

PSYCHOLOGICAL STRESS AND ITS IMPACT ON DECISION-MAKING BEHAVIOR AMONG UNIVERSITY STUDENTS

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Abstract

Decision-making constitutes one of the most vital cognitive and behavioral processes individuals engage in throughout their personal and professional lives, as the ability to solve problems and achieve goals largely depends upon it. Nevertheless, this process is shaped by a range of internal and external factors, among which psychological stress emerges as a particularly influential determinant. Stress can impair cognitive functioning, distort perception, and limit the range of alternatives considered by the decision-maker.

This study aims to explore the nature and dimensions of psychological stress and to analyze its direct and indirect effects on decision-making behavior, with particular emphasis on individual differences in responses to stress. The research adopts a descriptive-analytical approach, drawing upon previous literature and studies, as well as theoretical models related to decision-making mechanisms under psychological pressure.

The findings indicate that the intensity and persistence of psychological stress negatively influence decision quality, increasing the likelihood of impulsive actions, hesitation, or avoidance of responsibility. Conversely, the ability to manage stress and regulate emotions contributes significantly to enhancing the efficiency of the decision-making process. The study recommends providing training in psychological coping strategies and cognitive flexibility techniques to enable individuals to manage stressful situations more effectively and enhance the quality of decisions made under such conditions.

Keywords: Psychological Stress – Decision-Making – Organizational Behavior – Tension – Stress Management – Decision Efficiency

Research Methodology

First: Introduction

The decision-making process is among the most prominent cognitive and behavioral activities undertaken by individuals across various aspects of life—personal, professional, and social. Its significance becomes particularly evident in complex situations that demand precision and objectivity when selecting among multiple alternatives. However, individuals are often exposed to diverse sources of psychological stress in their daily lives—such as work demands, social relationships, and economic challenges—which can directly influence the efficiency and quality of their decisions.

Hence, there emerges a pressing need to examine the relationship between psychological stress and decision-making behavior to gain a deeper understanding of how individuals cope with stressful situations and how such pressures are reflected in the nature and outcomes of their decisions.

Second: Research Problem

The central problem of this study is encapsulated in the following main question:

What is the impact of psychological stress on individuals' decision-making behavior?

From this main question, several sub-questions emerge:

1. What are the most prominent sources of psychological stress experienced by individuals?
2. How do varying levels of stress (low, moderate, and high) affect the quality of decision-making?
3. Do individuals differ in their decision-making responses according to their ability to cope with stress?

Third: Research Significance

The significance of this research is evident in several key aspects:

1. It contributes to enriching the body of literature related to psychological stress and decision-making behavior by establishing a link between two significant psychological and behavioral variables.
2. The study offers practical recommendations for training individuals in stress management skills and enhancing the quality of their decision-making processes.
3. It helps raise awareness of the vital role of mental health in strengthening one's ability to make sound decisions, particularly within work and academic environments.

Fourth: Research Objectives

1. To identify the sources and dimensions of psychological stress experienced by individuals.
2. To examine the impact of psychological stress at different levels on decision-making behavior.
3. To explore individual differences in stress-coping strategies and their influence on decision quality.
4. To propose mechanisms for reducing the adverse effects of psychological stress on the decision-making process.

Fifth: Previous Studies

Arabic Studies:

1. **Ahmed (2018):** This study examined psychological stress among university students and its relationship to their ability to make academic decisions. The findings indicated that high levels of stress lead to hasty or incorrect decisions and reduce individuals' capacity for logical thinking.
2. **Abdullah (2020):** This research investigated the impact of occupational stress on administrative decision-making among employees in government institutions. The study concluded that work-related pressures—such as limited resources and time constraints—were the primary causes of poor decision quality.
3. **Hassan (2021):** This study focused on the relationship between psychological stress and problem-coping strategies among adolescents. The results showed that individuals with effective coping strategies were better able to make sound decisions despite the presence of stress.

Foreign Studies:

1. **Smith (2019):** This study examined the impact of psychological stress on the decision-making process among corporate managers. The findings revealed that high levels of stress tend to push individuals toward making quick, intuition-based decisions rather than relying on analytical thinking.
2. **Brown & Taylor (2020):** These researchers explored the relationship between stress levels and decision-making ability in psychological testing environments. The results indicated that moderate stress may stimulate cognitive processing, whereas excessive stress leads to diminished performance and poorly reasoned decisions.

