EFFECTIVE STRESS MANAGEMENT

IN THE GRADUATE ENVIRONMENT

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The differences in recall among students with either an analytic or holistic style were investigated. The styles were determined by the amount of bilateral alpha activity (8-13 Hz) measured from the cerebral cortex of the brain during 2 eyes-open baseline recordings. The results indicated that the analytical group (who produced less bilateral alpha activity than did the holistic group) recalled more of the logically or semantically important information from structured expository text than did the holistic group. Holistic individuals recalled more of the semantically important information from high-imagery poetry than did analytical individuals. The findings are congruent with the bimodal theory of conscious processing and support the position that individual differences are important factors in memory research.

Further testing is warranted in order to validate the determinate elements of the statistical analyses especially in light of the unexpected inverse correlation between the primary variables examined. Similar studies have supported the original theories regarding the interrelationship of the most commonly used measures, however these results give considerable weight to calls to establish new testing criteria.

All research in this matter will now focus on the prime candidates affecting these relationships, namely the variable factors considered in the first part of this project. Only time will tell if the hypotheses are in any way affected by the operation of skewing factors uncovered during testing.
DEDICATION

This thesis is dedicated to everyone who helped me and guided me through the trials and tribulations of creating this manuscript. In particular, my family and close friends who stood by me throughout the time taken to complete this masterpiece.
LIST OF ABBREVIATIONS AND SYMBOLS

\( a \)  
Cronbach’s index of internal consistency

\( df \)  
Degrees of freedom: number of values free to vary after certain restrictions have been placed on the data

\( F \)  
Fisher’s F ratio: A ratio of two variances

\( M \)  
Mean: the sum of a set of measurements divided by the number of measurements in the set

\( p \)  
Probability associated with the occurrence under the null hypothesis of a value as extreme as or more extreme than the observed value

\( r \)  
Pearson product-moment correlation

\( t \)  
Computed value of \( t \) test

<  
Less than

=  
Equal to
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