

**Attitude and its Components among Pre-service Teachers in Kuwait University towards Psychology Topics in the light of some Demographic Variables**

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### **Abstract**

This study aimed at identifying the attitudes of pre-service teachers studying at the Faculty of Education at Kuwait University towards psychology and its components and at detecting differences in those trends according to the study variables (gender, specialization, previous knowledge of psychology courses, monthly income, place of residence, and cumulative average). The descriptive-survey methodology was used in order to achieve the objectives of the study. The sample of the study consisted of (746) students (589 females and 159 males), who are enrolled in the faculty of education at Kuwait University, and who were chosen using the stratified random method. The attitudes towards psychology and its components scale has been developed and verified by researchers. The results indicated that the attitudes of the pre-service teachers towards psychology and its cognitive, emotional and behavioral components were neutral with a mean score of (2.97), where the order of the mean scores was 3.10, 3.05, and 2.75 for the cognitive, behavioral and emotional components, respectively. There were no statistically significant differences in the attitudes of students towards psychology and its components (cognitive, emotional, and behavioral) due to the variables gender, specialization, social status, income and place of residence. However, the results showed statistically significant differences in the attitudes of students towards psychology and its

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components in favor of students who studied psychology before and in the attitudes of students due to cumulative average, and in favor of students with GPA higher than very good. The study concluded with recommendations based on the findings.

**Keywords:** attitudes, psychology, cognitive component, emotional component, behavioral component, faculty of education.

**Introduction:**

Psychology occupies an important status in the lives of peoples because it offers various benefits to the individual and the society. It helps the individuals to understand themselves and determine their abilities, preparations and attributes that distinguish them from others and enable them to become more powerful to face life and its requirements and pressures. Psychology helps individuals to their surroundings and adapt to the society in which they inhabit. Psychology has a long history and has been subject to many criticisms in its various disciplines. Psychology and its related concepts have faced many uncertainties and distrust in many Western, Arab and even Islamic countries, because of its highly sensitive topics such as the self, personality and sex. However, with the passage of time, this science was able to gain its place and importance among the other sciences. During the history of psychology, this field and its specialists faced many challenges in the identification of academic and professional identity of psychology and proving the uniqueness of psychology from other sciences such as social service, psychiatry. Among these false trends towards psychology in the minds of the public are the attempts to link the psychology of witchcraft, sorcery and soothsaying and superstition (Abu Hatab et al, 1989).

Psychology has gained its importance in specific life situation because it provides various segments of society such as professionals, school students, workers in the field of industry, commerce, the military and others with specialized services in the field of counseling and psycho-social services. The purpose of these services is to help individuals understand aspects of human life, to solve their daily life problems, to develop a better image of themselves, how to think, how to deal with others, how to treat mental disorders, develop curricula, and more. Modern psychology may help shape strategies and plans to develop work as well as face, to treat and prevent of problems. In the West, psychology has received great interest and appreciation and is used in all aspects of life since the establishment of the American Psychological Association more than a hundred years ago. There is also a great interest in psychologists and the attitudes towards them, which contributed eventually to the formation of positive attitudes toward psychology and its related topics. However, the status of psychology and the attitudes of the public towards its subjects are still unclear, despite being described as a science for more than 60 years in the Arab world. The prevailing image in people's mind is that this science is just to treat the mentally and psychologically disordered (Ataiwab and Omar, 1998).

The importance of psychology and the increased need for mobilizing its theories and applications change many negative trends, which have been supported by the great contribution it brought to educational and professional institutions. Most educational or industrial enterprises are equipped with specialists in psychology, which was designed to help employees of these institutions to seek solutions to their psychological and social conflicts and problems as well as to increase performance and

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production. In the field of educational, modern psychology, with its accumulated knowledge of scientific theories, research methodologies and practical applications, is one of the most important sciences that educators rely on studying, diagnosing, modifying and addressing weaknesses in educational reality and changing the negative attitudes towards different topics in the educational field and in the classroom environment. Psychology is the main source of information that is related to the student's psychological life. It also seeks to provide teachers with psychological principles about teaching and strengthening the bond between psychological theories and educational practices through identifying and explaining human behavior in classroom learning and learning situations, which contribute to improving the learning process and efficiency and performance of learners (Ibrahim, 2001).

The studying of attitudes occupies an important status in social psychology, mental health, studies of personality and group dynamics in various applied fields such as education, health, social service, industry, production and others. The individual's attitudes towards a particular subject are an indicator of his or her behavior towards the subject, since the individual's attitude towards any subject is the stand the person to take about this specific subject (Jaber, 2000). Psychosocial attitudes are one of the most important outcomes of the process of socialization and are at the same time one of the most important motivations of behavior that play a role in controlling and directing it. One of the most important functions of education is that children should have attitudes which help them adapt to rising issues of their age and to change undesirable attitudes that may hinder their development. Everything a child has in mind on a specific subject is based on his/her previous experiences

and information available to on the subject in relation to different topics and things (Dwedat, 1999).

Zahran (2003) argued that attitudes are reflected in an individual's behavior, words, actions, and interaction with others in different groups in the culture in which a person lives and help him/her to make decisions in multiple psychological situations in a sense of consistency and uniformity without hesitation or thought every time. Attitudes help the individual to feel, understand and think in a specific way about the external environment. The subject of studying the attitudes of individuals has attracted the attention of many scientists of social psychology and mental health, which covered different and various topics. However, attention to empirical studies of attitudes of individuals, its topics, individuals' beliefs, feelings and behavior has only started in the early periods of the last century.

**Problem of the study:**

Because of the importance of applied and academic psychology in contemporary time, it has been introduced in all areas of life to be used and applied to develop work in ministries and all community institutions in the country. Psychology also provided great services that contributed to the process of development and construction in those institutions, especially in the educational and professional fields by teaching it as courses to raise the level of awareness among students in schools and universities. I was also applied conducting and implementing scientific and educational research that contribute to the development of education and raise its quality. Although psychology is generally considered to be one of the most prominent branch of humanities that has offered great benefits to mankind, it has gone through a number of stages and has been subjected to many criticisms. Thus hindering its

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development like other sciences, but it has flourished recently by the efforts of its scholars and advocates until reaching prosperity in its various fields and branches (Maashi, 2003). However, the distorted picture of psychology is still in the minds of the public, which may have a clear impact in the formation of negative attitudes towards psychology and issues related to mental illness and stigma of mental illness, mental disorders and psychotherapy. It is worth mentioning that the recognition of the role of psychologist and psychiatric specialist is still below the required level in many educational institutions. They are given the role of a social worker in schools and colleges in particular, which should belong originally to someone with a specialization in social service. Moreover, society looks at the psychological specialist as a person whose role is limited to providing counseling based on personal judgments and does not rely on scientific methods, such as observation, tests and social measures (Khalifa, 2001).

In the educational field, studying psychology courses and related subjects may help students, especially pre-service teachers studying in the faculties of education, to know what and how to teach. Psychology could help teachers who studied courses in this field at the undergraduate level to be more aware and to meet their students' expectations and needs. It may also enable them to use methods to teach better than their colleagues who have never studied any of the psychology-related courses in their undergraduate level (Stahi, 1980; Wo, 1982; Meller, 1982).

Attitudes vary according to the culture to which individuals belong, and in fact, these attitudes grow and feed on the many values and beliefs that prevail in a society. The existence of attitudes towards many phenomena determines the pattern of this individual's



behavior towards these stimuli, whether positive or negative. If these phenomena or stimuli of interest to this individual, these attitudes prevent the use of these phenomena and this negatively affects the individual. Psychology is undoubtedly one of the subjects that did not receive much attention at first due to the considerations that the community had to accept this science at first. University students are generally affected by negative attitudes towards psychology and related subjects. Students studying at the faculty of Education are among the most important categories of university students because they are considered as tomorrow's teachers, who will have direct contact with students for a period of time during the school day more than the time students spend at home.

Recently, there has been a growing interest in researching the outstanding role of teachers in contributing to the mental health of students in schools because they are supposed to hold large part of this responsibility. However, pre-service teacher could be affected by these negative attitudes toward psychology. The extent of influence over these students depends on the degree of their awareness and education, which could be limited by their knowledge of the psychological field that they have from studying courses about psychology during their university studies. This eventually may affect their treatment of students, who may have psychological problems, their help in early detection of these diseases and guidance to students in a timely manner. Moreover, studies have shown that discovering the attitudes of these teachers towards psychology and the knowledge about mental disorders, psychological problems and mental illness, as well as providing adequate training, education and knowledge of such matters contribute significantly to improving the psychological attitudes of these teachers towards students with these mental disorders.

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It also provide appropriate psychosocial support based on sound scientific foundations and reasonable levels psychological culture (Bryer & Signorini, 2011; Walter et al., 2006; Alradaan, 2016; 2017).