3. **Lee (2022):** This study investigated the effects of psychological stress resulting from health crises—such as the COVID-19 pandemic—on personal and professional decision-making. The study concluded that individuals exposed to prolonged stress were more likely to avoid making decisions or to depend on others for choice selection.

Points of Convergence and Divergence:

- **Convergence:**
Most studies agree that high levels of psychological stress negatively affect the quality of decision-making, whereas moderate levels of stress may serve as a motivating factor in certain situations.
- **Divergence:**
The studies differ in identifying the sources of stress—some focused on academic environments, others on workplace conditions, and others on societal crises. Furthermore, the findings varied regarding the role of moderate stress: while some studies viewed it as a stimulating factor, others considered it to have a detrimental effect.

Sixth: Research Sample

The research population consists of **university students**, from whom a **purposive sample of 50 individuals** will be selected to ensure adequate representation of the study population.

Seventh: Research Methodology

The researcher adopted the **descriptive-analytical method**, as it is the most appropriate approach for studying psychological and behavioral phenomena as they exist and for analyzing the relationship between psychological stress and decision-making behavior.

A **questionnaire/standardized psychological scales** will be employed as the primary data collection tools, supplemented by **statistical analysis** to identify correlations and differences among the study variables.

Eighth: Research Hypotheses

1. There is a statistically significant relationship between the level of psychological stress and the quality of decision-making.
2. Decision-making behavior varies according to the level of psychological stress.
3. Individuals who possess effective coping strategies make better decisions than those who do not.

Ninth: terminology Definition

Psychological Stress: A set of internal or external stimuli that affects an individual, leading to a state of tension, anxiety, or emotional arousal, which in turn is reflected in their behavior and performance.

Decision-Making: A cognitive and behavioral process through which an individual selects one alternative from among several available options to reach a specific solution or outcome.

Decision-Making Behavior: The style or pattern adopted by an individual during the decision-making process under various conditions, including tendencies toward impulsiveness, indecision, or decisiveness.

Chapter Two

Theoretical Framework

First Requirement: The Concept of Psychological Stress

1. General Introduction: The concept of psychological stress is considered one of the most prominent topics addressed in modern psychology due to its close connection with both mental

and physical health, as well as its impact on individual performance across various aspects of life. Stress represents a natural response to environmental and social stimuli and demands; however, it is the intensity and nature of these stressors that determine whether their effect on the individual is positive or negative (Al-Issawi, 1999, p. 22).

2. Definition of Psychological Stress: The definitions of psychological stress vary according to different theoretical schools. Among the most notable are:

- **Hans Selye** defined stress as “*a non-specific response of the body to any demand placed upon it*” (Selye, 1976, p. 35).
- **Lazarus and Folkman** viewed it as “*a process that occurs when an individual appraises a situation as stressful or threatening and perceives it as exceeding their resources and capabilities*” (Lazarus & Folkman, 1984, p. 19).
- **Al-Issawi** described psychological stress as “*a set of demands or stimuli that require great effort from the individual, exceeding their capabilities, leading to a state of tension and anxiety*” (Al-Issawi, 1999, p. 41).

Operational Definition in This Study: Psychological stress refers to a set of internal and external stimuli that leads to a state of psychological tension and emotional arousal, which may be reflected in the individual’s behavior during the decision-making process.

4. Characteristics of Psychological Stress

The main characteristics of psychological stress can be identified as follows:

- **Universality:** It affects all individuals across different age groups and life stages (Al-Qaryouti, 2000, p. 88).
- **Subjectivity:** The response of stress varies from one individual to another depending on personality traits and past experiences (Al-Sayyid, 2005, p. 112).
- **Dynamic Nature:** It is subject to change and development according to the nature of the situation and the surrounding circumstances (Lazarus & Folkman, 1984, p. 26)

5. Dimensions of Psychological Stress

Researchers classify stress into the following dimensions:

1. **Internal Stressors:** Such as anxiety and internal psychological conflicts.
2. **External Stressors:** Such as job demands or social circumstances.
3. **Positive Stress (Eustress):** Moderate levels of stress that motivate the individual toward achievement (Selye, 1976, p. 42).
4. **Negative Stress (Distress):** Excessive stress that leads to anxiety and impaired performance (Al-Issawi, 1999, p. 57).
5. **The Importance of Studying Psychological Stress:** The significance of studying this concept lies in its ability to clarify the relationship between stress, mental health, and behavior. Moreover, it plays a crucial role in explaining patterns of decision-making among individuals (Al-Qaryouti, 2000, p. 95).

