Religious Tendency and Stress Level:
A Comparative Study

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Abstract

Religious Tendency (RT) is a level of feeling towards religion. This cross-cultural study was conducted to investigate empirically the level of religious tendency among the Pakistani and Japanese under-graduate students. The relationship of stress and Religious Tendency was also investigated in this research. Student Stress Self Assessment Test and Religious Tendency Measurement Scale were administered individually to measure the stress and religious tendency level among the students of the both countries. Factor analysis of the Religious Tendency (RT) was performed. The unpaired t-test was used to evaluate the significance of the difference between two countries. The Pearson correlation analysis was administered to investigate the relationships between RT factors and scores on subscales of Student Stress Self Assessment Test. The Regression analysis was used to determine the effects of Student Stress Self Assessment Test sub-scales on RT factors.

Background

Religious Tendency (RT) is an approach for the measurement of the religious feeling levels of the people. Its importance can be evidenced as the identity of different nations is getting closer to the religion.

This area was focused as there was not enough work has been done by other researchers in this field. The empirical dealing with this area are very few.

Religion probably works through cognitive belief systems to influence (1) the perception or appraisal of certain events, (2) the method of coping with stressors, and (3) use of certain health-promoting or maintaining behaviors (Dull & Skokan, 1995).

An important fact conducting this research is that until few years ago the identification of the people was carried out on the basis of their nationality. At present, the nationalities, race, creed and colour seems to be taken over by religious identification.

This study was also aimed at to find out the variables active behind the new emergence of identity. The other aspect of this research was to explore the stress variables affecting religious thinking of Pakistani and Japanese undergraduate students.

It has been observed that the thinking pattern of Pakistani youth shaped up in specific way towards other religions. During their family and religious trainings they are taught to ask no question about the superiority and the authenticity about their religion.

The Pakistani society is a male chauvinist soci-

ety. Their claim that men are superior then women has its basis in religious teachings and culture. In general, the boys get better attention compare to the girls. The religion (Islam) also give few rights to females compare to the males. The law structure is also based on the religious guidelines.

Some leaders, though, may display hysterical, irrational, and "catastrophizing" behavior (Ellis, 1962). The religious hatred can be evidenced even in the different sects of Islam. Especially, in Pakistan, this is one of the reasons to promote the religious extremism. Personal religious interpretation, especially by religious clerics, is creating the atmosphere of hatred towards other religions. It develops reservations among the Pakistani youth towards other religions.

Religious beliefs also are known to influence certain health practices (Dull, 1995). The deviation from the religious standards and negation of set patterns of religion pushed the youth towards mental and physical stress.

While the religion has many positive aspects in the daily life too. It keeps the social integration and identity in general. In Islamic societies the basic teaching is brotherhood. They consider the each other as family members.

At present, the Japanese youth has no such religious stress in their daily life. The facts reveal that the Japanese people have also a long religious history though. One of their religion, Shinto, the indigenous religion, was an outcome of the people's life and temperament, closely connected with national traditions and social institutions. Shinto was originally an unorganised religion, having hardly any system of doctrine; but its cult well embodied the nation's ideas and sentiments, and its influence has persisted throughout the vicissitudes of the nation's history.

Confucianism, the ethical system of the northern Chinese, came into Japan and gave impetus to the further development of her national life. Buddhism served to consummate and give vitality to the religious life of the Japanese by stimu-

lating universal ideas and refining their religious and aesthetic sentiments.

Apart of their long religious background, the present society seems to be free from the religious boundaries. This multi-religious society does not draw lines between their daily life activities and the religion.

Comparatively, the women status is also better than Pakistan. They have far more freedom and rights. They do not have such societal and religious strains facing the Pakistani females. In short, the students of both male and female are much more religiously free compare to the Pakistani students.

Purpose

I- The first aim of this study is to examine factorial structure of the Religious Tendency (RT) Questionnaire.

II- The second is aimed at to explore the difference and commonalities of stress level in two different societies by using the sample of undergraduate students.

III- The third is to investigate the relationship between stress and RT in Japan and Pakistan.

