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RESEARCH PAPER

Gender- Based Variation in Stress, Coping Strategies and Emotional Wellbeing Among Academic Staff in Public Saudi Universities

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ABSTRACT

This study aims to explore gender differences in occupational stress sources, coping strategies, and emotional well-being among academic staff in Saudi public universities. The leading theory of transactional stress and coping implies the impact of stress and coping strategies on the health and well-being of people. The study surveyed 475 academic staff, 340 females and 137 males employed in Saudi public universities. They were invited to participate in the study by responding to the questionnaire. The study's significant findings reveal distinct variations in occupational stress levels between male and female academic staff. Additionally, it highlights gender-based differences in coping strategies employed by academic staff. Furthermore, the study identifies a prevalent issue of suboptimal levels of emotional well-being among academic staff at public universities in Saudi Arabia. These findings underscore the importance of addressing gender-specific stressors and promoting strategies for enhancing emotional well-being within the academic environment. The presented results consider relevant research, and the practical implications indicate that when Saudi-based universities implement policies and support systems for their staff members, they should consider the gender-based differences emphasized in this study. This could involve providing targeted support programs and policies to address the specific stressors that male and female academics face. Also, encouraging open communication, promoting work-life balance, and fostering a culture of well-being can contribute to creating a more inclusive and supportive academic environment for all faculty members.

KEYWORDS: *Occupational stress; Coping strategies; Emotional wellbeing; Academics staff; Saudi public universities.*

1. Introduction

Stress is a significant challenge for individuals in the workforce, particularly those who are trying to balance their professional responsibilities with their personal lives. It has evolved to become a prevailing problem in the world today. The work environment is constantly evolving due to emerging technologies and globalizing economies. Higher education institutions compete with one another to attract students and funding; thus; the academic staff are under constant pressure to enhance their performance levels [1]. The teaching profession can be considered quite stressful [2,3]. This profession not only contributes towards research and development but also offers human capital to the nation for its technological, societal, policy and economic development [4,3]. When stress surpasses an individual's coping threshold, this overwhelming burden leads to decreased effectiveness, reduced productivity, and potentially even health issues [5].

The understanding of the gender and its relation to perceived stressors as well as coping strategies among faculty staff emerges as a key contextual study area. Research has been conducted with regard to the various stressors in the academic environment and also how different gender are able to deal or cope with various stressors at different levels. a foundational review of the literature provides a key understanding of the study on the Saudi public university faculty with regard to gender and perceived stressors. Therefore, a comprehensive review of literature is conducted with regard to the subject of study

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with consideration of key studies surrounding important concepts and theoretical elements of gendered differences in perceived stressors and coping strategies.

1.1. Rationale for study

Academic work is a vast profession since it integrates research, teaching, and administrative tasks along with extracurricular activities, such as community services Although an impression exists that academic jobs have low-stress levels, such a belief is not supported by reality.[6]. Blašková, Blaško, and Kucharčíková state that individuals believe that there are several privileges associated with having an academic job; however, these privileges may not be enough to keep the staff motivated [7].

Staff and faculty at universities are responsible for creating as well as disseminating knowledge as well as educating and training students [8]. Alterations within higher education systems also increase the academic staff's administrative work [9]. Over the past few years, various changes have taken place in the higher education systems of Saudi Arabia. These changes were made by the Ministry of Higher Education (MOHE) and Crown Prince Mohammed bin Salman in 2016 for the development and enhancement of higher education [10]. As part of this plan, Saudi Arabia is expected to be the most advanced nation in the world in terms of education and the world's strongest economy by 2030 [10]. Hence, the pressure on all Saudi Arabian higher education institutes has become high. The pressure was observed in the Saudi universities since it established a plan to enhance its research and education quality [10].

An advanced approach has been adopted by Saudi universities to respond to the global developments taking place to enhance the education system's competence and effectiveness. They are trying their best to positively contribute to society. The MOHE requires that training, development, and scientific research should be included in all aspects of a university's activities. As part of the country's 2030 vision, the Saudi Arabian government requires that the university's research and teaching quality be enhanced. Emphasis has been placed upon the importance of accreditation, quality assurance, and research productivity. [11] has observed that these changes make academics in Saudi Arabia very much involved in administrative tasks, which takes away from researching and publishing—the more important tasks. Publishing less has negative consequences for their career trajectory, causing such emotions as stress, anger, and confusion [11]. In addition, Gillispie's research found that employee well-being, creativity, and productivity are negatively influenced by high stress levels related to work [12]. Another study [13] also showed that the level of job satisfaction can be affected, negatively or positively, by the skills that the employee possesses and also by the opportunities available to him. Hence, the current study aims and add to the work-stress literature and extract variables that influence the well-being of employees. The specific context is Saudi Arabia and its university's Academics. In addition, coping mechanisms for stress and the emotional well-being of academic staff are analyzed regarding their gender.

1.2. Research problem

Through what was previously presented and based on Vision 2030, we find an increase in the levels of psychological stress and professional stress in the academic category, especially in Saudi universities. So that universities can keep pace with development and align with Vision 2030. This also led to an increase in work and thus an increase in the level of productivity. However the increase in job work within the university has a negative impact on the academic group itself, as it reduces the level of research productivity required by this group, which helps improve both the academic and living standards.

1.3.Research objectives

1. To assess and compare the occupational stress levels experienced by male and female academic staff in Saudi public universities.
2. To investigate whether coping strategies employed by academic staff in Saudi public universities vary based on gender.
3. To examine and compare the emotional well-being levels of male and female academic staff in Saudi public universities.

1.4. Study questions

1. Is there any significant gender-based difference in the level of occupational stress experienced by academic staff in Saudi public universities?
2. What diverse coping strategies are employed by academic staff in Saudi universities, and do they vary based on gender?
3. Are there any differences in the level of

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emotional well-being experienced by academic staff based on their gender?

1.5. Study hypothesis

1. H1: There are significant gender-based differences in the levels of occupational stress experienced by academic staff in Saudi public universities.

2. H2: The diversity of coping strategies employed by academic staff in Saudi public universities varies significantly between individuals, with notable differences based on gender.

3. H3: The majority of the academic staff at the university are experiencing suboptimal levels of emotional well-being, with significant variations observed when comparing the experiences of male and female staff members.

1.6. Theoretical framework of study

For stress and coping, the widely used theoretical framework is the [14] model of stress and coping, the Transactional Stress and Coping Theory (TTSC) [15, 16]. As part of this framework, stress is considered to be a transaction between an individual and their environment [17]. TTSC concerns intrapersonal stress and coping procedures along with their association with the health and well-being of the people [15]. If the stress levels are high, the health of the individual declines, specifically if the coping mechanisms of the individual are weak and their management strategies are ineffective [17,18]. TTSC provides a theoretical framework to assess the influence of stress and coping mechanisms on the mental health and well-being of academics [19]. It also provides the theoretical foundation for the current research.

Figure 1 illustrates the transactional stress model and coping theory, which is a cognitive model in which stress and coping are viewed as processes influenced by changing cognitive appraisals.

The model suggests that individuals evaluate stressors, determine their importance, and choose ways to cope. Effective coping techniques can help individuals deal with stress more effectively and maintain their well-being. This model is widely used to understand how people deal with stress in different situations.