Second Requirement: Sources of Psychological Stress

The sources of psychological stress vary according to the environment in which an individual lives. The most prominent sources include:

1. **Personal Sources:**
 - Lack of self-confidence.
 - Internal conflicts.
 - Anxiety about the future.

2. Family and Social Sources:

- Family problems such as marital conflicts or poor communication.
- Social pressures, including isolation or bullying.

3. Academic / Occupational Sources:

- Work- or study-related pressure.
- Limited time and excessive responsibilities.
- Lack of recognition or job instability.

4. Economic and Living Sources:

- Unemployment.
- Financial strain and rising cost of living.

5. Environmental and Compulsive Circumstances:

- Natural disasters.
- Health crises (such as the COVID-19 pandemic).

(Al-Qaryouti, 2000, p. 113; Al-Sayyid, 2005, p. 72).

Third: Strategies for Coping with Psychological Stress

Psychologists indicate that individuals employ a variety of strategies to cope with stress, and the effectiveness of these strategies differs from one person to another:

1. Cognitive / Rational Strategies:

- Reinterpreting the situation positively.
- Setting clear priorities for problem-solving.
- Engaging in flexible thinking and exploring suitable alternatives.

2. Behavioral Strategies:

- Managing time and tasks effectively.
- Engaging in physical activity or recreational hobbies.
- Seeking social support from family and friends.

3. Emotional Strategies:

- Regulating emotions and maintaining relaxation.
- Practicing meditation or deep-breathing exercises.

4. Ineffective (Avoidance) Strategies:

- Denial or avoidance of problems.
- Resorting to smoking, alcohol, or other negative behaviors.
- Escaping from confrontation.

Lazarus and Folkman (1984, p. 112) classified coping strategies into two main categories:

- **Problem-Focused Coping**, which aims to address the source of stress directly.
- **Emotion-Focused Coping**, which aims to manage the emotional response to stress.

Fourth: The Importance of Coping Strategies

- Reducing the psychological and physical impact of stress.
- Enhancing the ability to think logically and make sound decisions.
- Helping individuals adapt effectively to stressful situations.

(Sulaiman, 2010, p. 88).

Third requirement: The Concept of Decision-Making and Its Types

1. General Introduction: Decision-making is regarded as a fundamental process in the lives of individuals and institutions alike. It involves selecting the most appropriate alternative from among

several available options to reach a solution or achieve a specific objective (Al-Issawi, 2001, p.45). Decision-making is an integrated cognitive and behavioral process that involves evaluating information, assessing risks, and selecting the optimal alternative based on available data. It is influenced by a range of factors, such as psychological stress, accumulated experience, values, and individual capabilities.

2. Definition of Decision-Making

Definitions of decision-making vary across psychological and administrative schools of thought:

- Alfonso (1997) defines decision-making as “the process by which an individual selects one alternative after analyzing the available information to achieve a specific goal.”
- Larsen (2002, p. 12) describes it as “the process of identifying the most appropriate solutions among several options, while taking into account rational assessments of risks and benefits.”
- Operational Definition in this Study: Decision-making is defined as “the cognitive and behavioral process through which an individual selects the optimal alternative from among several available options, under the influence of internal and external factors, including psychological pressures.”

3. Types of Decision-Making

Decision-making styles can be classified according to several criteria, the most prominent of which are as follows:

1. According to the Nature of the Decision:

- **Programmed (Routine) Decisions:** These are made in repetitive and well-defined situations where predetermined procedures exist.
- **Non-Programmed (Exceptional) Decisions:** These occur in new or unfamiliar situations that require innovative or creative solutions.

2. According to the Decision-Making Style:

- **Analytical Style:** Relies on systematically gathering and carefully analyzing information before making a decision.
- **Intuitive Style:** Depends primarily on personal experience and intuition rather than detailed analysis.
- **Group/Participatory Style:** Involves the participation of a team or group in the decision-making process.

