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Appraisals, Coping and Affective and Behavioral Reactions to Academic Stressors

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ABSTRACT

This study, based on the cognitive model of stress (Lazarus, 1999), examined 294 Jewish and 234 Arab students' stress appraisals, coping strategies, and emotional and behavioral reactions to academic stressors. Perceived stress was positively related to emotion/support and avoidance coping, which, in turn, were related to high negative affect and risk taking. The findings suggest interventions among students to aid them to successfully adapt to academic stress.

KEYWORDS

Academic Stressor; Coping; Negative Affect; Risk Taking; Jewish/Arab Cultural Groups

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