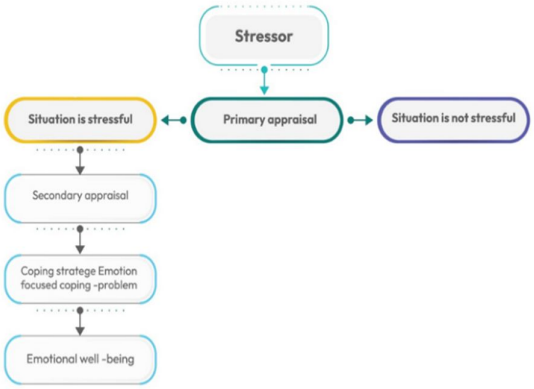

Figure 1: Transactional Stress and Coping Theory Model

2. Literature Review

2.1. Gender and stress: global perspective

When looking at the global perspective with regard to gender and stress, various studies have shown that there is a gender difference in the experience and effects of stress [20, 21]. It has been observed that women tend to report higher levels of stress when compared to men, especially in work related context [22]. This can be attributed to several factors which include the societal expectations, discrimination as well as unequal distribution of responsibilities that are influenced by gender capabilities. From a global perspective as asserted by [23], women are often expected to balance multiple roles, both at work and at home and this is what the Kingdom seeks according to Vision 2030, as it allows women to cooperate in businesses and manage them [24], but it may lead to a rise in stress levels.

With regard to men, in most cases, they may face different types of stress including pressure to provide for their families and societal expectations that are culturally linked male gender. However, according to [25], these

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stressors may not always manifest in the same way as they do for women. In most cases, the men may tend to internalize their stress even more and may be less likely to seek help or support especially when they experience some high levels of stress. This can lead to higher rates of mental health issues in men including depression and anxiety.

These gender differences in stress are not limited to one culture or society and have been studied across the globe [26]. For instance, some studies have shown that women across different countries experience higher levels of stress compared to men. However, the specific causes of this may vary depending on cultural norms and expectations practiced in these countries. [27], believes that women in collectivistic cultures may tend to report higher levels of stress due to pressure from their families and communities, while women in individualistic cultures may experience more workplace-related stress. Essentially, this highlights the importance of considering cultural factors when studying gender and stress.

2.2. Gender roles and stress in saudi arabia

The Kingdom of Saudi Arabia is considered to be a country with a rich culture and history that is deeply rooted in Islamic traditions and values. This means that gender roles play a significant role in shaping the lives of individuals, families, and society as a whole in this conservative nation. Recently, there has been an increasing trend and interest in studying the perceived impact of gender roles and their association with stress levels among Saudi individuals from different contexts.

According to a study by [28], traditional gender roles in Saudi Arabia are deeply ingrained and have a strong influence on the daily lives of both genders. These roles can be seen in various aspects of Saudi life including education, employment opportunities, family dynamics, and social interactions. In this conservative country, men are expected to be the breadwinners and decision-makers, while women's roles are primarily focused on domestic responsibilities and child-rearing [27]. This rigid division of labor can create stress for both genders as they struggle to meet societal expectations and fulfill their cultural obligations. Moreover, [28] asserted that traditional gender roles can also contribute to increased stress levels among women in Saudi Arabia. Similarly, a study by [27], also found that working women reported higher levels of work-family conflict and perceived stress compared to their male counterparts. This could be due to the added pressure of balancing both work responsibilities and domestic duties, as well as facing discrimination and limited career opportunities based on their gender.

Comparatively, the men in Saudi Arabia also faced stress related to their gender roles and they were not an exception. According to a study by [23] traditional expectations of masculinity in Saudi society often lead to stress and mental health issues, especially among men who feel pressure to fulfill these extensive expectations. This can include providing for their families financially, being the sole decision-makers, and maintaining a strong public image thus failure to meet these expectations can result in feelings of inadequacy and stress.

2.3. Occupational stress sources and coping strategies in academia

The academic environment can be both exciting and challenging as it involves various aspects of learning and academic functions which can be stressful. While it allows for continuous learning and growth, it also comes with its own set of stressors, especially for those faculty involved in the management of according to functions. In higher education the responsibility not only for fostering research and development but also for imparting essential human capital to the nation—a crucial factor for achieving sustainable advancement across the realms of economy, society, policy, and technology [4, 3]. Within this landscape, the profession of teaching within higher education emerges as one of the most demanding vocations [29, 2, 3]. In 2002, the European Commission published Guidance on Work-Related Stress, in which stress is defined as the behavioral, cognitive, physiological, and emotional reaction to toxic and hostile work environments and organizations [30]. Stress-related to jobs or work is due to the inconsistency among the demands and the ability of the individuals to manage these demands within the given time limit [30]. The Health and Safety Executive (HSE) (2001) defines stress as the unfavorable response individuals experience when confronted with excessive pressure or various forms of demands. According to these perspectives, stress can manifest in diverse manners and is frequently a consequence of a blend of influences from both our personal and professional domains. They emphasize that stress is not an indication of fragility; if left unrecognized, stress can gradually result in

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diminished effectiveness, compromised well-being, and extended periods of work absence (source: www.hse.gov.uk).

Some studies indicate that occupational stress is prevalent among academic and general staff of Australian universities; nearly 30% to 60% of academics experience stress due to the institution's working environment [31]. According to recent studies, higher education alterations have enhanced the level of stress among teachers at universities [32, 33]. There is a high level of competition, and academics are required to perform many different tasks related to publications, research, and teaching [34, 35]. Therefore, the academic staff workload increases with job insecurities [36, 37]. Makhbul and Sheikh have shown that academic staff stressors within any higher education institute include communication, resources, benefits and pay, job security, job control, working conditions, and work-life balance [38]. Furthermore, Winefield and Jarret and Ahmadt et al. have suggested that stress usually arises due to such aspects as funding being cut at universities, heavy teaching loads, securing funding for research, poor working relationships with colleagues, lack of resources, and unrealistic management expectations [31, 39]. Rutter, Hezberg, and Paice have also emphasized such aspects as slow career advancement, insufficient salary, inadequate professional development, high levels of pressure, constant work interruptions, poor level of motivation, and poor working conditions [40]. Furthermore, [41] have pinpointed the expectations linked to managerial roles and the interplay between job-related responsibilities and domestic responsibilities as factors of concern. Additional sources of academic stress were unearthed in studies conducted by [40]. The findings presented by Voltmer et al. underscore that the act of teaching or lecturing in itself involves stress-inducing tasks, such as grading exam papers, developing the curriculum, creating exams, and selecting suitable methods for lesson delivery [42].

Occupational stress is managed by everyone in their own way based on the stress factors, personal variables, and the environment [43]. Some individuals may be able to calmly manage the stress influencing their personal lives or working environment. The way individuals can cope with stress can also be influenced by their gender while there is no one right way to cope with stress, and according to [44] men and women may use different coping strategies. [45] social support as well as expressing emotions, while men were more likely to use problem-focused coping strategies, i.e. finding solutions and actively addressing the issue that is causing stress. This difference in coping styles may be attributed to societal expectations and in some cases the gender roles, with men being encouraged to take charge and solve the problems while the women are expected to be more nurturing and emotional. According to [46], women are more likely to experience higher levels of stress and report seeking support from their social networks even more.