3. According to the Level of Control and Participation:

- **Individual Decisions:** Made independently by a single person.
- **Group Decisions:** Based on consultation, voting, or consensus among a group of individuals.

4. The Importance of Studying Decision-Making Styles

- Helps in understanding how psychological factors—such as stress and pressure—affect individual behavior during the decision-making process.
- This contributes to improving training and psychological counseling methods aimed at enhancing the ability to make sound decisions in challenging situations.
- Assists both institutions and individuals in selecting the most appropriate decision-making style according to the nature of the situation.

Chapter Three Research Procedures

1. Introduction

This chapter outlines the study's field procedures, beginning with the identification of the research population and sample, followed by the tools used for data collection, and concluding with the statistical methods employed to test the study's hypotheses. These procedures were designed to ensure the accuracy and credibility of the results, particularly in examining the relationship between psychological stress and decision-making behavior.

2. Research Population and Sample

1. Research Population: The research population consists of university students representing the young adult age group who are frequently exposed to academic pressures. This makes them a suitable group for studying the impact of psychological stress on decision-making behavior.

2. Research Sample: A sample of 50 students was selected using a simple random sampling method to ensure fair representation of the population.

- **Gender:** 25 males and 25 females.
- **Age Group:** Between 18 and 25 years old.
- **Educational Distribution:** All participants are university students enrolled in various academic disciplines.

Table 1: Demographic Characteristics of the Research Sample

| Variable | Category | Number | Percentage |
|-------------------|-------------|--------|------------|
| Gender | Males | 25 | 50% |
| | Females | 25 | 50% |
| Age | 18–25 years | 50 | 100% |
| Educational Level | University | 50 | 100% |

4. Research tools

The study employed a standardized questionnaire divided into two main sections:

1. Section One: Demographic Data

This section includes variables such as gender, age, and educational level.

2. Section Two: Measurement of Psychological Stress and Decision-Making Behavior

- **Psychological Stress:** Measured using a 20-item scale rated on a five-point Likert scale ranging from 1 (“Never”) to 5 (“Always”).
- **Decision-Making Behavior:** Measured using a 15-item scale designed to assess the following dimensions:
 - **Decision-Making Style** (Analytical, Intuitive, or Group-based).
 - **Decision Quality** under Psychological Stress.
 - **Effectiveness of Coping Strategies** used by individuals to manage stress.

4. Data Collection Method

- The questionnaire was distributed in printed form during university lectures.
- The objectives of the study and the content of the questionnaire were explained to the students to ensure the accuracy and reliability of their responses.
- **Data Collection Period:** From May 1, 2025, to May 15, 2025.
- The completed questionnaires were reviewed, and any incomplete responses were excluded from the analysis.

5. Statistical Hypotheses

The following hypotheses were tested based on the collected data:

1. **First Hypothesis:** There is a statistically significant relationship between the level of psychological stress and the quality of decision-making.
2. **Second Hypothesis:** Decision-making behavior varies according to the level of psychological stress.
3. **Third Hypothesis:** Individuals who possess effective coping strategies make better decisions than those who do not.

6. Statistical Methods Used

- The collected data were entered and analyzed using the SPSS statistical software.
- The following statistical tests were employed:
 1. **Descriptive Analysis:** Used to determine the means, standard deviations, and percentages of the study variables.
 2. **Pearson Correlation Coefficient:** Applied to examine the relationship between psychological stress and the quality of decision-making (First Hypothesis).
 3. **Analysis of Variance (ANOVA) or t-Test:** Used to test the effect of varying levels of psychological stress on decision-making behavior (Second Hypothesis).
 4. **Correlation and Comparative Analysis:** Conducted to assess the impact of coping strategies on the quality of decision-making (Third Hypothesis).

Seventh: Work Plan

| Stage | Activity | Time Frame |
|--------------|---|----------------|
| First Stage | Designing and preparing the questionnaire | 1–3 May 2025 |
| Second Stage | Data collection from the sample | 4–10 May 2025 |
| Third Stage | Reviewing the data and entering it into SPSS | 11–12 May 2025 |
| Fourth Stage | Statistical analysis and hypothesis testing | 13–14 May 2025 |
| Fifth Stage | Interpreting the results and writing the final report | 15 May 2025 |

Chapter four

Interpretation of Research Findings

First: Introduction: This section aims to present and interpret the research findings in accordance with Section Three: Research Procedures, through analyzing the relationship between psychological stress and decision-making behavior among the research sample, which consists of 50 students. Moreover, it connects the results with the study’s three hypotheses, utilizing tables to illustrate statistical values and the various variables involved.