Therefore, this study aims at identifying the nature of the psychological attitude of pre-service teachers at the Faculty of Education at Kuwait University towards psychology and its related topic in order to develop strategies, curricula and appropriate plans to modify negative attitudes and support positive attitudes in a way that contributes to the application of psychology in the lives of teachers and the field of teaching profession they engage in after graduation.

**Questions of the study:**

Based on the above, this study attempts to answer the following questions:

1. What are the attitudes of pre-service teachers studying at the Faculty of Education at Kuwait University towards psychology and its components?
2. Are there any statistically significant differences in the attitudes of the pre-service teachers studying at the faculty of education at Kuwait University towards psychology and its components according to the variables of study (gender, specialization, previous study of psychology subjects, monthly income, place of residence, cumulative average)?

**Objectives of the study:**

This study aims at identifying:

- The attitudes of pre-service teachers studying at the Faculty of Education at Kuwait University towards psychology and its components.
- The differences in the attitudes of the pre-service teachers studying at the faculty of education at Kuwait University towards psychology and its components

according to the variables of study (gender, specialization, previous study of psychology subjects, monthly income, place of residence, cumulative average).

**Significance of the study:**

The significance of this study stems from the importance of its main topic, attitudes, which is one of the main topics in psychology and mental health because of its prominent influence in directing behavior towards the positive or negative direction. It also draws its significance from the importance of the sample addressed, which are university students in general, and students studying at the Faculty of Education in particular. This category of students are future teachers, who are supposed to have a high degree of knowledge and background. They are an important segments of society that that are relied on to spread knowledge to others who do not know. Therefore, studying the attitudes of these teachers towards a variety of subjects is of high importance, especially if negative attitudes, if any, are reflected on teachers' attitudes, feelings, and thoughts towards their students and their way of treating them. Moreover, pre-service teachers must be well trained and well educated in matters related to the psychological well-being of students (Elliot & Stemler, 2008).

This study may contribute in revealing the extent of information, education and awareness that these pre-service teachers have about psychology and its related topics such as mental health, motivations, personality disorders, education, learning, educational psychology, psychopathology and psychotherapy. This will eventually affects how teachers treat students, take into account differences among students in learning, create an appropriate educational psychological environment for learning, early detection of signs of mental illness among

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students and help in referring them to specialists in a timely manner for appropriate treatment and counseling. In addition, this will in turn be reflected in saving effort, time and psychological pain in treatment.

The results of this study may contribute to provide decision makers and officials in the Ministry of Education and educational institutions a better understanding of the attitudes of pre-service teachers towards psychology as science and guide those in charge of the educational process to reconsider the deficiencies or misleading information that may be due to lack of information in the field of psychology and related topics (Tarawneh, 2002). The study may also help to find scientific solutions based on the preparation of educational programs to increase the awareness of teachers and the development of culture and psychological knowledge.

**Operational definition:**

**Attitudes toward psychology:**

Psychology is defined as the science of studying human behavior in all its visible and intrinsic aspects, such as movement, speech, thinking, feeling and dreams (Hakki, 1992). Dwedar (1999) defines psychology as a science concerned with the study of human self, its activities, its motives, its emotions and its components, the attempts to understand, interpret, modify, direct and solve its problems through scientific methodological approaches, interprets, understand, clarify and predict the behavior of living beings. Behavior is defined as all activities and interactions between all living beings. The researchers address the concept of attitude, which is defined as mental, emotional and behavioral readiness acquired through personal experiences to guide the responses of the individual to all those things and attitudes related to this readiness. It is represented by the desire of the positive or negative objects

or subjects around the individual in the scope of interaction with them (Zahran, 2003 ). The researchers define attitude towards psychology as the total degree obtained by the sample through their responses to paragraphs of the components of the attitude towards psychology scale prepared for this study.

### **Theoretical Framework:**

#### **First: Attitudes**

The behavior of the individual in his social interaction during different social situations depends on a set of behavioral determinants. "Psychological attitude" is one of the most prominent determinants of the direct impact on behavior. Therefore, many psychologists, headed by "Albert" considered psychological attitude to constitute the cornerstone in social psychology because it allows individuals, groups, institutions, situations, and social themes to predict the response of the individual and community to these various concepts despite their relative stability (Kitchener et al., 2002).

Attitudes provide patterns of behavior expressed by the individual in a particular situation and this expression appears either in actions or words or both, and in any case attitude reflects the personality and needs of the individual and needs. Psychologists have various views in determining the definition of attitude that comprehensive among all researchers. Ma'aytah (2000:161-162) defined attitude as a state of neurological and psychological preparedness organized through the experience of the individual, which has a directive or dynamic effect on the individual's response to all the subjects and situations that this response provokes. Attitudes perform many functions at the personal and social level, enabling the individual to address different life situations in a productive way, such as the utilitarian function, which refers to helping the individual to achieve

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certain goals, and the organizational and economic function in which the individual responds according to the attitudes adopted by persons or ideas. Expressive function is another function in which attitudes provide the individual with opportunities for self-expression and finally the defensive function, in which the formation of attitudes is a means of justifying internal struggles or failures and self-defense (Nashwati, 2003, 475).

Attitudes are divided in relation to their subject into general attitudes, form the substance and quality that constitute the type of attitude, collective attitude, individual attitude, strong attitude and weak attitude (Al-Ma'aytah, 2000: 161-162). Attitudes act as directors of human behavior, forcing them to act positively when they have positive attitudes towards certain subjects, but if they have a negative attitude towards a subject, they will tend to respond negatively (Ahmad, 1982: 472). Attitudes are described as acquired and therefore assumed to be supportive, reinforcing or diminishing. They are also measurable and predictable and more prevalent than motives that end with the satisfaction of the need and reappear again with the appearance of the need. Attitudes may be affected by the individual's experience because it is the result of experience and a directive factor to change and develop under certain conditions (Ali, 1993: 76).

**Second: Components of Attitudes:**

1- The Cognitive component: It includes all the individual's cognitive processes, beliefs and ideas related to the topic of the attitude, as well as the individual's arguments behind his/her acceptance of the topic of the attitude. The cognitive component is divided into perceptions, concepts, beliefs, and expectations (Al-Daheri, 2005: 260).

- 2- The emotional component: It is evidenced from the person's feelings and desires towards the subject and his appetite or aversion, love or hate to the subject. Abdullah stresses the nature of pushing and moving in the emotional side of the attitude, in which the response could be negative or positive, and this is due to the emotional side of each human being. Sometimes a specific feeling is illogical; acceptance or rejection, love or hate can sometimes be unjustified (Al-Isawi, 2001).
- 3- The Behavioral component: It appears in the practical response to the subject of the attitude in a specific manner. The behavioral component is based on the nature of the willingness of the individual to do certain actions or responses consistent with his attitudes (Khalifa and Abdullah, 2001: 94).

The individual's scientific, religious, moral, political and economic attitudes are influenced by the social environment. The individual chooses for himself from the influences available in his civilization, which are consistent with the prevailing attitudes in society. Attitudes are determined according to the social framework consisting of several components, including concepts, standards adopted by the general, the upbringing of the individual and the existence of role models. This requires the existence of simulation and imitation of the individual to others' attitudes. The individual's attitude towards a certain subject affects the behavior of the individual because it relates to the extent of the knowledge and feeling of the subject (Zahran, 2003).

### **Third: Some theories explaining the composition of attitudes**

There are several theories that explain the composition of attitude. The most prominent theories are:

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1. Behavioral Theory: Behavioral theory holds that the composition of psychological attitudes in individuals depends primarily on the principle of reinforcement, since the behavior or response that is reinforced is more likely to be repeated, as the attitudes that are promoted are more likely to occur than those that are not reinforced (Abu Jada, 1998: 228).
2. Cognitive Theory: This theory is based on helping the individual to reorganize information about the subject of the attitude and to reorganize the knowledge structures associated with the new information and data on the subject of the attitude. This trend happens during the stages of determining the attitudes to be modified by reinforcing the desired positive attitude using the appropriate methods once they appear in the individual's behavior (Makhoul, 1982: 182).
3. Social Theory: This theory is based primarily on the idea that an individual's affiliation with certain people and groups increases with his growth and maturity, where he adopts the attitudes adopted by those he loves and admires (Salama, 2010). The group to which the individual belongs has a significant influence in determining his attitudes. It is natural that attitudes may change with the change in affiliation (Arydah, 1996; Ayed, 2005).
4. Rational Emotive theory: The author of this theory is Albert Ellis. The philosophy of rational theory argues that thinking, emotion, and behavior overlap with each other through the cause-and-effect relationship, and that the individual's thoughts decides hi behavior. It argues also that people are not annoyed by things, but by the ideas they form about these things and that negative beliefs, which exist in the minds of individuals control their emotional reactions to the situations they face. This



theory believe that the individual forms attitudes toward specific topics through the knowledge the individual gain about these topics. the more correct this knowledge about the topics, the better the attitude. Therefore, this theory believes in giving the opportunity for an individual to gain new experience that modify cognitive and knowledge content of the attitude toward the same subject (guarantor, 2003).

In order to interpret the results of this study the researchers will depend on the Rational Emotive theory, which believes that the behavior of the individual and his attitude towards any subject is based on the ideas and beliefs possessed towards this topic. The psychological attitudes of individuals towards psychology and related topics result from the impact of several factors such as family, school experience, media, social networking and society. What the individual possesses of information about psychology and related topics of mental health and dealing with mental disorders and patients with mental illness may be the result of the individual's beliefs and knowledge. These beliefs may be derived from incorrect sources or the result of incorrect experience. Therefore, these attitudes can be adjusted by changing the beliefs entrenched in the minds of individuals using various means such as media, school, training programs and community programs, but after recognizing the nature of these attitudes.

### **Previous Studies:**

A variety of studies tackled the issue of the attitudes of pre-service teachers towards psychology and related topics and concepts such as mental health, mental disorders and others. Some of these studies tackled these attitudes directly and others studies the relationship between these attitudes and some demographics. The following are some of these studies:

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Abdul Hamid (1979) conducted a study in Cairo on (200) university students aging between (18-24 years). The Nixon scale was administered to them, which is related to the common answers to psychological questions and the attitudes towards psychology and its topics. The results of the study showed that when students have higher knowledge of the students about the psychological and social they have or when they have studied previous courses of psychology, the less false beliefs about psychology they would have. The results also showed that there are no statistically significant differences attributed to students' attitudes toward specialization.

Gardner & Hund (1983) conducted a study, which concluded percentage of misconceptions about psychology and its subjects is widely spread among academics. The study was applied on a sample of (124) psychologists studying in colleges (Rocky Mountains Region and universities) and on (150) academic instructors from Ph.D. and MA holders from sociologists and others from the University of Colorado. The study used TCB test for Voughan. The result of the study revealed that 50% of the sample have false beliefs and there were no differences between females and males.

Al-Tal (1991) conducted a study aimed at identifying the impact of teaching a course in educational psychology on the attitudes of students towards psychology. These dimensions were the attitudes towards access to knowledge in psychology, attitudes towards the importance of psychology, attitudes towards the choice of a profession related to psychology, the attitudes towards research in psychology, and the attitudes towards using psychology. The study sample consisted of (62) male students and (46) female students from Yarmouk University. The study concluded that the students' attitudes were more positive as

females had higher mean scores than males towards psychology on all dimensions.

The study of Rydeen (1993) investigated the relationship between gender and age with misconceptions, and the attitudes towards psychology as a profession. The study was conducted on a sample of (234) students from the University of Denver. The results indicated that limited groups of students with false ideas in psychology had negative attitudes towards psychology. Their knowledge was limited in psychology, and this indicates that the concepts and ideas of false psychology cause negative attitudes towards psychology.

The study of Abdullah (1993) aimed at identifying the attitudes of students towards psychology and the relationship of those attitudes with personality traits. The study was applied to a sample of (377) male and female students from the Faculty of Arts at Cairo University, who studied psychology courses. The results of the study revealed that there were positive attitude towards psychology and the existence of differences in the attitudes of students on the scale towards psychology according to the variable of specialization and in favor of humanities majors.

Stephenson (1994) conducted a study aimed at investigating the differences in the attitudes of graduate students and undergraduate students in the English language towards psychology who study elective course of psychology. The sample consisted of (310) male and female students. The results of the study revealed that postgraduate students were more critical and receptive to the fundamentals of psychology than undergraduate students. The results also showed that female students were more positive than males towards studying the courses of psychology.

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The study of Al-Deeb (1996) aimed at identifying the attitudes of Egyptian and Omani students towards educational psychology as a theoretical and practical course. The study sample consisted of (230) Egyptian students and (170) Omani students. The results of the study showed that there are positive attitudes among Egyptian and Omani students towards the courses of educational psychology.

Al-Qahtani (1996) conducted a study to reveal the attitudes of Saudi university students towards psychology. The sample consisted of (1200) male and female Saudi students from different Saudi universities. The study showed that there are differences in the prevailing ideas about psychology as perceived by Saudi students in terms of topic and application other than the scientific image of psychology. The study also revealed the existence of positive attitudes among students towards psychology in general for both males and females.

Fridrich (1996) conducted a study aimed at evaluating students' perceptions of the concepts of psychology. The scale of psychology (PAS) was used and applied to two groups of university students, an experimental group consisting of (78) students studying the course of psychology in two consecutive semesters, and another group that does not study courses in psychology. The study concluded that there is a positive relationship and high results on the scale of psychology among students who studied courses of psychology and between the tendency to perceive psychology and express interest in psychology as science and belief in the efficiency of therapists.

The study of Kamal (1997) aimed at investigating the attitudes of Qatar University students towards psychology in the light of gender, specialization, the desire to study psychology, and the number of courses studied. The study

sample consisted of (335) university students, (103) males and (232) females with an age average of (21.7). The results of the study showed that the attitudes of students who studied psychology or have a desire to study it is stronger than those who did not study psychology or did not want to study it. Females' attitudes were more positive than male attitudes. Students from the humanities disciplines were more positive than students from scientific disciplines.

Khalifa (1999) performed a study aimed at identifying the common perception of psychology among the public in a sample of the Kuwaiti society consisted of (917) of both genders. The study came out with the most important results that there are no differences between males and females in their perception towards psychology.

Al-Sufi (2000) conducted a study to identify the attitudes of students of the Faculty of Education at the University of Sana'a towards the course of educational psychology. The sample of the study consisted of (260) students who are enrolled in the courses of psychology. The results of the study revealed that there are positive attitudes among students towards psychology, and that there are no differences in the attitudes of students on the scale due to gender and specialization.

The study of Tawfiq (2000) aimed at discovering students' attitude towards psychology among a sample of students of the University of Bahrain. The sample of the study consisted of (225) students, who were studying the courses of psychology. The results showed that there were statistically significant differences between males and females in the total score of the attitudes towards psychology, where females had higher mean scores than males.

Al-Zahrani (2003) conducted a study to identify the nature of the relationship between the attitudes of Umm Al-

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Qura University students towards some psychology courses within the program of educational preparation and some of its personal characteristics. The study also aimed at revealing whether there are differences between male and female students in their attitudes towards the study of psychology. The sample consisted of (200) male and female students. The results of the study showed that there is a negative relationship between students' attitudes towards psychology and the dimensions of psychosis and pessimism, and the presence of a positive and statistically significant difference between the students' attitude towards psychology and optimism. The results also revealed that there are statistically significant differences in the attitudes towards psychology between male and female students in favor of males.

A study conducted by Hersin (2001) aimed at identifying the attitudes of students towards neurological and psychotic patients and methods of treatment. The study concluded that there are negative attitudes towards mental illness as a disgrace for the psychiatric patients. The results also showed the absence of statistically significant differences in the attitudes of university students towards mental illness that could be attributed to the variables of gender, specialization and academic average.

Chung et al. (2001) conducted a study on a random sample of (308) university students in order to find out the attitudes of university students towards their colleagues with mental illness who had previously been diagnosed with mental illness. The study used a scale to describe the symptoms of mental illness in their colleagues. The results of the study revealed that there are high negative attitudes among female students than males towards mental illness, and that university students have negative attitudes towards their colleagues who exhibit symptoms with a higher degree

of mental illness than those who exhibit less severe symptoms. The sample showed high sympathy for their colleagues who receive medical treatment.

Al-Adawi et al. (2003) conducted a study aimed at investigating the attitudes of medical students towards mental illness and the social and demographic factors contributing to the formation of such attitudes. The sample of the study consisted of three groups. The first group consisted of students from Qabus University in Oman, who completed a training course in the Behavioral and Clinical Curriculum courses in their undergraduate study of medicine and another group of medical students who have completed the same course. The study also used visits psychiatric patients in the hospital or external visitors. The last group consisted of ordinary members of the public. The study used the (ATMIQ) scale of attitudes as modified to fit the Omani environment. The study found that there were no statistically significant differences on the effect of age, academic level, marital status, gender and type of experience in the attitudes of students towards mental illness.

Zuzovsky (2003) conducted a study aimed at investigating the attitudes of a sample of university students towards mental illness and its treatment. The results of the study indicated that older students with high educational level had higher positive attitudes towards mental illness and its treatment compared to other students, who are younger and have less educational level. The results also showed that there are statistically significant differences in students' attitudes towards mental illness according to the gender variable, and in favor of female students, where they showed more positive attitudes towards mental illness and treatment than males.

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The study of Al-Harthy (2003) aimed at identifying the attitudes of a sample of citizens of the city of Mecca towards psychology, its topics, its related professions and its relationship to some demographic variables. The sample of the study consisted of (372) individuals working in the city of Mecca in different professions, such as Sharia studies, academicians, doctors, engineers, teachers and businessmen. The results of the study revealed the existence of general attitudes among the study sample towards psychology that are closer to positive. The results also showed that there statistical significant differences between the attitudes of the study sample towards psychology and age, and that there are no statistically significant differences in the attitudes of the sample of the study towards psychology based in specialization in secondary level or university (scientific, literary, other). Finally, the study showed a presence of statistically significant differences in the attitudes of the sample towards psychology based on professional specialization and in favor of academicians.

Wood (2004) conducted a study aimed at identifying the the role of specialization, gender, level of education and age in the attitudes of university students towards mental illness and mental and neurological treatment. The results of the study showed correlative relations between these attitudes and the level of education and the existence of statistically significant differences for the effect of variables such as gender, age and specialization on the attitudes of university students towards mental illness.

The study of Levenson (2004) aimed at comparing the attitudes of students from theoretical and scientific faculties towards mental illness. The results of the study revealed that there were negative attitudes among university students both scientific and humanities specializations toward psychiatric patients. The results also showed that there were



statistically significant differences for the effect of gender variables and academic achievement on students' attitudes.

The study of Pollock (2004) aimed at identifying the attitudes of university students in the humanities faculties towards mental illness. The results of the study showed that there were positive attitudes among students toward mental illness and they showed a great contentment in the effectiveness of treatment used with Psychiatric patients.

Abu Hatab et al, (2005) conducted a study aimed at investigating the attitudes toward psychology among Omani youth. The results showed that Omani youth had tendency to have a positive attitude towards psychology because of the prevalence of psychological ideas among the public. The study concluded that there are statistically significant differences between Omani Youth's attitudes towards psychology, and in favor of females.

The study of Barakat and Hassan (2006) aimed at identifying the attitudes of university students in northern Palestine towards illness and psychotherapy in the light of some demographic and educational variables (gender, specialization, age, achievement, place of residence, family income). The attitudes towards illness and psychotherapy scale was used. The results of the study showed that the attitudes of Palestinian university students towards illness and psychotherapy were positive, and there were statistically significant differences in students' attitudes towards illness and psychotherapy based on the specialization variable, and in favor of students studying medical, engineering and pharmaceutical specialties. The study also showed that there were statistically significant differences in students 'attitudes towards illness and psychotherapy according to age variable, and in favor of young students, and no statistically significant differences

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in students' attitudes based on gender variable, and in favor of females.

Al-Mahameed (2007) conducted a study aimed at identifying the attitudes of university students towards psychology topics and to identify the factorial structure of the paragraphs attitudes towards psychology scale among the students of Mu'tah University. The study also aimed at detecting gender differences in the components of the attitudes towards psychology. The researcher has prepared the attitudes towards psychology scale, which consisted of (36) paragraphs measuring four components: the cognitive enjoyment of psychology, the importance of psychology, the choice of a profession related to psychology, and the attitude towards research in psychology. The study sample consisted of (432) female and male students. The results of the study revealed that students' attitudes towards psychology in general were positive and females attitudes towards psychology more positive than males' attitudes.

The study of Kah (2008) aimed at identifying the common misconceptions among the Malaysian public towards psychology and its topics. The sample of the study consisted of (833), from which (587) were from the general population of Kang Valley in Malaysia. The results of the study showed that 90% of the city's population have knowledge of psychology and mental health issues. Most of the university students who participated in the study showed understanding and positive attitudes towards psychology more than the public. The results also showed that there were no impact for the variables of age, race and the place of residence on the attitudes scale and the concepts used in the study.

Ashton (2009) conducted a study on the general perception of the public towards psychology and the development of attitudes and their validity towards the

measure of psychology (ATPI), which was designed by the researchers. The sample of the study consisted of (416) students from the University of Ohio. The results of the study showed that the general perception among people was having a positive attitude towards psychology.

A study conducted by Stone & Merb (2011) aimed at exploring university students' attitudes towards mental illness and stigma by applying several measures and survey tests for alcohol and drug addiction, and the scale of the attitudes towards mental illness and the stigma of mental illness. The study was applied on the same sample of (383) students (from 2008 to 2009). The results of the study revealed that positive attitudes towards the stigma of mental illness were correlated with students who have more psychological information and who tended to believe in importance of psychotherapy versus negative attitudes for the same sample who do not believe in psychotherapy.

Hogberg et al. (2011) conducted a study aimed at revealing the attitudes of the Swedes towards mental illness and the factors influencing the formation of these attitudes such as age, gender, experience and residential area. The sample of the study consisted of (1500) people. A developed scale was used for this purpose. The results of the study found that females, people in the age group of (31-50 years), people who have experience in dealing with people suffering from mental illness and those who are living next to someone with mental illness had shown positive attitudes towards mental illness and psychiatric patients.

In a study conducted by the National Institute of Mental Health in Washington (2012), the study found that 80% of respondents in the public who were asked a questionnaire to measure their attitudes towards mental illness do not show positive attitudes towards mental

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patients. the study also revealed that people with a high level of education have shown great sympathy and belief in the importance of supporting and treating psychiatric patients.

Kazem and Al-Mamari (2012) conducted a study on students of Sultan Qaboos University aimed at identifying the factorial structure and the nature of attitudes towards psychology and its topics, as well as the extent of the contribution of factors such as gender, age, specialization, and cumulative average, and previous study of psychology courses in these attitudes. The study was applied on (260) students from different faculties of the university. The results of the factorial analysis revealed four factors, namely: the contributions of psychology in aspects of life, the cognitive enjoyment of psychology, cognitive reactions, and emotional reactions. The nature of attitudes was generally positive especially for students who have already studied courses in psychology.

Poreddi et al. (2014) conducted a study to identify the attitudes of university students in the faculty of nursing towards people with mental illness. The study sample consisted of (148) male and female students. The results of the study showed that nursing students had positive towards patients in two of the dimensions of the scale, which was applied in the study; adherence and stigma of psychiatric disease. The study showed that there were negative attitudes for the dimensions of prediction of harm and the negative stereotype about psychiatric patients included in the scale.

Mukhaimar and Al-Essa (2014) conducted a study aimed at identifying the attitudes of students of the Faculty of Education at Al-Aqsa University towards the course of educational psychology and the differences in these attitudes according to the variables of gender, specialization

and cumulative average. The sample of the study consisted of (100) male students and (200) female students, who study courses of psychology. The study concluded that there are positive attitudes among students towards psychology topics, and that there were statistically significant differences in the attitudes of students according to the variable of specialization, and in favor of humanities specializations. The study showed no statistically significant differences in the attitudes of students based on the variable of gender.

Sevensson et al. (2014) conducted a study on (1101) male and female students in the Faculty of Social Work and the Faculty of Police Sciences with the aim to identify their attitudes towards mental illness, especially schizophrenic patients. The study was based on eight training, counselling and specialized programs. The study showed that the students of the Faculty of Police Sciences had negative attitudes towards people with schizophrenia more than students of social service. The results also showed that these negative attitudes had achieved a clear decline with the training provided to the sample. Participants who had previously experienced dealing with people with Schizophrenia from their friends or relatives had less negative attitudes towards mental illness.

The study of Monteiro (2014) found positive trends among university students in Africa towards mental illness and those who suffer from it. This study was applied on (58) students after they passed an academic training course specialized in psychology and mental disorders.

Amarasuriya, et al. (2015) conducted a study aimed at investigating the attitudes of a sample of (4650) students from the University of Sri Lanka towards mental illness and people with depression. Three types of psychometric measures were used in the study, namely, (the sense of

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risk), (the desire not to socialize), and (vigilance, not disease). The study showed that the absence of the use of pathological terms or concepts suggestive of disturbance when describing mental illness is effective in treatment. In addition, using special phrases in the scales to describe patients had a significant impact in reducing negative attitudes in the sample towards depression and people with depression. These negative attitudes decreased among those who worked in the support teams for people with depression or those who had experience in dealing with patients from their relatives or friends, especially in the social dimension of the three measures.

In the study of Gibson et al. (2015), the aim was to identify the attitudes towards three types of mental illness namely obsessive, anxiety and depression. The study sample were (373) individuals. The results of the study showed that males had negative attitudes towards psychological illness more than females. Females showed more psychological knowledge of mental illness and its symptoms and treatment than males. On the other hand, males showed less feeling of the danger of the illness and its patients and showed less support to the need for treatment.

Al-Husaini (2018) conducted a study aimed at exploring the attitudes of students of the Faculty of Education at the University of Taiz in Yemen towards psychology. The sample consisted of (189) male and female students. The results of the study showed that the level of students' attitudes towards psychology were more than average in all dimensions (the importance of psychology, enjoyment in psychology, benefit from psychology, the role of psychology in problem solving). The results also revealed that there were no statistically significant differences in students' attitudes towards psychology in the

scale as a whole, and there were statistically significant differences in the attitudes of students towards psychology in the scale according to the specialization variable, and in favor of humanities specializations.