The academic staff of higher education institutions has various strategies in this regard, such as time management, asking for help, or exercising [47]. Others, however, resort to unhealthy coping mechanisms, such as unhealthy eating, smoking, substance abuse, or alcohol consumption [48]. An American university carried out a survey exploring the negative coping mechanisms used by academics [48] and highlighted drug abuse and alcohol consumption as key ones. Even though these two aspects are considered negative coping mechanisms Sattler and others state that in the modern world, using drugs to manage and reduce stress can be quite beneficial for academics [49]. Yet another report states that work stress can be reduced if positive coping mechanisms are adopted [8]. For academics, these mechanisms not only maintain mental well-being but also protect their physical health [8]. A study done by Alharbi and Hasan shows that there exist several conventional methods for handling daily stress. These encompass physical activity, emotional and psychological therapies, adjustments in work methodologies, or even medication. The prevailing belief is that the most effective approach to stress management involves acquiring the skills to handle it through constructive and healthful coping strategies. A fundamental initial stride in proficiently managing stress involves gaining a better understanding of oneself, recognizing stress triggers, and formulating responses to demanding situations [50]. As a result, this study contributes to the body of knowledge regarding stress experienced by university staff within Saudi Arabia.

2.4. Emotional well-being among academics

The literature review on the impact of stress and coping strategies on emotional well-being has shown that extensive stress can have negative effects on an individual's mental and physical

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health. According to [51] and Holton, [48], chronic stress also contributes to weakened health status, making individuals more vulnerable to illnesses and also to the emotional wellbeing of an individual.

Globally, a variety of stress management and health strategies have been adopted within the workplace to counteract the potential adverse consequences of work-related stress. In the professional setting, such measures can contribute to improving an individual's drive, performance, contentment, and personal accomplishments [48]. The influence of work-induced stress extends to both the mental and physical health of employees as well as the overall health of the organization. Stress can manifest itself in various ways; individuals experiencing stress are more prone to suffer from poor health, diminished motivation, reduced productivity, and decreased safety while on the job [50].

Professional industries consider well-being as an essential part of creating a healthy work environment [52]. Within higher education, teaching is considered to be a highly stressful job [42], and the stress is believed to increase over time [53]. For instance, in a study done by Johnson and others, they found that academics' psychological well-being, physical health, and job satisfaction were quite poor because of occupational stress [54].

The well-being of these academics is essential to make sure the teaching quality remains high, and students can achieve their goals [53]. However, Mohamed and Mohamed believed that workplace stress is quite inevitable and that educators and learners are both affected. Stress can have the following consequences: high staff turnover, poor job satisfaction, poor employee health resulting in missed work, high healthcare costs, and an inefficient working environment [55]. Another study revealed that a large proportion of academics surveyed regretted choosing this path and wanted to leave academic work [37]. Such an attitude negatively affects an individual's quality of life along with higher education standards [1]. Furthermore, when teachers suffer from high stress levels, their teaching effectiveness declines. For instance, a significant inverse association is present between perceived stress within higher education and cognitive activities, such as concentration, decision-making, creativity, as well as the ability to resolve issues [37].

In addition, the use of effective coping strategies has been found to mitigate the negative effects of stress and promote emotional well-being among individuals of both genders [56]. Since coping strategies involve cognitive and behavioral efforts that are used by individuals to manage external or even internal demands that are appraised as exceeding their resources. Studies have shown that individuals who use adaptive coping strategies such as seeking social support, practicing mindfulness, or engaging in physical exercise tend to report better mental health outcomes [57, 58]. [45] highlighted the importance of timing and flexibility in coping strategies, for instance, while problem-focused coping may be effective in managing acute stressors, it may not be as helpful when dealing with chronic or uncontrollable stressors under any circumstance. In these cases, emotion-focused coping strategies may be more beneficial in regulating emotions and promoting well-being. Therefore, individuals who are able to adjust their coping strategies according to the specific demands of a situation may experience better emotional outcomes in the long run.

All these aspects are quite critical within academia [59, 60]. However, there is limited research regarding the emotional well-being of academics and their coping mechanisms for stress in terms of affecting their well-being and health, especially in Saudi Arabia. Hence, it is essential to assess factors that help reduce the negative influences of stress on health [61]. As well as how to avoid stress and enhance well-being within the higher education setting [62].

3. Research Methodology

3.1. Participant

The sample of this study consists of 475 Saudi university academics, 137 men and 340 women ranging from professor, associate professor, assistance professor, and lecturer. The participants expressed their agreement to participate in the study by checking a box on a consent form after reviewing the information sheet. Ethical approval was granted by Research Ethics Committee of the University of Tabuk.

3.2. Procedures

The research employed a convenience sampling as it involves selecting participants who are easily accessible or available. Although it would be ideal to include the entire population, Dörnyei noted that due to the population's near-finite size, it is typically not feasible to include every topic. This is the justification for the use of sampling techniques such as convenience sampling, which is a kind of nonprobability or nonrandom

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sampling in which members of the target population who satisfy certain practical requirements, like ease of accessibility, availability at a specific time, or willingness to participate, are included for the study's purposes [63]. In this study, faculty members were the targeted participants, selected for their accessibility through email. Invitations to participate in the study were extended to all faculty members, across public universities in Saudi Arabia. The study utilized an electronic questionnaire to investigate stress sources among faculty members, explore coping strategies employed, and examine their impact on emotional well-being. The survey took approximately 20 minutes to complete.

3.3. Instruments

In this study, data collection was done using four instruments: a demographic questionnaire, the Faculty Stress Index (FSI), Brief-COPE, and the Warwick–Edinburgh Mental Well-Being Scale (WEMWBS) questionnaire.

3.3.1. Socio-demographic characteristics questionnaire

This instrument was used to collect significant demographic details, which included age, gender, nationality, college name, educational level, work experience, position, and hours spent working every week.

3.3.2. Measurement of stress

Gmelch created the Faculty Stress Index (FSI) to reveal the stress levels of the faculty, and this study uses it to better understand the levels of stress experienced in Saudi public universities. There are a total of 45 items in the FSI that help identify, classify, measure, and support the formulation of strategies that the faculty can use to manage stress [64]. There are five subscales present in the FSI items, which are time limitation, professional identity, reward and recognition, student interaction, and departmental influences. The survey has been reduced to 39 items, and some sentences have been updated to reflect the work environment in Saudi universities. A five-point Likert scale was used to develop the FSI questionnaire.

3.3.3. Measurement of coping strategies

Carver introduced the Brief-COPE in 1997, which is a self-report questionnaire containing 28 items divided into 14 subscales. Its purpose is to assess the effectiveness of various coping strategies employed by individuals when faced with stressful life events. Participants rate each item on a scale from 1 to 4, where 1 represents “I haven’t been using this coping method at all,” and 4 represents “I've been using this coping method extensively.” A condensed version of the questionnaire has been developed that includes 18 items across nine subscales. These are substance use, active coping, emotional support, instrumental support, positive reframing, planning, behavioral disengagement, religion, and acceptance.