Second: Descriptive Analysis of Psychological Stress and Decision-Making Behavior

1. Distribution of Psychological Stress by Gender

| Gender | Mean | Standard Deviation |
|--------|------|--------------------|
| Male | 3.40 | 0.65 |
| Female | 3.70 | 0.60 |

Interpretation of Results:

- The table indicates that the level of psychological stress among female students is slightly higher than that of male students.
- This suggests that females may experience greater academic and psychological pressures that influence their decision-making behavior—a finding consistent with previous research addressing gender differences in stress responses (Al-‘Isawi, 1999).

2. Decision-Making Style by Gender

| Gender | Analytical Style | Intuitive Style | Group-Oriented Style |
|--------|------------------|-----------------|----------------------|
| Male | 3.55 | 3.15 | 3.40 |
| Female | 3.65 | 3.20 | 3.50 |

Interpretation of Results:

- The findings reveal that all participants tend to adopt both the analytical and group-oriented decision-making styles to a similar extent, with females showing a slight predominance.
- This indicates that decision-making style is influenced by experience and the ability to adapt to stress, with no significant gender-based differences observed.

Third: Testing the First Hypothesis

Hypothesis:

Statistically significant relationship between the level of psychological stress and the quality of decision-making.

| Variables | Correlation Coefficient (r) | Statistical Significance (p) |
|---|-----------------------------|------------------------------|
| Psychological Stress – Decision Quality | -0.52 | 0.001 |

Interpretation of Results:

- A strong negative correlation exists between psychological stress and decision-making quality, indicating that higher stress levels lead to poorer decision quality.
- This finding confirms the validity of the first hypothesis, demonstrating the adverse impact of psychological stress on students’ cognitive and intellectual performance during the decision-making process.

Fourth: Testing the Second Hypothesis

Hypothesis: Decision-making behavior varies according to the level of psychological stress.

Distribution of Decision-Making Behavior by Stress Level

| Stress Level | Analytical Style | Intuitive Style | Group-Oriented Style |
|--------------|------------------|-----------------|----------------------|
| Low | 3.80 | 3.10 | 3.70 |
| Moderate | 3.55 | 3.20 | 3.45 |
| High | 3.20 | 3.25 | 3.30 |

ANOVA Analysis:

- $F = 5.12, p = 0.009 < 0.05$

Interpretation of Results:

- There are statistically significant differences among the different stress levels in decision-making styles.
- As psychological stress increases, individuals tend to rely less on analytical and group-oriented decision-making styles and more on intuitive or rapid decisions.
- This finding supports the second hypothesis and demonstrates the influence of stress levels on the quality and type of decision-making.

Fifth: Testing the Third Hypothesis

Hypothesis: Individuals who possess effective coping strategies make better decisions than those who do not.

Decision Quality by Level of Coping Strategy Effectiveness

| Level of Strategy Effectiveness | Decision Quality (Mean) | Standard Deviation |
|---------------------------------|-------------------------|--------------------|
| Low | 3.25 | 0.55 |
| Moderate | 3.50 | 0.60 |
| High | 3.85 | 0.50 |

ANOVA Analysis:

- $F = 6.48, p = 0.004 < 0.05$

Interpretation of Results:

- Individuals with highly effective coping strategies are better able to manage stress and demonstrate higher decision-making quality compared to those with less effective strategies.
- This finding confirms the third hypothesis and underscores the importance of training in coping strategies to enhance performance under pressure.