**Methodology and Procedures:**

This study followed the descriptive survey methodology, which is defined as the research methodology, which relies on the results researching to describe and explain the phenomena. The following is a description of the population and sample of the study:

**First: the population and sample of the study**

The population of the study included (10147) male and female students studying in the second semester of the academic year 2019/2020 at the College of Elementary Education in the Public Authority for Applied Education and Training. The sample of the study was selected from the study population using stratified random method. The sample was (587) female students and (159) male students, who were chosen from the Faculty of Education ta Kuwait university for availability and accessibility for sample members.

**Table (1): Distribution of the study sample according to the variables of gender, specialization, study or lack of prior study of psychology courses**

Variable	Levels	Number	Percentage
Gender	Female	587	78.7
	Male	159	21.3
Specialization	Humanities	450	60.3
	Scientific	296	39.7
Prior study of psychology courses	No	211	28.3
	Yes	535	71.7
Monthly income	weak	23	3.1
	Average	527	70.6
	Excellent	196	26.3

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Variable	Levels	Number	Percentage
Marital status	Single	491	65.8
	Married	255	34.2
Governorate of residence	Hawli	60	8.0
	Al-Jahra	190	25.5
	Al-Ahmadi	176	23.6
	Mubarak Al-kabeer	89	11.9
	The capital	76	10.2
	Al-ferwanyah	155	20.8
Cumulative average	Weak	12	1.6
	Good	423	56.7
	Very good	305	40.9
	Excellent	6	.8
	Total	746	100.0

**Second: Instrument of the study**

Based on their reading of the literature related to the subject of the study, the researchers constructed a scale to measure the psychological attitude among the pre-service teachers towards psychology and related subjects by looking at several previous scales and studies that dealt with the attitudes towards psychology and its components (cognitive, emotional, and behavioral). A group of paragraphs have been formulated to describe the attitudes of the teachers at the Faculty of Education towards psychology and its components in the form of positive items and negative item. The number of these paragraphs in the initial phase of the scale were (38) paragraphs. To ensure the psychometric characteristics of the scale, validity and reliability, it was presented to a group of (6) experts and judges from faculty members specialized in psychology and mental health at the Faculty of Education at Kuwait University. The paragraphs of the scale have been analyzed after applying it to a preliminary sample of (40) male and



female students from the faculty of Education. A number of paragraphs were excluded, and the final number of paragraphs that have been subjected to the final statistical analysis procedures were (33) paragraph as shown in Table (2).

**Table (2): The values of the correlation coefficients between each paragraph of the attitudes towards psychology and its components scale and the total score.**

Paragraph No.	Correlation coefficient	Paragraph No.	Correlation coefficient	Paragraph No.	Correlation coefficient
١	**٠.٤٤	١٣	**٠.٥٣	٢٥	**٠.٥٠
٢	**٠.٤٨	١٤	**٠.٦٩	٢٦	**٠.٥٠
٣	**٠.٦٤	١٥	**٠.٦٦	٢٧	**٠.٥٧
٤	**٠.٤٨	١٦	**٠.٧١	٢٨	**٠.٤٦
٥	*٠.٣١	١٧	*٠.٣١	٢٩	**٠.٦٨
٦	*٠.٣٥	١٨	٠.٢١	٣٠	**٠.٧١
٧	**٠.٣٦	١٩	**٠.٥٨	٣١	**٠.٦٦
٨	**٠.٤٦	٢٠	**٠.٤٣	٣٢	**٠.٦٠
٩	**٠.٥٩	٢١	٠.١٩	٣٣	**٠.٦٩
١٠	**٠.٦٦	٢٢	**٠.٥٩		
١١	*٠.٣٢	٢٣	**٠.٦٦		
١٢	**٠.٤٦	٢٤	**٠.٣٦		

To find the stability of the scale, the researchers found the reliability of the scale by repetition through applying the scale to a sample of (40) of the pre--service teachers, and then re-applied two weeks after the first application (reliability). The stability coefficient was (0.82), which was calculated using the alpha coefficient, where the coefficient of the alpha scale was (0.80) as shown in Table (3).

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**Table (3) Coefficients of reliability for the attitudes toward psychology and its components scale**

Component	Reliability	Alpha coefficient
Cognitive	.83	.80
Emotional	.81	.83
Behavioral	.82	.86
Total score of scale	.82	.84

**Display and Discussion of Results:**

**Results related to the first question: What are the attitudes of pre-service teachers studying at the Faculty of Education at Kuwait University towards psychology and its components?**

To answer this question, the mean scores and standard deviations were used for the dimensions and paragraphs of the attitudes of the pre-service teachers. Table (4) shows the attitudes of pre-service teachers towards psychology and its components, cognitive, emotional and behavioral were neutral with a mean score of (2.97). The cognitive component came first with a mean score of (3.10), followed by the behavioral component with a mean score of (3.05), while the emotional component came last a mean score of (2.75) as shown in Table (4).

**Table (4): The mean scores, standard deviations, ranking and attitudes of students towards psychology and its components (n = 746)**

	Component	Mean score	St. dv	Rank	Attitudes
١	Cognitive component	3.10	0.87	1	Neutral
٢	Emotional component	2.75	0.90	3	Neutral
٣	Behavioral component	3.05	0.90	2	Neutral
	Attitudes Towards Psychology (Total Scale)	2.97	0.89	-	Neutral

The researchers attribute the students' neutral attitudes towards psychology and its components - although they are close to positive attitudes- to their good knowledge of

psychology topics, which came first among its components. This knowledge is mostly related to the study of most subjects in psychology during their university life while part of this knowledge may come from their own reading of these topics, watching TV programs or social media platforms. In addition, the curiosity of students in knowing the nature and topics of psychology and in acquiring information in psychology, such as not limiting it to mental illnesses, the support to mental health of man in general cannot be ignored.

The behavioral component being in the second place and in a neutral level among the components of psychology can be explained that some students are trying to apply some rules of psychology in their behavior in their daily lives to know beforehand the positive effects on them on the one hand, and pressures and difficulties they face on the other. Their fears and pre-established conceptions of psychology cannot be ignored in their attempts to translate the behavioral component of psychology into their lives. Therefore, their attitudes towards psychology have been neutral between indecision, caution, and at times ignoring.

The emotional component came in the last order with a neutral level among students, which can be attributed to their emotions and feelings towards psychology that are still surrounded by concern and uneasiness because of the pre-formed stereotype. Society and social media are important players in forming these stereotypes, such as that psychology is limited to people who are mentally and psychologically disturbed and that going into this area may cause them upset and discomfort. Therefore their attitudes were neutral and close to negative towards psychology and its emotional components. These results can also be attributed in general to the lack of awareness of psychology and its components, especially at the school level, as well as

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the lack of emphasis on positive psychology in courses that provide topics in psychology.

These findings are consistent with the findings of a study by the National Institute of Mental Health Prevention in Washington (2012) that 80% of respondents in the public were surveyed to measure their attitudes towards mental illness and psychiatric subjects. They generally show positive attitudes towards psychiatric and topics related to psychology. These findings also agree with previous studies (Rydeen, 1993; Gardner & Hund, 1983; Hill, 1999; Deeb, 1996; Hersin, 2001; Chung et al., 200; Levenson et al., 2001, and Sevansson et al., 2014). These studies showed negative attitudes among university students towards psychology and topics associated with it.

**The following is a detailed description of the results related to each component:**

**First: The Cognitive component:**

Table (5) shows that the attitudes of pre-service teachers towards the cognitive component of psychology were neutral with a mean score of (3.10). The first paragraph, "Psychology contributes to assisting parents in raising their children properly" was ranked first with a mean score of (3.58). The third paragraph, "The study of psychology makes me more able to control myself" came in the last ranking with a mean score of (2.45) and a negative degree as shown in Table (5).

**Table (5); Mean scores, standard deviations, the ranks and attitudes of students towards the cognitive component of psychology (n = 746)**

	<b>Dimension</b>	<b>Mean score</b>	<b>St. dv</b>	<b>Rank</b>	<b>Attitude</b>
1	Psychology contributes to assisting parents in raising their children properly	3.58	.51	1	Positive
2	I think my studies of psychology help me solve my problems.	3.24	.84	7	Neutral
3	Studying psychology makes me more able to control myself.	2.45	1.01	13	Negative
4	Psychology contributes to an atmosphere of positive interaction between individuals working in different institutions.	3.36	.84	4	Neutral
5	I think that studying psychology increases a person's awareness of how to deal with stress.	3.53	.74	2	Positive
6	Most graduates of psychology are unemployed.	2.73	1.08	11	Neutral
7	I think that studying psychology courses is necessary	3.07	1.03	8	Neutral
8	Studying psychology helps me in my specialization.	3.41	.65	3	Positive
9	Psychology helps me solve others' problems.	3.25	.87	6	Neutral
10	Research in psychology is not based on scientific method but on prediction.	2.64	1.05	12	Neutral
11	I think those who study psychology are complicated	2.98	.94	9	Neutral
12	Knowledge of psychology makes me more understanding of the behavior of others.	3.31	.76	5	Neutral
13	Studying psychology brings depression to myself.	2.81	1.00	10	Neutral
<b>Cognitive component</b>		<b>3.10</b>	<b>.87</b>	<b>-</b>	<b>Neutral</b>

These results can be attributed to the fact that students actually believe that psychology helps parents to raise their children properly, while they do not believe that their study of psychology may help them solve their daily problems. Moreover, they do not believe that studying psychology

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makes them more able to control themselves. Psychology contributes to an atmosphere of positive interaction among individuals working in different institutions, while most students find that the study of psychology increases their awareness of how to deal with different psychological pressures. From employment perspective, pre-service teachers believe that most graduates of psychology are unemployed, but they study its subjects because they benefit them in their other specializations. These finding is consistent with Tarawneh (2002) in that information plays a key role in identifying individuals' attitudes towards different topics and at least influence the way and effectiveness of their change, modification, control, or interpretation.

