Item 13	161	44	85	23	47	13	39	11	34	9	1.180	1.343	432	15
Item 14	82	22	88	24	93	25	56	15	49	13	1.734	1.323	638	11
Item 15	70	19	93	26	89	24	52	14	61	17	1.838	1.346	671	10
Item 16	28	8	59	16	87	24	88	24	107	29	2.507	1.269	925	6
Item 17	107	30	90	25	72	20	46	13	46	13	1.540	1.366	556	12
Item 18	124	34	84	23	66	18	52	14	36	10	1.425	1.349	516	14
Item 19	310	86	27	8	11	3	6	2	8	2	0.273	0.791	99	19

Keys:

Never= Never Done it.
Frq.= Frequency.
% = Percentage.
Rarely= Rarely do it.
Sometimes= Do it Sometimes.
Most. Time= Do it Most of the time.
Every time= Do it every time.
St.Dev= Standard deviation.
Sum= The sum of the values multiplied with frequency of each item.

An examination of the distribution of each item in table 8.14, shows that a normal distribution rarely occurs, suggesting that tendencies mostly occur in one direction. From this table the items are ranked in decreasing order, to indicate how frequently each item is employed as one of the coping responses to meet the specific perceived need to achieve success. Distribution were examined by separating the items into four groups. These groups of directions ranked are:

Group I: Items responded to positively most of the time:

- R1- Item 6 "I seek advice and collect information about others reaction when this need occur to them"
- R2- Item 3 "I depend on myself in fulfilling this need".
- R3- Item 11 "I seek spiritual support by turning to some religious activities"
- R4- Item 2 "I take direct action toward fulfilling this need".
- R5- Item 8 "I try to regulate my feelings in order to deal wisely with this need"
- R6- Item 16 "I share with others who lack fulfilment of this need and that gives me a good feeling even though I lack that fulfilment myself"

The distribution of these items mostly show a high positive skew, suggesting that informants tend to use this coping response most of the time when they perceive the specific need to achieve success.

Group II: Items responded to positively sometimes:

- R7- Item 1 "I look for someone to help me in fulfilling this need".
- R8- Item 5 "I plan and wait for a better opportunity to fulfil this need"
- R9- Item 7 "I seek emotional and psychological support from someone"

The distribution of these items mostly show a slight positive skew, suggesting that informants tend to use this coping response sometimes when they perceive the specific need to achieve success.

Group III: Items rarely responded to positively:

- R10- Item 15 "I try to relax myself in some way"
- R11- Item 14 "I express my emotions to ventilate the bad feeling I have got because of this need"
- R12- Item 17 "I accept the reality of lacking fulfilment of this need and go along with no reaction but keeping my feeling to myself"
- R13- Item 4 "I look for an indirect way to fulfil this need"
- R14- Item 18 "I accept the reality of lacking fulfilment of this need so I do not take direct action to fulfil it but seek an option to avoid the tension"

- R15- Item 13 "I try to take my mind away from thinking of this need by daydream".
- R16- Item 10 "I blame others for causing the lack of fulfilling this need"
- R17- Item 9 "I try to forget this need by engaging myself in demanding activities and hobbies".
- R18- Item 12 "I try to reduce the importance of this need for me in some way".

The distribution of these items mostly show a negative skew, suggesting that informants tend to use this coping response rarely when they perceive the specific need to achieve success.

Group IV: Items never responded to positively:

- R19- Item 19 "I try to deny the reality of this need's non-fulfilment and look for some support for the idea of denial"

The distribution of this item show a high negative skew, suggesting that informants tend not to use this coping response when they perceive the need to achieve success.

8.3.1.1.2 Specific-Coping: To achieve success: Sex Differences:

Table 8.15: Sex differences in specific coping to meet their perceived need to achieve success.

COSc.Itm	S X	Mean Rank	N Value	U Value	P Value
Item 1	M	186.05	190	16425.0	0.6944
	F	181.80	177		
Item 2	M	173.80	188	14908.5	0.0752
	F	192.77	177		
Item 3	M	171.03	183	14462.0	0.0777
	F	189.33	176		
Item 4	M	194.88	186	13322.0	0.0038
	F	164.01	173		
Item 5	M	183.72	185	15407.5	0.4740
	F	176.05	174		
Item 6	M	169.59	189	14097.5	0.0017
	F	202.11	181		
Item 7	M	181.91	187	16440.0	0.9111
	F	183.12	177		
Item 8	M	186.80	189	16291.5	0.5910
	F	181.03	178		
Item 9	M	198.02	188	13626.0	0.0021
	F	165.92	176		
Item 10	M	186.89	185	15376.0	0.2932
	F	175.87	177		
Item 11	M	181.56	187	16374.5	0.6396
	F	186.53	180		
Item 12	M	194.16	187	13996.0	0.0121
	F	167.94	175		
Item 13	M	197.55	189	14071.0	0.0056
	F	168.50	177		
Item 14	M	192.68	188	15382.0	0.1225
	F	175.96	180		
Item 15	M	179.35	187	15961.0	0.4884
	F	186.83	178		
Item 16	M	176.80	189	15460.0	0.1194
	F	193.61	180		
Item 17	M	181.40	185	16205.5	0.9384
	F	180.58	176		
Item 18	M	192.08	187	14383.5	0.0399
	F	170.19	175		
Item 19	M	183.78	189	15917.5	0.4771
	F	179.01	173		

Keys:

N cases= Number of cases.
U value= Mann-Whitney U value.
P value= Probability value.
COSc.Itm= COSc items.
M= Males.
F= Females.
***= Significant on level .001
**= Significant on level .01
*= Significant in level .05

Table 8.15 shows no statistically significant difference between boys and girls on most of the COSc items. These results

indicate that boys and girls tend to use the following coping responses in a similar manner when they perceive the specific need to achieve success:

- Item 1 "I look for someone to help me in fulfilling this need".
- Item 5 "I plan and wait for a better opportunity to fulfil this need"
- Item 7 "I seek emotional and psychological support from someone"
- Item 8 "I try to regulate my feelings in order to deal wisely with this need"
- Item 10 "I blame others for causing the lack of fulfilling this need"
- Item 11 "I seek spiritual support by turning to some religious activities"
- Item 14 "I express my emotions to ventilate the bad feeling I have got because of this need"
- Item 15 "I try to relax myself in some way"
- Item 16 "I share with others who lack fulfilment of this need and that gives me a good feeling even though I lack that fulfilment myself"
- Item 17 "I accept the reality of lacking fulfilment of this need and go along with no reaction but keeping my feeling to myself"
- Item 19 "I try to deny the reality of this need's non-fulfilment and look for some support for the idea of denial"

However, the following items show statistically significant differences between boys and girls, where boys seems to use these coping responses more frequently than girls when they response to meet their specific perceived need of to achieve success:

- Item 4 "I look for an indirect way to fulfil this need"
- Item 9 "I try to forget this need by engaging myself in demanding activities and hobbies".
- Item 13 "I try to take my mind away from thinking of this need by daydream".
- Item 18 "I accept the reality of lacking fulfilment of this need so I do not take direct action to fulfil it but seek an option to avoid the tension"
- Item 12 "I try to reduce the importance of this need for me in some way".

The only item where girls seems to use it more significantly in this case is (item 6) "I seek advice and collect information

about how others reaction when this need occur to them"

However, this table also shows that there is a trend in which girls seem to use the following coping response more than boys:

- Item 2 "I take direct action toward fulfilling this need".
- Item 3 "I depend on myself in fulfilling this need".

Each of the 19 coping responses discussed above will be examined for the evidence of use of one of the four ways of coping category. These ways of coping in turn are grouped to reflect three main coping strategies (full discussion of these categories was examined broadly in chapter 4 and chapter 6).

8.3.1.2 SPECIFIC-COPING: To achieve success: Coping Categories:

The previously discussed coping responses (items) to meet the perceived need to achieve success were categorized and described as "ways of coping (W.C.)". As was explained earlier four categories created for further analysis are:

- A * Approach way of coping.
- B * Avoidance Way of coping.
- C * Acceptance Way of Coping.
- D * Denial Way of Coping.

Within each way of coping three more specific (or oriented) strategies had been justified from the literature. Previous studies attempted to explain coping responses by reference to this three category system, which I called " coping strategies (St.)". These three categories are:

- A * Behavior-Focused Strategy.
- B * Cognitive-Focused Strategy.

C * Emotional-Focused Strategy.

The analysis in this section is not the same all the way through because when it came to acceptance and denial the few responses to these items did not allow useful construction and analysis. This low number of items in these ways of coping came after analyzing the results of the pilot study which had been administered to construct the main questionnaire (see chapter 6).

8.3.1.2.1 SPECIFIC-COPING: To achieve success: Approach Way of Coping:

The approach way of coping uses 8 coping items. In order to conduct statistical analysis it was necessary to construct some new variables using the items grouped as follows:

I. BEHAVIORAL-FOCUSED STRATEGY:

- 1- "I look for someone to help me in fulfilling this need".
- 2- "I take direct action toward fulfilling this need".
- 3- "I depend on myself in fulfilling this need".

II. COGNITIVE-FOCUSED STRATEGY:

- 4- "I look for an indirect way to fulfil this need"
- 5- "I plan and wait for a better opportunity to fulfil this need"
- 6- "I seek advice and collect information about others' reaction when this need occur to them"

III. EMOTIONAL-FOCUSED STRATEGY:

- 7- "I seek emotional and psychological support from someone"
- 8- "I try to regulate my feelings in order to deal wisely with this need"

The Friedman two-way of ANOVA test was used to examine if there is any differences between coping strategies in approach way of coping. This step was taken to see what differences there are between the three variables of this way of coping.

Table 8.16: Friedman two-way of ANOVA between coping strategies of approach way of coping in response to the specific perceived need to achieve success.

Coping Strategies	M.Rank	N.	CH-SQU	D.F.	P.Value
B-F of App.Way.	2.56	366	277.208	2	0.0001**
C-F of App.Way.	2.11				
E-F of App.Way.	1.34				

Keys:
B-F of App.Way.= Behavioral-Focused of Approach Way of Coping.
C-F of App.Way.= Cognitive-Focused of Approach Way of Coping.
E-F of App.Way.= Emotional-Focused of Approach Way of Coping.
M.Rank= Mean rank.
N.= Number of cases.
CH.SQU.= Chi-square.
D.F.= Degree of freedom.
P.Value= Probability value.
*** Significant in level 0.001.

Table 8.16 shows that informants use behavior-focused strategies more frequently than the other strategies. The result shows that emotion-focused strategy is employed less than the rest in approach way of coping.

Sex Differences in Strategies of Approach W.C.:

Table 8.17: Sex differences in coping strategies of approach way of coping to meet specific need of to achieve success.

A* Behavior-Focused Strategy of Approach W.C.				
Sex	Mean Rank	N cases	U Value	P Value
Males	176.71	190	15429.0	0.1015
Females	194.78	180		
B* Cognitive-Focused Strategy of Approach W.C.				
Sex	Mean Rank	N cases	U Value	P Value
Males	190.46	190	16537.0	0.4644
Females	182.36	182		
C* Emotion-Focused Strategy of Approach W.C.				
Sex	Mean Rank	N cases	U Value	P Value
Males	188.07	189	16429.5	0.5667
Females	181.77	180		

Keys:
N cases= number of cases.
U value= Mann- Whitney U Test value.
P value= probability value.

Table 8.17 shows no statistically significant differences between boys and girls in behavior-focused, cognitive-focused strategy and emotion-focused strategies of approach way of coping. This result indicates that the boys and girls do not differ in using these strategies in their response to meet the specific

perceived need to achieve success. This result is also supported when sex differences have been tested in approach way of coping as a whole (see table 8.18).

Sex Differences in Approach Way of Coping:

Table 8.18: Sex differences in approach way of coping to meet specific perceived need to achieve success.

Sex	Mean Rank	N cases	U Value	P Value
Males	162.99	179	13155.5	0.4308
Females	171.29	161		
Total=		340		

Keys:

N cases= number of cases.
U value= Mann-Whitney U Test value.
P value= probability value.

Table 8.18 shows no statistically significant differences between the mean ranks of boys and girls to this way of coping, which indicates that boys and girls employ this way of coping similarly when they perceive the specific need to achieve success.

8.3.1.2.2 SPECIFIC-COPING: To achieve success: Avoidance Way of Coping:

The avoidance way of coping also uses 8 coping items. They were grouped as follows:

I. BEHAVIOR-FOCUSED STRATEGY:

- 9- "I try to forget this need by engaging myself in demanding activities and hobbies".
- 10- "I blame others for causing the lack of fulfilling this need"
- 11- "I seek spiritual support by turning to some religious activities"

II. COGNITIVE-FOCUSED STRATEGY:

- 12- "I try to reduce the importance of this need for me in some way".
- 13- "I try to take my mind away from thinking of this need by daydreaming".

III. EMOTION-FOCUSED STRATEGY:

- 14- "I express my emotions to ventilate the bad feeling I have got because of this need"
- 15- "I try to relax myself in some way"
- 16- "I share with others who lack fulfilment of this need and that gives me a good feeling even though I lack that fulfilment myself"

The Friedman two-way of ANOVA test was used to examine differences between coping strategies in avoidance way of coping in order to see if informants responses differ in using coping strategies to meet specific need to achieve success. This step was taken to see what differences there are between the three variables of this way of coping.

Table 8.19: Friedman two-way of ANOVA between coping strategies of avoidance way of coping in response to the perceived need of to achieve success.

Coping Strategies	M.Rank	N.	CH-SQU	D.F.	P.Value
B-F of Avo.Way.	2.22	367	335.856	2	0.0001**
C-F of Avo.Way.	1.24				
E-F of Avo.Way.	2.54				

Keys:

B-F of Avo.Way. = Behavioral-Focused of Avoidance Way of Coping.

C-F of Avo.Way. = Cognitive-Focused of Avoidance Way of Coping.

E-F of Avo.Way. = Emotional-Focused of Avoidance Way of Coping.

M.Rank= Mean rank.

N.= Number of cases.

CH.SQU.= Chi-square.

D.F.= Degree of freedom.

P.Value= Probability value.

*** Significant in level .001

Table 8.19 shows high statistically significant differences between the use of this coping strategies of avoidance. The result indicates that informants seem to use emotion-focused strategy more frequently than behavior-focused strategy and cognitive-focused strategy is used least to avoid this specific perceived need.

Sex Differences in Coping Strategies of Avoidance W.C.:

Table 8.20: Sex differences in specific need to achieve success of using coping strategies of avoidance way of coping.

A* Behavior-Focused Strategy of Avoidance W.C.				
Sex	Mean Rank	N cases	U Value	P Value
Males	191.72	190	15918.5	0.2460
Females	178.94	180		
B* Cognitive-Focused Strategy of Avoidance W.C.				
Sex	Mean Rank	N cases	U Value	P Value
Males	201.68	189	13669.0	0.0012 **
Females	166.36	179		
C* Emotional-Focused Strategy of Avoidance W.C.				
Sex	Mean Rank	N cases	U Value	P Value
Males	185.24	190	17051.5	0.7473
Females	188.82	183		

Keys:
N cases= number of cases.
U value= Mann-Whitney U Test value.
P value= probability value.
*** significant in level .001.

Table 8.20 shows only one statistically significant difference between the response of boys and girls that is in response to cognitive-focused strategy. The result indicates that males employ this strategy more than females. This table also indicates that boys and girls respond similarly to behavior-focused and emotion-focused strategies which indicates that informants use these strategies similarly to meet their specific perceived need to achieve success.

Sex Differences in Avoidance Way of Coping:

Table 8.21: Sex differences in avoidance way of coping to meet the specific need to achieve success.

Sex	Mean Rank	N cases	U Value	P Value
Males	182.87	178	13640.5	0.1117
Females	165.74	170		
Total=		348		

Keys:
N cases= number of cases.
U value= Mann-Whitney U Test value.
P value= probability value.

Table 8.21 shows no statistically significant difference between boys and to this way of coping. This result indicates that

boys and girls employ this way of coping similarly when they perceive the specific need to achieve success.

8.3.1.2.3 SPECIFIC-COPING: To achieve success: Acceptance Way of Coping:

In designing the main study it would have been logical to include the same categorization of items as for approach and avoidance way of coping. However, there are two items in this category (way of coping) as a result of the findings in the pilot study, where it was found that few informants used this way of coping (see chapter 6). The low response of these two items in the main study confirm the earlier finding in that items 17 and 18 were among the lowly ranked items and therefore the least frequently used type of response. Acceptance way of coping in this scale contains only two items. The items used in this way of coping are:

- 17- "I accept the reality of lacking fulfilment of this need and go along with no reaction but keeping my feeling to myself"
- 18- "I accept the reality of lacking fulfilment of this need so I do not take direct action to fulfil it but seek an option to avoid the tension"

Sex Differences in Acceptance W.C.:

Table 8.22: Sex differences in acceptance way of coping to meet specific perceived need to achieve success.

Sex	Mean Rank	N cases	U Value	P Value
Males	185.50	182	14560.0	0.1848
Females	171.18	174		
Total=		356		

Keys:

N cases= number of cases.
U value= Mann-Whitney U Test value.
P value= probability value.

Table 8.22 shows no statistically significant difference between boys and girls to this way of coping. This result indicates

that boys and girls use this way of coping similarly to meet their specific perceived need to achieve success.

8.3.1.2.4 SPECIFIC-COPING: To achieve success: Denial Way of Coping:

Denial way of coping in this scale contains only one item, which is:

Item 19: "I try to deny the reality of this need's non-fulfilment and look for some support of the idea of denial"

The researcher took the decision of containing only one item for this way of coping came as a result of the findings in the pilot study. The result of the main study support the decision as indicated in table 8.23.

Table 8.23: Frequency and percentage of denial behavior to cope with the need to achieve success.

	VALUE	F	%	Md	Mn	St.Dev.
0	Never done it	310	85.6	0	0.273	0.791
1	Rarely does it	27	7.5			
2	Sometimes	11	3.0			
3	Most of the times	6	1.7			
4	Every time	8	2.2			

Keys:
F= frequency.
%= Percentage.
Md= Median.
Mn= Mean.
St.Dev.= Standard Deviation.

Table 8.23 shows a high negative skew in the distribution. The result suggests that informants never use this item when they perceive the specific need to achieve success.

Sex Differences in Denial Behavior:

Table 8.24: Sex differences in denial behavior way of coping.

Sex	Mean Rank	N Cases	U Value	P Value
Males	183.78	189	15917.5	0.4771
Females	179.01	173		

Keys:

N cases= Number of cases.

U value= Mann-Whitney U value.

P value= Probability value.

This table shows no statistically significant difference between boys and girls to this item. This results indicates that boys and girls employ this coping response similarly when they perceive the specific need to achieve success.

8.3.1.2.5 SPECIFIC-COPING: To achieve success: The Differences Between Ways of coping:

The Friedman two-way of ANOVA test was used to examine differences between the four specific ways of coping. The result show high statistically significant differences in using these specific ways of coping (see table 8.25).

Table 8.25: Friedman two-way of ANOVA between ways of coping in response to the specific perceived need to achieve success.

Coping Strategies	M.Rank	N.	CH-SQU	D.F.	P.Value
Approach Way.	3.84	314	840.626	3	0.0001 **
Avoidance Way.	3.14				
Acceptance Way.	1.89				
Denial Way.	1.12				

Keys:

Approach Way.= Approach Way of Coping.

Avoidance Way.= Avoidance Way of Coping.

Acceptance Way.= Acceptance Way of Coping.

Denial Way.= Denial Way of Coping.

M.Rank= Mean rank.

N.= Number of cases.

CH.SQU.= Chi-square.

***=Significant in level 0.001

D.F.= Degree of freedom.

P.Value= Probability value.

Table 8.25 shows a high statistically significant difference between the four specific ways of coping. The result indicates that

informants' use approach way of coping more than any of the four specific ways of coping studied in this research to meet specific perceived need to achieve success. This table also shows that avoidance is the second then acceptance and lastly denial way of coping.

8.3.2 SPECIFIC-COPING: To be blessed by God:

This section aimed to explore informants' coping response to meet specific perceived need of "to be blessed by God".

Only the responses of informants who responded to this item were employed with respect to frequency distribution, percentage, and sex differences for each item.

8.3.2.1 SPECIFIC-COPING: To be blessed by God: Coping Responses:

Table 8.26 gives a full rang of frequency, percentage, means, and standard deviation of coping responses to meet specific perceived need to be blessed by God. Coping responses were ranked according to their choice of this specific perceived need.

Table 8.26: Frequency, percentage, means, standard deviations, sum and rank order of to coping responses to meet specific need to be blessed by God.

COSC Items	Never 0		Rarely 1		Sometimes 2		Most. Time 3		Every time 4		Means	St.Dev	Sum	Rank Order
	Frq.	%	Frq.	%	Frq.	%	Frq.	%	Frq.	%				
Item 1	92	29	49	15	68	21	50	16	64	20	1.830	1.489	591	9
Item 2	24	7	47	14	56	17	78	24	122	37	2.694	1.301	881	4
Item 3	15	5	25	8	48	15	91	29	137	43	2.981	1.155	942	3
Item 4	97	30	90	28	60	19	49	15	26	8	1.432	1.281	461	13
Item 5	72	23	59	18	63	20	68	21	58	18	1.941	1.423	621	8
Item 6	24	7	27	8	45	14	89	27	143	44	2.915	1.248	956	2
Item 7	52	16	78	24	71	22	67	21	52	16	1.966	1.326	629	7
Item 8	19	6	50	16	57	18	99	31	95	30	2.628	1.225	831	6
Item 9	178	55	60	19	39	12	24	8	21	7	0.913	1.248	294	16
Item 10	192	60	62	20	27	8	27	8	91	3	0.758	1.126	241	18
Item 11	9	3	21	6	43	13	75	23	179	55	3.205	1.070	1048	1
Item 12	187	58	50	15	43	13	30	9	14	4	0.870	1.207	282	17
Item 13	177	54	68	21	37	11	21	6	23	7	0.911	1.243	297	15
Item 14	76	24	96	30	72	22	45	14	33	10	1.578	1.278	507	10
Item 15	90	28	78	24	69	21	56	17	30	9	1.559	1.307	505	11
Item 16	20	6	43	13	73	23	83	26	106	33	2.652	1.232	846	5
Item 17	130	40	46	14	52	16	59	18	38	12	1.474	1.456	479	12
Item 18	151	47	78	24	39	12	36	11	20	6	1.062	1.260	344	14
Item 19	293	91	12	4	10	3	2	.6	6	2	0.192	0.692	62	19

Keys:

Never= Never Done it.
Frq.= Frequency.
% = Percentage.
Rarely= Rarely do it.
Sometimes= Do it Sometimes.
Most. Time= Do it Most of the time.
Every time= Do it every time.
St.Dev= Standard deviation.
Sum= The sum of the values multiplied with frequency of each item.

An examination the distribution of each item in table 8.26, shows that a normal distribution rarely occurs, suggesting that tendencies are mostly in one direction. From this table the items are ranked in decreasing order, to indicate how frequently each item is employed as one of the coping responses to meet the specific perceived need to be blessed by God. Distributions were divided into four groups and ranked as follows:

Group I: Items responded to positively most of the time:

- R1- cop11 "I seek spiritual support by turning to some religious activities"
R2- cop6 "I seek advice and collect information about how others react when this need occurs to them"

- R3- cop3 "I depend on myself in fulfilling this need".
- R4- cop2 "I take direct action toward fulfilling this need".
- R5- cop16 "I share with others who lack fulfilment of this need and that gives me a good feeling even though I lack that fulfilment myself"
- R6- cop8 "I try to regulate my feelings in order to deal wisely with this need"

The distribution of these items mostly show a high positive skew, suggesting that informants tend to use this coping response most of the time when they perceive the specific need to be blessed by God.

Group II: Items responded to positively sometimes:

- R7- cop7 "I seek emotional and psychological support from someone"
- R8- cop5 "I plan and wait for a better opportunity to fulfil this need"
- R9- cop1 "I look for someone to help me in fulfilling this need".
- R10- cop14 "I express my emotions to ventilate the bad feeling I have got because of this need"
- R11- cop15 "I try to relax myself in some way"

The distribution of these items mostly show a slight positive skew, suggesting that informants tend to use this coping response sometimes when they perceive the specific need to be blessed by God.

Group III: Items rarely responded to positively:

- R12- cop17 "I accept the reality of lacking fulfilment of this need and go along with no reaction but keeping my feeling to myself"
- R13- cop4 "I look for an indirect way to fulfil this need"
- R14- cop18 "I accept the reality of lacking fulfilment of this need so I do not take direct action to fulfil it but seek an option to avoid the tension"
- R15- cop13 "I try to take my mind away from thinking of this need by daydreaming".
- R16- cop9 "I try to forget this need by engaging myself in demanding activities and hobbies".
- R17- cop12 "I try to reduce the importance of this need for me in

some way".
R18- cop10 "I blame others for causing the lack of fulfilling this need"

The distribution of these items mostly show a negative skew, suggesting that informants tend to use this coping response rarely when they perceive the specific need to be blessed by God.

Group IV: Items never responded to positively:

R19- cop19 "I try to deny the reality of this need's non-fulfilment and look for some support for the idea of denial"

The distribution of this item shows a high negative skew, suggesting that informants tend not to use this coping response when they perceive the need to be blessed by God.

8.3.2.1.2 Specific-Coping: To be blessed by God: Sex Differences:

Table 8.27: Sex differences in coping responses to meet specific perceived need to be blessed by God.

COSc.Itm	S X	Mean Rank	N Cases	U Value	P Value
Item 1:	M	166.17	153	12367.0	0.4354
	F	158.25	170		
Item 2:	M	163.10	153	13173.5	0.8470
	F	164.79	174		
Item 3:	M	154.16	147	11784.0	0.4043
	F	162.27	169		
Item 4:	M	174.88	151	10890.5	0.0125*
	F	149.69	171		
Item 5:	M	167.67	149	11657.5	0.1808
	F	154.17	171		
Item 6:	M	158.06	153	12401.5	0.2235
	F	170.62	175		
Item 7:	M	163.85	148	12232.0	0.5389
	F	157.62	172		
Item 8:	M	157.42	152	12300.5	0.5585
	F	163.26	168		
Item 9:	M	161.36	149	12867.0	0.9773
	F	161.62	173		
Item 10:	M	175.86	151	10741.5	0.0032**
	F	148.82	171		
Item 11:	M	151.63	153	11418.0	0.0143*
	F	174.88	174		
Item 12:	M	163.13	152	13015.0	0.9397
	F	162.83	172		
Item 13:	M	167.97	153	12550.0	0.3760
	F	159.54	173		
Item 14:	M	163.71	151	12576.5	0.6803
	F	159.55	171		
Item 15:	M	161.42	153	12917.0	0.8410
	F	163.46	172		
Item 16:	M	157.59	153	12330.0	0.3111
	F	167.81	172		
Item 17:	M	159.54	153	12629.0	0.5146
	F	166.08	172		
Item 18:	M	152.77	152	12657.5	0.5998
	F	164.91	172		
Item 19:	M	161.66	152	12944.0	0.9019
	F	162.30	171		

Keys:

N cases= Number of cases.
U value= Mann-Whitney U value.
P value= Probability value.
COSc.Itm= COSc items.
M= Males.
F= Females.
***= Significant on level .001.
**= Significant in level .01.
*= Significant in level .05.

Table 8.27: Sex differences in coping responses to meet specific perceived need to be blessed by God.

COSc.Itm	S X	Mean Rank	N Cases	U Value	P Value
Item 1:	M	166.17	153	12367.0	0.4354
	F	158.25	170		
Item 2:	M	163.10	153	13173.5	0.8470
	F	164.79	174		
Item 3:	M	154.16	147	11784.0	0.4043
	F	162.27	169		
Item 4:	M	174.88	151	10890.5	0.0125 *
	F	149.69	171		
Item 5:	M	167.67	149	11657.5	0.1808
	F	154.17	171		
Item 6:	M	158.06	153	12401.5	0.2235
	F	170.62	175		
Item 7:	M	163.85	148	12232.0	0.5389
	F	157.62	172		
Item 8:	M	157.42	152	12300.5	0.5585
	F	163.26	168		
Item 9:	M	161.36	149	12867.0	0.9773
	F	161.62	173		
Item 10:	M	175.86	151	10741.5	0.0032 **
	F	148.82	171		
Item 11:	M	151.63	153	11418.0	0.0143 *
	F	174.88	174		
Item 12:	M	163.13	152	13015.0	0.9397
	F	162.83	172		
Item 13:	M	167.97	153	12550.0	0.3760
	F	159.54	173		
Item 14:	M	163.71	151	12576.5	0.6803
	F	159.55	171		
Item 15:	M	161.42	153	12917.0	0.8410
	F	163.46	172		
Item 16:	M	157.59	153	12330.0	0.3111
	F	167.81	172		
Item 17:	M	159.54	153	12629.0	0.5146
	F	166.08	172		
Item 18:	M	152.77	152	12657.5	0.5998
	F	164.91	172		
Item 19:	M	161.66	152	12944.0	0.9019
	F	162.30	171		

Keys:

N cases= Number of cases.
U value= Mann-Whitney U value.
P value= Probability value.
COSc.Itm= COSc items.
M= Males.
F= Females.
***= Significant on level .001.
**= Significant in level .01.
*= Significant in level .05.

Table 8.27 shows no statistically significant difference between boys and girls to most of the COSC items. However, the following items show a statistically significant difference between boys and girls, where boys seem to use these coping responses more frequently than girls when they respond to meet their specific perceived need of to be blessed by God:

- item 4: of looking for indirect way to fulfil the need to
be blessed by God,
- item 10: of blaming others for the cause of this need
occurrence

On the other hand, girls use the (item 11) of seeking spiritual support to cope with the need to be blessed by God more significantly than boys.

Each of the 19 coping responses were examined for evidence of the use of one of the four ways of coping category. These ways of coping in turn are grouped to reflect three main coping strategies (full discussion of these categorisation were examined broadly in chapter 4 and chapter 6).

8.3.2.2 SPECIFIC COPING: To be blessed by God: Coping Categories:

The previously discussed coping responses (items) to meet the perceived need to be blessed by God had been categorized and described as "ways of coping (W.C.)". As was explained earlier four categories for further analysis are:

- A * Approach way of coping.
- B * Avoidance Way of Coping.

C * Acceptance Way of Coping.

D * Denial Way of Coping.

Within each way of coping three more specific (or oriented) strategies had been justified from the literature that in previous studies the researcher had found useful. These three categories are:

A * Behavior-Focused Strategy.

B * Cognitive-Focused Strategy.

C * Emotional-Focused Strategy.

The analysis in this section is not the same all the way through, because when it came to acceptance and denial there were too few items to allow for construction. The low number of items were revealed as a result of analysing the pilot study results which were used to construct the main questionnaire (see chapter 6).

8.3.2.2.1 SPECIFIC COPING: To be blessed by God: Approach Way of Coping:

The approach way of coping uses 8 coping items. In order to conduct statistical analysis it was necessary to construct some new variables using the items grouped as follows:

I. BEHAVIORAL-FOCUSED STRATEGY:

- 1- "I look for someone to help me in fulfilling this need".
- 2- "I take direct action toward fulfilling this need".
- 3- "I depend on myself in fulfilling this need".

II. COGNITIVE-FOCUSED STRATEGY:

- 4- "I look for an indirect way to fulfil this need"
- 5- "I plan and wait for a better opportunity to fulfil this need"

- 6- "I seek advice and collect information about others' reaction when this need occur to them"

III. EMOTIONAL-FOCUSED STRATEGY:

- 7- "I seek emotional and psychological support from someone"
 8- "I try to regulate my feelings in order to deal wisely with this need"

The Friedman two-way of ANOVA test was used to examine if there were any differences between coping strategies in approach way of coping. This step was taken to see what differences there are between the three variables of this way of coping.

Table 8.28: Friedman two-way of ANOVA between coping strategies of approach way of coping in response to the specific perceived need to be blessed by God.

Coping Strategies	M.Rank	N.	CH-SQU	D.F.	P.Value
B-F of App.Way.	2.56	326	233.424	2	0.0001***
C-F of App.Way.	2.06				
E-F of App.Way.	1.37				

Keys:

B-F of App.Way.= Behavioral-Focused of Approach Way of Coping.
 C-F of App.Way.= Cognitive-Focused of Approach Way of Coping.
 E-F of App.Way.= Emotional-Focused of Approach Way of Coping.

M.Rank= Mean rank.
 N.= Number of cases.
 CH-SQU.= Chi-square.
 D.F.= Degree of freedom.
 P.Value= Probability value.

Table 8.28 shows that informants use behavior-focused strategies more frequently than the other strategies. The result shows that emotion-focused strategy is employed less than the rest in approach way of coping.

Sex Differences in Coping Strategies of Approach W.C.:

Table 8.29: Item in coping strategies of approach way of coping to meet specific need of to be blessed by God.

13/05/2018
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 13/05/2018

A* Behavior-Focused Strategy of Approach W.C.				
Sex	Mean Rank	N cases	U Value	P Value
Males	165.59	153	13220.0	0.8436
Females	163.54	175		

B* Cognitive-Focused Strategy:				
Sex	Mean Rank	N cases	U Value	P Value
Males	171.37	154	13220.0	0.2512
Females	159.39	175		

C* Emotion-Focused Strategy:				
Sex	Mean Rank	N cases	U Value	P Value
Males	164.25	154	13282.5	0.9636
Females	163.78	173		

Keys:
N cases= number of cases.
U value= Mann-Whitney U Test value.
P value= probability value.

Table 8.29 shows no statistically significant differences between boys and girls in behavior-focused, cognitive-focused strategy and emotion-focused strategies of approach way of coping. This result indicates that the boys and girls do not differ in using these strategies in their response to meet the specific perceived need to be blessed by God. This result is also supported when sex differences have been tested in approach way of coping as a whole (see table 9.85).

Sex Differences in Approach Way of Coping:

Table 8.30: Sex differences in approach way of coping toward the need to be blessed by God.

Sex	Mean Rank	N cases	U Value	P Value
Males	151.53	136	9788.0	0.2928
Females	141.15	155		
Total=		291		

Keys:
N cases= number of cases.
U value= Mann-Whitney U Test value.
P value= probability value.

Table 8.30 shows no statistically significant differences between the mean ranks of boys and girls to this way of coping, which indicates that boys and girls employ this way of coping similarly when they perceive the specific need to be blessed by God.

8.3.2.2.2 SPECIFIC COPING: To be blessed by God: Avoidance Way of Coping:

The avoidance way of coping also uses 8 coping items. They were grouped as follows:

I. BEHAVIOR-FOCUSED STRATEGY:

- 9- "I try to forget this need by engaging myself in demanding activities and hobbies".
- 10- "I blame others for causing the lack of fulfilling this need"
- 11- "I seek spiritual support by turning to some religious activities"

II. COGNITIVE-FOCUSED STRATEGY:

- 12- "I try to reduce the importance of this need for me in some way".
- 13- "I try to take my mind away from thinking of this need by daydreaming".

III. EMOTION-FOCUSED STRATEGY:

- 14- "I express my emotions to ventilate the bad feeling I have got because of this need"
- 15- "I try to relax myself in some way"
- 16- "I share with others who lack fulfilment of this need and that gives me a good feeling even though I lack that fulfilment myself"

The Friedman two-way of ANOVA test was used to examine differences between coping strategies in avoidance way of coping in order to see if informants responses differ in using coping strategies to meet specific need to be blessed by God. This step

was taken to see what differences there are between the three variables of this way of coping.

Table 8.31: Friedman two-way of ANOVA between coping strategies of avoidance way of coping in response to the perceived need of to be blessed by God.

Coping Strategies	M.Rank	N.	CH-SQU	D.F.	P.Value
B-F of Avo.Way.	2.28	325	350.032	2	*** 0.0001
C-F of Avo.Way.	1.17				
E-F of Avo.Way.	2.55				

Keys:

B-F of Avo.Way.= Behavioral-Focused of Avoidance Way of Coping.

C-F of Avo.Way.= Cognitive-Focused of Avoidance Way of Coping.

E-F of Avo.Way.= Emotional-Focused of Avoidance Way of Coping.

M.Rank= Mean rank.

N.= Number of Cases.

CH.SQU.= Chi-square.

D.F.= Degree of freedom.

P.Value= Probability value.

Table 8.31 shows high statistical significant difference between the use of this coping strategies of avoidance. The result indicates that informants seems to use emotion-focused strategy more frequently than behavior-focused strategy and cognitive-focused strategy is used least to avoid this specific perceived need.

Sex Differences in Coping Strategies of Avoidance W.C.:

Table 8.32: Sex differences in specific need to be blessed by God of using coping strategies of avoidance way of coping.

A* Behavior-Focused Strategy of Avoidance W.C.				
Sex	Mean Rank	N cases	U Value	P Value
Males	165.24	154	13438.0	0.9649
Females	164.79	175		
B* Cognitive-Focused Strategy:				
Sex	Mean Rank	N cases	U Value	P Value
Males	165.24	153	13122.0	0.8166
Females	162.91	174		
C* Emotion-Focused Strategy:				
Sex	Mean Rank	N cases	U Value	P Value
Males	161.59	154	12950.5	0.6617
Females	166.14	173		

Keys:

N cases= number of cases.

U value= Mann-Whitney U Test value.

P value= probability value.

Table 8.32 shows no statistically significant difference

between the response of boys and girls that is in response to these coping strategies. The result indicates that informants use these strategies similarly to meet their specific perceived need to be blessed by God.

Sex Differences in Avoidance Way of Coping:

Table 8.33: Sex differences in avoidance way of coping toward the need to be blessed by God.

Sex	Mean Rank	N cases	U Value	P Value
Males	152.37	142	11484.0	0.8354
Females	154.48	164		
Total=		306		

Keys:
N cases= number of cases.
U value= Mann-Whitney U Test value.
P value= probability value.

Table 8.33 shows no statistically significant difference between boys and to this way of coping. This result indicates that boys and girls employ this way of coping similarly when they perceive the specific need to be blessed by God.

8.3.2.2.3 SPECIFIC COPING: To be blessed by God: Acceptance Way of Coping:

In designing the main study it would have been logical to include the same categorization of items as for approach and avoidance way of coping. However, there are two items in this category (way of coping) as a result of the findings in the pilot study, where it was found that few informants used this way of coping (see chapter 6). The low response of these to these two items in the main study confirm the earlier finding in that items 17 and 18 were among the lowly ranked and therefore the least

frequently used type of response. Acceptance way of coping in this scale contains only two items. The items used in this way of coping are:

- 17- "I accept the reality of lacking fulfilment of this need and go along with no reaction but keeping my feeling to myself"
- 18- "I accept the reality of lacking fulfilment of this need so I do not take direct action to fulfil it but seek an option to avoid the tension"

Sex Differences in Acceptance W.C.:

Table 8.34 :Sex differences in acceptance way of coping to meet the specific perceived need to be blessed by God.

Sex	Mean Rank	N cases	U Value	P Value
Males	158.23	152	12423.0	0.4867
Females	165.35	171		
Total=		323		

Keys:

N cases= number of cases.
U value= Mann-Whitney U Test value.
P value= probability value.

Table 8.34 reveals no statistically significant difference between boys and girls to this way of coping. This result indicates that boys and girls use this way of coping similarly to meet their specific perceived need to be blessed by God.

8.3.2.2.4 SPECIFIC COPING: To be blessed by God: Denial Way of Coping:

Denial way of coping in this scale contains only one item, which is:

Item 19: "I try to deny the reality of this need's non-fulfilment and look for some support of the idea of denial"

The researcher took the decision of containing only one item

for this way of coping as a result of the findings on the pilot study. The result of the main study support the decision as indicated in table 8.35.

Table 8.35: Frequency and percentage of denial behavior to cope with the need to be blessed by God.

	VALUE	F	%	Md	Mn	St.Dev.
0	Never done it	293	90.7	0	0.192	0.692
1	Rarely does it	12	3.7			
2	Sometimes	10	3.1			
3	Most of the times	2	0.6			
4	Every time	6	1.9			

Keys:
F= frequency.
%= Percentage.
Md= Median.
Mn= Mean.
St.Dev.= Standard Deviation.

Table 8.35 shows a high negative skew in the distribution. The result suggests that informants use this coping response never use this item when they perceive the specific need to be blessed by God.

Sex Differences in Denial Behavior:

Table 8.36: Sex differences in denial behavior to meet the need to be blessed by God.

Sex	Mean Rank	N Cases	U Value	P Value
Males	161.66	152	12944.0	0.9019
Females	162.30	171		

Keys:
N cases= Number of cases.
U value= Mann-Whitney U value.
P value= Probability value.

Table 8.36 shows no statistically significant difference between adolescent boys and girls to this item. This result implies that boys and girls use this coping response similarly when they perceive the need to be blessed by God.

8.3.2.2.5 SPECIFIC COPING: To be blessed by God: The Differences Between Ways of coping:

The Friedman two-way of ANOVA test was used to examine differences between the four specific ways of coping. The result show high statistically significant differences in using these specific ways of coping (see table 8.36).

Table 8.36: Friedman two-way of ANOVA between ways of coping in response to the perceived need to be blessed by God.

Coping Strategies	M.Rank	N.	CH-SQU	D.F.	P.Value
Approach Way.	3.84	323	856.398	3	*** 0.0001
Avoidance Way.	3.15				
Acceptance Way.	1.85				
Denial Way.	1.16				

Keys:

Approach Way.= Approach Way of Coping.
 Avoidance Way.= Avoidance Way of Coping.
 Acceptance Way.= Acceptance Way of Coping.
 Denial Way.= Denial Way of Coping.
 M.Rank= Mean rank.
 N.= Number of cases.
 CH.SQU.= Chi-square.
 D.F.= Degree of freedom.
 P.Value= Probability value.

Table 8.36 shows a high statistically significant difference between the four specific ways of coping. The result indicates that informants' use approach way of coping more than any of the four specific ways of coping studied in this research to meet specific perceived need to be blessed by God. This table also shows that avoidance is the second then acceptance and lastly denial way of coping.

8.3.3 SPECIFIC-COPING: To feel homeostasis and away from problems:

This section aimed to explore informants' coping response to meet specific perceived need of "to feel homeostasis and away from problems".

Only the responses of informants who responded to this item were analysed with respect to frequency distribution, percentage and sex differences of each item.

8.3.3.1 SPECIFIC-COPING: To feel homeostasis and away from problems: Coping Responses:

Table 8.14 gives a full range of frequency, percentage, means, and standard deviation of coping responses to meet specific perceived need to feel homeostasis and away from problems. Coping responses were ranked according to their choice of this specific perceived need.

Table 8.37: Frequency, percentage, means, standard deviations, sum and rank order of to coping responses to meet specific need to feel homeostasis and away from problems.

COSC Items	Never 0		Rarely 1		Sometimes 2		Most. Time 3		Every time 4		Means	St.Dev	Sum	Rank Order
	Frq.	%	Frq.	%	Frq.	%	Frq.	%	Frq.	%				
Item 1	67	23	60	21	52	18	59	20	58	20	1.936	1.447	625	11
Item 2	32	11	50	17	69	24	62	25	171	24	2.340	1.306	688	6
Item 3	13	5	36	13	50	17	80	28	109	38	2.819	1.196	812	1
Item 4	61	21	80	28	71	25	50	17	28	10	1.669	1.254	484	17
Item 5	45	15	54	18	64	21	63	21	68	23	2.187	1.381	643	9
Item 6	32	11	48	16	54	19	68	23	90	31	2.466	1.363	720	5
Item 7	56	19	37	13	64	22	70	24	67	23	2.187	1.417	643	9
Item 8	24	8	28	10	65	22	76	26	100	34	2.683	1.260	786	2
Item 9	61	21	66	22	42	14	52	18	73	25	2.034	1.494	598	14
Item 10	99	34	55	19	43	15	53	18	43	15	1.611	1.471	472	18
Item 11	19	6	47	16	64	22	79	27	86	29	2.568	1.241	760	4
Item 12	66	23	75	25	70	24	50	17	34	12	1.698	1.302	501	16
Item 13	59	20	55	19	58	20	52	18	71	24	2.071	1.459	611	12
Item 14	41	14	52	18	70	24	68	23	64	22	2.210	1.339	652	7
Item 15	39	13	71	24	51	17	57	19	76	26	2.205	1.402	648	8
Item 16	18	6	41	14	60	20	79	27	97	33	2.664	1.237	786	2
Item 17	61	21	58	20	49	17	53	18	69	24	2.038	1.477	591	15
Item 18	61	21	59	20	36	12	55	19	57	19	1.959	1.411	602	13
Item 19	231	79	20	7	14	5	16	6	12	4	0.491	1.081	144	19

Keys:

Never= Never Done it.
Frq.= Frequency.
% = Percentage.
Rarely= Rarely do it.
Sometimes= Do it Sometimes.
Most. Time= Do it Most of the time.
Every time= Do it every time.
St.Dev= Standard deviation.
Sum= The sum of the values multiplied with frequency of each item.

An examining of the distribution of each item in table 8.37, shows that normal distribution rarely occurs. This suggests that tendencies are mostly in one direction. From this table items were ranked in decreasing order and distributions were divided into three groups and ranked as follows:

Group I: Items responded positively most of the time:

- R1- cop3 "I depend on myself in fulfilling this need".
- R2- cop8 "I try to regulate my feelings in order to deal wisely with this need"
- R2- cop16 "I share with others who lack fulfilment of this need and that gives me a good feeling even though I lack that fulfilment myself"
- R4- cop11 "I seek spiritual support by turning to some religious activities"

The distribution of these items mostly show a high positive skew, suggesting that informants tend to use this coping response most of the time when they perceive the specific need to feel homeostasis and away from problems.

Group II: Items responded to positively sometimes:

- R5- cop6 "I seek advice and collect information about others' reaction when this need occur to them"
- R6- cop2 "I take direct action toward fulfilling this need".
- R7- cop14 "I express my emotions to ventilate the bad feeling I have got because of this need"
- R8- cop15 "I try to relax myself in some way"
- R9- cop5 "I plan and wait for a better opportunity to fulfil this need"
- R9- cop7 "I seek emotional and psychological support from someone"
- R11- cop1 "I look for someone to help me in fulfilling this need".
- R12- cop13 "I try to take my mind away from thinking of this need by daydreaming".
- R13- cop18 "I accept the reality of lacking fulfilment of this need so I do not take direct action to fulfil it but seek an option to avoid the tension"

- R14- cop9 "I try to forget this need by engaging myself in demanding activities and hobbies".
- R15- cop17 "I accept the reality of lacking fulfilment of this need and go along with no reaction but keeping my feeling to myself"
- R16- cop12 "I try to reduce the importance of this need for me in some way".
- R17- cop4 "I look for an indirect way to fulfil this need"
- R18- cop10 "I blame others for causing the lack of fulfilling this need"

The distribution of these items mostly show a slight positive skew, suggesting that informants tend to use this coping response sometimes when they perceive the specific need to feel homeostasis and away from problems.

Group III: Items never responded to positively:

- R19- Item 19 "I try to deny the reality of this need's non-fulfilment and look for some support for the idea of denial"

The distribution of this item show a high negative skew, suggesting that informants tend not to use this coping response when they perceive the need to feel homeostasis and away from problems.

8.3.3.1.2 Specific-Coping: To feel homeostasis and away from problems: Sex Differences:

Table 8.38: Sex differences in coping responses to meet specific need to feel homeostasis and away from problems:

COSc.Itm	S X	Mean Rank	N Cases	U Value	P Value
Item 1:	M	151.45	147	10517.5	0.5473
	F	145.59	149		
Item 2:	M	151.45	145	10026.5	0.2752
	F	145.59	149		
Item 3:	M	149.07	142	9717.0	0.3375
	F	140.04	146		
Item 4:	M	149.45	145	9939.5	0.4101
	F	141.55	145		
Item 5:	M	149.52	146	10509.5	0.6797
	F	145.51	148		
Item 6:	M	141.22	145	9892.5	0.2756
	F	151.70	147		
Item 7:	M	145.30	146	10482.5	0.6518
	F	149.67	148		
Item 8:	M	144.08	146	10304.0	0.5416
	F	149.90	147		
Item 9:	M	150.28	145	10399.0	0.5712
	F	144.79	149		
Item 10:	M	141.29	146	10759.5	0.7897
	F	152.75	150		
Item 11:	M	147.20	146	10759.5	0.7897
	F	149.77	150		
Item 12:	M	145.68	146	10538.5	0.6359
	F	150.27	149		
Item 13:	M	145.87	147	10565.0	0.6625
	F	150.11	148		
Item 14:	M	145.75	147	10547.5	0.6445
	F	150.23	148		
Item 15:	M	143.43	145	10213.0	0.4075
	F	151.46	149		
Item 16:	M	135.80	147	9085.0	0.0113 **
	F	160.11	148		
Item 17:	M	134.53	144	8932.5	0.0238 *
	F	156.32	146		
Item 18:	M	145.44	147	10501.0	0.5994
	F	150.55	148		
Item 19:	M	154.76	147	9590.0	0.0275 *
	F	139.18	146		

Keys:

N cases= Number of cases.
U value= Mann-Whitney U value.
P value= Probability value.
M= Males.
F= Females.
***= Significant on level .001
**= Significant on level .01
*= Significant in level .05

Table 8.38 shows no statistically significant difference between boys and girls to this most of COSc items. This results indicate that boys and girls employ of this coping response similarly most of the time to meet the specific need to feel homeostasis and away from problems. However, the following items show a statistically significant difference between boys and girls, where girls seem to use these coping respond more frequently than boys when they response to meet their specific perceived need of to feel homeostasis and away from problems:

- Item 16 "I share with others who lack fulfilment of this need and that gives me a good feeling even though I lack that fulfilment myself"
- Item 17 "I accept the reality of lacking fulfilment of this need and go along with no reaction but keeping my feeling to myself"

The only item where girls seem to use it more significantly in this case is (Item 19) "I try to deny the reality of this need's non-fulfilment and look for some support for the idea of denial".

8.3.3.2 SPECIFIC COPING: To feel homeostasis and away from problems: Coping Categories:

The previously discussed coping responses (items) to meet the perceived need to feel homeostasis and away from problems had been categorized and described as "ways of coping (W.C.)". As was explained earlier four categories for further analysis are:

- A * Approach way of coping.
- B * Avoidance Way of Coping.
- C * Acceptance Way of Coping.
- D * Denial Way of Coping.

Within each way of coping three more specific (or oriented) strategies had been justified from the literature that in previous studies researcher found it helpful to try to explain coping responses by reference to these three category system, which I called " coping strategies (St.)", these three categories are:

A * Behavior-Focused Strategy.

B * Cognitive-Focused Strategy.

C * Emotional-Focused Strategy.

The analysis in this section is not the same all the way through because when it came to acceptance and denial there were too few items to allow for construction. The low number of items were revealed as a result of analysing the pilot study results which were used to construct the main questionnaire (see chapter 6).

8.3.3.2.1 SPECIFIC COPING: To feel homeostasis and away from problems: Approach Way of Coping:

The approach way of coping uses 8 coping items. In order to conduct statistical analysis it was necessary to construct some new variables using the items grouped as follows:

I. BEHAVIORAL-FOCUSED STRATEGY:

- 1- "I look for someone to help me in fulfilling this need".
- 2- "I take direct action toward fulfilling this need".
- 3- "I depend on myself in fulfilling this need".

II. COGNITIVE-FOCUSED STRATEGY:

- 4- "I look for an indirect way to fulfil this need"
- 5- "I plan and wait for a better opportunity to fulfil this need"

- 6- "I seek advice and collect information about others' reaction when this need occur to them"

III. EMOTIONAL-FOCUSED STRATEGY:

- 7- "I seek emotional and psychological support from someone"
 8- "I try to regulate my feelings in order to deal wisely with this need"

The Friedman two-way of ANOVA test was used to examine if there were any differences between coping strategies in approach way of coping. This step taken to see what differences there are between the three variables of this way of coping.

Table 8.39: Friedman two-way of ANOVA between coping strategies of approach way of coping in response to the specific perceived need to feel homeostasis and away from problems.

Coping Strategies	M.Rank	N.	CH-SQU	D.F.	P.Value
B-F of App.Way.	2.32	268	87.7667	2	*** 0.0001
C-F of App.Way.	2.13				
E-F of App.Way.	1.55				

Keys:
 B-F of App.Way.= Behavioral-Focused of Approach Way of Coping.
 C-F of App.Way.= Cognitive-Focused of Approach Way of Coping.
 E-F of App.Way.= Emotional-Focused of Approach Way of Coping.
 M.Rank= Mean rank.
 N.= Number of cases.
 CH.SQU.= Chi-square.
 D.F.= Degree of freedom.
 P.Value= Probability value.

Table 8.39 shows that informants use behavior-focused strategies more frequently than the other strategies. The result shows that emotion-focused strategy is employed less than the rest in approach way of coping.

Sex Differences in Coping Strategies of Approach W.C.:

Table 8.40: Sex differences in coping strategies of approach way of coping to meet specific need of to feel homeostasis and away from problems.

A* Behavior-Focused Strategy of Approach W.C.

Sex	Mean Rank	N cases	U Value	P Value
Males	154.55	148	10500.0	0.3640
Females	145.54	151		

B* Cognitive-Focused Strategy of Approach W.C.

Sex	Mean Rank	N cases	U Value	P Value
Males	153.03	148	10874.0	0.4644
Females	148.04	152		

C* Emotion-Focused Strategy of Approach W.C.

Sex	Mean Rank	N cases	U Value	P Value
Males	146.99	147	10730.0	0.6163
Females	151.94	151		

Keys:

N cases= number of cases.
U value= Mann-Whitney U Test value.
P value= probability value.

Table 8.40 shows no statistically significant differences between boys and girls in behavior-focused, cognitive-focused strategy and emotion-focused strategies of approach way of coping. This result indicates that the boys and girls do not differ in using these strategies in their response to meet the specific perceived need to feel homeostasis and away from problems. This result is also supported when sex differences have been tested in approach way of coping as a whole (see table 8.41).

Sex Differences in Approach Way of Coping:

Table 8.41: Sex differences in approach way of coping to meet specific perceived need to feel homeostasis and away from problems.

Sex	Mean Rank	N cases	U Value	P Value
Males	137.01	134	8641.5	0.5952
Females	131.99	134		
Total=		168		

Keys:

N cases= number of cases.
U value= Mann-Whitney U Test value.
P value= probability value.

Table 8.41 indicates that boys and girls employ this way of coping similarly when they perceive the specific need to feel homeostasis and away from problems.

8.3.3.2.2 SPECIFIC COPING: To feel homeostasis and away from problems: Avoidance Way of Coping:

The avoidance way of coping also uses 8 coping items. They were grouped as follows:

I. BEHAVIOR-FOCUSED STRATEGY:

- 9- "I try to forget this need by engaging myself in demanding activities and hobbies".
- 10- "I blame others for causing the lack of fulfilling this need"
- 11- "I seek spiritual support by turning to some religious activities"

II. COGNITIVE-FOCUSED STRATEGY:

- 12- "I try to reduce the importance of this need for me in some way".
- 13- "I try to take my mind away from thinking of this need by daydreaming".

III. EMOTION-WAY OF COPING:

- 14- "I express my emotions to ventilate the bad feeling I have got because of this need"
- 15- "I try to relax myself in some way"
- 16- "I share with others who lack fulfilment of this need and that gives me a good feeling even though I lack that fulfillment myself"

The Friedman two-way of ANOVA test was used to examine differences between coping strategies in avoidance way of coping in order to see if informants' responses differ in using coping strategies to meet specific need to feel homeostasis and away from problems. This step was taken to see what differences there are between the three variables of this way of coping.

Table 8.42: Friedman two-way of ANOVA between coping strategies of avoidance way of coping in response to the perceived need of to feel homeostasis and away from problems.

Coping Strategies	M.Rank	N.	CH-SQU	D.F.	P.Value
B-F of Avo.Way.	2.17	280	179.337	2	0.0001 ***
C-F of Avo.Way.	1.37				
E-F of Avo.Way.	2.46				

Keys:

B-F of Avo.Way.= Behavioral-Focused of Avoidance Way of Coping.

C-F of Avo.Way.= Cognitive-Focused of Avoidance Way of Coping.

E-F of Avo.Way.= Emotional-Focused of Avoidance Way of Coping.

M.Rank= Mean rank.

N.= Number of cases.

CH.SQU.= Chi-square.

D.F.= Degree of freedom.

P.Value= Probability value.

Table 8.42 shows a high statistically significant difference between the use of this coping strategies of avoidance. The result indicates that informants seems to use emotion-focused strategy more frequently than behavior-focused strategy and cognitive-focused strategy is used least to avoid this specific perceived need.

Sex Differences in Coping Strategies of Avoidances W.C.:

Table 8.43: Sex differences in specific need to feel homeostasis and away from problems of using coping strategies of avoidance way of coping.

A* Behavior-Focused Strategy of Avoidance W.C.				
Sex	Mean Rank	N cases	U Value	P Value
Males	148.51	148	10806.0	0.5531
Females	153.41	152		
B* Cognitive-Focused Strategy of Avoidance W.C.				
Sex	Mean Rank	N cases	U Value	P Value
Males	145.86	148	10562.0	0.5272
Females	152.11	149		
C* Emotional-Focused Strategy of Avoidance W.C.				
Sex	Mean Rank	N cases	U Value	P Value
Males	141.67	148	9940.5	0.0967
Females	158.17	151		

Keys:

N cases= number of cases.

U value= Mann-Whitney U Test value.

P value= probability value.

Table 8.43 shows no statistically significant difference between the response of boys and girls in their responses to behavior-focused cognitive-focused and emotion-focused strategies. This results indicates that boys and girls use these coping strategies similarly to meet their specific perceived need to feel homeostasis and away from problems.

Sex Differences in Avoidance Way of Coping:

Table 8.44 :Sex differences in avoidance way of coping to meet the specific need to feel homeostasis and away from problems.

Sex	Mean Rank	N cases	U Value	P Value
Males	132.39	138	8679.5	0.0981
Females	148.38	142		
Total=		280		

Keys:

N cases= number of cases.

U value= Mann-Whitney U Test value.

P value= probability value.

Table 8.44 shows no statistically significant difference between boys and to this way of coping. This result indicates that boys and girls employ this way of coping similarly when they perceive the specific need to feel homeostasis and away from problems.

8.3.3.2.3 SPECIFIC COPING: To feel homeostasis and away from problems: Acceptance Way of Coping:

In designing the main study it would have been logical to include the same categorization of items as for approach and avoidance way of coping. However, there are two items in this category (way of coping) as a result of the findings in the pilot study, where it was found that few informants used this way of

coping (see chapter 6). The low response of these to these two items in the main study confirm the earlier finding in that items 17 and 18 were among the lowly ranked and therefore the least frequently used type of response. Acceptance way of coping in this scale contains only two items. The items used in this way of coping are:

- 17- "I accept the reality of lacking fulfilment of this need and go along with no reaction but keeping my feeling to myself"
- 18- "I accept the reality of lacking fulfilment of this need so I do not take direct action to fulfil it but seek an option to avoid the tension"

Sex Difference in Acceptance W.C.:

Table 8.45: Sex differences in acceptance way of coping to meet specific perceived need to feel homeostasis and away from problems.

Sex	Mean Rank	N cases	U Value	P Value
Males	135.74	143	9114.5	0.0903
Females	152.20	144		
Total=		287		

Keys:
N cases= number of cases.
U value= Mann-Whitney U Test value.
P value= probability value.

Table 8.45 shows no statistically significant difference between boys and girls to this way of coping. This result indicates that boys and girls use this way of coping similarly to meet their specific perceived need to feel homeostasis and away from problems.

8.3.3.2.4 SPECIFIC COPING: To feel homeostasis and away from problems: Denial Way of Coping:

Denial way of coping in this scale contains only one item, which is:

Item 19: "I try to deny the reality of this need's non-fulfilment and look for some support of the idea of denial"

The researcher took the decision of including only one item in this way of coping as a result of the findings in the pilot study. The result of the main study support the decision as indicated in table 8.46.

Table 8.46: Frequency and percentage of denial behavior to cope with the need to feel homeostasis and away from problems.

	VALUE	F	%	Md	Mn	St.Dev.
0	Never done it	231	78.8	0	0.491	1.081
1	Rarely does it	20	6.8			
2	Sometimes	14	4.8			
3	Most of the times	16	5.5			
4	Every time	12	4.1			

Keys:

F= frequency.
 %= Percentage.
 Md= Median.
 Mn= Mean.

St.Dev.= Standard Deviation.

Table 8.46 shows a high negative skew in the distribution. The result suggests that informants use this coping response never use this item when they perceive the specific need to feel homeostasis and away from problems.

Sex Differences in Denial W.C.:

Table 8.47: Sex differences of denial behavior to cope with the need to feel homeostasis and away from problems.

Sex	Mean Rank	N Cases	U Value	P Value
Males	154.76	147	9590.0	0.0275 *
Females	139.18	146		

Keys:

N cases= Number of cases.
 U value= Mann-Whitney U value.
 P value= Probability value.

Table 8.47 shows a statistically significant difference between boys and girls in using this item. This result implies that

adolescent boys use this coping response more frequently than adolescent girls to meet the specific need to feel homeostasis and away from problem.

Each of the 19 coping responses were further examined for the evidence of use of one of the four ways of coping category. These ways of coping in turn were grouped to reflect three main coping strategies (full discussion of these categorisations were examined broadly in chapter 4 and chapter 6).

8.3.3.2.5 SPECIFIC COPING: To feel homeostasis and away from problems: The Differences Between Ways of coping:

The Friedman two-way of ANOVA test was used to examine differences between the four specific ways of coping. The result show high statistically significant differences in using these specific ways of coping (see table 8.48).

Table 8.48: Friedman two-way of ANOVA between ways of coping in response to the specific perceived need to achieve success.

Coping Strategies	M.Rank	N.	CH-SQU	D.F.	P.Value
Approach Way.	3.55	254	657.58	3	0.0001 ***
Avoidance Way.	3.45				
Acceptance Way.	1.89				
Denial Way.	1.11				

Keys:

Approach Way.= Approach Way of Coping.
 Avoidance Way.= Avoidance Way of Coping.
 Acceptance Way.= Acceptance Way of Coping.
 Denial Way.= Denial Way of Coping.
 M.Rank= Mean rank.
 N.= Number of cases.
 CH.SQU.= Chi-square.
 D.F.= Degree of freedom.
 P.Value= Probability value.

Table 8.48 shows a high statistically significant difference between the four specific ways of coping. The result indicates that informants' use approach way of coping more than any of the four

specific ways of coping studied in this research to meet specific perceived need to feel homeostasis and away from problems. This table also shows that avoidance is the second then acceptance and lastly denial way of coping.

8.3.4 SPECIFIC COPING: Coping Comparison between the three specific perceived needs:

The aim of this section is to detect if there are differences between patterns of coping responses to the three specific most strongly perceived needs which were:

- 1- ND15 "To achieve success"
- 2- ND13 "To be blessed by God"
- 3- ND4 "To feel homeostasis and away from problems"

Again, the statistical procedures used were Friedman two-way of ANOVA to compare and contrast the three specific groups as a whole. Wilcoxon Matched-Pairs Signed-Rank test were used to detect similarities and differences between each separate pair of these specific perceived needs.

As the previous analyses, comparisons were made in three perspectives between firstly, coping responses (items) and secondly, coping categories.

8.3.4.1 SPECIFIC COPING: Coping Comparison: Coping Responses:

In this section each of the COSc items are examined separately as listed in the original scale.

Item 1: "I look for someone to help me in fulfilling this need"

Table 8.49: Friedman two-way of ANOVA (I) and Wilcoxon matched-pairs signed-ranks (II) in comparing ND15, ND13 and ND4.

I. Friedman two-way of ANOVA:				
Sp.Nd.Lst.	M.Rank	N.Cases	CH-SQU	P.Value
ND15	2.24	79	7.1645	0.0278 *
ND13	1.92			
ND4	1.82			

II. Wilcoxon Matched-Pairs Signed-ranks:				
A* 15CP1 with 13CP1:				
Signed - Rank	M.Rank	N.cases	2-Tailed P.	
- Rank (13CP1 LT 15CP1)	74.72	88	0.0006 ***	
+ Rank (13CP1 GR 15CP1)	63.37	52		
Ties (13CP1 EQ 15CP1)		63		
B* 15CP1 with 4CP1:				
Signed - Rank	M.Rank	N.cases	2-Tailed P.	
- Rank (4CP1 LT 15CP1)	56.21	64	0.0277 *	
+ Rank (4CP1 GR 15CP1)	50.71	43		
Ties (4CP1 EQ 15CP1)		39		
C* 13CP1 with 4CP1:				
Signed - Rank	M.Rank	N.cases	2-Tailed P.	
- Rank (4CP1 LT 13CP1)	46.35	50	0.8319	
+ Rank (4CP1 GR 13CP1)	51.82	47		
Ties (4CP1 EQ 13CP1)		34		

Keys:
 Sp.Nd.Lst.= Specific perceived needs listed.
 M.Rank= Mean Rank.
 N cases= Number of cases.
 CH-SQU= Chi-square value.
 P value= Probability value.
 M.Rank= Mean Rank.
 N.cases= Number of cases.
 2-Tailed P.= Wilcoxon two-tailed probability.
 LT= Little than.
 GR= Greater than.
 EQ= Ties.

The ANOVA of table 8.49 shows statistically significant differences between the mean ranks of the three specific perceived needs. The result indicates that informants use this coping response more frequently when the specific perceived need is to achieve success than for other specific perceived needs. In using Wilcoxon to compare each pairs separately no statistically significant differences were found in coping response to meet the needs to be blessed by God and to feel homeostasis (C). The results of this table suggest that informants seem to apply this coping response more when they perceive the specific need to achieve success. However, they seem to apply this coping response similarly

to meet the specific needs to be blessed by God and to feel homeostasis.

Item 2: "I take a direct action toward fulfilling this need"

Table 8.50: Friedman two-way of ANOVA (I) and Wilcoxon matched- pairs signed-ranks (II) in comparing ND15, ND13 and ND4.

I. Friedman two-way of ANOVA:				
Sp.Nd.Lst.	M.Rank	N.Cases	CH-SQU	P.Value
ND15	1.97	78	0.3910	0.8224
ND13	2.06			
ND4	1.97			

II. Wilcoxon Matched-Pairs Signed-ranks:				
A* 15CP2 with 13CP2:				
Signed - Rank	M.Rank	N.cases	2-Tailed P.	
- Rank (13CP2 LT 15CP2)	58.67	62	0.5006	
+ Rank (13CP2 GR 15CP2)	58.31	54		
Ties (13CP2 EQ 15CP2)		89		

B* 15CP2 with 4CP2:				
Signed - Rank	M.Rank	N.cases	2-Tailed P.	
- Rank (4CP2 LT 15CP2)	53.55	51	0.4788	
+ Rank (4CP2 GR 15CP2)	47.33	49		
Ties (4CP2 EQ 15CP2)		45		

C* 13CP2 with 4CP2:				
Signed - Rank	M.Rank	N.cases	2-Tailed P.	
- Rank (4CP2 LT 13CP2)	47.22	50	0.0585	
+ Rank (4CP2 GR 13CP2)	39.65	37		
Ties (4CP2 EQ 13CP2)		44		

Keys:
 Sp.Nd.Lst.= Specific perceived needs listed.
 M.Rank= Mean Rank.
 N cases= Number of cases.
 CH-SQU= Chi-square value.
 P value= Probability value.
 M.Rank= Mean Rank.
 N.cases= Number of cases.
 2-Tailed P.= Wilcoxon two-tailed probability.
 LT= Little than.
 GR= Greater than.
 EQ= Ties.

The ANOVA table shows no statistically significant differences between the mean rank of the three specific needs scale. However, there is a trend to use this coping responses more when the specific perceived need is to be blessed by God rather than the need to feel homeostasis and away from problems.

Item 3: "I depend on myself in fulfilling this need"

Table 8.51: Friedman two-way of ANOVA (I) and Wilcoxon matched-pairs signed-ranks (II) in comparing ND15, ND13 and ND4.

I. Friedman two-way of ANOVA:				
Sp.Nd.Lst.	M.Rank	N.Cases	CH-SQU	P.Value
ND15	2.10	73	1.4452	0.4855
ND13	1.99			
ND4	1.90			

II. Wilcoxon Matched-Pairs Signed-ranks:				
A* 15CP3 with 13CP3:				
Signed - Rank	M.Rank	N.cases	2-Tailed P.	
- Rank (13CP3 LT 15CP3)	55.79	62	0.6078	
+ Rank (13CP3 GR 15CP3)	59.54	52		
Ties (13CP3 EQ 15CP3)		83		
B* 15CP3 with 4CP3:				
Signed - Rank	M.Rank	N.cases	2-Tailed P.	
- Rank (4CP3 LT 15CP3)	39.67	47	0.5411	
+ Rank (4CP3 GR 15CP3)	43.96	35		
Ties (4CP3 EQ 15CP3)		52		
C* 13CP3 with 4CP3:				
Signed - Rank	M.Rank	N.cases	2-Tailed P.	
- Rank (4CP3 LT 13CP3)	35.51	39	0.6903	
+ Rank (4CP3 GR 13CP3)	37.67	33		
Ties (4CP3 EQ 13CP3)		54		

Keys:

Sp.Nd.Lst.= Specific perceived needs listed.
M.Rank= Mean Rank.
N cases= Number of cases.
CH-SQU= Chi-square value.
P value= Probability value.
M.Rank= Mean Rank.
N.Cases= Number of cases.
2-Tailed P.= Wilcoxon two-tailed probability.
LT= Little than.
GR= Greater than.
EQ= Ties.

Table 8.51 shows no statistically significant difference between the mean ranks of the three specific perceived needs. The result indicates that informants' use of this coping response is similar irrespective of the three specific perceived need listed.

Item 4: "I look for an indirect way to fulfil this need"

Table 8.52 : Friedman two-way of ANOVA (I) and Wilcoxon matched-pairs signed-ranks (II) in comparing ND15, ND13 and ND4.

I. Friedman two-way of ANOVA:				
Sp.Nd.Lst.	N.Rank	N.Cases	CH-SQU	P.Value
ND15	2.04	74	2.8851	0.2363
ND13	1.84			
ND4	2.11			

II. Wilcoxon Matched-Pairs Signed-ranks:				
A* 15CP4 with 13CP4:				
Signed - Rank	M.Rank	N.cases	2-Tailed P.	
- Rank (13CP4 LT 15CP4)	66.38	69	0.8984	
+ Rank (13CP4 GR 15CP4)	68.69	65		
Ties (13CP4 EQ 15CP4)		67		

B* 15CP4 with 4CP4:				
Signed - Rank	M.Rank	N.cases	2-Tailed P.	
- Rank (4CP4 LT 15CP4)	50.64	46	0.9956	
+ Rank (4CP4 GR 15CP4)	46.53	50		
Ties (4CP4 EQ 15CP4)		45		

C* 13CP4 with 4CP4:				
Signed - Rank	M.Rank	N.cases	2-Tailed P.	
- Rank (4CP4 LT 13CP4)	48.30	37	0.1705	
+ Rank (4CP4 GR 13CP4)	45.29	55		
Ties (4CP4 EQ 13CP4)		35		

Keys:

Sp.Nd.Lst.= Specific perceived needs listed.
M.Rank= Mean Rank.
N.cases= Number of cases.
CH-SQU= Chi-square value.
P value= Probability value.
M.Rank= Mean Rank.
N.cases= Number of cases.
2-Tailed P.= Wilcoxon two-tailed probability.
LT= Little than.
GR= Greater than.
EQ= Ties.

Table 8.52 shows no statistically significant difference between the mean ranks of the three specific perceived needs. The result indicates that informants' use of this coping response is similar irrespective of the three specific perceived need listed.

Item 5: "I plan and wait for a better opportunity to fulfil this need".

Table 8.53: Friedman two-way of ANOVA (I) and Wilcoxon matched-pairs signed-ranks (II) in comparing ND15, ND13 and ND4.

I. Friedman two-way of ANOVA:				
Sp.Nd.Lst.	M.Rank	N.Cases	CH-SQU	P.Value
ND15	2.14	74	3.5473	0.1697
ND13	2.03			
ND4	1.83			

II. Wilcoxon Matched-Pairs Signed-ranks:				
A* 15CP5 with 13CP5:				
Signed - Rank		M.Rank	N.cases	2-Tailed P.
- Rank (13CP5 LT 15CP5)		80.51	91	0.0018 **
+ Rank (13CP5 GR 15CP5)		67.77	59	
Ties (13CP5 EQ 15CP5)			49	

B* 15CP5 with 4CP5:				
Signed - Rank		M.Rank	N.cases	2-Tailed P.
- Rank (4CP5 LT 15CP5)		47.85	49	0.3195
+ Rank (4CP5 GR 15CP5)		43.85	42	
Ties (4CP5 EQ 15CP5)			49	

C* 13CP5 with 4CP5:				
Signed - Rank		M.Rank	N.cases	2-Tailed P.
- Rank (4CP5 LT 13CP5)		38.41	46	0.9360
+ Rank (4CP5 GR 13CP5)		47.45	38	
Ties (4CP5 EQ 13CP5)			43	

Keys:
 Sp.Nd.Lst.= Specific perceived needs listed.
 M.Rank= Mean Rank.
 N cases= Number of cases.
 CH-SQU= Chi-square value.
 P value= Probability value.
 M.Rank= Mean Rank.
 N.cases= Number of cases.
 2-Tailed P.= Wilcoxon two-tailed probability.
 LT= Little than.
 GR= Greater than.
 EQ= Ties.

The ANOVA of table 8.53 shows no statistically significant difference between the mean ranks of the three specific perceived needs. However, when comparing each pairs separately, only one statistically significant differences was found (A) indicating that informants seem to use this coping response more when responding to the specific need to achieve success than to meet the specific need to be blessed by God.

Item 6: "I seek advice and collect information about others' reaction when this need occurs to them"

Table 8.54: Friedman two-way of ANOVA (I) and Wilcoxon matched-pairs signed-ranks (II) in comparing ND15, ND13 and ND4.

I. Friedman two-way of ANOVA:				
Sp.Nd.Lst.	M.Rank	N.Cases	CH-SQU	P.Value
ND15	2.29	78	12.9807	0.0015 **
ND13	2.00			
ND4	1.71			

II. Wilcoxon Matched-Pairs Signed-ranks:				
A* 15CP6 with 13CP6:				
Signed - Rank		M.Rank	N.cases	2-Tailed P.
- Rank (13CP6 LT 15CP6)		52.63	65	0.0145 **
+ Rank (13CP6 GR 15CP6)		50.92	38	
Ties (13CP6 EQ 15CP6)			100	
B* 15CP6 with 4CP6:				
Signed - Rank		M.Rank	N.cases	2-Tailed P.
- Rank (4CP6 LT 15CP6)		45.63	61	0.0006 ***
+ Rank (4CP6 GR 15CP6)		41.94	27	
Ties (4CP6 EQ 15CP6)			57	
C* 13CP6 with 4CP6:				
Signed - Rank		M.Rank	N.cases	2-Tailed P.
- Rank (4CP6 LT 13CP6)		47.03	57	0.0026 **
+ Rank (4CP6 GR 13CP6)		39.85	31	
Ties (4CP6 EQ 13CP6)			43	

Keys:
 Sp.Nd.Lst.= Specific perceived needs listed.
 M.Rank= Mean Rank.
 N cases= Number of cases.
 CH-SQU= Chi-square value.
 P value= Probability value.
 M.Rank= Mean Rank.
 N.cases= Number of cases.
 2-Tailed P.= Wilcoxon two-tailed probability.
 LT= Little than.
 GR= Greater than.
 EQ= Ties.

Table 8.54 shows statistically significant differences between the mean ranks of the three specific perceived needs scales. The result indicates that informants use this coping response significantly more when the specific perceived need is to achieve success, secondly when the need is to be blessed by God and lastly when the need is perceived as feeling homeostasis.

Item 7: "I seek emotional and psychological support from someone"

Table 8.55: Friedman two-way of ANOVA (I) and Wilcoxon matched-pairs signed-ranks (II) in comparing ND15, ND13 and ND4.

I. Friedman two-way of ANOVA:

Sp.Nd.Lst.	M.Rank	N.Cases	CH-SQU	P.Value
ND15	2.06	73	0.9110	0.6341
ND13	1.91			
ND4	2.03			

II. Wilcoxon Matched-Pairs Signed-ranks:

A* 15CP7 with 13CP7:

Signed - Rank	M.Rank	N.cases	2-Tailed P.
- Rank (13CP7 LT 15CP7)	65.68	67	0.0436 *
+ Rank (13CP7 GR 15CP7)	53.95	53	
Ties (13CP7 EQ 15CP7)		78	

B* 15CP7 with 4CP7:

Signed - Rank	M.Rank	N.cases	2-Tailed P.
- Rank (4CP7 LT 15CP7)	45.63	49	0.8466
+ Rank (4CP7 GR 15CP7)	48.52	44	
Ties (4CP7 EQ 15CP7)		48	

C* 13CP7 with 4CP7:

Signed - Rank	M.Rank	N.cases	2-Tailed P.
- Rank (4CP7 LT 13CP7)	35.05	37	0.0615
+ Rank (4CP7 GR 13CP7)	46.80	45	
Ties (4CP7 EQ 13CP7)		45	

Keys:

Sp.Nd.Lst.= Specific perceived needs listed.
M.Rank= Mean Rank.
N cases= Number of cases.
CH-SQU= Chi-square value.
P value= Probability value.
M.Rank= Mean Rank.
N.cases= Number of cases.
2-Tailed P.= Wilcoxon two-tailed probability.
LT= Little than.
GR= Greater than.
EQ= Ties.

Although no statistically significant difference between the mean ranks of the three specific need scales when tested altogether was observed, there was a significant differences in part (A) indicating that informants tended to use this coping response more significantly when responding to the need to achieve success rather than to be blessed by God. A further trend was noted in part (C) where informants tend to use this coping response to meet the need to feel homeostasis and away from problems slightly more than when responding to meet the need to be blessed by God.

Item 8: "I try to regulate my feeling in order to deal wisely with this need"

Table 8.56: Friedman two-way of ANOVA (I) and Wilcoxon matched-pairs signed-ranks (II) in comparing ND15, ND13 and ND4.

I. Friedman two-way of ANOVA:				
Sp.Nd.Lst.	M.Rank	N.Cases	CH-SQU	P.Value
ND15	1.82	77	3.5907	0.1661
ND13	2.10			
ND4	2.07			

II. Wilcoxon Matched-Pairs Signed-ranks:				
A* 15CP8 with 13CP8:				
Signed - Rank	M.Rank	N.cases	2-Tailed P.	
- Rank (13CP8 LT 15CP8)	66.77	53	0.8116	
+ Rank (13CP8 GR 15CP8)	55.54	67		
Ties (13CP8 EQ 15CP8)		82		
B* 15CP8 with 4CP8:				
Signed - Rank	M.Rank	N.cases	2-Tailed P.	
- Rank (4CP8 LT 15CP8)	45.38	38	0.1447	
+ Rank (4CP8 GR 15CP8)	46.44	53		
Ties (4CP8 EQ 15CP8)		55		
C* 13CP8 with 4CP8:				
Signed - Rank	M.Rank	N.cases	2-Tailed P.	
- Rank (4CP8 LT 13CP8)	34.90	41	0.7204	
+ Rank (4CP8 GR 13CP8)	43.67	36		
Ties (4CP8 EQ 13CP8)		50		

Keys:
 Sp.Nd.Lst.= Specific perceived needs listed.
 M.Rank= Mean Rank.
 N cases= Number of cases.
 CH-SQU= Chi-square value.
 P value= Probability value.
 M.Rank= Mean Rank.
 N.cases= Number of cases.
 2-Tailed P.= Wilcoxon two-tailed probability.
 LT= Little than.
 GR= Greater than.
 EQ= Ties.

Table 8.56 shows no statistically significant difference between the mean ranks of the three specific perceived needs. The result indicates that informants use this coping response in a similar way irrespective of the specific perceived needs listed.

Item 9: "I try to forget this need by engaging myself in demanding activities and hobbies"

Table 8.57: Friedman two-way of ANOVA (I) and Wilcoxon matched-pairs signed-ranks (II) in comparing ND15, ND13 and ND4.

I. Friedman two-way of ANOVA:				
Sp.Nd.Lst.	M.Rank	N.Cases	CH-SQU	P.Value
ND15	1.76	78	24.9294	0.0001 ***
ND13	1.78			
ND4	2.46			

II. Wilcoxon Matched-Pairs Signed-ranks:				
A* 15CP9 with 13CP9:				
Signed - Rank	M.Rank	N.cases	2-Tailed P.	
- Rank (13CP9 LT 15CP9)	54.75	65	0.3329	
+ Rank (13CP9 GR 15CP9)	60.05	48		
Ties (13CP9 EQ 15CP9)		89		

B* 15CP9 with 4CP9:				
Signed - Rank	M.Rank	N.cases	2-Tailed P.	
- Rank (4CP9 LT 15CP9)	38.78	23	0.0001 ***	
+ Rank (4CP9 GR 15CP9)	59.92	87		
Ties (4CP9 EQ 15CP9)		35		

C* 13CP9 with 4CP9:				
Signed - Rank	M.Rank	N.cases	2-Tailed P.	
- Rank (4CP9 LT 13CP9)	26.10	15	0.0001 ***	
+ Rank (4CP9 GR 13CP9)	49.93	76		
Ties (4CP9 EQ 13CP9)		40		

Keys:

Sp.Nd.Lst.- Specific perceived needs listed.
M.Rank- Mean Rank.
N cases- Number of cases.
CH-SQU- Chi-square value.
P value- Probability value.
M.Rank- Mean Rank.
N.cases- Number of cases.
2-Tailed P.- Wilcoxon two-tailed probability.
LT- Little than.
GR- Greater than.
EQ- Ties.

The ANOVA table shows high statistically significant difference between the mean ranks of the three specific needs scales. The result indicates that informants use this coping response more frequently when they respond to meet specific perceived need to feel homeostasis and away from problem than other specific perceived needs. Analysis reveals that there are no differences between informants' response to achieve success and to be blessed by God (A).

Item 10: "I blame others for causing the lack of fulfilling this need"

Table 8.58: Friedman two-way of ANOVA (I) and Wilcoxon matched-pairs signed-ranks (II) in comparing ND15, ND13 and ND4.

I. Friedman two-way of ANOVA:				
Sp.Nd.Lst.	M.Rank	N.Cases	CH-SQU	P.Value
ND15	2.08	79	2.9683	0.2267
ND13	1.84			
ND4	2.08			

II. Wilcoxon Matched-Pairs Signed-ranks:				
A* 15CP10 with 13CP10:				
Signed - Rank	M.Rank	N.cases	2-Tailed P.	
- Rank (13CP10 LT 15CP10)	49.32	65	0.0057	**
+ Rank (13CP10 GR 15CP10)	49.86	33		
Ties (13CP10 EQ 15CP10)		101		
B* 15CP10 with 4CP10:				
Signed - Rank	M.Rank	N.cases	2-Tailed P.	
- Rank (4CP10 LT 15CP10)	36.00	33	0.0791	
+ Rank (4CP10 GR 15CP10)	42.07	45		
Ties (4CP10 EQ 15CP10)		67		
* 13CP10 with 4CP10:				
Signed - Rank	M.Rank	N.cases	2-Tailed P.	
- Rank (4CP10 LT 13CP10)	31.37	26	0.0013	**
+ Rank (4CP10 GR 13CP10)	41.52	49		
Ties (4CP10 EQ 13CP10)		56		

Keys:
 Sp.Nd.Lst.= Specific perceived needs listed.
 M.Rank= Mean Rank.
 N cases= Number of cases.
 CH-SQU= Chi-square value.
 P value= Probability value.
 M.Rank= Mean Rank.
 N.cases= Number of cases.
 2-Tailed P.= Wilcoxon two-tailed probability.
 LT= Little than.
 GR= Greater than.
 EQ= Ties.

The ANOVA table shows no statistically significant difference between the mean ranks of the three cases of specific perceived needs' scales. The result indicates that informants use this coping response in a similar way irrespective of the specific perceived need listed. However, analysis shows that informants seem to apply this coping response when attempting to meet the need to achieve success than to be blessed by God (A). A trend was also observed in the direction of achieving success rather than feeling homeostasis (B). Similarly when responding to meet the need to feel homeostasis they tend to use this coping response more likely than to be blessed by God (C).

Item 11: "I seek spiritual support by turning to some religious activities"

Table 8.59: Friedman two-way of ANOVA (I) and Wilcoxon matched-pairs signed-ranks (II) in comparing ND15, ND13 and ND4.

I. Friedman two-way of ANOVA:				
Sp.Nd.Lst.	M.Rank	N.Cases	CH-SQU	P.Value
ND15	1.97	77	0.4933	0.7814
ND13	2.06			
ND4	1.96			

II. Wilcoxon Matched-Pairs Signed-ranks:				
A* 15CP11 with 13CP11:				
Signed - Rank	M.Rank	N.cases	2-Tailed P.	
- Rank (13CP11 LT 15CP11)	52.75	38	0.0129	*
+ Rank (13CP11 GR 15CP11)	53.14	67		
Ties (13CP11 EQ 15CP11)		99		

B* 15CP11 with 4CP11:				
Signed - Rank	M.Rank	N.cases	2-Tailed P.	
- Rank (4CP11 LT 15CP11)	40.87	45	0.2935	
+ Rank (4CP11 GR 15CP11)	40.03	35		
Ties (4CP11 EQ 15CP11)		62		

C* 13CP11 with 4CP11:				
Signed - Rank	M.Rank	N.cases	2-Tailed P.	
- Rank (4CP11 LT 13CP11)	33.80	49	0.0155	*
+ Rank (4CP11 GR 13CP11)	39.48	21		
Ties (4CP11 EQ 13CP11)		60		

Keys:
 Sp.Nd.Lst.= Specific perceived needs listed.
 M.Rank= Mean Rank.
 N cases= Number of cases.
 CH-SQU= Chi-square value.
 P value= Probability value.
 M.Rank= Mean Rank.
 N.cases= Number of cases.
 2-Tailed P.= Wilcoxon two-tailed probability.
 LT= Little than.
 GR= Greater than.
 EQ= Ties.

The ANOVA table shows no statistically significant difference between the mean ranks of the three cases of specific perceived needs' scales. The result indicates that informants use this coping response in a similar way irrespective of the specific perceived need listed. However, analysis shows that informants seem to apply this coping response when attempting to meet the need to be blessed by God rather than to achieve success (A) and to feel homeostasis (C).

Item 12: "I try to reduce the importance of this need for me in some way"

Table 8.60: Friedman two-way of ANOVA (I) and Wilcoxon matched-pairs signed-ranks (II) in comparing ND15, ND13 and ND4.

I. Friedman two-way of ANOVA:				
Sp.Nd.Lst.	M.Rank	N.Cases	CH-SQU	P.Value
ND15	1.93	76	7.6578	0.0217 *
ND13	1.82			
ND4	2.25			
II. Wilcoxon Matched-Pairs Signed-ranks:				
A* 15CP12 With 13CP12:				
Signed - Rank		M.Rank	N.cases	2-Tailed P.
- Rank (13CP12 LT 15CP12)		52.41	56	0.1084
+ Rank (13CP12 GR 15CP12)		46.86	53	
Ties (13CP12 EQ 15CP12)			99	
B* 15CP12 with 4CP12:				
Signed - Rank		M.Rank	N.cases	2-Tailed P.
- Rank (4CP12 LT 15CP12)		47.47	36	0.0050 **
+ Rank (4CP12 GR 15CP12)		52.20	64	
Ties (4CP12 EQ 15CP12)			43	
C* 13CP12 with 4CP12:				
Signed - Rank		M.Rank	N.cases	2-Tailed P.
- Rank (4CP12 LT 13CP12)		41.67	27	0.0002 ***
+ Rank (4CP12 GR 13CP12)		47.14	63	
Ties (4CP12 EQ 13CP12)			41	

Keys:

Sp.Nd.Lst.= Specific perceived needs listed.
M.Rank= Mean Rank.
N.cases= Number of cases.
CH-SQU= Chi-square value.
P value= Probability value.
M.Rank= Mean Rank.
N.cases= Number of cases.
2-Tailed P.= Wilcoxon two-tailed probability.
LT= Little than.
GR= Greater than.
EQ= Ties.

The ANOVA table shows a statistically significant difference between the mean ranks of the three specific needs scales. The result indicates that informants use this coping response more frequently when responding to meet the specific perceived need to feel homeostasis and away from problem rather than other specific perceived needs. Analysis confirms this result and indicates that there are no significant differences between informants' responses to meet the specific perceived need to be achieve success and to be blessed by God (A).

Item 13: "I try to take my mind away from thinking of this need by daydreaming"

Table 8.61: Friedman two-way of ANOVA (I) and Wilcoxon matched-pairs signed-ranks (II) in comparing ND15, ND13 and ND4.

I. Friedman two-way of ANOVA:				
Sp.Nd.Lst.	M.Rank	N.Cases	CH-SQU	P.Value
ND15	1.88	78	21.6602	*** 0.0001
ND13	1.70			
ND4	2.42			

II. Wilcoxon Matched-Pairs Signed-ranks:				
A* 15CP13 with 13CP13:				
Signed - Rank	M.Rank	N.cases	2-Tailed P.	
- Rank (13CP13 LT 15CP13)	57.77	65	0.0862	
+ Rank (13CP13 GR 15CP13)	54.74	47		
Ties (13CP13 EQ 15CP13)		93		
B* 15CP13 with 4CP13:				
Signed - Rank	M.Rank	N.cases	2-Tailed P.	
- Rank (4CP13 LT 15CP13)	49.38	37	*** 0.0002	
+ Rank (4CP13 GR 15CP13)	59.31	74		
Ties (4CP13 EQ 15CP13)		35		
C* 13CP13 with 4CP13:				
Signed - Rank	M.Rank	N.cases	2-Tailed P.	
- Rank (4CP13 LT 13CP13)	29.75	16	*** 0.0001	
+ Rank (4CP13 GR 13CP13)	48.91	74		
Ties (4CP13 EQ 13CP13)		41		

Keys:
 Sp.Nd.Lst.= Specific perceived needs listed.
 M.Rank= Mean Rank.
 N cases= Number of cases.
 CH-SQU= Chi-square value.
 P value= Probability value.
 M.Rank= Mean Rank.
 N.cases= Number of cases.
 2-Tailed P.= Wilcoxon two-tailed probability.
 LT= Little than.
 GR= Greater than.
 EQ= Ties.

The ANOVA table shows a statistically significant difference between the mean ranks of the three specific needs scales. The result indicates that informants use this coping response more frequently when responding to meet the specific perceived need to feel homeostasis and away from problem rather than other specific perceived needs. Analysis confirms this result and indicates that there are no significant differences between informants' response to meet the specific perceived need to achieve success and to be blessed by God(A).

Item 14: "I express my emotion to ventilate the bad feeling I have got because of this need"

Table 8.62: Friedman two-way of ANOVA (I) and Wilcoxon matched-pairs signed-ranks (II) in comparing ND15, ND13 and ND4.

I. Friedman two-way of ANOVA:				
Sp.Nd.Lst.	M.Rank	N.Cases	CH-SQU	P.Value
ND15	1.82	76	9.0262	*
ND13	1.91			
ND4	2.28			
II. Wilcoxon Matched-Pairs Signed-ranks:				
A* 15CP14 with 13CP14: "Ventilating feeling"				
Signed - Rank		M.Rank	N.cases	2-Tailed P.
- Rank (13CP14 LT 15CP14)		59.25	59	0.3440
+ Rank (13CP14 GR 15CP14)		65.45	65	
Ties (13CP14 EQ 15CP14)			77	
B* 15CP14 with 4CP14:				
Signed - Rank		M.Rank	N.cases	2-Tailed P.
- Rank (4CP14 LT 15CP14)		49.53	47	<
+ Rank (4CP14 GR 15CP14)		57.50	60	0.0812
Ties (4CP14 EQ 15CP14)			38	
C* 13CP14 with 4CP14:				
Signed - Rank		M.Rank	N.cases	2-Tailed P.
- Rank (4CP14 LT 13CP14)		40.20	25	***
+ Rank (4CP14 GR 13CP14)		46.21	63	0.0001
Ties (4CP14 EQ 13CP14)			41	

Keys:

Sp.Nd.Lst.= Specific perceived needs listed.
M.Rank= Mean Rank.
N cases= Number of cases.
CH-SQU= Chi-square value.
P value= Probability value.
M.Rank= Mean Rank.
N.cases= Number of cases.
2-Tailed P.= Wilcoxon two-tailed probability.
LT= Little than.
GR= Greater than.
EQ= Ties.

The ANOVA table shows a statistically significant difference between the mean ranks of the three specific needs scales. The result indicates that informants use this coping response more frequently when responding to meet the specific perceived need to feel homeostasis and away from problem than other specific perceived needs. Analysis revealed only one statistically significant difference in this coping response. This significant differences in part (C), indicated that informants' use this coping response to meet specific perceived need to feel homeostasis and away from problems more significantly than to be blessed by God. However, in part (B), a slight trend toward using this coping

response more frequently to meet the specific perceived need of to feel homeostasis and away from problems rather than to achieve success was noted.

Item 15: "I try to relax myself in some way"

Table 8.63: Friedman two-way of ANOVA (I) and Wilcoxon matched-pairs signed-ranks (II) in comparing ND15, ND13 and ND4.

I. Friedman two-way of ANOVA:				
Sp.Nd.Lst.	M.Rank	N.Cases	CH-SQU	P.Value
ND15	2.01	77	1.9933	0.3691
ND13	1.88			
ND4	2.11			

II. Wilcoxon Matched-Pairs Signed-ranks:				
A* 15CP15 with 13CP15:				
Signed - Rank	M.Rank	N.cases	2-Tailed P.	
- Rank (13CP15 LT 15CP15)	61.23	64	0.2035	
+ Rank (13CP15 GR 15CP15)	56.30	53		
Ties (13CP15 EQ 15CP15)		84		
B* 15CP15 with 4CP15:				
Signed - Rank	M.Rank	N.cases	2-Tailed P.	
- Rank (4CP15 LT 15CP15)	37.71	42	0.2860	
+ Rank (4CP15 GR 15CP15)	48.16	43		
Ties (4CP15 EQ 15CP15)		59		
C* 13CP15 with 4CP15:				
Signed - Rank	M.Rank	N.cases	2-Tailed P.	
- Rank (4CP15 LT 13CP15)	40.00	31	0.0028	**
+ Rank (4CP15 GR 13CP15)	46.95	57		
Ties (4CP15 EQ 13CP15)		41		

Keys:

Sp.Nd.Lst.= Specific perceived needs listed.
M.Rank= Mean Rank.
N cases= Number of cases.
CH-SQU= Chi-square value.
P value= Probability value.
M.Rank= Mean Rank.
N.cases= Number of cases.
2-Tailed P.= Wilcoxon two-tailed probability.
LT= Little than.
GR= Greater than.
EQ= Ties.

The ANOVA table shows no statistically significant difference between the mean ranks of the three specific needs scales. The result indicates that informants use this coping response in a similar way irrespective of the three specific perceived need listed. However, analysis shows that informants seem to use this coping response to meet the specific need to feel homeostasis and away from problem more significantly rather than when response to meet the specific need to achieve success (C).

Item 16: "I share with others who lack fulfilment of this need and that gives me a good feeling even though I lack that fulfilment myself"

Table 8.64: Friedman two-way of ANOVA (I) and Wilcoxon matched- pairs signed-ranks (II) in comparing ND15, ND13 and ND4.

I. Friedman two-way of ANOVA:

Sp.Nd.Lst.	M.Rank	N.Cases	CH-SQU	P.Value
ND15	2.03	78	0.3910	0.8224
ND13	1.96			
ND4	2.03			

II. Wilcoxon Matched-Pairs Signed-ranks:

A* 15CP16 with 13CP16:

Signed - Rank	M.Rank	N.cases	2-Tailed P.
- Rank (13CP16 LT 15CP16)	58.20	63	0.7980
+ Rank (13CP16 GR 15CP16)	62.03	56	
Ties (13CP16 EQ 15CP16)		83	

B* 15CP16 with 4CP16:

Signed - Rank	M.Rank	N.cases	2-Tailed P.
- Rank (4CP16 LT 15CP16)	42.78	48	0.5549
+ Rank (4CP16 GR 15CP16)	45.50	39	
Ties (4CP16 EQ 15CP16)		59	

C* 13CP16 with 4CP16:

Signed - Rank	M.Rank	N.cases	2-Tailed P.
- Rank (4CP16 LT 13CP16)	39.58	38	0.5780
+ Rank (4CP16 GR 13CP16)	41.33	42	
Ties (4CP16 EQ 13CP16)		51	

Keys:

Sp.Nd.Lst.= Specific perceived needs listed.
M.Rank= Mean Rank.
N cases= Number of cases.
CH-SQU= Chi-square value.
P value= Probability value.
M.Rank= Mean Rank.
N.cases= Number of cases.
2-Tailed P.= Wilcoxon two-tailed probability.
LT= Little than.
GR= Greater than.
EQ= Ties.

This table shows no statistically significant difference between the mean ranks of the three specific needs scales. Analysis indicates that informants use this coping response in a similar irrespective of the specific perceived need listed.

Item 17: "I accept the reality of lacking fulfilment of this need and go along with no reaction but keeping my feeling to myself"

Table 8.65: Friedman two-way of ANOVA (I) and Wilcoxon matched-pairs signed-ranks (II) in comparing ND15, ND13 and ND4.

I. Friedman two-way of ANOVA:				
Sp.Nd.Lst.	M.Rank	N.Cases	CH-SQU	P.Value
ND15	1.85	75	5.9466	0.0511 *
ND13	1.92			
ND4	2.23			

II. Wilcoxon Matched-Pairs Signed-ranks:				
A* 15CP17 with 13CP17:				
Signed - Rank		M.Rank	N.cases	2-Tailed P.
- Rank (13CP17 LT 15CP17)		57.50	59	0.3590
+ Rank (13CP17 GR 15CP17)		65.25	63	
Ties (13CP17 EQ 15CP17)			78	
B* 15CP17 with 4CP17:				
Signed - Rank		M.Rank	N.cases	2-Tailed P.
- Rank (4CP17 LT 15CP17)		41.67	24	0.0012 ***
+ Rank (4CP17 GR 15CP17)		41.43	58	
Ties (4CP17 EQ 15CP17)			59	
C* 13CP17 with 4CP17:				
Signed - Rank		M.Rank	N.cases	2-Tailed P.
- Rank (4CP17 LT 13CP17)		41.88	32	0.0151 **
+ Rank (4CP17 GR 13CP17)		45.24	55	
Ties (4CP17 EQ 13CP17)			40	

Keys:
 Sp.Nd.Lst.= Specific perceived needs listed.
 M.Rank= Mean Rank.
 N cases= Number of cases.
 CH-SQU= Chi-square value.
 P value= Probability value.
 M.Rank= Mean Rank.
 N.cases= Number of cases.
 2-Tailed P.= Wilcoxon two-tailed probability.
 LT= Little than.
 GR= Greater than.
 EQ= Ties.

This table shows a statistically significant difference between the mean ranks of the three specific needs scales. The result indicates that informants use this coping response more frequently when responding to meet the specific perceived need to feel homeostasis and away from problem rather than other specific perceived needs. Analysis shows no statistically significant differences to meet the specific perceive need to achieve success and to be blessed by God (A), which indicate that informants seem to use this coping response similarly to meet these specific needs.

Item 18: "I try to accept the reality of lacking fulfilment of this need so I do not take direct action to fulfil it but seek an option to avoid the tension"

Table 8.66: Friedman two-way of ANOVA (I) and Wilcoxon matched-pairs signed-ranks (II) in comparing ND15, ND13 and ND4.

I. Friedman two-way of ANOVA:				
Sp.Nd.Lst.	M.Rank	N.Cases	CH-SQU	P.Value
ND15	1.99	76	16.7828	***
ND13	1.67			0.0002
ND4	2.34			

II. Wilcoxon Matched-Pairs Signed-ranks:				
A* 15CP18 with 13CP18:				
Signed - Rank	M.Rank	N.cases	2-Tailed P.	
- Rank (13CP18 LT 15CP18)	60.70	72	**	
+ Rank (13CP18 GR 15CP18)	53.48	43	0.0039	
Ties (13CP18 EQ 15CP18)		87		

B* 15CP18 with 4CP18:				
Signed - Rank	M.Rank	N.cases	2-Tailed P.	
- Rank (4CP18 LT 15CP18)	52.08	39	<	
+ Rank (4CP18 GR 15CP18)	50.32	62	0.0651	
Ties (4CP18 EQ 15CP18)		41		

C* 13CP18 with 4CP18:				
Signed - Rank	M.Rank	N.cases	2-Tailed P.	
- Rank (4CP18 LT 13CP18)	36.91	23	***	
+ Rank (4CP18 GR 13CP18)	52.76	74	0.0001	
Ties (4CP18 EQ 13CP18)		33		

Keys:
 Sp.Nd.Lst.= Specific perceived needs listed.
 M.Rank= Mean Rank.
 N cases= Number of cases.
 CH-SQU= Chi-square value.
 P value= Probability value.
 M.Rank= Mean Rank.
 N.cases= Number of cases.
 2-Tailed P.= Wilcoxon two-tailed probability.
 LT= Little than.
 GR= Greater than.
 EQ= Ties.

The ANOVA table shows a high statistically significant difference between the mean ranks of the three specific needs scales. The result indicates that informants use this coping response more frequently when responding to meet the specific perceived need to feel homeostasis and away from problem rather than other specific perceived needs. Analysis revealed a statistically significant differences, indicating that informant seem to use this coping response more frequently when responding to the need to achieve success rather than the need to be blessed by God (A). The results also indicate only a trend to use this coping

response to meet the need to feel homeostasis and away from problems more rather than to achieve success (B).

Item 19: "I try to deny the reality of this need's non-fulfilment and look for some support of the idea of denial"

Table 8.67: Friedman two-way of ANOVA (I) and Wilcoxon matched-pairs signed-ranks (II) in comparing ND15, ND13 and ND4.

I. Friedman two-way of ANOVA:				
Sp.Nd.Lst.	M.Rank	N.Cases	CH-SQU	P.Value
ND15	1.95	77	0.8375	0.6579
ND13	1.97			
ND4	2.08			

II. Wilcoxon Matched-Pairs Signed-ranks:			
* 15CP19 with 13CP19:			
Signed - Rank	M.Rank	N.cases	2-Tailed P.
- Rank (13CP19 LT 15CP19)	11.69	13	0.5506
+ Rank (13CP19 GR 15CP19)	15.31	13	
Ties (13CP19 EQ 15CP19)		176	

* 15CP19 with 4CP19:			
Signed - Rank	M.Rank	N.cases	2-Tailed P.
- Rank (4CP19 LT 15CP19)	13.61	9	**
+ Rank (4CP19 GR 15CP19)	18.27	24	0.0048
Ties (4CP19 EQ 15CP19)		114	

* 13CP19 with 4CP19:			
Signed - Rank	M.Rank	N.cases	2-Tailed P.
- Rank (4CP19 LT 13CP19)	12.25	6	0.0853
+ Rank (4CP19 GR 13CP19)	11.22	16	
Ties (4CP19 EQ 13CP19)		107	

Keys:

Sp.Nd.Lst.= Specific perceived needs listed.
M.Rank= Mean Rank.
N cases= Number of cases.
CH-SQU= Chi-square value.
P value= Probability value.
M.Rank= Mean Rank.
N.cases= Number of cases.
2-Tailed P.= Wilcoxon two-tailed probability.
LT= Little than.
GR= Greater than.
EQ= Ties.

The ANOVA table shows no statistically significant difference between the mean ranks of the three specific needs scales. The result indicates that informants use this coping response in a similar way irrespective of the specific perceived need listed. However, analysis show that informants use this coping response more frequently when the specific need is to be blessed by God and away from problems rather than to achieve success (B).

8.3.4.2 SPECIFIC COPING: Coping Comparison: Coping Categories:

The Friedman two-way of ANOVA and Wilcoxon matched-pairs signed-ranks tests were used to test if there were differences between coping strategies. This section follows a presentation procedures similar to the format of pervious sections of this chapter.

8.3.4.2.1 SPECIFIC COPING: Coping Comparison: Coping Categories: Approach Way of Coping:

The aproach way of coping, as seen earlier, cotains three coping strategies. The three specific perceived needs were compared in terms of this coping categorization.

Behavior-Focused of Approach Way of Coping:

Table 8.68: Friedman two-way of ANOVA (I) and Wilcoxon matched-pairs signed-ranks (II) in comparing ND15, ND13 and ND4.

I. Friedman two-way of ANOVA:				
Sp.Nd.Lst.	M.Rank	N.Cases	CH-SQU	P.Value
ND15	2.15	72	2.5277	0.2826
ND13	1.93			
ND4	1.92			
II. Wilcoxon Matched-Pairs Signed-ranks:				
A* 15APPB with 13APPB:				
Signed - Rank		M.Rank	N.cases	2-Tailed P.
- Rank (13APPB LT 15APPB)		92.22	109	** 0.0014
+ Rank (13APPB GR 15APPB)		83.83	68	
Ties (13APPB EQ 15APPB)			17	
B* 15APPB with 4APPB:				
Signed - Rank		M.Rank	N.cases	2-Tailed P.
- Rank (4APPB LT 15APPB)		63.83	67	0.0904
+ Rank (4APPB GR 15APPB)		56.29	53	
Ties (4APPB EQ 15APPB)			11	
C* 13APPB with 4APPB:				
Signed - Rank		M.Rank	N.cases	2-Tailed P.
- Rank (4APPB LT 13APPB)		62.36	62	0.2590
+ Rank (4APPB GR 13APPB)		55.21	55	
Ties (4APPB EQ 13APPB)			7	

Keys:

M.Rank= Mean Rank.

N cases= Number of cases.

CH-SQU= Chi-square value.

P value= Probability value.

M.Rank= Mean Rank.

2-Tailed P. = Wilcoxon two-tailed probability.

LT= Little than.

GR= Greater than.

EQ= Ties.

The ANOVA of table 8.68 shows no statistically significant difference between the mean ranks of the three specific perceived needs. However, in comparing each pair separately only one statistically significant difference was found (A) indicating that informants seem to use this coping strategy more when responding to the specific need to achieve success rather than to meet the specific need to be blessed by God. Otherwise no differences were revealed.

Cognitive-Focused of Approach Way of Coping:

Table 8.69: Friedman two-way of ANOVA (I) and Wilcoxon matched-pairs signed-ranks (II) in comparing ND15, ND13 and ND4.

I. Friedman two-way of ANOVA:				
Sp.Nd.Lst.	M.Rank	N.Cases	CH-SQU	P.Value
ND15	2.21	70	4.5071	0.1050
ND13	1.97			
ND4	1.89			
II. Wilcoxon Matched-Pairs Signed-ranks:				
A* 15APPC with 13APPC:				
Signed - Rank		M.Rank	N.cases	2-Tailed P.
- Rank (13APPC LT 15APPC)		87.53	105	0.0177*
+ Rank (13APPC GR 15APPC)		87.45	69	
Ties (13APPC EQ 15APPC)			20	
B* 15APPC with 4APPC:				
Signed - Rank		M.Rank	N.cases	2-Tailed P.
- Rank (4APPC LT 15APPC)		63.62	63	0.3222
+ Rank (4APPC GR 15APPC)		57.05	57	
Ties (4APPC EQ 15APPC)			13	
C* 13APPC with 4APPC:				
Signed - Rank		M.Rank	N.cases	2-Tailed P.
- Rank (4APPC LT 13APPC)		55.23	57	0.2590
+ Rank (4APPC GR 13APPC)		60.72	58	
Ties (4APPC EQ 13APPC)			7	

Keys:
M.Rank= Mean Rank.
N cases= Number of cases.
CH-SQU= Chi-square value.
P value= Probability value.
M.Rank= Mean Rank.
2-Tailed P.= Wilcoxon two-tailed probability.
LT= Little than.
GR= Greater than.
EQ= Ties.

The ANOVA of table 8.69 shows no statistically significant difference between the mean ranks of the three specific perceived

needs. However, in comparing each pair separately only one statistically significant differences was found (A) indicating that informants seem to use this coping strategy more when responding to the specific need to achieve success than to meet the specific need to be blessed by God. Otherwise no differences revealed.

Emotion-Focused Strategy of Approach Way of Coping:

Table 8.70: Friedman two-way of ANOVA (I) and Wilcoxon matched-pairs signed-ranks (II) in comparing ND15, ND13 and ND4.

I. Friedman two-way of ANOVA:				
Sp.Nd.Lst.	M.Rank	N.Cases	CH-SQU	P.Value
ND15	1.81	76	30.6775	0.0001 ***
ND13	1.68			
ND4	2.51			
II. Wilcoxon Matched-Pairs Signed-ranks:				
A* 15APPE with 13APPE:				
Signed - Rank	M.Rank	N.cases	2-Tailed P.	
- Rank (13APPE LT 15APPE)	88.46	85	0.0660 <	
+ Rank (13APPE GR 15APPE)	71.48	75		
Ties (13APPE EQ 15APPE)		35		
B* 15APPE with 4APPE:				
Signed - Rank	M.Rank	N.cases	2-Tailed P.	
- Rank (4APPE LT 15APPE)	64.20	90	0.0001 ***	
+ Rank (4APPE GR 15APPE)	33.04	26		
Ties (4APPE EQ 15APPE)		13		
C* 13APPE with 4APPE:				
Signed - Rank	M.Rank	N.cases	2-Tailed P.	
- Rank (4APPE LT 13APPE)	43.07	45	0.0841	
+ Rank (4APPE GR 13APPE)	54.96	53		
Ties (4APPE EQ 13APPE)		24		

Keys:

M.Rank= Mean Rank.
N cases= Number of cases.
CH-SQU= Chi-square value.
P value= Probability value.
M.Rank= Mean Rank.
2-Tailed P.= Wilcoxon two-tailed probability.
LT= Little than.
GR= Greater than.
EQ= Ties.

The ANOVA table shows a statistically significant difference between the mean ranks of the three specific needs scales. The result indicates that informants use this coping strategy more frequently when responding to meet the specific perceived need to feel homeostasis and away from problem than other specific

perceived needs. Analysis shows statistically significant differences between responding to meet the specific perceive need to feel homeostasis and away from problems more than to achieve success (B). The is also a trend towards using this coping strategy when responding to meet specific need to achieve success more than to be blessed by God (A), similarly a trend towards using this coping strategy to meet the need to feel homeostasis than to be blessed by God (C). Otherwise, no differences were detected.

Approach Way of Coping:

Table 8.71: Friedman two-way of ANOVA (I) and Wilcoxon matched-pairs signed-ranks (II) in comparing ND15, ND13 and ND4.
I. Friedman two-way of ANOVA:

Sp.Nd.Lst.	M.Rank	N.Cases	CH-SQU	P.Value
ND15	2.23	62	5.1371	0.0766
ND13	1.90			
ND4	1.86			

II. Wilcoxon Matched-Pairs Signed-ranks:
A* 15APPR with 13APPR:

Signed - Rank	M.Rank	N.cases	2-Tailed P.
- Rank (13APPR LT 15APPR)	91.07	106	0.0002
+ Rank (13APPR GR 15APPR)	76.28	64	
Ties (13APPR EQ 15APPR)		7	

B* 15APPR with 4APPR:

Signed - Rank	M.Rank	N.cases	2-Tailed P.
- Rank (4APPR LT 15APPR)	65.46	62	0.0667
+ Rank (4APPR GR 15APPR)	50.51	54	
Ties (4APPR EQ 15APPR)		4	

C* 13APPR with 4APPR:

Signed - Rank	M.Rank	N.cases	2-Tailed P.
- Rank (4APPR LT 13APPR)	54.72	56	0.3673
+ Rank (4APPR GR 13APPR)	51.03	49	
Ties (4APPR EQ 13APPR)		5	

Keys:

Sp.Nd.Lst.= Specific perceived needs listed.

M.Rank= Mean Rank.

N cases= Number of cases.

CH-SQU= Chi-square value.

P value= Probability value.

M.Rank= Mean Rank.

2-Tailed P.= Wilcoxon two-tailed probability.

LT= Little than.

GR= Greater than.

EQ= Ties.

The ANOVA table shows no statistically significant difference between the mean ranks of the three COSc scales. While the key value is not statistically significant, it is very close to significance and therefore may suggest a trend. The result

indicates that informants tend to use this way of coping differently in the different specific needs. From the mean ranks it seems that informants use this way of coping is more likely when responding to the need to achieve success. However, analysis shows a statistically significant difference in part (A) indicating that informants use this way of coping more when responding to meet the specific need to achieve success than to be blessed by God. Analysis also revealed a trend towards using this way of coping when responding to meet the specific perceived need to feel homeostasis and away of problem rather than to achieve success (B).

8.3.4.2.2 SPECIFIC COPING: Coping Comparison: Coping Categories: Avoidance Way of Coping:

Behavior-Focused of Avoidance Way of Coping:

Table 8.72: Friedman two-way of ANOVA (I) and Wilcoxon matched-pairs signed-ranks (II) in comparing ND15, ND13 and ND4.

I. Friedman two-way of ANOVA:				
Sp.Nd.Lst.	M.Rank	N.Cases	CH-SQU	P.Value
ND15	1.81	76	30.6775	*** 0.0001
ND13	1.68			
ND4	2.51			
II. Wilcoxon Matched-Pairs Signed-ranks:				
A* 15AVOB with 13AVOB:				
Signed - Rank	M.Rank	N.cases	2-Tailed P.	
- Rank (13AVOB LT 15AVOB)	87.05	97	* 0.0223	
+ Rank (13AVOB GR 15AVOB)	79.77	70		
Ties (13AVOB EQ 15AVOB)		28		
B* 15AVOB with 4AVOB:				
Signed - Rank	M.Rank	N.cases	2-Tailed P.	
- Rank (4AVOB LT 15AVOB)	47.93	36	*** 0.0001	
+ Rank (4AVOB GR 15AVOB)	70.98	92		
Ties (4AVOB EQ 15AVOB)		12		
C* 13AVOB with 4AVOB:				
Signed - Rank	M.Rank	N.cases	2-Tailed P.	
- Rank (4AVOB LT 13AVOB)	32.90	26	*** 0.0001	
+ Rank (4AVOB GR 13AVOB)	64.20	87		
Ties (4AVOB EQ 13AVOB)		15		

Keys:

M.Rank= Mean Rank.
N cases= Number of cases.
CH-SQU= Chi-square value.
P value= Probability value.
M.Rank= Mean Rank.
2-Tailed P.= Wilcoxon two-tailed probability.
LT= Little than.
GR= Greater than.
EQ= Ties.

The ANOVA table shows a high statistically significant difference between the mean ranks of the three specific needs scales. The result indicates that informants use this coping strategy when responding to meet specific perceived need to feel homeostasis and away from problem rather than other specific perceived needs. Analysis confirms this result and indicates also that there are statistical significant differences when responding to meet specific perceived need to achieve success more than to be blessed by God (A).

Cognitive-Focused Strategy of Avoidance Way of Coping:

Table 8.73: Friedman two-way of ANOVA (I) and Wilcoxon matched-pairs signed-ranks (II) in comparing ND15, ND13 and ND4.

I. Friedman two-way of ANOVA:				
Sp.Nd.Lst.	M.Rank	N.Cases	CH-SQU	P.Value
ND15	1.90	76	20.6512	***
ND13	1.69			0.0001
ND4	2.41			
II. Wilcoxon Matched-Pairs Signed-ranks:				
A* 15AVOC with 13AVOC:				
Signed - Rank		M.Rank	N.cases	2-Tailed P.
- Rank (13AVOC LT 15APPC)		72.36	82	*
+ Rank (13AVOC GR 15AVOC)		66.61	57	0.0247
Ties (13AVOC EQ 15AVOC)			59	
B* 15AVOC with 4AVOC:				
Signed - Rank		M.Rank	N.cases	2-Tailed P.
- Rank (4AVOC LT 15AVOC)		63.14	43	***
+ Rank (4AVOC GR 15AVOC)		66.67	87	0.0003
Ties (4AVOC EQ 15AVOC)			13	
C* 13AVOC with 4AVOC:				
Signed - Rank		M.Rank	N.cases	2-Tailed P.
- Rank (4AVOC LT 13AVOC)		42.19	29	***
+ Rank (4AVOC GR 13AVOC)		60.27	81	0.0001
Ties (4AVOC EQ 13AVOC)			21	

Keys:

M.Rank= Mean Rank.
N cases= Number of cases.
CH-SQU= Chi-square value.
P value= Probability value.
M.Rank= Mean Rank.
2-Tailed P.= Wilcoxon two-tailed probability.
LT= Little than.
GR= Greater than.
EQ= Ties.

The ANOVA table shows a high statistically significant

difference between the mean ranks of the three specific needs scales. The result indicates that informants use this coping strategy when responding to meet specific perceived need to feel homeostasis and away from problem rather than other specific perceived needs. Analysis confirms this result and indicates also that there are statistical significant differences when responding to meet specific perceived need to achieve success more than to be blessed by God (A).

Emotion-Focused Strategy of Avoidance Way of Coping:

Table 8.74: Friedman two-way of ANOVA (I) and Wilcoxon matched-pairs signed-ranks (II) in comparing ND15, ND13 and ND4.

I. Friedman two-way of ANOVA:				
Sp.Nd.Lst.	M.Rank	N.Cases	CH-SQU	P.Value
ND15	1.89	76	6.4209	* 0.0403
ND13	1.87			
ND4	2.24			

II. Wilcoxon Matched-Pairs Signed-ranks:				
A* 15APPR with 13APPR:				
Signed - Rank		M.Rank	N.cases	2-Tailed P.
- Rank (13AVOE LT 15APPE)		84.62	91	0.5920
+ Rank (13AVOE GR 15AVOE)		87.57	80	
Ties (13AVOE EQ 15AVOE)			25	

B* 15AVOE with 4AVOE:				
Signed - Rank		M.Rank	N.cases	2-Tailed P.
- Rank (4AVOE LT 15AVOE)		56.43	61	< 0.0581
+ Rank (4AVOE GR 15AVOE)		73.52	69	
Ties (4AVOE EQ 15AVOE)			13	

C* 13AVOE with 4AVOE:				
Signed - Rank		M.Rank	N.cases	2-Tailed P.
- Rank (4AVOE LT 13AVOE)		42.27	41	*** 0.0001
+ Rank (4AVOE GR 13AVOE)		67.37	75	
Ties (4AVOE EQ 13AVOE)			12	

Keys:

M.Rank= Mean Rank.
N cases= Number of cases.
CH-SQU= Chi-square value.
P value= Probability value.
M.Rank= Mean Rank.
2-Tailed P.= Wilcoxon two-tailed probability.
LT= Little than.
GR= Greater than.
EQ= Ties.

The ANOVA table shows a statistically significant difference between the mean ranks of the three specific needs scales. The result indicates that informants use this coping strategy when

responding to meet the specific perceived need to feel homeostasis and away from problem rather than other specific perceived needs. Testing revealed only one statistically significant difference in this coping strategy (C), indicating that informants use this coping strategy to meet specific perceived need to feel homeostasis and away from problems more significantly than to be blessed by God. However, in part (B) a slight trend is revealed towards using this coping strategy more frequently to meet the specific perceived need of to feel homeostasis and away from problems than to achieve success.

Avoidance Way of Coping:

Table 8.75: Friedman two-way of ANOVA (I) and Wilcoxon matched-pairs signed-ranks (II) in comparing ND15, ND13 and ND4.

I. Friedman two-way of ANOVA:				
Sp.Nd.Lst.	M.Rank	N.Cases	CH-SQU	P.Value
ND15	1.81	72	28.2569	*** 0.0001
ND13	1.69			
ND4	2.51			

II. Wilcoxon Matched-Pairs Signed-ranks:				
A* 15AVOI with 13AVOI:				
Signed - Rank		M.Rank	N.cases	2-Tailed P.
- Rank (13AVOI LT 15AVOI)		91.01	98	* 0.0497
+ Rank (13AVOI GR 15AVOI)		82.98	76	
Ties (13AVOI EQ 15AVOI)			9	

B* 15AVOI with 4AVOI:				
Signed - Rank		M.Rank	N.cases	2-Tailed P.
- Rank (4AVOI LT 15AVOI)		48.78	46	*** 0.0001
+ Rank (4AVOI GR 15AVOI)		75.32	85	
Ties (4AVOI EQ 15AVOI)			4	

C* 13AVOI with 4AVOI:				
Signed - Rank		M.Rank	N.cases	2-Tailed P.
- Rank (4AVOI LT 13AVOI)		32.47	31	*** 0.0001
+ Rank (4AVOI GR 13AVOI)		71.95	92	
Ties (4AVOI EQ 13AVOI)			1	

Keys:

M.Rank= Mean Rank.
 N cases= Number of cases.
 CH-SQU= Chi-square value.
 P value= Probability value.
 M.Rank= Mean Rank.
 2-Tailed P.= Wilcoxon two-tailed probability.
 LT= Little than.
 GR= Greater than.
 EQ= Ties.

The ANOVA table shows a high statistically significant

difference between the mean ranks of the three specific needs scales. The result indicates that informants use this way coping more frequently when they respond to meet specific perceived need to feel homeostasis and away from problem than other specific perceived needs. Analysis confirms this result and indicates also that there are statistical significant differences when responding to meet specific perceived need to achieve success more than to be blessed by God (A).

8.3.4.2.3 SPECIFIC COPING: Coping Comparison: Coping Categories: Acceptance Way of Coping:

The three specific perceived needs were compared in terms of ways of coping and coping strategies associated with ways of coping which were obtained earlier in this chapter.

Table 8.76: Friedman two-way of ANOVA (I) and Wilcoxon matched-pairs signed-ranks (II) in comparing ND15, ND13 and ND4.

I. Friedman two-way of ANOVA:				
Sp.Nd.Lst.	M.Rank	N.Cases	CH-SQU	P.Value
ND15	1.76	137	11.9226	0.0026**
ND13	2.12			
ND4	2.12			

II. Wilcoxon Matched-Pairs Signed-ranks:				
A* 15ACCE with 13ACCE:				
Signed - Rank	M.Rank	N.cases	2-Tailed P.	
- Rank (13ACCE LT 15ACCE)	49.50	42	0.0002***	
+ Rank (13ACCE GR 15ACCE)	64.32	75		
Ties (13ACCE EQ 15ACCE)		20		
B* 15ACCE with 4ACCE:				
Signed - Rank	M.Rank	N.cases	2-Tailed P.	
- Rank (4ACCE LT 15ACCE)	49.50	42	0.0002***	
+ Rank (4ACCE GR 15ACCE)	64.32	75		
Ties (4ACCE EQ 15ACCE)		20		
C* 13ACCE with 4ACCE:				
Signed - Rank	M.Rank	N.cases	2-Tailed P.	
- Rank (4ACCE LT 13ACCE)	0.00	00	1.0000	
+ Rank (4ACCE GR 13ACCE)	0.00	00		
Ties (4ACCE EQ 13ACCE)		287		

Keys:
M.Rank= Mean Rank.
N cases= Number of cases.
CH-SQU= Chi-square value.
P value= Probability value.
M.Rank= Mean Rank.
2-Tailed P.= Wilcoxon two-tailed probability.
LT= Little than.
GR= Greater than.
EQ= Ties.

Table 8.76 shows a high statistically significant difference between the mean ranks of the three specific needs scales. The result indicates that informants use this way of coping more significantly when they respond to the specific perceived need to be blessed by God and specific need to feel homeostasis and away from problems than in responding to the need to achieve success. Part (C) indicates an interesting result where there is a complete tie in respond to meet specific need of to be blessed by God and to feel homeostasis and away from problems.

8.3.4.2.4 SPECIFIC COPING: Coping Comparison: Coping Categories: Denial Way of Coping.

Because only one item was used to assess this way of coping which has already been discussed, the reader is referred to the comparison between the three specific perceived needs to item 19 where no statistically significant differences was found between the three mean ranks (ANOVA) which showed that informants tend to use this way of coping when responding more to the specific need to feel homeostasis than to be blessed by God.

8.4 Summary and Discussion:

Four Coping Option Scales (COSc) were used to examine informants' responses to meet their perceived needs. The four coping scales were used to fulfil the following aims: firstly, to examine informants' responses to meet their perceived needs in general; secondly, to analyse any coping patterns in their

responses to meet their perceived needs; thirdly, to examine their responses to meet their most frequently selected perceived needs; fourthly, to compare their responses to their specific perceived needs and finally, to identify any sex differences in these levels of analysis and discussion.

8.4.1 General Coping responses:

* To examine informants' general tendencies in coping to meet their perceived needs irrespective of the specific perceived needs listed. Responses were analysed to reveal the extent to which different coping scales and different dimensions tended to produce similar or different results. The frequency of usage of the coping scale items to meet general perceived needs is as follows:

- 1- item 11 "I seek spiritual support by turning to some religious activities"
- 2- item 3 "I depend on myself in fulfilling this need".
- 3- item 8 "I try to regulate my feelings in order to deal wisely with this need"
- 4- item 16 "I share with others who lack fulfillment of this need and that gives me a good feeling even though I lack that fulfilment myself"
- 5- item 6 "I seek advice and collect information about others' reaction when this need occurs to them"
- 6- item 2 "I take direct action toward fulfilling this need".
- 7- item 5 "I plan and wait for a better opportunity to fulfil this need"
- 8- item 7 "I seek emotional and psychological support from someone"
- 9- item 1 "I look for someone to help me in fulfilling this need".
- 10- item 14 "I express my emotions to ventilate the bad feeling I have got because of this need"
- 11- item 15 "I try to relax myself in some way"
- 12- item 17 "I accept the reality of lacking fulfilment of this need and go along with no reaction but keeping my feeling to myself"
- 13- item 13 "I try to take my mind away from thinking of this need by daydreaming".
- 14- item 18 "I accept the reality of lacking fulfilment of this

- need so I do not take direct action to fulfil it but seek an option to avoid the tension"
- 15- item 9 "I try to forget this need by engaging myself in demanding activities and hobbies".
 - 16- item 4 "I look for an indirect way to fulfil this need"
 - 17- item 12 "I try to reduce the importance of this need for me in some way".
 - 18- item 10 "I blame others for causing the lack of fulfilling this need"
 - 19- item 19 "I try to deny the reality of this need's non-fulfilment and look for some support of the idea of denial"

8.4.2 Coping Patterns:

* To analyze the different interpretations found in the literature regarding whether coping responses are a process-oriented or a style-oriented (see section 4.3.2), the differences between the four COSc scales mean ranks irrespective of the specific needs were examined. The results obtained support the conclusion in the theoretical discussion that coping is neither pure style nor pure process, it is a combination and interaction. The results of this part confirm that some coping responses seems to be essentially style-oriented (employment of coping response irrespective to the perceive needs listed); these items are:

- item 10 "I blame others for causing the lack of fulfilling this need"
- item 11 "I seek spiritual support by turning to some religious activities"
- item 12 "I try to reduce the importance of this need for me in some way".
- item 14 "I express my emotions to ventilate the bad feeling I have got because of this need"
- item 17 "I accept the reality of lacking fulfilment of this need and go along with no reaction but keeping my feeling to myself"
- item 19 "I try to deny the reality of this need's non-fulfilment and look for some support of the idea of denial"

A second group suggest that they are process-oriented (employment of coping response irrespective to the perceived need listed).

These items are:

- item 1 "I look for someone to help me in fulfilling this need".
- item 2 "I take direct action toward fulfilling this need".
- item 5 "I plan and wait for a better opportunity to fulfil this need"
- item 6 "I seek advice and collect information about how others reaction when this need occur to them"
- item 7 "I seek emotional and psychological support from someone"
- item 9 "I try to forget this need by engaging myself in demanding activities and hobbies".
- item 13 "I try to take my mind away from thinking of this need by daydream".
- item 15 "I try to relax myself in some way"

A third group of items, whilst not showing statistically significant differences, were very close to significance and therefore may suggest a trend. These items are:

- item 3 "I depend on myself in fulfilling this need".
- item 4 "I look for an indirect way to fulfil this need"
- item 8 "I try to regulate my feelings in order to deal wisely with this need"
- item 16 "I share with others who lack fulfilment of this need and that gives me a good feeling even though I lack that fulfilment myself"
- item 18 "I accept the reality of lacking fulfilment of this need so I do not take direct action to fulfil it but seek an option to avoid the tension"

These results indicated that UAE adolescents tend to use some coping responses almost every time they perceived their needs in general. However, there are some coping responses which are used according to the kind of need perceived. Thus, adolescents of the UAE use of coping responses does not tend to be in one style of response only and also does not tend to be in different processes

according to the need perceived; rather, they tend to use a combination and interaction of both. These findings make a connection between the two perspectives of personality: trait theory and the neo-behaviorists. A full discussion of this point will take place in the next chapter.

8.4.3 Specific Coping:

To examine how informants attempt to meet their most highly ranked perceived needs, the three most highly ranked needs were selected and subjected to particular analyses. These needs were: "to achieve success" (ND15), "to be blessed by God" (ND13) and to feel homeostasis and away from problems (ND4).

* In response to the specific perceived need "to achieve success", the results suggest that informants' use of these coping responses might help them to cope with this need successfully. However, the reason why this need occupies a prominent part in adolescents' thinking and perception might be related to nature of the need, which permeates every aspect of lives of adolescents, and particularly, the demands which society imposes on them. Similarly, the high positive use of seeking advice and information to see how others respond to fulfil this need, self-dependence in attempting to fulfil this need, seeking spiritual support (which is directly related to islamic thought) and also taking a direct action to this end, is further evidence of the pervasiveness of this need into most of the activities and lifestyles of adolescents. The negative use of trying to forget this need, trying

to reduce the importance of it and trying to deny it, supports the general reasoning of this argument as well.

* In response to the specific perceived need "to be blessed by God", the result suggests that informants seem to seek spiritual support by turning to religious activities to achieve the feeling of blessing more highly than other coping responses. They also suggest that they look for advice and information of the better way to achieve God's blessing with self-dependence.

* In response to the specific perceived need "to feel homeostasis and away from problems", the results suggest that informants depend on themselves to gain this feeling, talk about it and share sympathy with others who have the same need, try to regulate their feeling and also try to seek spiritual support. Also they seem not to use the coping response of blaming others for causing this perceived need and avoid use of anti-social behavior to feel neutral.

In ways of coping, the results show that informants tend to apply Approach Way of Coping more than any other ways of coping to meet their perceived needs in general and specific. The results also show that the Denial Way of Coping is rarely employed to meet perceived needs in general and specific.

In coping strategies, it seems that behavior-focused strategy of approach way of coping is used more commonly by adolescents to meet their perceived needs. However, when informants tend to avoid the tension of perceived needs they tend to use emotion-focused strategy more commonly. This result implies that when informants

attempt to overcome their perceived needs they focus on the use of behavior strategy most to resolve these needs. However, when they attempt to avoid their perceived needs it seems that they focus on the use of emotional strategies to reduce tension.

8.4.4 Comparing Specific Coping Responses:

* In examining the similarities and differences between patterns of responses to meet the three specific most frequently selected perceived needs of "to achieve success" (ND15), "to be blessed by God" (ND13) and "to feel homeostasis and away from problems" (ND4). The results were as follows:

In coping responses it was found that informants seem to use certain items consistently irrespective of the specific perceived needs listed. They seem to take direct action toward fulfilling their need (Item 2), depend on themselves in fulfilling this need (Item 3), look for an indirect way to fulfil this need (Item 4), seek emotional and psychological support from somebody (Item 7), try to regulate their feelings in order to deal wisely with these needs (Item 8), blame others for causing the lack of fulfilling these needs (Item 10), seek spiritual support by turning to some religious activities (Item 11), try to relax themselves in some way (Item 15), share with others who lack fulfilment of these proper needs (Item 16) and also try to deny the reality of this need's non-fulfilment and look for some support of the idea of denial (Item 19). However, some of the coping responses differ depending on the specific need listed. In looking for someone to help in

fulfilling this need (1) it seems that informants use this coping response more significantly when they respond to the specific perceived need "to achieve success" more than other specific perceived needs. Moreover, in seeking advice and collecting information about how others react when this need occurs to them (6) the results indicate that they use this coping response in response to the specific perceived need "to achieve success" more than specific need "to be blessed by God" which use this coping response in turn more than specific need of "to feel homeostasis and away from problems".

The results also show that in response to the specific perceived needs to feel homeostasis and away from problems, informants' used as many as six different coping responses. This is a wider range than for the other specific needs studied. They seem to try to forget this need by engaging themselves in demanding activities and hobbies (Item 9), trying to reduce the importance of this need for themselves in some ways (Item 12), trying to take their mind away from thinking of this need by daydreaming (Item 13), expressing their emotions to ventilate the bad feeling they have got because of this need (Item 14), accepting the reality of lacking fulfilment of this need and go along with no reaction but keeping their feeling to themselves (Item 17), and also they accepting the reality of lacking fulfilment of this need so they do not take direct action to fulfil it but seek an option to avoid along (Item 18)

In coping strategies, the results show that the rest of

coping strategies were used more significantly when informants responded to the specific perceived need to feel homeostasis and away from problems rather than on the other specific two perceived needs. These strategies are: Emotional-Focused strategy of Approach way of coping, Behavior-Focused strategy of Avoidance way of coping, Cognitive-Focused strategy of Avoidance way of coping and Emotional-Focused strategy of Avoidance way of coping. In Emotional-Focused strategy, Behavior-Focused strategy of Avoidance and Cognitive-Focused strategy of Avoidance way of coping the mean ranks of the three specific needs indicate that informants tend to use them more frequently in response to the specific need "to achieve success" more than to the specific need "to be blessed by God".

In ways of coping, the results indicate that informants use Avoidance way of coping more frequently when responding to the specific perceived need "to feel homeostasis and away from problems" than when responding to the specific need "to achieve success" which was used more frequently than when responding to the specific need "to be blessed by God". In Approach way of coping the results indicate a positive trend towards the use of this way of coping when responding to the specific perceived need "to achieve success" more than other specific perceived needs.

8.4.5 Sex differences in COSc:

It was found that there are statistically significant differences between the response of boys and girls to meet their

perceived needs irrespective of the specific need listed.

In ways of coping, boys and girls did not differ in their response to the perceived need of achievement of success and to be blessed by God, though in response to the perceived need to feel homeostasis and away from problems boys seem to use denial way of coping more frequently than girls. Also, in meeting perceived needs, girls generally use acceptance way of coping more than boys.

In coping strategies the results shown no significant differences between boys and girls to meet their specific perceived needs "to be blessed by God" and "to feel homeostasis and away from problems", which indicates that boys and girls use these coping strategies similarly to meet these specific perceived needs. However, in response to meet general perceived needs, girls seem to use Emotional-Focused of Avoidance Way of Coping more than boys. It was found also that boys use Cognitive-Focused of Avoidance Way of Coping more than girls to meet their specific perceived need "to achieve success".

In coping responses, it was detected that boys and girls use coping responses similarly in their response to meet their specific perceived needs generally. These coping responses are: looking for someone to help them in fulfilling this need (Item 1), taking direct action toward fulfilling this need (Item 2), depend on them in fulfilling this need Item 3) seeking emotional and psychological support from someone (Item 7), trying to regulate their feelings in order to deal wisely with this need (Item 8), expressing their emotions to ventilate the bad feeling they have

got because of this need (Item 14).

However, in the rest of the coping responses I detected some sex differences to meet any of the general or specific needs studies. These coping responses are cited below with respect to sex differences:

item 4: of looking for indirect way to fulfil their perceived needs, boys seem to use this coping response more frequently than girls to meet their general perceived needs and specific perceived needs of "to achieve success" and "to be blessed by God". This might be because they have more resources than girls, especially the opportunity to look around.

item 5: of planning and waiting for opportunity to fulfil needs boys seem to use this general coping response more frequently than girls to meet their perceived needs.

item 6: of advice and information seeking from others who lack fulfilment of the same need "to achieve success", girls seem to use this coping response more than boys to meet their general perceived needs and specific perceived need "to achieve success"

item 9: of trying to forget by engaging themselves in demanding activities and hobbies, boys seem to use this coping response more frequently than girls to meet their general perceived needs and specific perceived need "to achieve success".

item 10: of blaming others for the cause of this need occurrence, boys seem to use this coping response more than girls to meet their specific perceived need "to be blessed by God".

item 11: of seeking spiritual support, girls seem to use this

coping response more frequently than boys to meet their general perceived needs and specific perceived need "to be blessed by God".

item 12: of trying to reduce the importance of this need, girls seem to use this coping response more frequently than boys to meet their specific perceived need "to achieve success".

item 13: of trying to take the mind away by daydreaming. girls seem to use this coping responses more frequently than girls to meet their specific perceived need "to achieve success".

item 15: of trying to relax, girls seem to use this coping response more frequently than boys to meet their general perceived needs.

item 16: of sharing others who lack fulfilment of the same needs they themselves perceive, boys seem to use this coping response more frequently than girls to meet their general perceived needs and specific perceived need of "to feel homeostasis and away from problems".

item 17: of accepting the reality of lacking fulfilment with making no direct action but trying to avoid tension, boys seem to use this coping response more frequently than girls to meet their general perceived needs and to meet specific perceived need "to feel homeostasis and away from problems".

item 18: of accepting the reality of lacking fulfilment of this need with no direct action toward it but avoid tension, boys seem to use this coping response more frequently than girls to meet their specific perceived need "to achieve success".

item 19: of involving themselves in denial behavior, boys seem to

use this coping response more frequently than girls to meet their general perceived needs.

In comparing sex differences results with the literature the only comparison that could be applied is in general coping responses. This is due to the absence of specific perceived need studies. From the results, it seems that some of them confirm the literature and some do not confirm it. An example of those which this study confirms is Stone and Neale (1984) who found that females use relaxation and religion coping responses more than boys where in the same study they concluded that boys use direct action more than girls. This is not confirmed in this study. This study also confirms the findings of Parker and Endler (1990) who concluded that females use emotion coping more than males.

SECTION V

CONCLUSION, GENERAL DISCUSSION AND RECOMMENDATIONS

A half jocular but a serious question posed to any researcher about his work is "so what?". In this section, I try to tackle that question. Some of the issues discussed in the study have produced results which are not sufficiently definitive to answer the challenge with certainty. This was, after all, the first serious attempt to investigate adolescents from within this society. Thus, the concluding section of this study attempts to summarize, draw together the major conclusion and make recommendations for further action- the real "so what" of the study.

CHAPTER NINE

CONCLUSION, GENERAL DISCUSSION AND RECOMMENDATIONS

9.1 Introduction:

The procedures in the development of this research might be regarded in some aspects as being as important as the findings. Therefore, the reader's attention is drawn initially to the structural and methodological characteristics of the study.

Given that no serious investigation of adolescents in the UAE appears in the literature, it was important to provide the reader with fundamental contextual information about the society with in which adolescents respondent live, and the origin from which that society had sprung.

In addition, I did not want to contaminate what ought to be fresh data by constructing it into the perspectives of research done by western psychologists in western societies. Thus, I started my research in the UAE. Nevertheless, it would have been foolish not to make use of the vast corpus of research carried out already in the fields of adolescents' needs and coping psychology, so my survey of the literature had to meet two requirements: to leave me free to process data from a previously uninvestigated geographical area and to provide me with a comprehensive base of what had been previously done in that context. The way I handled the western

research literature attempts to meet these requirements. Therefore, I used that literature review to help me provide a model suitable to process the data derived both from my pilot study and main study. The pilot study was derived as a strategy to maximize the freshness of perception of the data, and the literature review helped in the formation of research models and methodology.

This study was arranged into four sections. Each section contains certain chapters serving specific aims. In the first section I tried to give an introduction to the research and the context of the subjects who are the focus of this study. So in the first chapter of this section I indicated that the main purpose of the thesis is to investigate adolescents' perceived needs and coping responses to meet these perceived needs in the United Arab Emirates. It was important, therefore, in the second chapter, to give a description of the context within which the research takes place, that is the UAE. Conditions of great changes following the discovery of oil influenced every aspect of life in this newly created country, including changes in adolescents' view of themselves and society.

Having looked at the rapid changes in this society, I then looked at the research literature on the field to establish whether research models and findings within western culture might be helpful in preparing to do research in a different culture. This was the general aim of the second section. The specific aim was to focus on literatures of the needs and coping responses of the adolescence period. This was examined in the search for an

appropriate theoretical perspective from which to undertake the empirical study. Thus, in chapter 3, I tried to discuss the term of "need" from a systematic and a hierarchical point of view and I focused upon the major concerns in needs assessments. This literature gave me an indication that needs assessment is not as simple as it might appear at first sight, since it involves a mastery of very complex methodological procedures. Thus, the literature led me to the choice of using the direct approach of self-reported investigation of perceived needs and the use of a two stage survey (an open-ended scale which was to form a base for the main questionnaire). This dual methodology with its open-ended and self-reporting focus was perceived as an essential procedure to perform a study for the first time in a new culture. Chapter 4 dealt with the coping responses applied to meet these perceived needs (or absence of needs satisfaction). A wide discussion with regard to the concept of coping differences related to my approach was presented. The discussion of the literature review also led me to recognize contradictions and differences in coping theories in individual differences of style-oriented and process-oriented of coping. I noticed that adolescents used varying ratios of style and process in coping to meet different perceived needs situations. This empirical study led to similar finding which will be discussed in next section. Chapter 5 focused on the personal constructs of adolescents with reference to needs perception and coping responses. One outcome of this part of the research was presented at the end of chapter five, suggesting a framework of adolescents'

perception of needs and the way of coping in which both the theoretical and empirical work of this research were used. This framework was illustrated in figures 5.1 and 5.2.

The third section of this research contained the whole of the empirical work related to the study. This section made its own contribution to the construction of the framework presented at the end of previous section. However, at the time of constructing the main questionnaire it was found that the best starting point was not a complex dynamic psychoanalytical study but one which was based upon more tangible and concrete propositions about perceived needs and coping responses. Thus, a wide primary pilot study was carried out and its results presented, from which the main questionnaire was constructed using both the literature and the framework. The results of the perceived needs (APNSc) analysis was presented in chapter 7, and the results of coping responses was presented in chapter 8.

The last section of this research is this present section in which the general discussions, conclusion and recommendations are drawn.

9.2 General Discussion:

This section is concerned with the implications of the study and findings for the UAE. Implications for theory and further researches are also included.

Although the whole business of this attempt is to identify and measure perceived needs which are thought to help to understand

certain aspects of adolescence in the UAE, but the study itself may not help to understand why and how they perceive these needs. So, with full awareness of these restrictions the findings will be discussed.

The results of APNSc suggest that most frequently selected perceived needs of UAE adolescents were: to achieve success in their lives, to be blessed by God and to feel homeostasis and away from problems. The least frequently selected perceived needs of the UAE adolescents were: to be beautiful/handsome and to gain people's attention. Although making comparison with western culture is not one of my main concerns in this study it is clearly notable that the range of perceived needs founded in this study is similar in some ways to the previous studies discussed in chapter three and cited in chapter six. When we look at the intensity of the UAE's adolescent perceived needs it is interesting to note that there are some differences which do reflect cultural differences or the tensions surrounding the rapid change of life in the UAE which has been described in chapter two. For example, "to be blessed by God" was ranked very highly by the respondents in the UAE. It is not rated so highly in western society. Another example is that "to be beautiful/handsome" was ranked least in comparison with other needs by the informants, where it is rated very high in western society. The research indicates that there is a fair amount of structural overlap in adolescents' needs perception especially in the social and cultural influences which influence these perceived needs in these different cultures. For example within an islamic culture the

most frequent and strongest means of expressing a response to belief in God is through religious practice and belief in a western culture this may be reflected not only in a religious practice but in other social and moral behaviours of adolescents. Many adolescents in western culture become involved in morally and socially concerned activities such as collecting for charities which may not have a direct bases in a particular religion.

The results show that the most frequent perceived need of adolescents in the UAE was the need "to achieve success". This perceived need was similarly highly rated by boys and girls. This emphasis on the need to achieve success is differs some other studies (c.f. Conger and Petersen, 1984; and Coleman, 1980) which found that concern about happiness and beauty were perceived more strongly. It may be that this desire to achieve success is related to the dramatic changes in UAE society reported in chapter 2. The results also show clear links between certain coping responses and this perceived need. For example seeking advice and information, being self-reliant, taking a direct action, seeking spiritual support (which is directly related to islamic thought). Other strategies of avoidance and denial are also appropriate responses.

In the case of the second most strongly perceived need "to be blessed by God", was similarly highly rated by both boys and girls. In this case, responses indicate a strong religious feeling which in this community is directed toward islam. This feeling is reflected in coping responses involving religious activities. Because of the difference between belief in God and physical deeds

following this belief, I do not want to go further than saying that it seems that they have strong believe in God and great concern for his blessing. In their response to meet this specific need it seems that they seek spiritual support by turning to religion activities to achieve the feeling of blessing. It is interesting to note that the previous studies using samples from western culture have found that young people reveal strong religious or spiritual or moral needs; these do not necessarily focus so clearly upon a particular religious expression. The strongly perceived need to be blessed by God within the UAE may reflect this similar need expressed in a more clearly direct form.

The third most frequently perceived need "to feel homeostasis and away from problems", was also highly rated by both boys and girls. Feeling homeostasis is a psychological state which may be achieved by spiritual means or materialistic means. To meet this specific perceived need, it was found that they depend on themselves to gain this feeling, talk about it and share sympathy with other who having the same need, try to regulate their feeling and also try to seek spiritual support. Also they seem not to use the coping response of blaming others for causing this perceived need and they tend to avoid the use of anti-social behavior to feel neutral.

In analyzing how informants cope to meet the previously three specific perceived needs, the results suggested that informants tend to use approach ways of coping more than any other. The results also show that the Denial Way of Coping is rarely

employed to meet their perceived needs. It also suggested that they mostly tend to use a behavioral strategy of approach way of coping more frequently than other coping strategies. However, when informants seek to reduce the tension of their perceived needs they tend to use emotional strategy of avoidance way of coping more than other strategies. This result suggests that the use of behavioral strategies is mainly related to approach way of coping to meet the perceived needs. On another hand the use of emotional strategies is mostly applied when individuals attempt to avoid the tension of these perceived needs.