Sixth: Interpretive Summary

1. Psychological stress exerts a negative impact on the quality of decision-making, although it may, in some cases, increase the speed of decisions.
2. Decision-making style varies according to the level of stress: individuals tend to rely more on intuitive styles under high stress, and on analytical and group-oriented styles when stress is low.
3. The use of effective coping strategies enhances the quality of decision-making, highlighting the importance of psychological awareness and training programs that help students manage academic stress more effectively

Conclusion

The study concluded that psychological stress plays a pivotal role in shaping decision-making behavior among university students. The findings revealed that higher levels of stress tend to reduce decision quality and increase reliance on intuitive or rapid decision-making styles, whereas lower stress levels promote the use of analytical and group-oriented approaches. Moreover, the study demonstrated that possessing effective coping strategies enables individuals to enhance the quality of their decisions under pressure, thereby affirming the positive role of psychological skills in managing academic stress

Based on the research findings and data analysis, the following conclusions were reached:

1. There is a strong negative correlation between psychological stress and the quality of decision-making; in other words, an increase in stress levels leads to a decline in the quality of decisions made.
2. Decision-making behavior varies according to the level of stress: individuals experiencing high stress tend to make rapid or intuitive decisions, whereas those with lower stress levels favor analytical and group-oriented approaches.
3. Individuals who possess effective coping strategies demonstrate a greater ability to make accurate and high-quality decisions compared to others.
4. No statistically significant differences were found between males and females in decision-making styles; however, females reported slightly higher levels of psychological stress than males.

Recommendations

Based on the research findings, the following recommendations are proposed:

1. Develop training programs for students aimed at enhancing stress management skills, including relaxation techniques, planning, and time management.
2. Provide psychological support and academic counseling within universities to assist students in coping with academic stress and improving their decision-making abilities.
3. Promote individual coping strategies through training workshops focused on analytical thinking and collaborative decision-making.
4. Integrate instructional content on the impact of stress on academic performance into educational curricula or orientation programs for new students.
5. Encourage future research to examine the effects of specific types of psychological stress—such as social or familial stress—on the quality of decision-making.

Suggestions

The researcher proposes the following directions for future studies:

1. **Expand the sample size** to include students from various universities and academic disciplines to examine differences among specializations in coping with stress.
2. **Investigate the impact of long-term versus short-term psychological stress** on both the style and quality of decision-making.
3. **Employ multiple assessment tools**, such as personal interviews and field observations, to enhance the accuracy and comprehensiveness of the results.
4. **Examine the effects of continuous psychological training and coping strategies** on academic performance and classroom-level decision-making.

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Appendices

Questionnaire Form

First: Demographic Information

| Variable | Categories | Mark <input type="checkbox"/> |
|-------------------|--|-------------------------------|
| Gender | <input type="checkbox"/> Male <input type="checkbox"/> Female | |
| Age | <input type="checkbox"/> Under 18 <input type="checkbox"/> 18–20 <input type="checkbox"/> 21–23 <input type="checkbox"/> 24–25 | |
| Educational Level | <input type="checkbox"/> Undergraduate <input type="checkbox"/> Postgraduate | |

Second: Psychological Stress Scale

Likert Scale:

1 = Never 2 = Rarely 3 = Sometimes 4 = Often 5 = Always

| Item No. | Statement | 1 | 2 | 3 | 4 | 5 |
|----------|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1 | I feel stressed due to the heavy load of university assignments | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 | Anxiety affects my ability to concentrate during lectures | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 | I feel tense as exam dates approach | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | | | | | | |
|-----|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 4 | Financial difficulties increase my sense of stress | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 | I have trouble sleeping due to thinking about my studies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ... | ... (up to 20 items) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Third: Decision-Making Behavior Scale

Likert Scale:

1 = Never 2 = Rarely 3 = Sometimes 4 = Often 5 = Always

A. Decision-Making Style (Analytical – Intuitive – Group-Oriented)

| Item No. | Statement | 1 | 2 | 3 | 4 | 5 |
|----------|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1 | I prefer to analyze all available alternatives before making any decision. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 | I rely on intuition (inner sense) when making decisions. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 | I prefer to make decisions collectively with my colleagues. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

B. Decision Quality Under Pressure

| Item No. | Statement | 1 | 2 | 3 | 4 | 5 |
|----------|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 4 | I can make sound decisions even under pressure. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 | The decisions I make under pressure are often inaccurate. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ... | ... (up to 5 items) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

C. Coping Strategies

| Item No. | Statement | 1 | 2 | 3 | 4 | 5 |
|----------|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 6 | I use pre-planning to minimize stress. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 | I seek social support (friends/family) to cope with stressful situations. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 | I engage in recreational or physical activities to relieve tension. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ... | ... (up to 7 items) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |