

The Influences of Spiritual Well-being, Parental Rearing Attitude, and Coping Strategies on USA College Students' Anxiety and Depression.



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Disclosure Slide

- **Names: Pi-Ming Yeh and Cheng-Huei Chiao**
- **Learner Objectives:**
 1. **The learner will be able to describe the factors related to college student's anxiety**
 2. **The learner will be able to describe the factors related to college student's depression.**
- I do not have any conflict of interest. No employer and no sponsorship, no commercial support was given to the author.

Significance

USA College Students' Anxiety:

- **Anxiety disorders** are one of the most common mental health problems on college campuses (ADAA, 2015).

- **Forty million U.S. adults** suffer from an anxiety disorder, and 75 percent of them experience their first episode of anxiety by **age 22**.

- 80 percent say they frequently or sometimes experience **daily stress**

(Anxiety and Depression Association of America, 04/30/2015,

<http://www.adaa.org/living-with-anxiety/college-students>)



Significance

- **Anxiety disorders** are highly **treatable**, yet only about **one-third** of those suffering **receive treatment** (ADAA, 2015).
- Anxiety disorders **cost the U.S. more than \$42 billion a year**, almost one-third of the country's \$148 billion total mental health bill, according to "The Economic Burden of Anxiety Disorders," a study commissioned by ADAA (*The Journal of Clinical Psychiatry*, 60(7), July 1999).



Significance

USA College Students' Depression:

- **30 percent** of college students reported feeling "so **depressed** that it was difficult to function" (National Institute of Mental Health, 2015).
- **Depression** is also a major risk factor for **suicide** (Garlow et al., 2008).
- More than 6 percent of college students reported seriously **considering suicide** (American College Health Association, 2012).
- Suicide is **the third leading cause of death** for **teens** and young adults **ages 15 to 24** (National Center for Health Statistics, 2012).



Spiritual well-being

- ❖ **Spiritual well-being** has a significantly positive relationship with **hope**, and a negative relationship with **depression** and **anxiety** (Kandasamy et al., 2011; Rawdin, Evans, & Rabow, 2013).



Family Interaction

- **Negative interaction** was significantly and positively associated with the odds of having a **mood disorder** and **anxiety disorder** (Lincoln et al., 2010).
- **Anxious/ambivalent style of family interaction** was associated with more expression of **depression** and **anxiety** (Leveridge et al., 2005).



Family Interaction

- **Positive daily family interactions** reduce **females'** emotional distress and eliminate **gender differences** in internalizing symptoms at high levels of positive interactions (Telzer and Fuligni, 2013).
- **Depressive symptoms** in **girls** were more linked to the lack of protective family factors,
- while depressive symptoms in **boys** were more linked to the existence of harmful family factors (Smojveri-Ažič & Bezinovič, 2011).



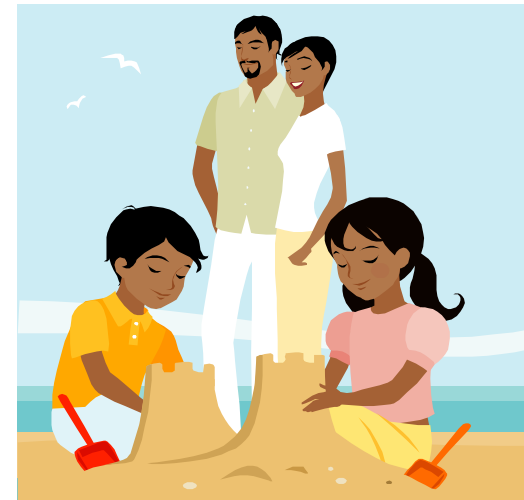
Family Interaction

- **Family activities and the father's warmth and affection** have a higher significance for **girls** than for boys,
- while **destructive parental conflict and the mother's aggression and hostility** are equally significant for both **girls** and **boys** (Smojveri-Ažič & Bezinovič, 2011).



Coping Strategies

- Active **avoidance** and religious/**denial coping strategies** are **positively** associated with **anxiety** (Fatima & Tahir, 2013).
- **Problem-focused** and **positive coping strategies** are **negatively** associated with **anxiety** (Fatima & Tahir, 2013).

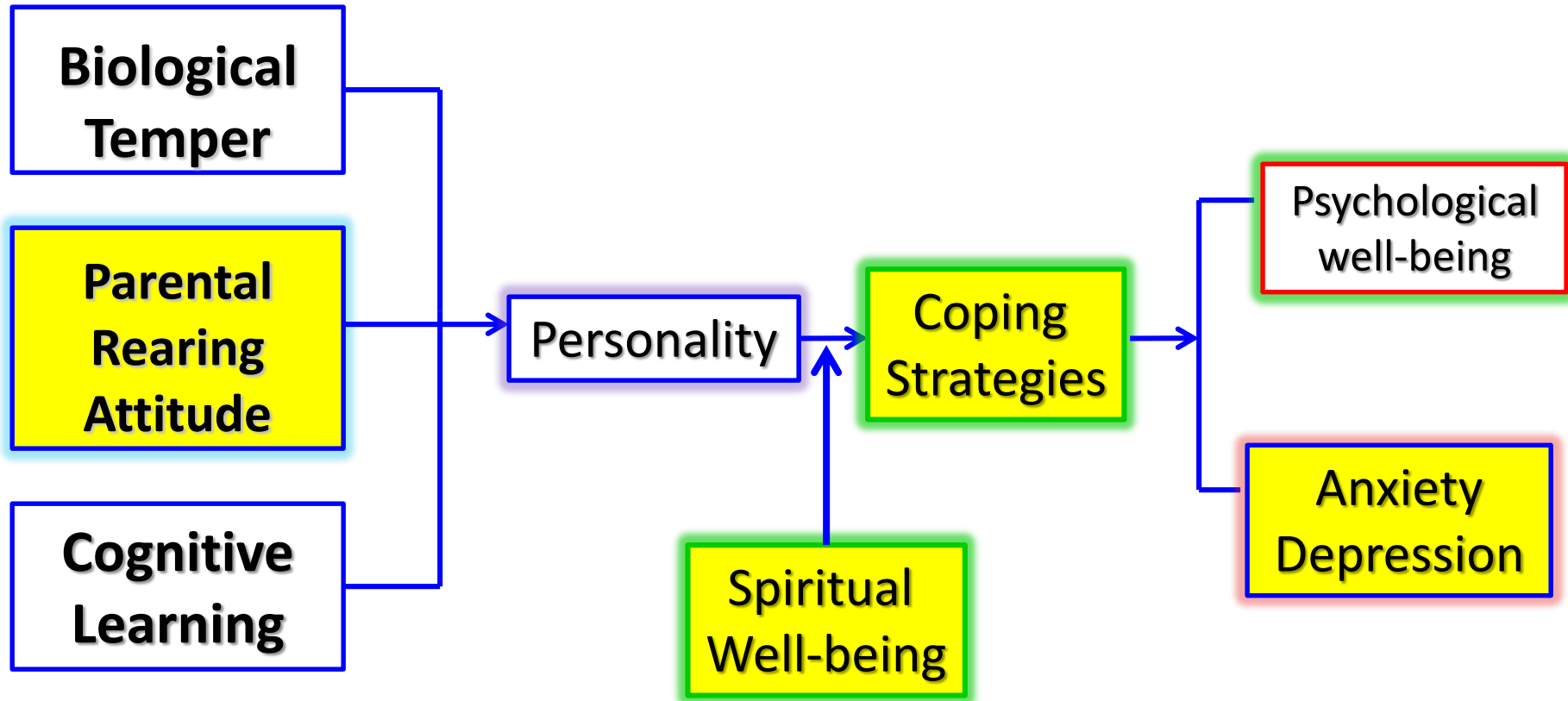


Purpose

The purpose of this study was to exam the relationships between college student's **spiritual well-being, parental rearing attitude,** and **coping strategies** with their **anxiety** and **depression**.



Theoretical Framework



Yeh & Chiao (2013)



Method



- **Cross sectional, descriptive design**
- **Approval was obtained from the Institutional Research Board.**
- **Questionnaires collected by investigators.**
- **There were 330 college students from an USA state university. The mean age of students was 25.20 years ($SD = 6.83$) (Range 19-56); 79 male (23.9%), 251 female (76.1%).**
- **Data was analyzed by SPSS 20.0**

Variables	Instruments	Items	Cronbach's Alpha	Range of Scores
Spiritual Well-being	Jarel Spiritual Well-being Scale (Hungelmann, Kenkel-Rossi, Klassen, & Stollenwerk, 1996)	21	0.84	21-126
Parent's Rearing Attitude	Iowa Family Interaction Rating Scales (Melby et al., in 1998)	29	Positive: 0.95 Negative: 0.71	29-145
Coping Strategies	Coping Strategies Inventory Short-Form (Addison et al., 2007)	16	(I) 0.83, (II)0.63 (III) 0.58, (IV) 0.49	16-80
Anxiety	Hamilton Anxiety Scale (Hamilton, 1969)	42	0.92	0-168
Depression	Zung Depression Scale (Zung, 1976)	20	0.79	20-80

Coping Strategies:

Factor 1: Problem-Focused Engagement

(Questions # 5, 6, 11, 13)

5. I try to let my emotions out

6. I try to talk about it with a friend or family

11. I let my feelings out to reduce the stress

13. I ask a close friend or relative that I respect for help or advice

Coping Strategies:

Factor 2: Problem- Focused Disengagement

(Questions # 1, 2, 8, 9)

1. I make a plan of action and follow it
2. I look for the silver lining or try to look on the bright side of things
8. I tackle the problem head on
9. I step back from the situation and try to put things into perspective

Coping Strategies:

Factor 3: Emotion-Focused Engagement

(Questions # 4, 7, 12, 14)

4. I hope the problem will take care of itself

7. I try to put the problem out of my mind

12. I hope for a miracle

14. I try not to think about the problem

Coping Strategies:

Factor 4: Emotion-Focused Disengagement

(Questions #3, 10, 15, 16)

3. I try to spend time alone

10. I tend to blame myself

15. I tend to criticize myself

16. I keep my thoughts and feelings to myself

Results: Table 1. Demographic Data Description

Variable	College Students (N= 330)
Age	$M = 25.20$ ($SD= 6.83$), Range: 19-56
Anxiety	$M = 31.49$ ($SD= 18.20$), Range: 2-124
Depression	$M = 34.94$ ($SD= 7.41$), Range: 21-60

	<i>n</i>	<i>%</i>
Gender: Female	251	76.1
White	302	91.5
Believe in Jesus Christ	270	81.8
Part Time Job	217	65.8
Unemployed	81	24.5
Income below \$1000 /month	209	63.3

Table 2. Pearson Correlations between College Students' Spiritual Well-being and their Anxiety and Depression (N= 330)

Spiritual Well-being	Anxiety	Depression
1. Faith/belief	-0.166**	-0.133*
2. Life/self responsibility	-0.259***	-0.261***
3. Life Satisfaction/self-actulization	-0.175***	-0.265***
Total Scores	-0.262***	-0.281***
Depression	0.705***	

*** $p < .05$ ** $p < .01$ *** $p < .001$ (2-tailed)**

r value in the table

Table 3. Pearson Correlations between College Students' Parental Rearing Attitude, and their Anxiety and Depression (N= 330)

Parental Rearing Attitude	Anxiety	Depression
Positive Parental Rearing Attitude total scores	-0.106	-0.164**
<i>1. Child monitor</i>	-0.037	-0.093
<i>2. Inductive Reasoning</i>	-0.160**	-0.212***
<i>3. Communication</i>	-0.154**	-0.202***
<i>4. Positive Reinforcement</i>	-0.032	-0.086
<i>5. Involvement</i>	-0.132*	-0.132*
Negative Parental Rearing Attitude total scores	0.220***	0.211***
<i>1. Inconsistent Discipline</i>	0.180***	0.182***
<i>2. Harsh Discipline</i>	0.163**	0.146**

* $p < .05$ ** $p < .01$ *** $p < .001$ (2-tailed)

Table 4. Pearson Correlations between College Students' Coping Strategies and their Anxiety and Depression (N= 330)

Coping Strategies	Anxiety	Depression
<i>Problem Focused Engagement</i>	0.003	-0.058
<i>Problem Focused Disengagement</i>	-0.316***	-0.368***
<i>Emotion Focused Engagement</i>	0.290***	0.282***
<i>Emotion Focused Disengagement</i>	0.304***	0.297***

*** $p < .05$ ** $p < .01$ *** $p < .001$ (2-tailed)**

r value in the table

Table 5. Stepwise Multiple Regression of College Students' Anxiety with Major Factors (N= 330)

Major Factors	Anxiety	
	β	t
<i>(SWB) Life/self responsibility</i>	-0.123	-2.390*
Negative Parental Rearing Attitude	0.172	3.475***
<i>Problem Focused Engagement</i>	0.134	2.611**
<i>Problem Focused Disengagement</i>	-0.225	-4.181***
<i>Emotion Focused Engagement</i>	0.117	2.198*
<i>Emotion Focused Disengagement</i>	0.226	4.296***
	$R^2 =$	0.244
	$F(df= 6, 323)=$	17.261***

* $p < .05$ ** $p < .01$ *** $p < .001$ (2-tailed)

Table 6. Stepwise Multiple Regression of College Students' Depression with Major Factors (N= 330)

Major Factors	Depression	
	β	t
<i>(SWB) Life/self responsibility</i>	-0.107	-2.100*
(Positive Attitude) Inductive Reasoning	-0.106	-2.038*
Negative Parental Rearing Attitude	0.119	2.302*
<i>Problem Focused Disengagement</i>	-0.246	-4.679***
<i>Emotion Focused Engagement</i>	0.126	2.395*
<i>Emotion Focused Disengagement</i>	0.176	3.457***
	$R^2 =$	
	$F(df= 6, 323)=$	18.328***

* $p < .05$ ** $p < .01$ *** $p < .001$ (2-tailed)

Conclusion

- As shown in Table 5, the model variables accounted for **24.4%** of the variance in **Anxiety**.
- **Life/self responsibility** ($\beta = -0.123, p < 0.05$), **Negative Parental Rearing Attitude** ($\beta = 0.172, p < 0.001$) and four **Coping Strategies** were found to predict significantly Anxiety.





Conclusion

- As shown in Table 6, the model variables accounted for **25.4%** of the variance in **Depression**.
- **Life/self responsibility** ($\beta = -0.107, p < 0.05$) , **Inductive Reasoning** ($\beta = -0.106, p < 0.05$) , **Negative Parental Rearing Attitude** ($\beta = 0.119, p < 0.05$) and 3 **Coping Strategies** were found to predict significantly.

Acknowledgement

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Thank You Very Much!