**Second: The Emotional component**

Table (6) shows that the pre-service teachers' attitudes towards the emotional component of psychology were neutral with a mean score of (2.75). The fifth paragraph, "Following radio and television conversations that address psychological issues makes me feel good" cam in the first rank with a mean score of (3.46), and with a positive degree. The first paragraph, "Dialogue in psychology issues makes me feel comfortable" came in the last ranking with a mean score of (1.80) and a negative degree as shown in Table (6).

**Table (6); Mean scores, standard deviations, the ranks and attitudes of students towards the emotional component of psychology (n = 746)**

	<b>Dimension</b>	<b>Mean score</b>	<b>St. dv</b>	<b>Rank</b>	<b>Attitude</b>
1	I would like to talk about psychology	1.80	.87	10	Negative
2	I like reading a book in psychology	2.72	1.04	7	Neutral
3	I feel comfortable listening to psychologists	2.77	1.01	6	Neutral

	<b>Dimension</b>	<b>Mean score</b>	<b>St. dv</b>	<b>Rank</b>	<b>Attitude</b>
4	Psychology topics are philosophical words that do not benefit the reality of life and reading it makes me feel uncomfortable	1.83	.90	9	Negative
5	Following radio and television conversations that address psychological issues makes me feel good	3.46	.65	1	Positive
6	Watching or sitting with someone who has a psychological problem makes me feel bad	3.20	.88	3	Neutral
7	Listening to the counselors' advice makes me feel tranquility	2.18	1.07	8	Negative
8	It makes me feel good when asked to help people with psychological problems.	3.11	.94	4	Neutral
9	I like to attend lectures or seminars related to psychology	3.04	.83	5	Neutral
10	Thinking about the possibility of facing a psychological problem and having treatment sessions makes me feel bad	3.39	.80	2	Neutral
<b>Emotional component</b>		<b>2.75</b>	<b>0.90</b>	<b>-</b>	<b>Neutral</b>

The researchers attribute these findings to the fact that students prefer not to talk about psychology topics and have weak appetite for reading books in psychology. They believe that psychology topics are philosophical words that do not benefit the reality of life and reading about such topics make them feel uncomfortable. On the other hand, they tend to follow radio and television conversations that deal with psychological issues, perhaps due to the organized experiences presented in these programs and provided by experts and specialists. In general, it can be said that the feelings and emotions of students towards psychology and its topics make them feel uncomfortable, such as watching or sitting with a person suffering from a psychological problem, or thinking about the possibility of

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facing a psychological problem and undergoing treatment sessions.

**Third: The Behavioral component**

Table (7) shows that the attitudes of pre-service teachers towards the behavioral component of psychology were neutral with a mean score of (3.05). The fifth paragraph, "I read topics about psychology" came first with a mean score of (3.44). The eighth paragraph "I choose courses in psychology to study in college" came in the last ranking with a mean score of (2.33) and a negative degree as shown in Table (7).

**Table (7); Mean scores, standard deviations, the ranks and attitudes of students towards the behavioral component of psychology (n = 746)**

	<b>Dimension</b>	<b>Mean score</b>	<b>St. dv</b>	<b>Rank</b>	<b>Attitude</b>
1	I buy psychological books and magazines to keep in my own library.	3.03	1.01	7	Neutral
2	I seek to collect information in psychology for exam purposes only.	3.37	.81	4	Neutral
3	I seek to learn more about psychology so I can use it in my life.	3.38	.79	2	Neutral
4	I prefer a major in psychology in my graduate studies.	3.38	.79	3	Neutral
5	I read about psychology topics.	3.44	.75	1	Positive
6	I participate in dialogues with others in the topics of psychology.	3.31	.82	5	Neutral
7	I use the help of psychologists in case I face any psychological problem.	2.69	1.10	8	Neutral
8	I choose courses in psychology to study in college.	2.33	1.02	10	Negative
9	I discuss others in their psychological problems.	3.18	.95	6	Neutral
10	I follow radio and television programs on psychological issues.	2.40	.98	9	Negative
<b>Behavioral component</b>		<b>3.05</b>	<b>0.90</b>	<b>-</b>	<b>Neutral</b>



These results can be attributed to the fact that although some students buy books and magazines in psychology, they seek to collect information for the purposes of exams only, while few of them seek to learn more psychology to be able to use in his daily life. Therefore, their attempts to apply the knowledge they gained about psychology were low, such as talking to others on psychology topics, and discussing others in their psychological problems. These results can also be explained by the weakness of behavioral programs offered to students to train them on the topics of psychology and the focus of the teaching course on the theoretical aspects only and ignoring the practical part although psychology in its origins is an applied science.

**Results related to the second question: Are there any statistically significant differences in the attitudes of the pre-service teachers studying at the faculty of education at Kuwait University towards psychology and its components according to the variables of study (gender, specialization, previous study of psychology subjects, monthly income, place of residence, cumulative average)?**

**First: Differences according to gender**

The mean and standard deviations of the students' attitudes towards psychology and its components were calculated according to the gender variable (males and females) which showed apparent differences among the sample members. To determine the significance of these statistical differences, T-test for independent samples was used, which indicated that there are no statistically significant differences in students' attitudes towards psychology and its components (cognitive, emotional, and behavioral) as shown in Table (8).

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**Table (8): T-test results of the differences between the mean scores according to the gender variable in the attitudes towards psychology and its components scale (n = 746)**

Dimension	Gender	No.	Mean score	Standard deviation	T value	Freedom degree	Sig.
Cognitive	Female	587	40.36	3.87	1.681	744	.093
	Male	159	39.78	3.97		245.219	
Emotional	Female	587	27.41	2.96	.896	744	.371
	Male	159	27.65	2.98		249.091	
Behavioral	Female	587	30.61	3.89	1.797	744	.076
	Male	159	29.88	4.74		219.030	
Total score (attitudes toward psychology and its components)	Female	587	98.39	7.95	1.463	744	.144
	Male	159	97.31	9.22		225.554	

This result can be explained by the fact that psychology is a science that focuses on the importance of the human aspect of the individual as manifested in his compatibility with himself and his society and in increasing his ability to accept others and take care of their issues and problems. This human aspect of psychology is close to the nature of the Islamic and Arabic culture in the Kuwaiti society. This culture emphasizes the need for psychological support to patients, using appropriate language with them, good treatment between people in life. It also emphasizes the need to understand and take into account their feelings and induce the pursuit of internal psychological comfort as a principle above all. This is also confirmed by the Arab and Islamic culture, as Islam guarantees every human right what a decent life requires by virtue of humanity, which includes all races, male and female, and the individual's pursuit of physical and psychological health and all means to achieve this end. These means include adequate knowledge of psychological issues and associated disorders

and psychological treatment. In addition, the right to treatment from the perspective of Islam is an order and assignment from Allah Almighty in order to preserve of the self and not throw oneself into destruction, where neglect of treatment leads to destruction. Undoubtedly, all this has an impact on the attitudes of the sample, whether males or females, as a part of the society. Moreover, these findings can be explained also by the nature of psychology and its importance at the level of the individual and society and the role of cognitive progress to educate members of the community about the importance of this science at various levels as explained above.

These findings are consistent with the results of some previous studies such as (Al-Qahtani, 1996; Hersin, 2001; Gardner & Hund, 1993; Al-soufy, 2006; Wood, 2004; Mikhimar and Al-Essa, 2014;, Levenson, 2004; Barakat and Hassan, 2006; Khalifa, 1999; Al-Adawi et al, 2003; Al-Harthy, 2003; Kazim and Al-Mamari, 2012). These findings disagree with the studies of (Kamal, 1997; Stephenson, 1994; Tawfik, 2004; Zahrani, 2003; Mahamid, 2007; Abu Hutab, 2005; Chung et al., 2001; Zuzovsky, 2003 and Gibbons et al., 2015) which concluded that there were statistically significant differences according to the gender of variable in the subject of students' attitudes towards psychology and its related topics.

### **Second: Differences according to specialization**

The mean scores and standard deviations of the students' attitudes towards psychology and its components were calculated according to the variable of specialization (humanities - scientific) which showed apparent differences between the sample members. To determine the significance of these statistical differences, T-test for independent samples was used which indicated that there were no statistically significant differences in students'

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attitudes towards psychology and its components (cognitive, emotional, and behavioral) as shown in Table (9).