Hypothesis

I-The factorial structure will be different in two countries.

II-Pakistan people will show high stress reaction.

III-There will be a strong relationship between stress and RT in Pakistan while no relationship in Japan.

Method

a) Participants

The sample was consisted of 1030 university students. The Pakistan sample consisted of 515 students was taken from different institutions including Punjab University, Samanabad College for Women, University of Central Punjab, Govt

Islamia College Railway Road, Government College, Lahore. These all institutions are situated in Lahore City which is the second largest City of Pakistan.

The Japanese sample of 515 students was taken from Kurume University, Nursing Institute of Kurume University, Kyushu University and Fukuoka Education University. These all institutions are situated in the Fukuoka Prefecture, Japan.

All 1030 Pakistani and Japanese students filled in the Religious Tendency Questionnaire whereas 160 Japanese students and 110 Pakistani students filled in the both Religious Tendency Questionnaire and Student Stress Self Assessment Test.

b) Instrument

The data was collected by using the Religious Tendency Measurement Scale and Stress Self Assessment Questionnaire.

c) Procedure

The respondents were contacted at their respective institutions to collect the data. The respondents were briefed in detail before filling in the questionnaires. The scales were administered individually.

d) Data analysis

Factor analysis (maximum likelihood estimation and promax rotation) of the 28 questions items concerning Religious Tendency (RT) was performed. Then factors with eigen value more than 1 were extracted. Subsequently items with a factor loading of less than 0.3 were deleted followed by factor analysis (maximum likelihood estimation and promax rotation). The measure of internal consistency was the Cronbach's alpha.

On scores on subscales of Student Stress Self Assessment Test, unpaired t-test was used to evaluate the significance of the difference between two countries.

We applied Pearson correlation analysis to investigate the relationships between RT factors and scores on subscales of Student Stress Self

Assessment Test. Regression analysis were used to determine the effects of subscales of Student Stress Self Assessment Test on RT factors. A p value less than .05 was considered significant.

Results

Table 1. shows two factors extracted by factor analysis (likelihood estimation) from the 23 items concerning RT. The first factor showed loadings $\geq$ 0.4 on 22) People of my religious are smarter than others; 14) People of my religious are better than of other religions; 11) My religion is greater than other religions; 23) My religion emphasizes the use of wisdom; 28) We should spend our money for religion; 13) My religion is unique from other religions; 24) People of other religion are mentally ill; 10) I am a religious person; 25) We can enhance our knowledge following the religious teachings; 16) We should have a blind faith on our religion; 12) My religion says men are superior than women; 18) A war against anti-religion people is important.

The second factor showed loadings $\geq$ 0.4 on 6) Religion brings discipline to our lives; 7) A religious person can control himself/herself; 1) Religion is extremely important for any society; 2) Religion lays down the base of any society; 8) A religious person loves other people; 4) A religion based society is better than non-religion based one; 9) Religion people are very sociable; 5) A religion person's life is better than a non-religious person's; 3) Religion makes the society peaceful.

These two factors were interpreted as "Religious inclination" (Ist factor) and "Religious Discipline" (IInd factor). Cronbach's coefficients were 0.89 and 0.831, respectively.

Table 2 shows four factors extracted by factor analysis (likelihood estimation) from the 23 items concerning RT. The first factor showed loadings $\geq$ 0.4 on 27) Sacrifice of oneself and family for God is justified; 16) we should have a blind faith on our religion; 25) we can enhance our knowledge following the religious teachings;

Table 1 Factors of Japanese Religion Tendency Scale.