3.3.4. Measurement of emotional well-being

Stewart-Brown and Janmohamed formulated the Warwick–Edinburgh Mental Well-being Scale (WEMWBS) in 2008. The purpose of this scale is to determine an individual’s mental health, including their thoughts and feelings, over the preceding two weeks. This scale employs a 5-point rating system that ranges from “none of the time” to “all of the time.”

3.4. Limitations of the study

The study also faced some of limitations which it focused solely on academic staff in public universities in Saudi Arabia, this limited its generalizability to other populations within the university setting which could provide important data in understanding the relations and the coping strategies and how this differs between different groups or populations within the university settings. Future studies could benefit from larger and more diverse samples which would be important to obtain a more comprehensive understanding of this specific topic.

4. Results and Findings

4.1. Data analysis procedure

To analyze and compare the results, the study requires the use of the Statistical Package for the Social Sciences (SPSS version 21). In this context, the arithmetic means and standard deviations of the results pertaining to each question as a whole are computed.

4.2. Measuring the accuracy and consistency of research data

a) Content validity

The scale of the occupational stress measure, the measurement of coping strategies, and the

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measure of emotional well-being were presented in its initial form to several arbitrators, and members of the teaching staff in the field of specialization who gave their views. This was designed to measure their occupational stress sources and levels, coping strategies, and emotional well-being. A 16-specialist agreement method was used to calculate the stability of the observers to determine which arbitration clauses are being implemented, the observations are recorded separately from each other. The number of times the agreement between the two observers was determined using the Cooper formula: the ratio of the agreement = (number of times the agreement + number of times the agreement) x 100, and the ratio of the agreement ranged from 75% to 100%, which is acceptable. This is shown in table 1 below**.**

Tab. 1. The factor of the agreement by arbitrators on the number of expressions of the axes of the faculty occupational stress measure, the coping strategy, and the emotional well-being measures

Items	Number of times agreement	Number of times there is disagreement	Coefficient of agreement
Language integrity of phrases	16	0	100%
phrases Easy and clear	16	0	100%
Fits the number of phrases per axis	12	4	75%
The logical sequence of phrases within each axis	12	4	75%

b) Correct internal consistency

To calculate the internal consistency of the measurement of the occupational stress of academics, coping strategies, and emotional well-being, a sample of n= 50 was applied and statistically processed to determine the person correlation coefficient which was calculated between the dimensions and the overall degree of the questionnaire.

Tab. 2. Affiliation factors of the faculty occupational stress scale = (50)

Axis	Number of phrases	Correlation coefficient
Rewards & Recognition Subscale	10	0.864**
Time Constraint Subscale	12	0.832*
Departmental Influence Subscale	8	0.871**
Professional Identity Subscale	5	0.843**
Students' Interaction Subscale	4	0.793**

**A function at a level of 0.01. (0.05)

As for the measurement of coping strategies, the researcher found a positive correlation between the terms and the adjustment strategy questionnaire (as a whole), where the correlation factor was 0.776, a function at 0.01, the emotional well-being questionnaire scale and a positive function correlation between the terms and the questionnaire (as a whole), where the correlation coefficient value was 0.857, a function at 0.01, the emotional well-being index showed a positive function between the terms and the questionnaire all these were as a function 0.01.

Consistency of the occupational stress measure for academic staff using the Alpha Cronbach method, Split-Half

Tab. 3. Alteration factor of the teaching staff occupational stress measure

Axis	Items	Correlation coefficient	Items	Correlation coefficient	Items	Correlation coefficient
Rewards & Recognition Subscale	1	.753**	2	.878*	3	.855*
	4	.770**	5	.760**	6	.877*
	7	.736**	8	.768*	9	.883*

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	10	.720*				
Time Constraint Subscale	1	.828*	2	.888*	3	.876**
	4	.870**	5	.870**	6	.808*
	7	.862**	8	.824*	9	.865*
	10	.850**	11	.808*	12	.811**
Departmental Influence Subscale	1	.819*	2	.879**	3	.837*
	4	.767*	5	892	6	.875*
	7	.786*	8	.657*		
Professional Identity Subscale	1	.728*	2	.888*	3	.851
	4	.770**	5	.870**		
Students' Interaction Subscale	1	.789**	2	.858**	3	.761**
	4	.775**				

**A function at a level of 0.01. (0.05)

Tab. 4. Persistence coefficients for measuring the occupational stress of faculty members, and at each of the axes.

Axis	Alpha coefficient	split half Spearman's coefficient	Guttman coefficient
Rewards & Recognition Subscale	0.831**	0.833**	0.832**
Time Constraint Subscale	0.833*	0.842**	0.843**
Departmental Influence Subscale	0.846**	0.845**	0.849**
Professional Identity Subscale	0.856**	0.852**	0.853**
Students' Interaction Subscale	0.841**	0.843**	0.849**

It is clear from table 4, that the constant coefficient values (alpha, half-segment, which include the Spirerman coefficient, and the Gtman coefficient) are a function at the level (0.01) of the occupational stress scale of the teaching staff (as a whole) and at each of its axes, confirming the consistency and relevance of the questionnaire for current research.

Calculating the consistency of the coping strategy questionnaire:

The researcher calculated the stability factors for the meter using the Alpha Cronbach method, Split-Half as shown in Table (5) below:

Tab. 5. Linkage factor of the adaptation strategies questionnaire

Items		Correlation coefficient
Problem Focused Coping		
CS1	I've been concentrating my efforts on doing something about the situation I'm in.	.586**
CS2	I've been taking action to try to make the situation better.	.888*
CS3	I've been getting help and advice from other people.	.788**
CS4	I've been trying to see it in a different light, to make it seem more positive.	.884*
CS5	I've been trying to come up with a strategy about what to do.	.755*
CS6	I've been looking for something good in what is happening.	.561**
CS7	I've been thinking hard about what steps to take.	.620**
Avoidance Coping		
CS8	I've been turning to work or other activities to take my mind off things.	.857**

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CS9	I've been saying to myself "This isn't real."	.776**
CS10	I've been using alcohol or other drugs to make myself feel better.	.750*
CS11	I've been giving up trying to deal with it.	.758*
CS12	I've been refusing to believe that it has happened.	.760**
CS13	I've been giving up the attempt to cope.	.667*
CS14	I've been doing something to think about it less, such as going to movies, watching TV, reading, daydreaming, sleeping, or shopping.	.751
Emotions Focused Coping		
CS15	I've been getting emotional support from others.	.579**
CS16	I've been saying things to let my unpleasant feelings escape.	.668*
CS17	I've been criticizing myself.	.708*
CS18	I've been getting comfort and understanding from someone.	.655*
CS19	I've been making jokes about it.	.706*
CS20	I've been accepting the reality of the fact that it has happened.	.770**
CS21	I've been expressing my negative feelings.	.765**
CS22	I've been trying to find comfort in my religion or spiritual beliefs.	.650**
CS23	I've been learning to live with it.	.652**
CS24	I've been praying or meditating.	.619*

**A function at a level of 0.01. (0.05)

The results of Table 5 indicate that the phrases relate to the total level of the distance, with the values of the correlation factors reaching their statistical significance at the level of 0.05 and at the level of 0.01, thus confirming the consistency and relevance of the scale for current research. Calculating Emotional Wellbeing Reliability Questionnaire:

The researcher calculated the consistency factors for the questionnaire using the Alpha Cronbach method, Split-Half as shown in Table (6).

Tab. 6. Consistency factors for the questionnaire using the alpha cronbach method, split-half

	Items	Correlation coefficient
EW1	I've been feeling optimistic about the future	.737*
EW2	I've been feeling useful	.710**
EW3	I've been feeling relaxed	.774*
EW4	I've been feeling interested in other people	.779**
EW5	I've had energy to spare	.767**
EW6	I've been dealing with problems well	.719*
EW7	I've been thinking clearly	.764*
EW8	I've been feeling good about myself	.746*
EW9	I've been feeling doing well other people	.874*
EW10	I've been feeling confident	.840**
EW11	I've been able to make up my own mind about things	.767**
EW12	I've been feeling loved	.770**
EW13	I've been interested in new things	.727*
EW14	I've been feeling cheerful	.873**

**A function at a level of 0.01. (0.05)

The results in Table (6) indicate that the terms relate to the overall level of the emotional well-being questionnaire, with the coefficient values being statistically significant at the level of 0.05 and at the level of 0.05. (0.01).

Tab. 7. Persistence coefficient for emotional well-being questionnaire (e.g.)

Axis	Alpha coefficient	Split half	
		Spearman's coefficient	Guttman coefficient
Emotional well-being	0.761**	0.733**	0.732**

It is clear from the table that the constant coefficient values (alpha, half-segment, which include the Spearman coefficient, and the Gutman coefficient) are a function at the level of

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0.01) of the emotional well-being questionnaire (as a whole), confirming the consistency and applicability of the questionnaire in the current research.

Statistical Analysis

The statistical analysis was conducted based on the hypothesis that this research adopted to investigate important assertions based on each of the hypotheses.

Tab. 8. The value of "T" and its statistical indication of the differences between the averages of the sample responses to research on the axes of the occupational stress scale and the overall coping strategies and emotional well-being according to the gender variable

Variable	Gender	N	Mean	Std. Deviation	Std. Error Mean	T	Df	Sig. (2-tailed)
Rewards & Recognition Subscale	Male	137	29.56	9.51	0.81	2.230*	475	.026
	Female	340	31.57	8.64	0.47			
Time Constraint Subscale	Male	137	37.62	9.36	0.80	3.686**	475	.000
	Female	340	40.71	7.83	0.42			
Departmental Influence Subscale	Male	137	24.20	7.58	0.65	4.807**	475	.000
	Female	340	27.55	6.57	0.36			
Professional Identity Subscale	Male	137	15.50	4.80	0.41	4.443**	475	.000
	Female	340	17.69	4.90	0.27			
Students' Interaction Subscale	Male	137	12.93	3.54	0.30	.387	475	.699
	Female	340	13.07	3.45	0.19			
Occupational stress	Male	137	119.82	30.51	2.61	3.774**	475	.000
	Female	340	130.60	27.23	1.48			
Coping strategies	Male	137	54.66	11.08	0.95	8.054**	475	.000
	Female	340	62.83	9.56	0.52			
Emotional wellbeing	Male	137	50.47	9.73	0.83	1.138*	475	.046
	Female	340	49.15	12.06	0.65			

A function at a level of 0.01. (0.05)

Tab. 9. Proportional distribution of levels of occupational stress of academic's staff

Axis	Levels	Degree	N	%	Mean	weight	Arrangement
Rewards & Recognition Subscale	Low	(14<26)	163	34.17	1.96	65.20	5
	Median	(26<38)	172	36.06			
	High	(38 and more)	142	29.77			
	Total		477	100			
Time Constraint Subscale	Low	(12<28)	34	7.13	2.25	74.91	3
	Median	(28<44)	291	61.01			
	High	44) and more)(	152	31.87			
	Total		477	100			
Departmental Influence Subscale	Low	(9<19)	51	10.69	2.17	72.40	4
	Median	(19<30)	293	61.43			
	High	30) and more)(	133	27.88			
	Total		477	100			
Professional Identity Subscale	Low	(5<12)	62	13.00	2.39	79.52	1
	Median	(12<18)	169	35.43			
	High	18) and more)(	246	51.57			
	Total		477	100			
Students' Interaction Subscale	Low	(4<9)	70	14.68	2.27	75.68	2
	Median	(9<15)	208	43.61			
	High	15) and more)(	199	41.72			
	Total		477	100			
Total	Low	(46<96)	69	14.47	2.08	69.18	

Tab. 10. Proportional distribution of levels of coping strategies

	Levels	Degree	N	%	Mean	Weight
Coping strategies	Low	(30<50)	74	15.51	2.13	70.86
	Median	(50<70)	269	56.39		
	High	(فأكثر 70)	134	28.09		
	Total		477	100		

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Tab. 11. Relative distribution of levels of emotional well-being

Variable	Gender	N	Mean	Std. Deviation	Std. Error Mean	T	Df	Sig. (2-tailed)
Emotional wellbeing	Male	137	50.47	9.73	0.83	1.138*	475.046	
	Female	340	49.15	12.06	0.65			

Tab. 12. Matrix of correlations between the axes of the faculty occupational stress scale, coping strategies, and emotional well-being Correlations

		Rewards & Recognition Subscale	Time Constraint Subscale	Departmental Influence Subscale	Professional Identity Subscale	Students' Interaction Subscal	occupational stress	Coping strategies	Emotional wellbeing
Rewards & Recognition Subscale	Pearson Correlation	1	.688**	.764**	.607**	.538**	.873**	-.104*	-.025
	Sig. (2-tailed)		.000	.000	.000	.000	.000	.023	.585
Time Constraint Subscale	Pearson Correlation		1	.742**	.650**	.734**	.893**	-.179**	.027
	Sig. (2-tailed)			.000	.000	.000	.000	.000	.559
Departmental Influence Subscale	Pearson Correlation			1	.727**	.706**	.915**	-.005	.023
	Sig. (2-tailed)				.000	.000	.000	.914	.613
Professional Identity Subscale	Pearson Correlation				1	.707**	.819**	-.151**	-.138**
	Sig. (2-tailed)					.000	.000	.001	.003
Students' Interaction Subscal	Pearson Correlation					1	.802**	-.081	-.040
	Sig. (2-tailed)						.000	.078	.382
Occupational stress	Pearson Correlation						1	-.122**	-.123
	Sig. (2-tailed)							.007	.615
Coping strategies	Pearson Correlation							1	-.134**
	Sig. (2-tailed)								.047
Emotional wellbeing	Pearson Correlation								1
	Sig. (2-tailed)								

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

A function at 0.05. A function at 0.01.

Tab. 13. Coefficientsa

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
Emotional wellbeing	(Constant)	150.562	10.716		14.050	.000
	Occupational stress	-11.380	2.808	.180	4.053	.000
	Coping strategies	-15.478	2.535	-.323	6.106	.000
	R	.435				
	R Square	.189				
	Adjusted R Square	.177				
	F	15.635				
	Sig	.000				

5. Discussion of the findings

The understanding of gender-based stress, coping strategies, and emotional well-being among faculty members in Saudi universities takes a multifaceted approach to be able to understand each of the variables and how each of the stated variables is manifested in the subject of study. To discuss the particular components, the research

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hypothesis is taken as a guiding factor to be able to ascertain how the variables are effectively studied as far as the research objectives are concerned.