**Table (9): T-test results of the differences between the mean scores according to the variable of specialization in the attitudes towards psychology and its components scale (n = 746)**

Dimension	Gender	No.	Mean score	Standard deviation	T value	Freedom degree	Sig.
Cognitive	Humanities	450	40.35	3.95	.961	744	.337
	Scientific	296	40.07	3.81		648.023	
Emotional	Humanities	450	27.43	2.89	.366	744	.714
	Scientific	296	27.51	3.07		603.648	
Behavioral	Humanities	450	30.29	4.11	1.326	744	.185
	Scientific	296	30.70	4.06		636.208	
Total score (attitudes toward psychology and its components)	Humanities	450	98.07	8.28	.336	744	.737
	Scientific	296	98.28	8.20		635.830	

Students of humanities specializations, and by virtue of their majors, may possess psychological information and knowledge related to psychology, its branches and fields, which may make them more aware of psychological topics than their colleagues in the scientific departments. Students of scientific majors study scientific materials and rare materials related to the humanities or psychology courses. This may be due to the nature of the courses students of the humanities departments study, such as courses of psychology and personality, mental health, clinical psychology, psychotherapy and theories of psychotherapy. These courses may have contributed to the formation of more positive attitudes towards psychology better than their colleagues in the scientific specializations. This is confirmed by the "emotive mental theory", which believes that the individual's attitudes towards a particular subject is

affected by what a person may have of the knowledge and information related to the attitude to the same subject.

These findings agree with the results of some studies (Abdul Hamid, 1979; Kamal, 1997; Abdullah, 1993; Sevansson et al., 2014; Mukhaimar and Al-Essa, 2014; Al-Husayni (2018), and Pollock, 2004). These findings disagree with Barakat and Hassan (2006), which indicated that students' attitudes from scientific and medical disciplines are more positive than those from humanities disciplines. The findings are also inconsistent with Hersin (2001), Al-Harthy (2003), and Wood (2002), which indicated that there are no statistically significant differences in students' attitudes towards psychology and its related topics based on the specialization variable.

### **Third: differences according to the previous knowledge about psychology**

The mean scores and standard deviations of students' attitudes towards psychology and its components were calculated according to the variable of previous knowledge about topics of psychology (yes - no) which showed apparent differences among the sample members. To determine the significance of these statistical differences, T-test for independent samples was used which indicated that there were statistically significant differences in students' attitudes towards psychology and its cognitive and behavioral components, and in favor of students who previously studied psychology. Table (10) shows no statistically significant differences in the emotional component of the students due to the variable of previous knowledge about psychology.

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**Table (10): T-test results of the differences between the mean scores according to the variable of previous knowledge of psychology in the attitudes towards psychology and its components scale (n = 746)**

Dimension	Gender	No.	Mean score	Standard deviation	T value	Freedom degree	Sig.
Cognitive	Yes	211	40.75	3.39	2.247	744	.025
	No	٥٣٥	٤٠.٠٤	٤.٠٦		٤٥٧.٤٥	
Emotional	Yes	211	27.64	2.84	1.062	744	.289
	No	٥٣٥	27.39	3.01		406.382	
Behavioral	Yes	211	31.46	3.43	4.281	744	.000
	No	٥٣٥	30.06	4.27		475.289	
Total score (attitudes toward psychology and its components)	Yes	211	99.86	6.81	3.571	744	.000
	No	٥٣٥	97.48	8.66		485.357	

This result can be explained by the fact that the attitudes towards psychology and its components among university students who have studied courses in psychology are the result of what the student has gained from experiences and beliefs and through his interaction with his physical and social environment. Attitudes are behavioral patterns that could be acquired, developed and accumulated through the interaction of the learner with the environment. All the knowledge, skills, values and beliefs that a student acquires during university studies contribute to the formation, learning and modification of the attitudes towards various topics, including the attitudes towards psychology and related subjects (Yeap Kah, 2008). Studying courses related to psychology, mental health, reading relevant books and references and receiving training and academic course specialized in psychology and psychiatric disorders will increase the student's cognitive

repository of information and knowledge in psychology (the cognitive component of attitudes).

These findings are consistent with previous studies (Kamal, 1997; Kah, 2008; Abdulhamid, 1979; Abdullah, 1993; Al-Adawi, 2003; Mukhaimar and Al-Esa, 2014; Fridrich, 1996; Stone & Merb, 2011; Al-Soufy, 2006; Kazem and Al-Mamari, 2012; Sevansson et al. 2014 and Monteiro, 2014) which indicated that the attitudes of students who studied Courses of psychology or have a desire to study psychology were stronger and more positive than the attitudes of those who have not studied courses in psychology or have no desire to study it.

**Fourth: Differences according to the variable of marital status**

The mean scores and standard deviations of the students' attitudes towards psychology and its components were calculated according to the marital status variable (single- married) which showed apparent differences among the sample members. To determine the significance of these statistical differences, T - test was used for independent samples, which indicated that there are no statistically significant differences in students' attitudes towards psychology and its cognitive, emotional and behavioral components as shown in Table (11).

**Table (11): T-test results of the differences between the mean scores according to the variable of marital status in the attitudes towards psychology and its components scale (n = 746)**

Dimension	Gender	No.	Mean score	Standard deviation	T value	Freedom degree	Sig.
Cognitive	Single	491	40.34	3.93	.935	744	.350
	Married	255	40.05	3.83		526.515	
Emotional	Single	491	27.47	2.87	.093	744	.926
	Married	255	27.45	3.14		475.909	
Behavioral	Single	491	30.60	4.18	1.356	744	.175

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Dimension	Gender	No.	Mean score	Standard deviation	T value	Freedom degree	Sig.
	Married	255	30.17	3.91		545.560	
Total score (attitudes toward psychology and its components)	Single	491	98.41	8.26	1.149	744	.251
	Married	255	97.67	8.21		517.104	

The researchers attribute these findings to the fact that married and single students share similar beliefs about psychology and its components. Most of these beliefs are a reflection of the community's beliefs about psychology. They have also acquired these beliefs throughout their school life and interaction with the same social environment, and thus have no differences in their attitudes toward psychology and its components.

**Fifth: differences according to the variable of income**

The mean scores and standard deviations of the students' attitudes towards psychology and its components were calculated according to the income variable (weak, medium, excellent) which showed apparent differences among the sample members as shown in table (12).

**Table (12): Mean scores and standard deviations of the sample according to the income variable in the of attitudes towards psychology and its components scale (n = 746)**

Dimension	Income	No.	Mean score	Standard deviation
Cognitive	Weak	23	39.78	4.41
	Medium	527	40.15	3.89
	Excellent	196	40.53	3.85
Emotional	Weak	23	28.30	2.51
	Medium	527	27.33	3.09
	Excellent	196	27.71	2.61
Behavioral	Weak	23	28.52	5.02
	Medium	527	30.62	4.10



<b>Dimension</b>	<b>Income</b>	<b>No.</b>	<b>Mean score</b>	<b>Standard deviation</b>
	Excellent	196	30.23	3.92
Total score	Weak	23	96.61	8.34
	Medium	527	98.11	8.32
	Excellent	196	98.47	8.04

To determine the significance of these statistical differences, the One Way ANOVA test was used, which indicated that there are no statistically significant differences in the students' attitudes towards psychology and its cognitive, emotional and behavioral components due to the income variable as shown in Table (١٣).

**Table (13): One Way ANOVA test of the differences between the mean scores according to the variable of income in the attitudes toward psychology and its components scale (n=746).**

<b>Dimension</b>	<b>Source</b>	<b>Sum of squares</b>	<b>Freedom degree</b>	<b>Mean score</b>	<b>F value</b>	<b>Sig.</b>
Cognitive Emotional	Between groups	25.464	2	12.732	.839	.433
	Inside groups	11278.585	743	15.180		
	Total	11304.050	745			
Behavioral	Between groups	37.192	2	18.596	2.125	.120
	Inside groups	6502.181	743	8.751		
	Total	6539.373	745			
Dimension	Between groups	110.687	2	55.344	2.323	.١٠7
	Inside groups	12374.263	743	16.654		
	Total	12484.950	745			
attitudes toward psychology (total score of scale)	Between groups	75.619	2	37.809	.556	.574
	Inside groups	50526.344	743	68.003		
	Total	50601.962	745			

The researchers attribute the reason that there are no differences in the attitudes of students towards psychology and its components according to their income because they are in Kuwaiti society people are satisfied with their monthly income, which may not affect the process of

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shaping their attitudes, in addition to the correct financial management they have. Therefore, they do not feel that monthly income may affect their real opinion about psychology and its components. On the other hand, access and interaction with social media do not require high income as in the past. It is noticed that participation in various community activities, watching television and access to social media have become available to all, which contribute to neutralizes the role of monthly income in influencing students' attitudes. These findings are inconsistent with the Hassan and Barakat (2006), who concluded that people with high income were more positive towards mental illness than others.