Items	I	II	Communality
22) People of my religion are smarter than others.	0.880	-0.113	0.788
14) People of my religion are better than of other religions.	0.826	-0.137	0.701
11) My religion is greater than other religions.	0.797	-0.031	0.636
23) My religion emphasizes the use of wisdom.	0.733	-0.015	0.537
28) We should spend our money for religion	0.647	0.006	0.419
13) My religion is unique from other religions.	0.586	0.002	0.344
24) People of other religion are mentally ill.	0.551	-0.032	0.304
10) I am a religious person.	0.529	0.082	0.287
25) We can enhance our knowledge following the religious teachings.	0.525	0.181	0.308
27) Sacrifice of oneself and family for God is justified.	0.515	0.167	0.293
16) We should have blind faith on our religion.	0.488	0.214	0.283
12) My religion says men are superior than women.	0.479	-0.058	0.233
18) A war against anti-religious people is important.	0.467	0.089	0.226
26) Believing in life after death demonstrates mature thinking.	0.339	0.129	0.132
6) Religion brings discipline to our lives.	-0.146	0.742	0.572
7) A religious person can control himself/herself.	-0.083	0.723	0.530
1) Religion is extremely important for any society.	-0.057	0.604	0.368
2) Religion lays down the base of any society.	-0.068	0.603	0.369
8) A religious person loves other people.	0.094	0.600	0.368
4) A religious based society is better than non-religious based one.	0.087	0.566	0.328
9) Religious people are very sociable.	0.148	0.556	0.331
5) A religious person's life is better than a non-religious preson's.	0.159	0.523	0.298
3) Religion makes the society peaceful.	0.112	0.522	0.286
Contribution	5.429	3.513	8.942
cronbach's α	0.890	0.831	0.910
I	1	0.597875	
II	0.597875		

N=515

Table 2 Factor of Pakistanis Religion Tendency Scale.

Items	I	II	III	IV	Communality
27) Sacrifice of oneself and family for God is justified.	0.738	-0.179	-0.171	0.194	0.644
16) We should have blind faith on our religions.	0.601	0.083	0.025	-0.135	0.387
25) We can enhance our knowledge following the religious teachings.	0.454	-0.081	0.003	0.147	0.234
23) My religion emphasizes the use of wisdom.	0.451	-0.069	0.062	-0.065	0.216
7) A religious person can control himself/herself.	0.424	-0.007	-0.014	0.386	0.329
17) Criticism of religion is unforgiveable.	0.405	0.292	0.031	-0.257	0.317
19) Sacrifice of one's life for religion is justified.	0.350	0.055	0.255	0.013	0.191
14) People of my religion are better than of other religions.	0.316	0.086	0.123	0.075	0.128
10) I am a religious person.	0.314	0.108	0.059	0.128	0.130
24) People of other religion are mentally ill.	-0.088	0.755	0.013	-0.054	0.581
22) People of my religion are smarter than others.	-0.153	0.585	0.063	0.257	0.436
12) My religion says men are superior than women.	0.008	0.565	-0.244	0.131	0.396
15) Religious extremism is very important.	0.355	0.550	-0.022	-0.100	0.439
18) A war against anti-religious people is important.	0.102	0.505	0.051	0.055	0.272
9) Religious people are very sociable.	-0.150	0.398	0.083	0.277	0.265
4) A religion based society is better than non-religion based one.	-0.100	0.103	0.708	0.018	0.522
3) Religion makes the society peaceful.	0.036	-0.049	0.602	-0.046	0.368
2) Religion lays down the base of any society.	0.071	0.030	0.541	-0.001	0.298
6) Religion brings discipline to our lives.	0.009	-0.065	0.449	0.094	0.214
1) Religion is extremely important for any society.	0.201	-0.142	0.440	0.026	0.254
21) Religious people are always physically strong and spiritually pure.	0.049	0.234	-0.177	0.596	0.444
8) A religious person loves other people.	-0.035	0.066	0.243	0.539	0.355
20) Carrying out religious activities is good for one's physical health.	0.284	-0.045	0.113	0.393	0.250
Contribution	2.312	2.206	1.846	1.307	7.670
cronbach's α	0.716	0.739	0.707	0.548	0.792
I	1	0.193	0.296	0.280	
II		1	-0.008	0.117	
III			1	0.260	
IV				1	

N=515

23) My religion emphasizes the use of wisdom; 7) A religious person can control himself/herself; 17) Criticism of religion is unforgiveable. The second factor showed loadings ≧ 0.4 on 24) People of other religion are mentally ill; 22) People of my religion are smarter than others; 12) My religion says men are superior than women; 15) Religious extremism is very important; 18) A war against anti-religion people is important. The third factor showed loadings ≧ 0.4 on 4) A religious based society is better than non-religious based one; 3) Religion makes the society peaceful; 2) Religion lays down the base of any society; 6) Religion brings discipline to our lives; 1) Religion is extremely important for any society. The fourth factor showed loadings ≧ 0.4 on 21) Religious people are always physically strong and spiritually pure; 8) A religious person loves other people.