Hypothesis 1:

H1: There is significant gender-based differences in the levels of occupational stress experienced by academic staff in Saudi public universities.

The results of the study suggest that there are certain factors within the work environment that contribute to occupational stress among faculty members. For instance, descriptors of indicators (occupational stress associated with reward and recognition) are linked to the total level of the distance, with the values of the correlation factors being statistically significant at the level of 0.05 and the level of 0.05. (0.01). This indicates that there is a significant relationship between reward and recognition and the overall level of occupational stress experienced by the faculty members. This finding is consistent with previous studies that have shown that rewards and recognition usually play a crucial role in reducing work-related stress among employees [24, 45, 19]. From the results the existence of a positive function correlation between the occupational stress associated with rewards and recognition and the measurement of the occupational stress of teaching staff where the correlation factor (0.864) indicates that there is a strong relationship between the two variables. Also, there is a positive correlation between the occupational stress associated with time constraints and the measurement of the occupational stress of the faculty (as a whole), where the correlation factor (0.832) is equal to a function at a level of 832. (0.01). The existence of a positive function correlation between the occupational stress associated with departmental influence and the measurement of the occupational stress of faculty members and also occupational stress associated with professional identity had a correlation factor of (0.843), which clearly indicates the variables have a strong influence on each other. Finally, there was also a positive function correlation between the occupational stress associated with student interaction and the measurement of the occupational stress of faculty members (as a whole) where the correlation factor was equal to (0.793).

There is a statistical discrepancy between the responses of the research sample on the scale of occupational stress of the academic staff (rewards & recognition, time constraints, departmental influence, professional identity) depending on the gender variable, where the value of (F) was statistically significant, respectively - for the benefit of females. The researcher explains this by in Saudi Arabia females may face additional sociocultural pressures in their roles and duties toward family and work [20]. This can make them experience more pronounced conflicts between work and also their personal life due to the time constraints which result in work-related stress. In terms of personal identity, academia is a male-dominated fields which increase the challenges women face to maintain their identity due to a lack of role models, gender expectations and stereotypes, which in turn can lead to a high level of stress.

Furthermore, from the analysis of the results, there is no discrepancy statistically existing between the responses of the research sample to the occupational stress associated with the interaction of students according to the change of gender, where the value of (F) was statistically undedicated. This is because universities in Saudi Arabia have strong support systems and policies for managing students' issues, and the relationship between academic staff and students is very strong which in this case does not present any stress for both male and female academics [20].

Even with critical analysis, it was evident that there is a statistical discrepancy between the responses of the sample research on coping strategies according to the gender variable, where the value of (F) was respectively statistically significant values for females, and the researcher explains that. Females are known for using various coping strategies when compared to males. In academia, females might be challenged by underrepresentation and gender bias or additional life pressures in terms of balancing their professional and personal responsibilities [24]. There is a statistical contrast that exists between the responses of the research sample to emotional well-being based on the gender variable, in an academic setting, males face different pressures compared to females. The occupational stress might have been linked to career advancement, maintaining authority, or competition which influence their emotional well-being.

These particular results can be interpreted based on the hypothesis that there is significant gender-based differences in the levels of occupational stress experienced by academic staff in Saudi public universities. Additionally, these results have significantly supported the first hypothesis by providing evidence that there are factors such

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as rewards and recognition, time constraints, departmental influence, professional identity, and student' interaction that may contribute to occupational stress among faculty members [65]. Furthermore, the results have also shown that there is a significant relationship between these factors and the overall level of occupational stress that is experienced by male and female faculty members. This indicates that gender may be a significant factor in determining the level of occupational stress among academic staff.

Hypothesis 2:

H2: The diversity of coping strategies employed by academic staff in Saudi public universities varies significantly between individuals, with notable differences based on gender.

Based on the results they suggest that there may be some validity to this hypothesis. Firstly, it is clear from the varying percentages in each coping strategy for both males and females that different individuals have different coping mechanisms when it comes to occupational stress. This is further supported by the fact that certain strategies, such as "problem-focused" and "avoidant" coping, had higher percentages for one gender compared to the other. For example, in "problem focused" coping, males had a higher percentage (12.60%) of doing this a little bit compared to females (11.70%). On the other hand, females had a significantly higher percentage (4.00%) of using "avoidant" coping compared to males (0.00%).

These differences in coping strategies could be attributed to various factors, such as cultural norms and societal expectations. For instance, males may feel more pressure to use problem-focused coping as they are expected to handle stress and find solutions independently, while females may feel more comfortable using avoidant coping as they may have been socialized to rely on others for support. Furthermore, the data also shows that there are varying levels of occupational stress among faculty members, with some experiencing it more than others. This could also contribute to the differences in coping strategies employed by individuals.

The values included in Table (12) showed different levels of coping strategies. They were the first for the middle level, with an estimated 56.39 percent, followed by a high of 28.09 percent and a low of 15.51 percent, the result shows that academics have been using various coping strategies ranging from problem-focused coping, and avoidance coping to emotions-focused. It is clear that academics have high usage of emotions focused strategies, then problem-focused coping, and show low usage of avoidance coping. Men tend to employ a higher proportion of coping strategies centered around addressing the issue directly, while women tend to utilize a greater proportion of coping strategies focused on emotional responses. according to a [66] study, which found that Men and women commonly employ distinct coping styles: masculine behavior tends to involve two seemingly conflicting approaches, confronting the problem head-on and avoiding it. In contrast, females frequently exhibit more emotional responses to their challenges and are expected to dedicate additional time to discussing these issues with friends and family. Consistent with these findings, [67] note that the two genders often operate within distinct social contexts, leading to varied responses. Kirchner, [57] suggests that, while men commonly regulate their emotional states by employing more cognitive than behavioral avoidance, women employ both avoidance tactics with a similar frequency. Some researchers [68, 50] argue that men's strategies are more instrumental and active, focusing on problem-directed adaptation. In contrast, women more frequently utilize emotion-focused coping strategies to adjust their behavior. Specifically, [66] reports that women are more prone to using verbal expression strategies, seeking emotional support, ruminating on problems, and positive self-talk. Societal expectations may explain this pattern, as women's roles often involve experiencing, expressing, and communicating emotions and empathizing with others. Conversely, masculine roles often emphasize the suppression and control of emotions. Moreover, men are more inclined to exert cognitive effort in controlling their stress, while women are more likely to make an effort to avoid thinking about the source of stress and its consequences.

This result is aligned with [69] research as he found that the growing tendency of institutions to favor research over teaching is causing widespread tension in academic identities around the world. Moreover, other studies have found that particularly in institutions where teaching is the primary focus, academics encounter difficulties in fulfilling their roles as active researchers while also serving as university instructors. Tensions in their professional identity emerge from a mismatch between their expected professional roles and the actual performance demands placed upon them [45, 70].

For reward and recognition, the study result shows it has the lowest impact on their stress,

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which could be because of several reason. First, the expectation and perception of rewards by academics in Saudi universities if expected or perceived as a normal part of the job, they might not be seen as something special or stress-reducing. The impact of such rewards diminishes if they are not perceived as above and beyond regular job expectations. Second, academics in Saudi universities are overwhelmed by high workloads and multifaceted job responsibilities in academia (like teaching, research, and administration) which may make them see rewards and recognition do not sufficiently offset the stress [57]. The study result presents a notable divergence from previous research that identified a significant impact of rewards and recognition on Australian academic stress [12]. This contrast highlights the potential influence of unique cultural institutional, and personal factors in shaping the response to rewards and recognition in academic settings. While these results do not definitively prove the hypothesis, they do suggest that there may be significant variations in coping strategies used by academic staff based on gender and other individual factors.

Hypothesis 3:

H3: The majority of the academic staff at the university are experiencing suboptimal levels of emotional well-being, with significant variations observed when comparing the experiences of male and female staff members.

To identify the most dramatic variables in the study of emotional well-being, the regression equation was calculated in an inter-adjust manner by introducing study variables into the multiple linear regression equation that had a statistical correlation with the total level of emotional well-being. The regression results resulted in a strong interpretive force of the multiple linear regression model, with F (15.635) at a moral level (0.01), and the correlation coefficient values R (0.435), R2 (0.189) and R2 (0.189) and R2 (177). The Coping Strategies variable was ranked first, followed by occupational stress, and the above-mentioned variables were able to explain 44% of the difference in emotional well-being, while 56% of the variation in emotional well-being was due to other factors.

The findings support the fact that the majority of academic staff at the university are experiencing suboptimal levels of emotional well-being. This is evident in the mean scores for both genders, with male staff members scoring slightly higher than female staff members (50.47 vs 49.15). The standard deviation for male staff members (9.73) is usually higher than that of female staff members (12.06), this indicates a wider spread of scores for both male staff members. Furthermore, the t-test results showed a significant difference between the mean scores for male and also female staff members at a moral level (p=0.046). This suggests that there are significant variations in the experiences of emotional well-being between genders among academic staff at the university. The regression analysis also supports this hypothesis, with coping strategies and occupational stress being the top two variables that contribute to the difference in emotional well-being among academic staff. This highlights the potential impact of work-related stress on emotional wellbeing and the need for effective coping strategies to mitigate its effects. This result aligns with the study done by [71] indicates that men experience more frequent positive emotions and higher levels of emotional well-being than women, attributed to their relatively greater social and economic advantages in both the workplace and family settings. Men report feeling happier, more excited, and calmer than women, as noted by studies such as [72], [73], and [74]. Furthermore, [75] discovered that men demonstrate superior mental and physical well-being to women. [33] observed that male faculty members express higher levels of positive well-being than their female counterparts. Interestingly, [33] also found that academics on a tenure track in British universities were more likely to experience poorer emotional well-being than temporary workers. However, in contrast to these findings, [76] reported no significant differences between genders in terms of emotional well-being levels.

Also based on the final hypothesis is clear that there is a significant issue surrounding emotional well-being among academic staff at most Saudi universities, with male and female staff members experiencing suboptimal levels. This highlights the need for effective interventions and also support systems to improve emotional well-being among academic staff. Moreover, it also emphasizes the importance of addressing gender differences and potential biases that may contribute to these variations in experiences of emotional wellbeing. Therefore, further research and efforts should be dedicated towards promoting a healthy and supportive work environment for all the academic staff. This can lead to not only improved emotional well-being but also the positive impact of teaching, research, and overall job satisfaction among the academic community at the university.

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Therefore, dealing with occupational stress in academia necessitates a proactive and comprehensive approach by managers. By pinpointing stress sources, applying coping techniques, and cultivating a supportive work atmosphere, academic institutions can enhance employee well-being, job satisfaction, and productivity. Also, efficient stress management not only aids individual faculty and staff but also enhances the institution's overall success and reputation.

6. Conclusion

The subject of gender-based variation in stress, coping strategies, and emotional well-being has been studies among the academic staff in public Saudi universities and remains an important area of study. It is essential to understand the differences that exist between male and female academics with regard to their levels of occupational stress, coping mechanisms, and emotional well-being is quite essential. Based on the critical hypotheses that are provided, it can thus be concluded that there are significant gender-based differences with regard to the experiences of academic staff in Saudi public universities. This is essentially supported by the first hypothesis, which states that there are noticeable differences in the levels of occupational stress between male and female academic staff.

Additionally, based on the objectives of the study, the second hypothesis suggests that there is a variation in the coping strategies that are employed by academic staff based on gender. This further supports the idea that gender critically plays a role in how various individuals can handle and manage stress in their professional lives. It is thus important to understand the differences and provide support and resources that are tailored to the needs of both male and female staff members.

The third hypothesis highlighted the prevalence of suboptimal levels of emotional well-being among academic staff at public universities in Saudi Arabia. This was seen as a concerning issue that required attention and intervention from universities and other relevant authorities. The fact that there are significant variations between male and female staff members in terms of emotional well-being further emphasizes the need for targeted support and resources to address these key issues. Thus, the provided hypotheses have immensely shed light on the gender-based differences in stress, coping strategies, and emotional well-being among academic staff in Saudi public universities.

In terms of practical implications, the Saudi-based universities should take into consideration the gender-based differences highlighted in this study when implementing different policies and support systems for their staff members. This can include providing resources and training for stress management and promoting a healthy work-life balance. There is also creating a more inclusive and supportive environment that can also benefit the emotional well-being of both male and female academic staff.

7. Recommendations

Based on the findings and limitations of this study, it is recommended that future research on the subject delves deeper into the specific factors that contribute to gender-based differences in stress as well as emotional well-being among academic staff. This could include the exploration of the cultural and also societal norms, as well as organizational policies and support systems that are essential or needed. Incorporating a more diverse sample of participants from different universities and different countries could essentially provide a more global perspective on this particular topic. In addition, by recognizing and understanding gender differences, institutions can implement targeted support programs and policies to address the specific stressors male and female academics face. Encouraging open dialogue, promoting work-life balance, and fostering a culture of well-being can help create a more inclusive and supportive academic environment for all faculty members.

Furthermore, it would be beneficial to effectively conduct longitudinal studies which will be important to track the changes in stress, coping strategies, and also emotional wellbeing over time. This could help in identifying the potential triggers and effective interventions that are essential for improving the overall well-being of academic staff.

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Appendices

Appendix. 1. Respondent' response

			I haven't been doing this at all	I've been doing this a little bit	I've been doing this a medium amount	I've been doing this a lot
Problem focused coping						
CS1	Male	Count	0	60	53	24
		Percent	0.00%	12.60%	11.10%	5.00%
	Female	Count	4	56	122	158
		Percent	0.80%	11.70%	25.60%	33.10%
CS2	Male	Count	23	31	47	36
		Percent	4.80%	6.50%	9.90%	7.50%
	Female	Count	0	87	93	160
		Percent	0.00%	18.20%	19.50%	33.50%
CS3	Male	Count	28	55	41	13
		Percent	5.90%	11.50%	8.60%	2.70%
	Female	Count	53	83	89	115
		Percent	11.10%	17.40%	18.70%	24.10%

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CS4	Male	Count	23	44	55	15
		Percent	4.80%	9.20%	11.50%	3.10%
	Female	Count	27	68	109	136
		Percent	5.70%	14.30%	22.90%	28.50%
CS5	Male	Count	10	53	46	28
		Percent	2.10%	11.10%	9.60%	5.90%
	Female	Count	16	54	147	123
		Percent	3.40%	11.30%	30.80%	25.80%
CS6	Male	Count	36	38	63	0
		Percent	7.50%	8.00%	13.20%	0.00%
	Female	Count	29	111	120	80
		Percent	6.10%	23.30%	25.20%	16.80%
CS7	Male	Count	13	48	68	8
		Percent	2.70%	10.10%	14.30%	1.70%
	Female	Count	7	41	130	162
		Percent	1.50%	8.60%	27.30%	34.00%

			I haven't been doing this at all	I've been doing this a little bit	I've been doing this a medium amount	I've been doing this a lot
Avoidant coping						
CS8	Male	Count	10	65	62	0
		Percent	2.10%	13.60%	13.00%	0.00%
	Female	Count	74	126	121	19
		Percent	15.50%	26.40%	25.40%	4.00%
CS9	Male	Count	25	57	42	13
		Percent	5.20%	11.90%	8.80%	2.70%
	Female	Count	143	113	61	23
		Percent	30.00%	23.70%	12.80%	4.80%
CS10	Male	Count	46	36	55	0
		Percent	9.60%	7.50%	11.50%	0.00%
	Female	Count	180	49	61	50
		Percent	37.70%	10.30%	12.80%	10.50%
CS11	Male	Count	51	51	35	0
		Percent	10.70%	10.70%	7.30%	0.00%
	Female	Count	139	114	20	67
		Percent	29.10%	23.90%	4.20%	14.00%
CS12	Male	Count	56	40	35	6
		Percent	11.70%	8.40%	7.30%	1.30%
	Female	Count	213	50	29	48

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		Percent	44.70%	10.50%	6.10%	10.10%
CS13	Male	Count	56	42	39	0
		Percent	11.70%	8.80%	8.20%	0.00%
	Female	Count	187	115	26	12
		Percent	39.20%	24.10%	5.50%	2.50%
CS14	Male	Count	28	72	28	9
		Percent	5.90%	15.10%	5.90%	1.90%
	Female	Count	64	107	118	51
		Percent	13.40%	22.40%	24.70%	10.70%

			I haven't been doing this at all	I've been doing this a little bit	I've been doing this a medium amount	I've been doing this a lot
Emotions focused coping						
CS15	Male	Count	64	53	20	0
		Percent	13.40%	11.10%	4.20%	0.00%
	Female	Count	155	59	60	66
		Percent	32.50%	12.40%	12.60%	13.80%
CS16	Male	Count	31	60	41	5
		Percent	6.50%	12.60%	8.60%	1.00%
	Female	Count	131	107	37	65
		Percent	27.50%	22.40%	7.80%	13.60%
CS17	Male	Count	44	65	28	0
		Percent	9.20%	13.60%	5.90%	0.00%
	Female	Count	89	101	82	68
		Percent	18.70%	21.20%	17.20%	14.30%
CS18	Male	Count	41	74	22	0
		Percent	8.60%	15.50%	4.60%	0.00%
	Female	Count	62	36	167	75
		Percent	13.00%	7.50%	35.00%	15.70%
CS19	Male	Count	25	45	48	19
		Percent	5.20%	9.40%	10.10%	4.00%
	Female	Count	80	71	136	53
		Percent	16.80%	14.90%	28.50%	11.10%
CS20	Male	Count	18	36	83	0
		Percent	3.80%	7.50%	17.40%	0.00%
	Female	Count	2	78	155	105
		Percent	0.40%	16.40%	32.50%	22.00%
CS21	Male	Count	10	66	48	13
		Percent	2.10%	13.80%	10.10%	2.70%

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	Female	Count	53	96	83	108
		Percent	11.10%	20.10%	17.40%	22.60%
CS22	Male	Count	23	47	54	13
		Percent	4.80%	9.90%	11.30%	2.70%
	Female	Count	16	32	106	186
		Percent	3.40%	6.70%	22.20%	39.00%
CS23	Male	Count	13	57	59	8
		Percent	2.70%	11.90%	12.40%	1.70%
	Female	Count	0	60	182	98
		Percent	0.00%	12.60%	38.20%	20.50%

Appendix. 2. Distribution of search sample by type (N = 477)

Percentage	Number	Category	Statement	Percentage	Number	Category	Statement	Percentage	Number	Category	Statement
9.01	43	30-25 Years	Age	68.76	328	Saudi	Nationality	28.72	137	Male	Gender
59.33	283	45-31 Years		31.24	149	Non-Saudi		71.28	340	Female	
31.66	151	More than 45 Years		100	477	Total		100	477	Total	
100	477	Total									
Percentage	Number	Category	Statement	Percentage	Number	Category	Statement	Percentage	Number	Category	Statement
38.57	184	Business administration	Collage	59.33	283	University of Tabuk	University	5.45	26	Professor.	Academic title
5.66	27	Applied medical sciences		7.34	35	King Abdul-Aziz university		26.00	124	Associate Professor	
12.16	58	Education and literature		3.14	15	Najran University		48.85	233	Assistant Professor	
3.35	16	Pharmacist.		5.24	25	Norah University		14.88	71	lecturer	
0.00	0	Medicine		5.03	24	Jizan university		4.82	23	Language teacher	
16.35	78	Science		6.50	31	Hafer albaten university		100	477		
1.05	5	Sharia and regulations		5.87	28	Taif University					
14.26	68	Art and Design		4.40	21	King Fahad University					
0.00	0	Computers and information technology		3.14	15	Um AlQra University					

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5.66	27	Engineering		100	477	Total					
0.00	0	Applied College									
2.94	14	Institute of Languages									
100	477	Total									
Percentage	Number	Category	Statement	Percentage	Number	Category	Statement	Percentage	Number	Category	Statement
22.01	105	-20		21.17	101	2-1 Years	How long have you been in your current position in this institution?	16.56	79	5-1 Years	
18.03	86	25-21		78.83	376	5-3 Years		35.64	170	10-6 years	
19.50	93	30-26	Weekly working hours	0	0	10-6 Years		22.22	106	15 -11 years	Years of service
40.46	193	40-31		100	477	Total		25.58	122	More than 15 years	

Appendix. 3. Symptoms of the emotional well-being questionnaire

	Items	Correlation coefficient
EW1	I've been feeling optimistic about the future	.737*
EW2	I've been feeling useful	.710**
EW3	I've been feeling relaxed	.774*
EW4	I've been feeling interested by other people	.779**
EW5	I've had energy to spare	.767**
EW6	I've been dealing with problems well	.719*
EW7	I've been thinking clearly	.764*
EW8	I've been feeling good about myself	.746*
EW9	I've been feeling doing well other people	.874*
EW10	I've been feeling confident	.840**
EW11	I've been able to make up my own mind about things	.767**
EW12	I've been feeling loved	.770**
EW13	I've been interested in new things	.727*
EW14	I've been feeling cheerful	.873**

**A function at a level of 0.01. (0.05)

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