Many interesting findings in sex differences were found which relate to the society characteristics. For example, the needs of to be understood, and to be encouraged and supported were rated more highly by girls than boys. This result might indicate one of the characteristics of this society of admiring males more than females. Another noted results found were that boys rated the need to feel free and to be handsome more than girls. This result was unexpected because of thinking that the people who really lack the need to feel free are females as a result of society traditions. However, there might be a reason that made females un aware of this need or it might be because of the greater perception of males to this need. The same discussion is related to the need to be beautiful/handsome. Moreover, the emotional needs of to be loved and to love someone was also rated by boys more than girls although it is female related in literature and society traditions.

Also it was noted a consensus of both boys and girls in

perceiving the needs not to feel bored and not to feel loneliness. This indicates that both boys and girls rated these two needs similarly even though in reality it was mentioned that boys have more alternatives of entertainments (e.g. Clubs) than girls, where social traditions will still not permit them to participate fully in this society.

The general social-psychological discussion in the literature survey has led to a conclusion that coping responses differ according to the particular need which provoke them (vide. chapter 4,5). By examining informants coping responses to four perceived needs using the same scale, it has been possible to investigate patterns of responses and examine the degree of flexibility and overlap in behavioral response. This may allow for a more complex examination of the relationship between the perceived needs and coping responses. It may be possible to develop a multi-dimensional framework for observation which will take into account not only the responses to specific needs but more general behaviours and coping responses such is those revealed in parts of this study.

The results of the empirical study suggest that adolescents in the UAE tend to use some coping responses in a generalized way whatever the specific need (e.g. seeking spiritual support, self-dependence etc.). However, there are some coping responses which are used according to the kind of specific need perceived (e.g. taking direct action, taking mind away etc.). This finding has provided a connection between the traditional perspective of personality (trait theory) which looks at human behavior as

generally dispositional and the process theory of the neo-behaviorists which seeks to explain human behaviour as differentiated according to the different arousals. As some coping responses are used in a general way in response to perceived needs and others are used differentially according to the different perceived needs, it may be more appropriate to related trait-orientated and process-orientated explanations rather than see them as separate and opposing.

In examining if there are similarities and differences between patterns of responses toward the three most frequently selected perceived needs, it was noted that to meet the specific need "to achieve success" informants tend to seek help and seek advice and information more than when responding to meet the other two specific needs. However, it was noted also that in responding to meet the specific perceived need "to feel homeostasis and away from problems", most of the responses involve avoidance and acceptance ways of coping. Also the results suggest that informants seem to use behavior- and cognitive- strategies of approach way of coping consistently when responding to meet these three perceived needs. Another interesting finding is that informants also seem to use emotional strategy of approach way of coping and behavioral, cognitive and emotional strategies of avoidance way of coping when responding to meet the perceived need of "to feel homeostasis and away from problems".

In sex differences the results suggested many interesting points. For example, boys seem to use denial way of coping more

than girls when they generally response to meet their perceived needs and also in specifically when responding to their specific perceived need of "to feel homeostasis and away from problems". However, girls seem to accept the reality of perceiving their needs generally more than boys. This result might be explained by observing that males have more freedom to respond to discomfort, dissatisfaction, even anger and the opportunities to get out of their home and go anywhere they like more than female who have to stay indoor and do not experience the same freedoms as males.

The results suggest also that boys and girls tend to use to behavioral strategy of approach way of coping similarly and more highly than any other strategies. However, to reduce the tension of their needs arousal, girls seem to avoid it emotionally more than boys. In a similar way, it was found that boys use cognitive strategy of avoidance way of coping more than girls to meet their specific perceived need "to achieve success".

It was also noted that in order to avoid the tension of absence coping responses, boys seem to reduce the importance of their needs more than girls. However, girls seem to try to accept the reality of lacking more than boys. Moreover, boys seem generally to engage themselves in demanding activities to avoid the tension, where girls seem to use relaxing methods more than boys.

Although the intention of this study has not been to seek direct comparison and contrast with studies from western literature, some tentative connections may be identified. Some of the findings of this study confirm the literature and some do not

confirm it. An example of those which this study confirms is Stone and Neale (1984) who found that females use relaxation and religion coping responses more than boys where in the same study they concluded that boys use direct action more than girls, which is not confirmed in this study. This study also confirms the findings of Parker and Endler (1990) who concluded that females use emotional strategy more than males.

9.3 RECOMMENDATIONS:

A normal result of research findings is that they generate a whole range of new questions posed but not investigated by the research. In this last section of this research some recommendations are set out. Two sub-sections are related to the usefulness of exploring equivocal issues and further researches to understand more of young people's perception of needs and to establish effective ways to inform and educate young people of this age in the UAE.

9.3.1 Recommendations for future research:

One of the findings of this research might be that traditional methods of investigation failed to take into account the complexity of the variables involved in coping. The study developed and used a model which took into account more of that complexity. In this section three recommendations are offered to do with the points ranked:

- 1: Most of the coping methodologies ask informants to try to

remember a stressful situation experienced within a period of time and explain it, and then to answer items on a coping scale. With respect to this research methodology, it created a confusion and contradictions between even similar studies because of two reasons. The first reason is that it does not control the stimuli or the situation causing stress and arousing coping responses, which cause unexplained or unidentified different responses that influence the appearance of other coping responses. The way I controlled the coping stimuli is one of the alternatives (another alternatives i.e. how people living near a nuclear reactor respond to cope with the danger, how a child from a divorced family copes, how people with cancer or HIV virus cope or coping with threat of war). The study of specific situations might help develop some specific framework of coping which would be as a base for some generalization of coping responses. The second reason is that they rely heavily on statistical indications to construct a closed questionnaires. The limitations of questionnaires were recognized earlier in this thesis though the strategy was used in view of this being an introductory study in the UAE. It is now recognized that survey research involving small group discussion, open-ended scales and interviews in different specific situations may be more constructive in developing a great understanding of human responses to perceived needs in this and other community.

2: It might be very helpful to use a cross-situational technique to investigate how individual responds to different situations and analyse their patterns of coping. My recommendation to more beyond

the influence situation of any specific needs and responses would be to study at least three different situations. Such study might help in generalizing coping patterns as well as providing great understanding of individuals responses and it might be helpfull in increasing reliability of results.

3: The longstanding debate of personality theory in human behavior between trait-oriented perspectives or a process-oriented perspectives needs to be properly investigated because of its direct influence upon the way adolescents in particular are studied and treated. This research might introduce a kind of cotangent perspective needs to be investigated more. So, I recommend further researches and thinking to bring together style-oriented and process-oriented responses, perhaps in different frameworks.

9.3.2 Recommendation concerns adolescents in the UAE:

1: One problem encountered in interpreting the results has been the researcher' control over the identifications and measurement of informants' perceived needs in ways which do not relate to the motives or concealed reasons for behaviour. Further researches to identify aspects in adolescents social, emotional, and personality needs not examined fully in this research might therefore include reference to these issues. It is also recognized that more adolescent-centered techniques for defining the dimensions examined such as achieving success, being blessed by God, and feeling homeostasis would be a necessary development of this study.

2: Further researches regarding gender differences particularly in view of different culture expectations and cross-culture expectations. One of the questions to be answered is to investigate adolescents' emotional relationships and to answer the question why boys perceive this need more than girls in the UAE.

3: Improve the community response to adolescents perceived needs and coping responses which might help in guiding and counseling work to approach them. This can be achieved by working through two dimensions: firstly, in adolescents themselves by teaching and training them coping skills and problem solving techniques by adding it in the curriculum to help adolescents benefit from their resources and apply it to the different needs aroused, as well as to build adolescent self-confidence and decision making skills. The second dimension is the social one, by demonstrating the importance and some guidance of how to treat adolescents to parents, teachers, etc.

In summary this is the first major study of adolescent perceived needs and coping responses in the UAE. In this research I have attempted to explore some social-psychological issues, and it is hoped to provide a basis or stimulus for further studies.

Having set the last paragraph of this thesis, I hope that this research would be rated at least an attempt in which the first step to understand adolescents of my country.

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APPENDIX A

ADOLESCENTS' PERCEIVED NEEDS AND THE RESPONSE COPING BEHAVIOR SCALE

A PILOT STUDY

- * This set of statements is designed to help you express your concerns and interests.
- * It has nothing to do with school work or examinations.
- * You are invited to respond to each of the following statements by writing in your own words, in away that is easy for you.
- * There is no time limit, but you are advised not to spend a long time considering each statement.
- * Please add any comments you may wish to make.
- * Try not to leave any statement without answer.

Thank you for your cooperation
Ahmed Alnajjar

School:..... Class:.....
Age:..... Sex:.....

1. The sort of person I would most like to be
.....
.....
.....

2. The things I like most about my growing up.....
.....
.....
.....

3. The things I like least about my growing up.....
.....
.....
.....

4. The parts of my life I would like to have more control of
are.....
.....
.....
.....

5. The key problem in my life at the moment is.....
.....
.....
.....

6. The kind of people I feel happy with are.....
.....
.....
.....

7. What I really want from my parents is.....
.....
.....
.....

8. What I really want from my friends is.....
.....
.....
.....

9. What I really want from my school is.....
.....
.....
.....

10. What I really want from my society is.....
.....
.....
.....

11. The things about myself I like most are.....
.....
.....
.....

12. The things about myself I hate most are.....
.....
.....
.....

13. The things I like most in my life are.....
.....
.....
.....

14. The things I dislike most in my life are.....
.....
.....
.....

15. When I am alone I feel.....
.....
.....
.....

16. When I am alone my favorite occupations are.....
.....
.....
.....

17. when I am in group I feel.....
.....
.....
.....

18. When I am in group my favored occupations are.....
.....
.....
.....

19. The things which excite me most are.....
.....
.....
.....

20. The things which bores me most are.....
.....
.....
.....

21. The strongest drives in my life now are.....
.....
.....
.....

22. When feel depressed I seek relief by.....
.....
.....
.....

23. The first time I was aware of fast growing in my body was
when I was years old, in class.

24. My behavior now is most influenced by.....
.....
.....
.....

25. The sort of leisure I like most are.....
.....
.....
.....

26. The sort of leisure I like least are.....
.....
.....
.....

27. I seek comfort by.....
.....
.....
.....

28. The sort of games I enjoy most are.....

29. The sort of games I like least are.....
.....
.....
.....

30. Most of my failures occur because.....
.....
.....
.....

31. Most of my success occur because.....
.....
.....
.....

32. I think that the concerns of people of my age are:
- | | |
|---------|----------|
| 1-..... | 2-..... |
| 3-..... | 4-..... |
| 5-..... | 6-..... |
| 7-..... | 8-..... |
| 9-..... | 10-..... |

Comments or additions:.....
.....
.....
.....

APPENDIX A
ARABIC VERSION

بسم الله الرحمن الرحيم

عزيزي الطالب ...

عزيزتي الطالبة ...

- هذه المجموعة من العبارات غير المنتهية وضعت لتتمكن من خلالها التعبير عن اهتمامك ورغباتك .
- وهذه العبارات ليس لها أي علاقة بالعمل المدرسي والامتحانات .
- لذلك فأنت مدعو للاستجابة لكل عبارة من العبارات التالية بالكتابة بطريقتك وعبارتك الخاصة .
- ليس هناك وقت محدد ، لكننا ننصح بعدم صرف وقت طويل على كل عبارة .
- أرجو إضافة أي تعليق لديك في المكان المناسب .
- حاول أن لا تدع عبارة من غير أكمال .

ولك جزيل الشكر ،،،

أحمد عبدالعزيز عبد الله
باحث
جامعة درم
المملكة المتحدة.

المدرسة : الصف :
السن : الجنس :

(١) ملامح الشخصية التي أحب أن أكونها عندما أكبر
.....
.....
.....
.....
.....

(٢) الأشياء التي تعجبني أكثر في نموي العام هي
.....
.....
.....
.....
.....

(٣) الأشياء التي لا تعجبني في نموي العام هي
.....
.....
.....
.....
.....

(٤) أتمنى أن أحصل على حرية أكبر في
.....
.....
.....
.....
.....

(٥)

المشكلة الرئيسية في حياتي والتي أعاني منها الآن هي
.....
.....
.....
.....

(٦)

الأشخاص الذين أشعر بالراحة في حالة وجودي معهم هم
.....
.....
.....
.....

(٧)

الذي أريده حقيقة من أسرتي هو
.....
.....
.....
.....

(٨)

الذي أريده حقيقة من أصدقائي هو
.....
.....
.....
.....

(٩)

الذي أريده حقيقة من المدرسة هو

(١٠)

الذي أريده حقيقة من المجتمع المحيط بي هو

(١١)

أكثر الأشياء التي تعجبني في شخصيتي هي

(١٢)

أقل الأشياء التي تعجبني في شخصيتي هي

..... (١٣) الأمور التي أحبها أكثر في حياتي هي

.....

.....

.....

.....

..... (١٤) الأمور التي أكرهها أكثر في حياتي هي

.....

.....

.....

.....

..... (١٥) عندما أكون بمفردي أشعر ب

.....

.....

.....

.....

..... (١٦) عندما أكون بمفردي أحب القيام ب

.....

.....

.....

.....

(١٧) عندما أكون في مجموعة أشعر ب

(١٨) عندما أكون في مجموعة أحب القيام ب

(١٩) أكثر الأمور إشارة لي هي

(٢٠) أكثر الأمور التي تسبب لي الملل هي

..... أقوى الدوافع المحركة لي في الحياة هي (٢١)

.....
.....
.....
.....

..... عندما أشعر بالضيق ، أخفف عن نفسي ب (٢٢)

.....
.....
.....
.....

..... أول مرة شعرت بتغير في نموي الجسماني عندما كنت في سن (٢٣)

.....
.....
.....
.....
..... (أي في الصف

..... أقوى المؤثرات على سلوكي الشخصي هي (٢٤)

.....
.....
.....
.....

..... أكثر المسليات التي أحبها هي (٢٥)
.....
.....
.....
.....

..... أقل المسليات التي أحبها هي (٢٦)
.....
.....
.....
.....

..... أبحث عن الراحة والاسترخاء في (٢٧)
.....
.....
.....
.....

..... الألعاب التي أحبها بدرجة أكبر (٢٨)
.....
.....
.....
.....

..... الألعاب التي أحبها بدرجة أقل (٢٩)

.....
.....
.....
.....
.....

..... أكثر الفشل يحدث لي بسبب (٣٠)

.....
.....
.....
.....
.....

..... أكثر النجاح يحدث لي بسبب (٣١)

.....
.....
.....
.....
.....

(٣٢) أعتقد أن أكبر اهتمامات الشباب مثل سني هي :

- ١- -٦
- ٢- -٧
- ٣- -٨
- ٤- -٩
- ٥- -١٠

تعليق أو أضافة :
.....
.....
.....
.....
.....
.....
.....

شاكرين لكم حسن تعاونكم ،،،

APPENDIX B

ADOLESCENTS' PERCEIVED NEEDS AND COPING RESPONSES SCALE

THE MAIN STUDY

Dear Student:

This study aimed to explore the needs of people in your age and the way they cope to meet those needs.

Before I start I would like to insure to you the secrecy and privacy of this research. To fulfill this secrecy I would not ask you to write your name and no body would be allowed to move around while you responding to this questionnaire and moreover, you are asked to inclose this booklet in envelop provided. The researcher would stand in the front of the class to instruct and would not move between you.

This questionnaire administration would be guided by the researcher in seven stages. Everybody is asked kindly to follow the instructions of each stage and do exactly what he told to do (you may ask any time). My expectation from you is to express your real feelings and behavior not anybody's else.

Do not hesitate or give so much thinking yet, put the first answer comes to your mind because there are no wrong or wright answers here.

Thank you,,
Ahmed Alnajjar

School:.....

Sex:.....

Nationality:.....

Age:.....

ADOLESCENTS PERCEIVED NEEDS SCALE
(APNSc)
The First Scale

" I THINK THAT I NEED....."

		Just Little	Not very Strong	Fairly Strong	Strong	Very Strong
1-	" to feel free".	☐	☐	☐	☐	☐
2-	" not to feel bored".	☐	☐	☐	☐	☐
3-	" to be loved".	☐	☐	☐	☐	☐
4-	" to feel homeostasis and away from problems".	☐	☐	☐	☐	☐
5-	" to be respected and well treated".	☐	☐	☐	☐	☐
6-	" to gain people's attention".	☐	☐	☐	☐	☐
7-	" to have someone to share my feeling with".	☐	☐	☐	☐	☐
8-	" not to be alone".	☐	☐	☐	☐	☐
9-	" to love someone".	☐	☐	☐	☐	☐
10-	" to be encouraged and supported".	☐	☐	☐	☐	☐
11-	" to be beautiful/handsome".	☐	☐	☐	☐	☐
12-	" not to be hesitant".	☐	☐	☐	☐	☐

13-	" to be blessed by God".	☐	☐	☐	☐	☐
14-	" to be trusted by others"	☐	☐	☐	☐	☐
15-	" to achieve success".	☐	☐	☐	☐	☐
16-	" To gain friends".	☐	☐	☐	☐	☐
17-	" to be understood".	☐	☐	☐	☐	☐
18-		☐	☐	☐	☐	☐
19-		☐	☐	☐	☐	☐
20-		☐	☐	☐	☐	☐
21-		☐	☐	☐	☐	☐
22-		☐	☐	☐	☐	☐

SELECT FOUR OF THE PREVIOUSLY CHOSEN NEEDS IN TERM OF THE MOST IMPORTANT PERCEIVED NEEDS OF YOU:

1-.....

2-.....

3-.....

4-.....

**COPING OPTIONS SCALE
(COSc)**

The second scale

Specific selected need:.....

How do you respond to meet this perceived need which you just written down now?. Read the following coping items and score to express how frequently do employ it to this specific need.

	Every time	Most of the time	Some times	Rarely	Never done it
1 I look for someone to help me in fulfilling this need.	☐	☐	☐	☐	☐
2 I take direct action toward fulfilling this need.	☐	☐	☐	☐	☐
3 I depend on myself in fulfilling this need.	☐	☐	☐	☐	☐
4 I look for an indirect way to fulfil this need.	☐	☐	☐	☐	☐
5 I plan and wait for a better opportunity to fulfil this need.	☐	☐	☐	☐	☐
6 I seek advice and collect information about how others react when this need occurs to them.	☐	☐	☐	☐	☐
7 I seek emotional and psychological support from someone.	☐	☐	☐	☐	☐
8 I try to regulate my feelings in order to deal wisely with this need.	☐	☐	☐	☐	☐
9 I try to forget this need by engaging myself in demanding activities and hobbies.	☐	☐	☐	☐	☐
10 I blame others for causing the lack of fulfilling this need.	☐	☐	☐	☐	☐

- 11 I seek spiritual support by turning to some religious activities. ☐ ☐ ☐ ☐ ☐
- 12 I try to reduce the importance of this need for me in some way. ☐ ☐ ☐ ☐ ☐
- 13 I try to take my mind away from thinking of this need by daydreaming. ☐ ☐ ☐ ☐ ☐
- 14 I express my emotions to ventilate the bad feelings I have got because of this need. ☐ ☐ ☐ ☐ ☐
- 15 I try to relax myself in some way. ☐ ☐ ☐ ☐ ☐
- 16 I share with others who lack fulfillment of this need and that gives me a good feeling even though I lack that fulfillment myself. ☐ ☐ ☐ ☐ ☐
- 17 I accept the reality of lacking fulfillment of this need and go along with no reaction but keeping my feelings to myself. ☐ ☐ ☐ ☐ ☐
- 18 I accept the reality of lacking fulfillment of this need so I do not take direct action to fulfill it but seek an option to avoid the tension. ☐ ☐ ☐ ☐ ☐
- 19 I try to deny the reality of this need's non-fulfillment and look for some support for the idea of denial.

COPING OPTIONS SCALE (COSc)

The second scale

Specific selected need:.....

How do you respond to meet this perceived need which you just written down now?. Read the following coping items and score to express how frequently do employ it to this specific need.

	Every time	Most of the time	Some times	Rarely	Never done it
1 I look for someone to help me in fulfilling this need.	☐	☐	☐	☐	☐
2 I take direct action toward fulfilling this need.	☐	☐	☐	☐	☐
3 I depend on myself in fulfilling this need.	☐	☐	☐	☐	☐
4 I look for an indirect way to fulfil this need.	☐	☐	☐	☐	☐
5 I plan and wait for a better opportunity to fulfil this need.	☐	☐	☐	☐	☐
6 I seek advice and collect information about how others react when this need occurs to them.	☐	☐	☐	☐	☐
7 I seek emotional and psychological support from someone.	☐	☐	☐	☐	☐
8 I try to regulate my feelings in order to deal wisely with this need.	☐	☐	☐	☐	☐
9 I try to forget this need by engaging myself in demanding activities and hobbies.	☐	☐	☐	☐	☐
10 I blame others for causing the lack of fulfilling this need.	☐	☐	☐	☐	☐

- 11 I seek spiritual support by turning to some religious activities. ☐ ☐ ☐ ☐ ☐
- 12 I try to reduce the importance of this need for me in some way. ☐ ☐ ☐ ☐ ☐
- 13 I try to take my mind away from thinking of this need by daydreaming. ☐ ☐ ☐ ☐ ☐
- 14 I express my emotions to ventilate the bad feelings I have got because of this need. ☐ ☐ ☐ ☐ ☐
- 15 I try to relax myself in some way. ☐ ☐ ☐ ☐ ☐
- 16 I share with others who lack fulfillment of this need and that gives me a good feeling even though I lack that fulfillment myself. ☐ ☐ ☐ ☐ ☐
- 17 I accept the reality of lacking fulfillment of this need and go along with no reaction but keeping my feelings to myself. ☐ ☐ ☐ ☐ ☐
- 18 I accept the reality of lacking fulfillment of this need so I do not take direct action to fulfil it but seek an option to avoid the tension. ☐ ☐ ☐ ☐ ☐
- 19 I try to deny the reality of this need's non-fulfillment and look for some support for the idea of denial.

COPING OPTIONS SCALE (COSC)

The second scale

Specific selected need:.....

How do you respond to meet this perceived need which you just written down now?. Read the following coping items and score to express how frequently do employ it to this specific need.

	Every time	Most of the time	Some times	Rarely	Never done it
1 I look for someone to help me in fulfilling this need.	☐	☐	☐	☐	☐
2 I take direct action toward fulfilling this need.	☐	☐	☐	☐	☐
3 I depend on myself in fulfilling this need.	☐	☐	☐	☐	☐
4 I look for an indirect way to fulfil this need.	☐	☐	☐	☐	☐
5 I plan and wait for a better opportunity to fulfil this need.	☐	☐	☐	☐	☐
6 I seek advice and collect information about how others react when this need occurs to them.	☐	☐	☐	☐	☐
7 I seek emotional and psychological support from someone.	☐	☐	☐	☐	☐
8 I try to regulate my feelings in order to deal wisely with this need.	☐	☐	☐	☐	☐
9 I try to forget this need by engaging myself in demanding activities and hobbies.	☐	☐	☐	☐	☐
10 I blame others for causing the lack of fulfilling this need.	☐	☐	☐	☐	☐

11 I seek spiritual support by turning to some religious activities.	☐	☐	☐	☐	☐
12 I try to reduce the importance of this need for me in some way.	☐	☐	☐	☐	☐
13 I try to take my mind away from thinking of this need by daydreaming.	☐	☐	☐	☐	☐
14 I express my emotions to ventilate the bad feelings I have got because of this need.	☐	☐	☐	☐	☐
15 I try to relax myself in some way.	☐	☐	☐	☐	☐
16 I share with others who lack fulfillment of this need and that gives me a good feeling even though I lack that fulfillment myself.	☐	☐	☐	☐	☐
17 I accept the reality of lacking fulfillment of this need and go along with no reaction but keeping my feelings to myself.	☐	☐	☐	☐	☐
18 I accept the reality of lacking fulfillment of this need so I do not take direct action to fulfil it but seek an option to avoid the tension.	☐	☐	☐	☐	☐
19 I try to deny the reality of this need's non-fulfillment and look for some support for the idea of denial.					

COPING OPTIONS SCALE (COSc)

The second scale

Specific selected need:.....

How do you respond to meet this perceived need which you just written down now?. Read the following coping items and score to express how frequently do employ it to this specific need.