These four factors were interpreted as "Religious commitment" (Ist factor), "Religious Superiority" (IInd factor), "Religious Socialization" and "Religion and Health". Cronbach's coefficients were 0.716 , 0.739, 0.707, and 0.548, respec-

tively.

Table 3 shows scores of subscales of students stress self assessment test in Japan and Pakistan. There were significant differences on all subscales except Sense of Humor. Scores on Depression, Anxiety, Anger, Emotional Response, Hikikomori, Tiredness and ANS were higher in Pakistan than Japanese students. Numbers of stressor were more in Pakistan. Scores on Threat, Disturbance and Clearance were higher in Japan while those on Loss, Controllability and Predictability were lower in Japan than Pakistan. Scores on Problem Solving Focused Coping, Emotional Focused Coping and Escape Coping were higher in Pakistan compare to Japan. Scores on Social Skill and Sensitive of Meta-Message were higher in Pakistan than in Japan.

Assessment Test

Pakistan

Results of correlation analysis and multiple regression analysis in Pakistani data are indicated in Table 4 to Table 10, respectively. Correlation

Table 3　Scores on sub scales of Student Stress Self Assessment Test

	Japan (N=160)		Pakistan (N=108)					
	Mean	SD	Mean	SD	t	df	p	
Depression	3.0	3.21	5.0	3.77	4.48	204.4	0.00	P > J
Anxiety	3.3	2.97	5.5	4.10	4.90	176.7	0.00	P > J
Anger	2.6	3.27	5.9	4.08	7.02	195.3	0.00	P > J
Emotion	2.6	2.67	6.3	3.75	8.96	176.5	0.00	P > J
Hikikomori	1.4	2.15	6.3	3.65	12.56	153.8	0.00	P > J
Tiredness	3.1	3.25	5.4	4.00	4.81	197.5	0.00	P > J
ANS	0.6	1.77	5.6	4.13	11.87	133.7	0.00	P > J
Stressor	38.5	17.24	44.4	19.08	2.62	268	0.01	P > J
Threat	3.1	1.79	2.7	1.57	2.12	265	0.03	J > P
Disturbance	5.0	2.76	4.1	2.27	3.14	250	0.00	J > P
Loss	3.9	2.08	4.7	2.18	2.92	267	0.00	P > J
Control	3.1	1.71	3.7	1.63	2.95	264	0.00	P > J
Predict	4.0	2.19	4.9	2.14	3.52	265	0.00	P > J
Clearance	4.3	1.85	3.6	1.78	3.00	264	0.00	J > P
Probrem solving coping	6.2	3.33	8.0	2.76	4.67	267	0.00	P > J
Emotional focused coping	4.6	2.29	6.3	2.24	6.10	267	0.00	P > J
Escape coping	7.6	3.96	9.0	3.64	2.97	267	0.00	P > J
Social skill	10.0	3.25	14.8	4.76	9.16	177.6	0.00	P > J
Senstive of meta-message	10.3	3.22	11.2	2.76	2.36	265	0.02	P > J
favorite of humor	9.9	3.01	9.6	3.10	0.63	265	0.53	P = J

Table 4 Relationship between religious factors and stress reactions of Japanese students

| | | Stress Reaction | | | | | | |
		Depression	Anxiety	Anger	Emotion	Hikikomori	Tiredness	ANS
Factor I	r	-0.07	-0.06	-0.07	-0.06	-0.17	-0.09	-0.13
	p	0.356	0.465	0.361	0.456	0.032	0.255	0.102
	N	160	160	160	160	160	160	160
Factor II	r	0.01	0.01	-0.12	0.05	-0.16	0.00	0.10
	p	0.911	0.879	0.123	0.501	0.045	0.951	0.189
	N	160	160	160	160	160	160	160

Table 5 Relationship between religious factors and cognitive appraisals of Japanese students

| | | Cognitive apprasal | | | | | |
		Threat	Disturbance	Loss	Control	Predict	Clearance
Factor I	r	0.07	0.05	0.21	0.32	0.26	-0.03
	p	0.352	0.494	0.007	0.000	0.001	0.685
	N	160	160	160	160	160	160
Factor II	r	0.10	-0.09	0.06	0.16	0.19	0.01
	p	0.232	0.260	0.465	0.041	0.016	0.925
	N	160	160	160	160	160	160

Table 6 Relationship among religious factors and others stress factors of Japanese students

| | | | Coping | | | | Humor | |
		Stressor	Probrem	Emotional	Escape	Social skill	Meta	Favorite
Factor I	r	0.07	0.23	0.31	0.10	0.07	-0.21	0.15
	p	0.413	0.004	0.000	0.214	0.367	0.009	0.060
	N	160	160	160	160	160	160	160
Factor II	r	0.07	0.23	0.20	-0.02	0.14	0.02	-0.05
	p	0.405	0.004	0.012	0.770	0.075	0.784	0.571
	N	160	160	160	160	160	160	160

Table 7 Relationship between religious factors and stress reactions of Pakistani students

| | | Stress reaction | | | | | | |
		Depression	Anxiety	Anger	Emotion	Hikikomori	Tiredness	ANS
Factor I	r	-0.14	0.05	0.10	-0.01	0.01	-0.14	-0.02
	p	0.156	0.612	0.317	0.929	0.919	0.152	0.808
	N	108	106	108	107	106	108	108
Factor II	r	0.47	0.42	0.39	0.28	0.43	0.53	0.48
	p	0.000	0.000	0.000	0.003	0.000	0.000	0.000
	N	108	106	108	107	106	108	108
Factor III	r	-0.21	-0.13	-0.12	-0.24	-0.22	-0.39	-0.30
	p	0.031	0.179	0.202	0.011	0.022	0.000	0.002
	N	108	106	108	107	106	108	108
Factor IV	r	0.20	0.20	0.28	0.07	0.09	0.00	0.08
	p	0.038	0.037	0.003	0.452	0.362	0.973	0.412
	N	107	105	107	106	105	107	107

Table 8　Relationship between religious factors and cognitive appraisals of Pakistani Students

| | | Cognitive apprasal | | | | | |
		Threat	Disturbance	Loss	Control	Predict	Clearance
Factor I	r	0.08	0.00	−0.33	0.02	−0.12	−0.06
	p	0.410	0.966	0.000	0.825	0.229	0.531
	N	107	105	109	106	107	106
Factor II	r	0.09	0.36	0.19	−0.18	−0.15	−0.16
	p	0.345	0.000	0.045	0.059	0.122	0.094
	N	107	105	109	106	107	106
Factor III	r	0.01	−0.17	−0.15	0.11	−0.04	0.10
	p	0.908	0.088	0.123	0.275	0.665	0.293
	N	107	105	109	106	107	106
Factor IV	r	0.27	0.16	−0.08	−0.04	−0.08	0.00
	p	0.006	0.113	0.424	0.653	0.395	0.997
	N	106	104	108	105	106	105

Table 9　Relationship among religious factors and other stress factors of Pakistani students

| | | | Coping | | | | Humor | |
		Stressor	Probrem	Emotional	Escape	Social skill	Meta	Favorite
Factor I	r	0.04	−0.06	−0.15	−0.11	0.05	0.08	−0.12
	p	0.688	0.516	0.116	0.266	0.624	0.421	0.235
	N	110	109	109	109	110	107	107
Factor II	r	0.30	0.17	−0.09	0.06	0.25	0.02	−0.04
	p	0.001	0.084	0.353	0.567	0.010	0.807	0.654
	N	110	109	109	109	110	107	107
Factor III	r	0.00	−0.18	−0.08	0.00	−0.23	0.08	−0.10
	p	0.998	0.066	0.388	0.966	0.015	0.417	0.294
	N	110	109	109	109	110	107	107
Factor IV	r	0.16	0.00	−0.08	−0.01	−0.04	−0.04	−0.03
	p	0.103	0.977	0.417	0.935	0.693	0.692	0.789
	N	109	108	108	108	109	106	106