**Sixth: Differences according to the variable of place of residence**

The mean scores and standard deviations of the students' attitudes towards psychology and its components were calculated according to the variables of the place of residence (Hawli, Al-Jahra, Al-Ahmadi, Mubarak Al-Kabeer, The capital, Al-ferwanyah) which showed apparent differences between the sample members as shown in Table (14).

**Table (14): Mean scores and standard deviations of the sample according to the place of residence variable in the of attitudes towards psychology and its components scale (n = 746)**

<b>Dimension</b>	<b>Governorate</b>	<b>No.</b>	<b>Mean score</b>	<b>Standard deviation</b>
<b>Cognitive</b>	Hawli	60	40.30	3.48
	Al-Jahra	190	39.86	3.93
	Al-Ahmadi	176	40.30	3.75
	Mubarak Al-Kabeer	89	40.73	3.63
	The capital	76	40.95	3.55
	Al-ferwanyah	155	39.99	4.41
<b>Emotional</b>	Hawli	60	27.28	2.79
	Al-Jahra	190	27.50	2.83
	Al-Ahmadi	176	27.61	2.85
	Mubarak Al-Kabeer	89	27.29	2.93
	The capital	76	27.91	3.21
	Al-ferwanyah	155	27.19	3.21
<b>Behavioral</b>	Hawli	60	30.08	4.86
	Al-Jahra	190	30.38	3.96
	Al-Ahmadi	176	30.78	3.99
	Mubarak Al-Kabeer	89	30.72	4.00
	The capital	76	29.95	3.92
	Al-ferwanyah	155	30.41	4.20
<b>Total score</b>	Hawli	60	97.67	8.48
	Al-Jahra	190	97.75	7.82
	Al-Ahmadi	176	98.69	8.36
	Mubarak Al-Kabeer	89	98.74	7.83
	The capital	76	98.80	7.69
	Al-ferwanyah	155	97.59	9.02

To determine the significance of these statistical differences, the ANOVA (One-Way) test was used, which indicated that there were no statistically significant differences in students' attitudes towards psychology and its

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cognitive, emotional and behavioral components due to the variable of the place of residence as shown in Table (١٥).

**Table (15): One Way ANOVA test of the differences between the mean scores according to the variable of place of residence in the attitudes toward psychology and its components scale (n=746).**

Dimension	Source	Sum of squares	Freedom degree	Mean score	F value	Sig.
Cognitive	Between groups	25.464	2	12.732	.839	.433
	Inside groups	11278.585	743	15.180		
	Total	11304.050	745			
Emotional	Between groups	37.192	2	18.596	2.125	.120
	Inside groups	6502.181	743	8.751		
	Total	6539.373	745			
Behavioral	Between groups	110.687	2	55.344	3.٠23	.0٥7
	Inside groups	12374.263	743	16.654		
	Total	12484.950	745			
attitudes toward psychology (total score of scale)	Between groups	75.619	2	37.809	.556	.574
	Inside groups	50526.344	743	68.003		
	Total	50601.962	745			

The researchers attribute these results to the fact that students in Kuwaiti society live in geographically and socially similar cities, which has led them to hold similar attitudes toward psychology and its components. The Ministry of Education in Kuwait delivers the same services to all parts of the state, and therefore, this similarity in the conditions of education and life among all Kuwaiti cities is the reason behind students having similar attitudes towards psychology.

**Seventh: Differences according to cumulative average**

The mean scores and standard deviations of the students' attitudes towards psychology and its components were calculated according to the cumulative average variable (weak, good, very good and excellent) which

showed apparent differences among the sample members as shown in Table (16).

**Table (16): Mean scores and standard deviations of the sample according to the place of cumulative average variable in the of attitudes towards psychology and its components scale (n = 746)**

<b>Dimension</b>	<b>GPA</b>	<b>No.</b>	<b>Mean score</b>	<b>Standard deviation</b>
<b>Cognitive</b>	Weak	12	39.58	4.80
	Good	423	40.08	4.03
	Very good and more	311	41.49	3.66
<b>Emotional</b>	Weak	12	27.08	2.54
	Good	423	27.14	3.02
	Very good and more	311	28.95	2.82
<b>Behavioral</b>	Weak	12	30.25	5.15
	Good	423	30.33	4.17
	Very good and more	311	31.72	3.92
<b>Total</b>	Weak	12	96.92	8.16
	Good	423	97.55	8.54
	Very good and more	311	99.16	7.75

To determine the significance of these statistical differences, the ANOVA (One-Way) test was used, which indicated that there were no statistically significant differences in students' attitudes towards psychology and its cognitive, emotional and behavioral components due to the variable of the cumulative average as shown in Table (17).

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**Table (17): One Way ANOVA test of the differences between the mean scores according to the variable of cumulative average in the attitudes toward psychology and its components scale (n=746).**

Dimension	Source	Sum of squares	Freedom degree	Mean score	F value	Sig.
Cognitive	Between groups	35.024	3	11.675	٧.769	.٠٣٨
	Inside groups	11269.026	742	15.187		
	Total	11304.050	745			
Emotional	Between groups	141.395	3	47.132	5.466	.001
	Inside groups	6397.977	742	8.623		
	Total	6539.373	745			
Behavioral	Between groups	138.452	3	46.151	2.774	.041
	Inside groups	12346.498	742	16.639		
	Total	12484.950	745			
attitudes toward psychology (total score of scale)	Between groups	693.213	3	231.071	3.435	.017
	Inside groups	49908.749	742	67.262		
	Total	50601.962	745			

To find out to whom were the differences in favor, the Scheffe' Test for multiple comparisons was used, which indicates that the differences were in favor of students with an GPA of very good and more as shown in Table (١٨).

**Table (18): Scheffe' Test for multiple comparisons for the differences between the cumulative average of students.**

The comparing category	Compared category	Significance
Weak	Good	1.000
	Very good and more	*.٠٠8
Good	Weak	1.000
	Very good and more	*.004
Very good and more	Weak	*.٠٠8
	Good	*.004

The researchers attribute these findings to the fact that students with a higher GPA have more knowledge and information more than other students with lower cumulative averages about psychology and its components. This

knowledge enabled them to build better attitudes about psychology and its components because they have strong understanding that psychology is at the center of educational sciences, and therefore must pay attention to it and build positive attitudes towards such a field.

### **Conclusion and Recommendations:**

Based on the results of the study, the researchers present the following conclusions and recommendations:

- This study may have shown impact of emphasizing the importance of discovering the psychological attitudes of pre--service teachers in the faculties of education towards psychology, its topics and psychiatric diseases. This could help in identifying the contribution of these future teachers in observing, discovering and treating psychological problems and issues among students. Therefore, this will eventually contribute in treatment of these disorders faster and reduce the effort and costs in the treatment of students' issues and psychological problems, as well as reduce the extent of psychological pain among patients.
- This study may contribute to the development of an academic and educational policy aiming at increasing training programs and elaborated plans to provide curricula and courses that include mental health topics to raise the level of awareness among students in faculties of education about the importance of psychology and its role as science in the life of the individual and development Community. There could be further training to students to help them acquire skills to enjoy and benefit from psychology topics, and skills related to their vital role as teachers in achieving students' mental health. More efforts could be done to educate these students about their responsibility to observe students' mental disorders and problems and to

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help them acquire the appropriate skills to detect these disorders. Students could also learn how to deal with these disorders and to report them early and be able to seek appropriate counseling assistance in a timely manner. Moreover, raising awareness among teachers themselves while dealing with their own psychological pressures and problems is important, which helps to increase their job satisfaction and alleviate the psychological pressures resulting from work. This in turn will only be to improve the negative attitudes of teachers towards psychology and topics.

- The results of this study may help in raising the level of psychological awareness in all institutions of the Arab world through various means of media and holding workshops, training programs and educational programs for teachers and students studying in universities and colleges. The topics of these activities could be on the psychological issues of students, how to improve their negative attitudes towards psychology and its subjects and the need to learn and benefit from psychology in the educational field, which may be reflected in the creation of positive attitudes towards psychology. In addition, this will be reflected in the mental health of teachers and students in the case of engaging in teaching service, and in the period of university study through attention to psychological awareness among university students in courses related to such personal and mental health and school health, especially for students of scientific disciplines.
- The results of this study may draw attention to the need to develop and improve the foundations of knowledge and psychological culture in individuals in general and students at the secondary and university levels through the development of psychology courses and the



importance of teaching psychology from the first secondary grades in both the scientific and literary tracks.

- This study may have an impact in raising awareness, culture and activate the applied branches related to psychology such as industrial psychology, commercial psychology and judicial psychology, support research and psychological studies with applied orientation in all bodies and institutions of the governmental and Private sectors and all community institutions.
- The results of the study may have an active role in encouraging efforts in the development of psychology departments in universities and colleges to cope with the development of modern times.

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