		Every time	Most of the time	Some times	Rarely	Never done it
1	I look for someone to help me in fulfilling this need.	☐	☐	☐	☐	☐
2	I take direct action toward fulfilling this need.	☐	☐	☐	☐	☐
3	I depend on myself in fulfilling this need.	☐	☐	☐	☐	☐
4	I look for an indirect way to fulfil this need.	☐	☐	☐	☐	☐
5	I plan and wait for a better opportunity to fulfil this need.	☐	☐	☐	☐	☐
6	I seek advice and collect information about how others react when this need occurs to them.	☐	☐	☐	☐	☐
7	I seek emotional and psychological support from someone.	☐	☐	☐	☐	☐
8	I try to regulate my feelings in order to deal wisely with this need.	☐	☐	☐	☐	☐
9	I try to forget this need by engaging myself in demanding activities and hobbies.	☐	☐	☐	☐	☐
10	I blame others for causing the lack of fulfilling this need.	☐	☐	☐	☐	☐

- 11 I seek spiritual support by turning to some religious activities. ☐ ☐ ☐ ☐ ☐
- 12 I try to reduce the importance of this need for me in some way. ☐ ☐ ☐ ☐ ☐
- 13 I try to take my mind away from thinking of this need by daydreaming. ☐ ☐ ☐ ☐ ☐
- 14 I express my emotions to ventilate the bad feelings I have got because of this need. ☐ ☐ ☐ ☐ ☐
- 15 I try to relax myself in some way. ☐ ☐ ☐ ☐ ☐
- 16 I share with others who lack fulfillment of this need and that gives me a good feeling even though I lack that fulfillment myself. ☐ ☐ ☐ ☐ ☐
- 17 I accept the reality of lacking fulfillment of this need and go along with no reaction but keeping my feelings to myself. ☐ ☐ ☐ ☐ ☐
- 18 I accept the reality of lacking fulfillment of this need so I do not take direct action to fulfil it but seek an option to avoid the tension. ☐ ☐ ☐ ☐ ☐
- 19 I try to deny the reality of this need's non-fulfillment and look for some support for the idea of denial.

United Arab Emirates
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Faculty of Education
Psychology Dept.
and
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School of Education
U. K.

جامعة الإمارات العربية المتحدة

كلية التربية - قسم علم النفس

وجامعة درهام البريطانية

مدرسة التربية

استبيان عن:
حاجات المراهقين المدركة وأسلوب معاشتهم لها

دراسة تحليلية للحصول على درجة
الدكتوراة في علم النفس الاجتماعي

للباحث:

أحمد عبد العزيز النجار
مساعد أستاذ بجامعة الإمارات
قسم علم النفس

1	2	3	4

عزيزي الطالب :

هذه الدراسة تهدف إلى التعرف على حاجات الشباب في مثل سنك وكيف يتعاملون مع نقصانها لتخفيف مشاعر الضيق وعدم الرضا لديهم .

قبل البداية أحب أن أضمن لك حرص الباحث على سرية المعلومات التي ترد من قبلك حيث لن يطلع عليها أحد مهما كان غير الباحث . ولزيادة التأكيد على معنى السرية فلن تسأل عن اسمك وسوف يمنع أي شخص من الاقتراب منك أثناء الكتابة كما ستزود بمظروف تضع فيه الكتيب الخاص بالاستبيان لتسليمها مغلقة . وسوف يجلس الباحث في مقدمة الفصل للإجابة على أي استفسار لديك .

وللحصول على نتيجة سليمة تخدم أهداف البحث الرئيسية فسوف يكون التطبيق على مراحل (٧ مراحل) تبعاً لإرشادات الباحث . لذلك نرجو الالتزام بتعليمات كل مرحلة ، مع رجائي أن تحرص على التعبير عن مشاعرك وسلوكك بصدق وليس عن أي شخص آخر كما أرجو عدم التردد أو إعطاء أي خطوة تفكير أكثر من اللازم ولكن ضع أول إجابة أو تقدير يخطر ببالك إذ إنه لا يوجد إجابة صحيحة أو إجابة خاطئة .

والله الموفق

الباحث
أحمد النجار

5	6

7

8

9	10	11

المدرسة :

الجنس :

الجنسية :

العمر :

المقياس الأول

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درجة الإحساس بالنقص

بشكل قوي
جدا أو دائم
بشكل متوسط
بشكل الضيق
بعض
شعور بسيط

☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐

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☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐

أشعر أنني أحتاج إلى :

١ - أن أشعر بالحرية.

٢ - أن أبعد شعور الملل عن نفسي.

٣ - أن أكون محبوباً.

٤ - أن أكون مرتاحاً في حياتي بعيداً عن المشاكل.

٥ - أن أكون محترماً حسن التعامل.

٦ - أن ألفت أنظار الآخرين.

٧ - أن يشاركني الآخرون في مشاعري.

٨ - أن لا أكون وحيداً.

٩ - أن أحب شخصاً آخر.

١٠ - أن أشجع وأشعر بالتأييد.

١١ - أن أكون جميلاً وجذاباً

١٢ - أن لا أكون متردداً.

١٣ - أن أشعر بتأييد ومباركة الله لأعمالي وتوفيقه.

١٤ - أن يثق الآخرون بي.

- 27 ☐ ☐ ☐ ☐ ☐ ١٥ - أن احصل على النجاح والتوفيق.
- 28 ☐ ☐ ☐ ☐ ☐ ١٦ - أن اكسب أصدقاء.
- 29 ☐ ☐ ☐ ☐ ☐ ١٧ - أن يفهمني الآخرون.
- 30 ☐ ☐ ☐ ☐ ☐ ١٨ -
- 31 ☐ ☐ ☐ ☐ ☐ ١٩ -
- 32 ☐ ☐ ☐ ☐ ☐ ٢٠ -
- 33 ☐ ☐ ☐ ☐ ☐ ٢١ -
- 34 ☐ ☐ ☐ ☐ ☐ ٢٢ -

استخرج أهم أربع حاجات مما سبق واخترت باعتبارها أهم الحاجات بالنسبة لك

35 36
☐ ☐

37 38
☐ ☐

39 40
☐ ☐

41 42
☐ ☐

- (١)
- (٢)
- (٣)
- (٤)

43 44

☐ ☐

المقياس الثاني

45 46

☐ ☐

الحاجة :

كيف (تتعامل) تتعايش مع نقصان هذه الحاجة التي كتبتها الآن؟ حاول أن تقرأ طرق المعاشية المذكورة لاحقاً مع اعطائها درجة تعبر فيها عن مدى تطبيقك لها . وتذكر أن أسلوب المعاشية المطلوبة هنا فقط مع هذه الحاجة .

47	افعل ذلك دائماً	افعل ذلك في أغلب الأحيان	افعل ذلك بعض الأحيان	افعل ذلك نادراً	ابداً لم افعل ذلك
☐	☐	☐	☐	☐	☐

١ - أبحث عن شخص آخر لمساعدتي في إشباع هذه الحاجة بآلة طريقة مباشرة .

48	افعل ذلك دائماً	افعل ذلك في أغلب الأحيان	افعل ذلك بعض الأحيان	افعل ذلك نادراً	ابداً لم افعل ذلك
☐	☐	☐	☐	☐	☐

٢ - أتخذ سلوك مباشر لإشباع هذه الحاجة المذكورة .

49	افعل ذلك دائماً	افعل ذلك في أغلب الأحيان	افعل ذلك بعض الأحيان	افعل ذلك نادراً	ابداً لم افعل ذلك
☐	☐	☐	☐	☐	☐

٣ - احرص على الاعتماد على نفسي في إشباع هذه الحاجة .

50	افعل ذلك دائماً	افعل ذلك في أغلب الأحيان	افعل ذلك بعض الأحيان	افعل ذلك نادراً	ابداً لم افعل ذلك
☐	☐	☐	☐	☐	☐

٤ - أبحث عن وسيلة أخرى غير مباشرة لإشباع هذه الحاجة .

51	افعل ذلك دائماً	افعل ذلك في أغلب الأحيان	افعل ذلك بعض الأحيان	افعل ذلك نادراً	ابداً لم افعل ذلك
☐	☐	☐	☐	☐	☐

٥ - اخطط وانتظر الفرصة المناسبة لإشباع هذه الحاجة .

52	افعل ذلك دائماً	افعل ذلك في أغلب الأحيان	افعل ذلك بعض الأحيان	افعل ذلك نادراً	ابداً لم افعل ذلك
☐	☐	☐	☐	☐	☐

٦ - أبحث عن النصيحة وأجمع المعلومات عن كيف يتعامل الآخرون في إشباع هذه الحاجة لديهم .

53	افعل ذلك دائماً	افعل ذلك في أغلب الأحيان	افعل ذلك بعض الأحيان	افعل ذلك نادراً	ابداً لم افعل ذلك
☐	☐	☐	☐	☐	☐

٧ - أبحث عن تأييد عاطفي أو نفسي من شخص آخر عندما أشعر بنقصان هذه الحاجة .

54	افعل ذلك دائماً	افعل ذلك في أغلب الأحيان	افعل ذلك بعض الأحيان	افعل ذلك نادراً	ابداً لم افعل ذلك
☐	☐	☐	☐	☐	☐

٨ - أحاول أن أسيطر على مشاعري حتى أستطيع التصرف بحكمة لإشباع هذه الحاجة .

55	افعل ذلك دائماً	افعل ذلك في أغلب الأحيان	افعل ذلك بعض الأحيان	افعل ذلك نادراً	ابداً لم افعل ذلك
☐	☐	☐	☐	☐	☐

٩ - أحاول أن أنسى هذه الحاجة عن طريق الاستغراق في أنشطة أو هوايات .

56	افعل ذلك دائماً	افعل ذلك في أغلب الأحيان	افعل ذلك بعض الأحيان	افعل ذلك نادراً	ابداً لم افعل ذلك
☐	☐	☐	☐	☐	☐

١٠ - أوجه مشاعري نحو الآخرين بأنهم السبب في نقصان هذه الحاجة .

57	افعل ذلك دائماً	افعل ذلك في أغلب الأحيان	افعل ذلك بعض الأحيان	افعل ذلك نادراً	ابداً لم افعل ذلك
☐	☐	☐	☐	☐	☐

١١ - أبحث عن تأييد روحي من خلال تطبيقي لبعض المعاني الإسلامية .

58	افعل ذلك دائماً	افعل ذلك في أغلب الأحيان	افعل ذلك بعض الأحيان	افعل ذلك نادراً	ابداً لم افعل ذلك
☐	☐	☐	☐	☐	☐

١٢ - أحاول أن أقلل من أهمية هذه الحاجة لدي بطريقة أو بأخرى .

59	افعل ذلك دائماً	افعل ذلك في أغلب الأحيان	افعل ذلك بعض الأحيان	افعل ذلك نادراً	ابداً لم افعل ذلك
☐	☐	☐	☐	☐	☐

١٣ - أحاول أن أصرف ذهني بعيداً عن التفكير بهذه الحاجة حتى أنسى من خلال أحلام اليقظة . أو التفكير بأمور أرغبها .

- ١٤- أحاول أن أعتبر عن مشاعري وتفرغ ما لدي من ضيق وانفعال بسبب فقدان هذه الحاجة بأي طريقة.
- ١٥- أحاول أن أريح نفسي واسترخي بطريقة أو بأخرى (نوم، استرخاء).
- ١٦- أحاول مشاركة الآخرين مشاعرهم عند احساسهم بفقدان نفس هذه الحاجة وإن لم أكن أنا نفسي مشبعها وهذا العمل يعطيني شعوراً بالراحة.
- ١٧- أقبل بفقدان هذه الحاجة بدون عمل أي رد فعل بل أترك مشاعري لنفسه ولا أجعلها تؤثر على علاقاتي.
- ١٨- أقبل فقدان هذه الحاجة ولا أحاول الاعتراض أبحث عن وسائل أخرى للنسيان والتخفيف.
- ١٩- أحاول إنكار الشعور بنقص هذه الحاجة مع محاولتي الهروب من الواقع عن طريق الانغماس بسلوكيات مخالفة لعادات وأعراف المجتمع مثل (التدخين، المخدرات، الشرب الخ ...).
- 60 ☐ ☐ ☐ ☐ ☐
- 61 ☐ ☐ ☐ ☐ ☐
- 62 ☐ ☐ ☐ ☐ ☐
- 63 ☐ ☐ ☐ ☐ ☐
- 64 ☐ ☐ ☐ ☐ ☐
- 65 ☐ ☐ ☐ ☐ ☐

إذا كانت لديك أي طرق أخرى للتعامل مع هذه الحاجة أرجو كتابتها هنا:

- ١-
- ٢-
- ٣-
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- ٥-
- ٦-

66	67
68	69

المقياس الثاني

الحاجة :

كيف (تتعامل) تتعايش مع نقصان هذه الحاجة التي كتبتها الآن؟ حاول أن تقرأ طرق المعاشية المذكورة لاحقاً مع اعطائها درجة تعبر فيها عن مدى تطبيقك لها . وتذكر أن أسلوب المعاشية المطلوبة هنا فقط مع هذه الحاجة .

	افعل ذلك دائماً	افعل ذلك في الغالب الأحيان	افعل ذلك بعض الأحيان	افعل ذلك نادراً	ابداً لم افعل ذلك	
70	☐	☐	☐	☐	☐	١ - أبحث عن شخص آخر لمساعدتي في إشباع هذه الحاجة بآية طريقة مباشرة.
71	☐	☐	☐	☐	☐	٢ - أأخذ سلوك مباشر لإشباع هذه الحاجة المذكورة.
72	☐	☐	☐	☐	☐	٣ - أحرص على الاعتماد على نفسي في إشباع هذه الحاجة.
73	☐	☐	☐	☐	☐	٤ - أبحث عن وسيلة أخرى غير مباشرة لإشباع هذه الحاجة.
74	☐	☐	☐	☐	☐	٥ - أخطط وانتظر الفرصة المناسبة لإشباع هذه الحاجة.
75	☐	☐	☐	☐	☐	٦ - أبحث عن النصيحة وأجمع المعلومات عن كيف يتعامل الآخرون في إشباع هذه الحاجة لديهم.
76	☐	☐	☐	☐	☐	٧ - أبحث عن تأييد عاطفي أو نفسي من شخص آخر عندما أشعر بنقصان هذه الحاجة.
77	☐	☐	☐	☐	☐	٨ - أحاول أن أسيطر على مشاعري حتى أستطيع التصرف بحكمة لإشباع هذه الحاجة.
78	☐	☐	☐	☐	☐	٩ - أجاهل أن أنسى هذه الحاجة عن طريق الاستغراق في أنشطة أو هوايات.
79	☐	☐	☐	☐	☐	١٠ - أوجه مشاعري نحو الآخرين بأنهم السبب في نقصان هذه الحاجة.
80	☐	☐	☐	☐	☐	١١ - أبحث عن تأييد روحي من خلال تطبيقي لبعض المعاني الإسلامية.
81	☐	☐	☐	☐	☐	١٢ - أحاول أن أقلل من أهمية هذه الحاجة لدي بطريقة أو بأخرى.
82	☐	☐	☐	☐	☐	١٣ - أحاول أن أصرف ذهني بعيداً عن التفكير بهذه الحاجة حتى أنسى من خلال أحلام اليقظة . أو التفكير بأمور أرغبها.

- ١٤- أحاول أن أعتبر عن مشاعري وتفريغ ما لدي من ضيق وانفعال بسبب فقدان هذه الحاجة بأي طريقة.
- ١٥- أحاول أن أريح نفسي واسترخي بطريقة أو بأخرى (نوم، استرخاء).
- ١٦- أحاول مشاركة الآخرين مشاعرهم عند احساسهم بفقدان نفس هذه الحاجة وإن لم أكن أنا نفسي مشبعها وهذا العمل يعطيني شعوراً بالراحة.
- ١٧- أقبل بفقدان هذه الحاجة بدون عمل أي رد فعل بل أترك مشاعري لنفسه ولا أجعلها تؤثر على علاقاتي.
- ١٨- أقبل بفقدان هذه الحاجة ولا أحاول الاعتراض أبحث عن وسائل أخرى للنسيان والتخفيف.
- ١٩- أحاول إنكار الشعور بنقص هذه الحاجة مع محاولتي الهروب من الواقع عن طريق الانغماس بسلوكيات مخالفة لعادات وأعراف المجتمع مثل (التدخين، المخدرات، الشرب الخ ...).

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88
☐ ☐ ☐ ☐ ☐

إذا كانت لديك أي طرق أخرى للتعامل مع هذه الحاجة أرجو كتابتها هنا:

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- ٢-
- ٣-
- ٤-
- ٥-
- ٦-

89	90

المقياس الثاني

91	92

الحاجة :

كيف (تتعامل) تتعايش مع نقصان هذه الحاجة التي كتبتها الآن؟ حاول أن تقرأ طرق المعاشة المذكورة لاحقاً مع اعطائها درجة تعبر فيها عن مدى تطبيقك لها. وتذكر أن أسلوب المعاشة المطلوبة هنا فقط مع هذه الحاجة.

	أفعل ذلك دائماً	أفعل ذلك في أغلب الأحيان	أفعل ذلك بعض الأحيان	أفعل ذلك نادراً	أفعل ذلك أبداً
93	☐	☐	☐	☐	☐
94	☐	☐	☐	☐	☐
95	☐	☐	☐	☐	☐
96	☐	☐	☐	☐	☐
97	☐	☐	☐	☐	☐
98	☐	☐	☐	☐	☐
99	☐	☐	☐	☐	☐
100	☐	☐	☐	☐	☐
101	☐	☐	☐	☐	☐
102	☐	☐	☐	☐	☐
103	☐	☐	☐	☐	☐
104	☐	☐	☐	☐	☐
105	☐	☐	☐	☐	☐

١ - أبحث عن شخص آخر لمساعدتي في إشباع هذه الحاجة بآلة طريقة مباشرة.

٢ - أتخذ سلوك مباشر لإشباع هذه الحاجة المذكورة.

٣ - أحرص على الاعتماد على نفسي في إشباع هذه الحاجة.

٤ - أبحث عن وسيلة أخرى غير مباشرة لإشباع هذه الحاجة.

٥ - أخطط وانتظر الفرصة المناسبة لإشباع هذه الحاجة.

٦ - أبحث عن النصيحة وأجمع المعلومات عن كيف يتعامل الآخرون في إشباع هذه الحاجة لديهم.

٧ - أبحث عن تأييد عاطفي أو نفسي من شخص آخر عندما أشعر بنقصان هذه الحاجة.

٨ - أحاول أن أسيطر على مشاعري حتى أستطيع التصرف بحكمة لإشباع هذه الحاجة.

٩ - أحاول أن أنسى هذه الحاجة عن طريق الاستغراق في أنشطة أو هوايات.

١٠ - أوجه مشاعري نحو الآخرين بأنهم السبب في نقصان هذه الحاجة.

١١ - أبحث عن تأييد روحي من خلال تطبيقي لبعض المعاني الإسلامية.

١٢ - أحاول أن أقلل من أهمية هذه الحاجة لدي بطريقة أو بأخرى.

١٣ - أحاول أن أصرف ذهني بعيداً عن التفكير بهذه الحاجة حتى أنسى من خلال أحلام اليقظة. أو التفكير بأمور أرغبها.

- ١٤- أحاول أن أعبر عن مشاعري وتفرغ ما لدي من ضيق وانفعال بسبب فقدان هذه الحاجة بأي طريقة.
- ١٥- أحاول أن أريح نفسي واسترخي بطريقة أو بأخرى (نوم، استرخاء).
- ١٦- أحاول مشاركة الآخرين مشاعرهم عند احساسهم بفقدان نفس هذه الحاجة وإن لم أكن أنا نفسي مشبعها وهذا العمل يعطيني شعوراً بالراحة.
- ١٧- أقبل بفقدان هذه الحاجة بدون عمل أي رد فعل بل أترك مشاعري لنفسه ولا أجعلها تؤثر على علاقاتي.
- ١٨- أقبل بفقدان هذه الحاجة ولا أحاول الاعتراض أبحث عن وسائل أخرى للنسيان والتخفيف.
- ١٩- أحاول إنكار الشعور بنقص هذه الحاجة مع محاولتي الهروب من الواقع عن طريق الانغماس بسلوكيات مخالفة لعادات وأعراف المجتمع مثل (التدخين، المخدرات، الشرب الخ...).

106
☐ ☐ ☐ ☐ ☐

107
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108
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109
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110
☐ ☐ ☐ ☐ ☐

111
☐ ☐ ☐ ☐ ☐

إذا كانت لديك أي طرق أخرى للتعامل مع هذه الحاجة أرجو كتابتها هنا:

- ١ -
- ٢ -
- ٣ -
- ٤ -
- ٥ -
- ٦ -

112 113

☐ ☐

المقياس الثاني

114 115

☐ ☐

الحاجة :

كيف (تتعامل) تتعايش مع نقصان هذه الحاجة التي كتبته الآن؟ حاول أن تقرأ طرق المعيشة المذكورة لاحقاً مع اعطائها درجة تعبر فيها عن مدى تطبيقك لها. وتذكر أن أسلوب المعيشة المطلوبة هنا فقط مع هذه الحاجة .

	افعل ذلك دائماً	افعل ذلك في أغلب الأحيان	افعل ذلك بعض الأحيان	افعل ذلك نادراً	ابداً لم افعل ذلك
116	☐	☐	☐	☐	☐
117	☐	☐	☐	☐	☐
118	☐	☐	☐	☐	☐
119	☐	☐	☐	☐	☐
120	☐	☐	☐	☐	☐
121	☐	☐	☐	☐	☐
122	☐	☐	☐	☐	☐
123	☐	☐	☐	☐	☐
124	☐	☐	☐	☐	☐
125	☐	☐	☐	☐	☐
126	☐	☐	☐	☐	☐
127	☐	☐	☐	☐	☐
128	☐	☐	☐	☐	☐

١ - أبحث عن شخص آخر لمساعدتي في إشباع هذه الحاجة بأية طريقة مباشرة .

٢ - أأخذ سلوك مباشر لإشباع هذه الحاجة المذكورة .

٣ - أحرص على الاعتماد على نفسي في إشباع هذه الحاجة .

٤ - أبحث عن وسيلة أخرى غير مباشرة لإشباع هذه الحاجة .

٥ - أخطط وانتظر الفرصة المناسبة لإشباع هذه الحاجة .

٦ - أبحث عن النصيحة وأجمع المعلومات عن كيف يتعامل الآخرون في إشباع هذه الحاجة لديهم .

٧ - أبحث عن تأييد عاطفي أو نفسي من شخص آخر عندما أشعر بنقصان هذه الحاجة .

٨ - أحاول أن أسيطر على مشاعري حتى أستطيع التصرف بحكمة لإشباع هذه الحاجة .

٩ - أحاول أن أنسى هذه الحاجة عن طريق الاستغراق في أنشطة أو هوايات .

١٠ - أوجه مشاعري نحو الآخرين بأنهم السبب في نقصان هذه الحاجة .

١١ - أبحث عن تأييد روحي من خلال تطبيقي لبعض المعاني الإسلامية .

١٢ - أحاول أن أقتل من أهمية هذه الحاجة لدي بطريقة أو بأخرى .

١٣ - أحاول أن أصرف ذهني بعيداً عن التفكير بهذه الحاجة حتى أنسى من خلال أحلام اليقظة . أو التفكير بأمور أرغبها .

١٤- أحاول أن أعبر عن مشاعري وتفريغ ما لدي من ضيق وانفعال بسبب فقدان هذه الحاجة بأي طريقة.

129

☐☐☐☐☐☐

130

☐☐☐☐☐☐

١٥- أحاول أن أريح نفسي واسترخي بطريقة أو بأخرى (نوم، استرخاء).

131

☐☐☐☐☐☐

١٦- أحاول مشاركة الآخرين مشاعرهم عند احساسهم بفقدان نفس هذه الحاجة وإن لم أكن أنا نفسي مشبعها وهذا العمل يعطيني شعوراً بالراحة.

132

☐☐☐☐☐☐

١٧- أقبل بفقدان هذه الحاجة بدون عمل أي رد فعل بل أترك مشاعري لنفسه ولا أجعلها تؤثر على علاقاتي.

133

☐☐☐☐☐☐

١٨- أقبل بفقدان هذه الحاجة ولا أحاول الاعتراض أبحث عن وسائل أخرى للنسيان والتخفيف.

134

☐☐☐☐☐☐

١٩- أحاول إنكار الشعور بنقص هذه الحاجة مع محاولتي الهروب من الواقع عن طريق الانغماس بسلوكيات مخالفة لعادات وأعراف المجتمع مثل (التدخين، المخدرات، الشرب الخ...).

إذا كانت لديك أي طرق أخرى للتعامل مع هذه الحاجة أرجو كتابتها هنا:

- ١-
- ٢-
- ٣-
- ٤-
- ٥-
- ٦-

الباحث
شكراً على تعاونكم