Table 10　Multiple liner regression analysis to religious factors from stress

	Dependent variable	Independent variable	Standarized β	p
Pak	Factor I	Loss	−0.331	0.000
(N=110)	Factor II	Tiredness	0.535	0.000
	Factor III	Tiredness	−0.407	0.000
	Factor IV	Treat	0.290	0.003
Jap	Factor I	Control	0.317	0.000
(N=160)	Factor II	Probrem coping	0.071	0.003
		Hikikomori	0.110	0.033

analysis revealed that there was a significant negative relation between RT factor 1 and Loss. Multiple regression analysis revealed that RT factor 1 was not predicted by Loss.

Correlation analysis found that RT factor II correlated significantly positively to Depression, Anxiety, Anger, Emotional Responses, Hikikomori, Tiredness, Stressor, Disturbance, Loss and Social Support. Multiple regression analysis revealed that RT factor II was predicted by Tiredness, indicating that individuals with a higher score on Tiredness tend to show a higher one on RT factor II.

Correlation analysis revealed that factor III correlated significantly negatively to Depression, Emotional Responses, Hikikomori, Tiredness and Social Support. Multiple regression analysis revealed that factor III was predicted by Tiredness, indicating that individuals with a higher score on Tiredness tend to show a lower one on RT factor III.

Correlation analysis revealed that factor IV correlated significantly positively related to Depression, Anxiety, Anger and Threat. Multiple regression analysis revealed that factor III was predicted by Threat, indicating that individuals with a higher score on Threat tend to show a higher one on RT factor IV.

Japan

Correlation analysis found that RT factor 1 correlated significantly positively with Loss, Control, Predictability, Problem Solving Focused Coping and Emotional Focused Coping and negatively with Hikikomori and Sensibility of Meta-message. Multiple regression analysis revealed that RT factor 1 was predicted by Control, indicating that individuals with a higher score on Control tend to show a higher one on RT factor 1.

Correlation analysis found that RT factor II correlated significantly positively with Control, Predictability, Problem Solving Focused Coping and Emotional Focused Coping, and negatively with Hikikomori. Multiple regression analysis re-

vealed that factor II was predicted negatively by Hikikomori and positively Problem Solving Focused Coping.

Discussion

This study was conducted to compare the Religious Tendency Level and Stress Level of both Pakistani and Japanese under-graduate students.

The Factor Analysis results of Religious Tendency Scale revealed that both Pakistani and Japanese students RT Factors construction is different. The findings of the difference between the factors may be caused by religious, socio-economic status, cultural values, education, technology and difference of present situation of the both societies.

The findings further revealed that RT has four factors among Pakistani students and the relationship is not so strong. While the Japanese students has two factors, but the relationship was comparatively stronger than Pakistani students.

The results of the mean score of Stress Reactions, Stressors and Coping of Pakistani students revealed that the score was higher compare to Japanese Students. It is assumed that the different variables are active behind the easy inclination of Pakistani students toward the stress. The students in Pakistan are facing different stressful events everyday. The scores were also high on Depression, Anxiety, Anger, Emotions, Hikikimori and Tiredness.

The actual receipt of social support is less related to well-being under stressful conditions than is the perceived availability (e.g., Wethington and kessler, 1986; Heller, Swindle and Dusenbury, 1986). It was also found that mean score of the Cognitive Appraisal was higher of Pakistani students. The students face multiple problems frequently and get weak moral and financial support in general. This fact enhance their coping problem solving skills.

The mean score of Social Skills and Meta-massage reveals that Pakistani students' score is higher. While both students have nearly the

same score on the Sense of Humor. It has been observed that in comparison with the Pakistani students Japanese students are more shy and reluctant to communicate directly in everyday life.

The distinction between threat and challenge is still somewhat muddy and not resolved to every one's satisfaction (Coyne & Lazarus, 1980). The Japanese students feel more Threat, Disturbance although their score was high on Clearance. As compare to Pakistani society the Japanese society is more peaceful. Even minor threatening situation make them prone to threat and disturbance. As they have no frequent exposure to such kind of circumstances in general.

Clearance is not a trait, it is a teaching for the Japanese students since their childhood. They show more clarity in most of their doings compare to the Pakistani students.

The findings further reveal that the sub-scale of stress scale Loss has no relationship with the Factor I of the RT which is Religious Commitment. The RT Factor I stresses on the control of oneself, true religious spirit, faith, wisdom, sacrifice and knowledge of religious teachings.

The results showed that Tiredness and Depression has a strong relationship with the RT Factor II. It further reveals that religious superiority, doubt on mental health of other religion people, men superiority, extremism and hostile approach towards anti-religion people causing strong tiredness and depression among the Pakistani students. The media is playing an important role in making the difference between the reality and self-interpreted religious teachings.

The further findings pointed out that the Pakistani students' RT Factor II has also significant positive relationship with the Stress Factors including Depression, Anxiety, Anger, Emotional Responses, Hikikomori, Tiredness, Stressor, Disturbance, Loss and Social Support.

The RT Factor II includes Religious Superiority which doubts on the metal health of other religion people, claims their religion people are smarter, men superiority, religious extremism and war against anti-religious people is justified.

The RT Factor II results further reveal that most of the Pakistani students feel that religious superiority is very important. Their thinking pattern shaped in such style because in most of the families and mosques when they get the religious education where they are taught that only their religion is superior and authentic. They in general doubt about the mental health of other religion people.

The RT Factor III is about Religious Socialization. It contains the items like religion based society is better, religion makes the society peaceful, religion lays down the base of any society, religion brings the discipline to our lives and religious extremism is important. Most of the items show significantly negative correlation with Depression, Emotional Responses, Hikikomori and Tiredness.

While the multiple regression results revealed that for Pakistani students the Loss has negative effect on the factor I, Tiredness has a positive effect on factor II while the Tiredness has negative effect for factor III and Threat has positive effect for factor IV.

The social support has two effects on health: a general effect and buffering effect (Cohen and Wills, 1985). The Japanese students results showed that Control has positive effect for Factor I while the Problem Coping and Hikikomori has a weak positive effect for Factor II.

Implications

The importance of the relationship between RT and Stress is recognised in this research. To achieve more reliable and concrete results we need to add more items and factors in the RT Questionnaire. Another important variable is that we need to collect more data to achieve more concrete results. The data from some other religious and cultural societies will be more helpful in obtaining the targets of this research.

Study Limitations

As the relationship of religion with the do-

mains of psychology is not enough explored, the limited research related material was one of the limitation of this research.

The second limitation was time consuming questionnaires. It took approximately an hour to fill in the questionnaires. Some of the students found the questionnaires boring.

The third limitation was sample of the students from the religious educational institutions. It was quite difficult to contact the students at religious institutions both in Japan and Pakistan.

The one of the important limitation was that the some of the students hesitate to answer boldly on RT questionnaire.

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Religious Tendency とストレスレベル
一比較研究

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要　約

　信仰とストレスの関連については，これまであまり関心が払われてこなかった。本研究では，信仰とストレスの関連を検討する為に，日本およびパキスタン人大学生を対象として，自作の質問紙である信仰へのコミットメントの程度を測定する Religious Tendency Scale（RT scale）の因子構造を確認すること，そして抽出された因子とストレスの関連を検討することを目的とした。因子分析により，RT Scale の因子構造は両国でことなり，日本では2因子構造，パキスタンでは4因子構造であることが示唆された。また，RT Scale の各因子と大学生ストレス反応尺度の各下位尺度との関連についても差異が認められた。したがって，信仰とストレス過程の関連が示唆されるともに，RT Scale の因子構造，およびRTとストレス過程の関連には文化差がある可能性が示唆された。