

**EXTENT TO WHICH VARIOUS ACADEMIC FACTORS
CAUSE STRESS IN UNDERGRADUTE STUDENTS AT A
UNIVERSITY IN KARACHI AND WHAT UNHEALTHY
COPING STRATIGES THEY USE**

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ABSTRACT

This research investigated how much stress is induced by various study-related factors, in undergraduate students belonging to a renowned university in Karachi along with the unhealthy coping strategy the students use to manage the stress. The study related factors considered for the purpose of the study were curriculum and instruction based stress, teacher-student relationship, assessment system and different components related to academic work. A survey in which questionnaires were administered to hundred students was conducted. The data were analyzed quantitatively to determine the percentages of stress induced by the various factors. The study found that student-teacher relationship is the strongest factor that causes stress in the undergraduate students specifically when teachers do not deliver the lectures effectively and give assignments and presentations to students without clear guidelines and instructions. The second important factor that causes stress was the different components of academic life, such as, parental expectations and pressures to achieve one's goals. Assessment system was found to be the third key factor inducing stress and affecting students' cognitive and psychological functioning. The most commonly used unhealthy coping strategy for stress management was procrastination. In light of the findings, it is recommended that importance be given to teacher training to ensure that instruction is proper and healthy teacher student relationship exists. Effective support programs, workshops, seminars, and different awareness programs should be arranged for promoting awareness regarding mental health in educational institutions. Moreover, additional zero credit courses should be offered to teach students how to learn stress management and healthy coping skills.

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Keywords

Stress.

Feng (1992) and Volpe (2000) defined stressor as anything that challenges an individual's adaptability or stimulates an individual's body or mentality. Stress can be caused by environmental factors, psychological factors, biological factors, and social factors.

- Stressors.

Stressors go beyond the natural pressures stretch you as they trigger the release of 'stress hormones' that take you into an unproductive state. Thus affecting your decisions, mental clarity, memory, energy, attitude, communication, creativity, tension, health, happiness and goal achievement.

- Academic stress.

it can be stressful to handle a heavy and challenging workload, some students can experience stress from regular academic work that isn't difficult enough. components of academic activity are identified as – curriculum and instruction, team work, assessment; and placement management students.

- Student performance.

Stress, such as impaired concentration, has direct implications for stressed students' capacity to learn different coping skills. Study will assesses whether a stressful situation is significantly correlated to and associated with significantly higher levels of perfectionism

- Coping skills.

Coping is a psychological mechanism it is conscious decision and application consist different management strategies and skills.

INTRODUCTION

This study provide a range of stressors that comes from the academic environment and effect on students academic performance, these stress led's certain type of coping strategies, health or unhealthy. Stress is some time positive for human survival. stress motivate someone to fight with problem or cope with event, but some time it become challenge and effects on our life in various way like physical disease, emotional imbalance, social isolation, and poor academic performance it can be caused by environmental factors, psychological factors, biological factors, social factors stress is unhealthy experience however it depend that how one perceive it. Stress is important part of students life it is also depend on student coping style, academic stress such as curriculum and instruction, team work related issues, examinations, teaching style, student-teacher relationship, parental expectations, assessment, tests, student and many other academic related factors effect on students performance students need a lot of guidelines that how to cope with stress in educational environment.

1.1- BACK GROUND

Stress usually come in students life due to pressure and burden of studies ,responsibilities and fear of futures .excessive stress is harmful for the student it may lead to drop out the courses or adopting the unhealthy way to cope with academic stress like drug abuse, aggressive attitude even suicide. (Pandya, Deshpande, & Karani, 2012). Out of the 1,224 respondents, 299 (24.4%) experienced stress (Waghachavare, Dhumale, Kadam, & Gore, 2013) finding explore that 115 (38.5%), students from medical department, 102 (34.1%) students from dental department and 82 (27.4%) engineering students, are suffering from academic stress in the field of education. These students use different coping skills for survive in educational environment. It is vary upon academic year of study, supporters availability and resources.

These strategies have negative effect also which directly influence on students psycho, socio and biological health. coping strategies usually based on students perception and way of thing , negative perception t refer to negative coping strategies .such as avoided to solve the problem, social isolation, and self blaming or criticism these attitude in student push them to face a big hole of negative out comes. these negative outcome lead different types of mental disorders. Study conducted by shaik et al that increasingly physical activities is more harmful. They fined from 679 students at university of virgina by engaged students in physical activities, hanging out with love ones ,involvement in music and other social activates. Their finding suggests that positive thinking, social interaction and emotional expression is more helpful to cope with academic stress. it was observed in this study that physically active students engaged in more harmful social habits ,such as excessive coffee consumption, smoking, and regular alcohol use and illicit drug use, than those who were less active in social activities and applying positive coping skills and stress management strategies .it is found that positive coping skills developed confidence level of students and help to eliminate the symptoms of stress ,anxiety and many other mental problems and enhance the cognitive function, spiritual powers .stress is result of external pressures (Scott & Marshal 2015) stress effect on students in different way it is very from students to students and also depend that how it is perceiving and what kind of environment is created. students those are studding in residential condition so they have stress for homesickness too that could be triggering point for students (Larson ,2006) students commitment with family ,time management, assignments, presentations, examinations, tests, and many other pressure related to peers and teachers a students have to face in educational phase

1.1.1-Stress

The term “stress”, as it is currently used was coined by Hans Selye in 1936, who defined it as “the non-specific response of the body to any demand for change”. As expressed in Hooke’s Law of 1658, the magnitude of an external force, or stress, produces a proportional amount of deformation, or strain, in a malleable metal. Stress is a natural phenomenon which we face during life events peoples experience different kinds of stress in their lives. However, the level and intensity, stressors could vary from person to person, which also depends on factors. Regardless of the level, stress differently effect on a person’s psychological, physical well- being.

1.1.2-Academic stress

Academic stress is response to face the stressors in educational institute like too many assignments, competitions with other students, fear of failures and poor relationships with lecturers, inadequate time to manage time or adjust in new educational environment .students report and experience stress usually during exams, or in the begging of semesters .that effect negatively or becomes excessive, students experience physical and psychological impairment. In order to reduce stress by students often include coping like drug use or ask for help to seniors. in university students may contribute to impaired academic performance, loss of compassion, low self esteem substance abuse, and the risk of suicide. Student stress can be usefully divided into two principal domains: stress from students’ personal lives (personal stressors) and from the education environment (academic stressors). As might be expected, the personal stressors experienced by students are similar to those experienced by the wider population, and include financial difficulties, major illness of a close family member, and problems pertaining to accommodation. But In the context of university

education, The undertaking of examinations is the most common source of stress among students. Students also report that stress in the university education environment is borne out of the amount of material to be learned uncertainty surrounding academic progress and aptitude. Uncomfortable classroom environment and teaching method also a factor to induce stress in students.

1.1.3-Curriculum and Instruction Related Stressors

Curriculum and instruction form the basis for the academic activity. Any institution or any course cannot fulfill the academic requirements without the predetermined curriculum and structured instruction. every student of university have to full fill the requirement to complete the course , including class work, assignments ,presentations, tests.mid examinations, final examination, and minimum attendance that required by university. It is investigate in a study in Aberdeen, Scotland, that students Alone with personal factors, work load, assignments, presentations, dead line for submissions, student teacher relationship, grades. examinations there is also many other factors are involve to induce stress in students such as language difficulty and communication problems .poor organizational and adaptive skills effect 31% without effecting by peers and financial problems

1.1.4-Teacher-student relationship.

Teacher usually emphasize to acquire the knowledge and pressure them to meet the dead lines for assignments, tests and ignore the emotional feeling of students, which cause the stress in students and they develop negative attitude towards teachers that effects on students academic performance and negative effect to maintain a good relationship with teachers (Kohn&Frazer1884) students relationship refer to relation with parents, peers and with teachers that effect on students performance. student- teacher relationship might be a reliable

relationship in which student can acquired the information and guide line from the teacher and teacher may be able to direct the students in the condition in which they maintain comfortable environment in class room. Usually teacher-student relationship is explaining or generally defined in the term of dependency or in the term of conflicting relationship. This paper aim is to explore that how much teacher-student relationship cause stress in student in negative manners. though positive relationship effect positively and help students to cope with academic stress but if there is some conflicting relationship with teachers and students have some negative perception about teachers attitudes towards students so how much its effect on student coping style , adjusting in university ,preparing of assignments and presentations and how much this factors cause stress in students

1.1.5-Coping strategies for academic stress.

Students use various ways to cope with their stress in educational environment .but it is important to understand the difference between coping and adaptation ,adaptation is a automatic reaction to cope with stress in any situation in the environment but coping is an psychological mechanism it is conscious decision and application consist different management strategies and skills .Coping responses can be defined as positive or negative, and reactive or active. Reactive coping based on feeling and thoughts and active coping is dealing with actual stressful situation in the environment (Hockey 1997) . negative coping usually appear to avoided the situation or drop out from the course , avoidance may accrue in the form of drug use, social isolation, aggression, but positive coping usually involve to cope with the situation with applying active coping skills like problem-solving skill, or seeking social support.(Spinwall and Taylor 1992) this study suggest that active coping responses are associated with better adjustment.(Folkman and Lazarus 1980) found that positive mood,

high optimism and active coping effects positive to adjust in educational environment.

REVIEW OF THE RELATED LETRATURE

Stress has become an important topic in academic circles. Many scholars in the field of behavioral science have explore the cause and effects of stress in educational environment that leads poor performance in studies if not well managed ,this study investigate that main factors that cause stress in students are curriculum and instruction based stress, student feel burden with workload, examinations and assignments. Different factors been identified under the curriculum and instruction based components. according to this study four stressor were related to team-work stress ,five sub issue were related to assignments, and three micro issue under placement components of academic stress (Nandamuri and Gowthami Ch 2014) this study farther explore that the main source of stress in students are inadequate time acquire to perceive the goal or manage the pressure that come in the form of assignments, examinations mid exams , fear of being fail of feeling of low self esteem to compare with sharper classmates even boredom also cause of stress in educational environment. the study analysis that 86%student felt that class work load is cause of stress , 63%responce on placement factor and 41% gave priority to the assessment factor is main cause of stress in educational environment (Nandamuri and Gowthami Ch 2014) most significant sources of stress in students is examination 330% students shows singe of stress during examination ,the appears with physical symptoms like nausea, headache, stomach pain ,change in sleeping and eating pattern,59% students complain stress those have limited financial support and having some job to earn money for higher studies, fear of failure motivate students to achieve study goal but increasingly high level of stress and striving to meet deadline for assignments become cause of mental stress in students that effect on their academic performance ,study

suggest that there is reason behind stress is also inability to manage time effectively and go for sleep when they confront any stressful situation rather than cope with stress which reduced their ability to deal with stress (Anderson & Nonis 1998)

Researches indicate that prevalence of stress is increasing among the students those are engaged in higher studies. there is no enough researches are available related to academic

stress .most of the data focus on stress impact on students study not particularly related to university environment (Robotham & Julia 2006) Hossein Dargahi, Seyed Javad Ghazi Mirsaeid & Somaye Kooeik (2012) have investigated the impact of stress- induced on life of health sciences students and how the stress has constant negative effect on their lives and performance of future healthcare human resources. They have suggested the strategies to overcome this negative influence and suggest identifying nature and force of stress in these specialists so that they can have healthy mind and body. The quantitative research method is used to learn about the change in students that has occurred due to the induction of stress in their life. The researchers have conducted a cross- sectional descriptive- analytical study on 248 students who were randomly selected by means of cluster sampling method. These students were the representatives from disciplines of medicine, nursing, dental medicine, pharmacy, allied- medicine, health, midwifery, medical management and information, and rehabilitation. The validated questionnaire assessing Life Changing Units was designed and carried out to quantify the stressful happenings in student life. The questionnaire contained

54 items related to stressful life events inquiring about interpersonal (ten items), personal (sixteen items), academic (fourteen items) and environmental (fourteen items) being the stress sources. The personal, academic, interpersonal and environmental factors are the variables. Statistical research technique is used to measure the reliability in terms of

Cranach's alpha and the mean demographic groups was calculated and then compared by applying t test and ANOVA. Results show that the highest rate of negative influence on life and changes are related to personal factor (86) whereas interpersonal, environmental and academic factors had 79, 63 and 55 influence on students' life respectively. The demographic chart analysis suggests that male students faced higher life change i.e. $P < 0.01$ than of girls.

This study recommends the strategies to overcome the considerable amount of health problems students are exposed to by leading a stressful life. Researchers suggest to immediately setup a stress management program proving the effective strategies to reduce the unwanted stress from the life of students. Students should be guided to direct the stress in a productive manner and cope up with it as a healthy human being.

Robotham & Julian (2006) have critically reviewed the prevalence of stress among the higher education students and the hindrances such as decrease in retention power and progression caused by stress. The literature reviewed by these researchers has highlighted increase in number of complaints among higher education students regarding the inconvenience caused by stress and its negative impact on their lives. Numerous studies have even discussed the stressors but remedies to them are yet to be discovered. The importance has given to study the stress reasons and finding out the solutions to them is due to four major reasons: the interest of future employee's health, impact of employees' absenteeism on organizations' financial stability, organizations' overall effectiveness, and health responsibility that is held at the future employers part. They have reported that several issues have been studied in great detail and there suggested way outs are to be implanted efficiently; failing to which the students end- up encircled with worries and stressful life. The researchers have also reviewed critically weaknesses in studies of present time and suggest that they should not be

considered as a subject in carrying out the quantitative research method as it narrows down the spectrum and disciplines of viewing them as individual. They discourage studying individuals for a short specific span instead they prefer that the longitudinal studies should carry out to examine the stress these students undergo and measure the intensity of stress pattern during they are enrolled in university education program. Comparatively there are less researches have conducted to examine the higher education students level of stress and health issues due to the presence of stressors in their life.

stress is not only define in negative manners, some time it become positive when student need to responded effectively in emergency, and the proved that not only personal stress effect on performance but also academic stress effect on students performance this study divided the stress into two useful domain first the stress that comes from the student stress in students life is transaction between internal and external factors, external factors also triggers students stress like population rate in higher education is increased during 2002,2003,there was total population in UK 2,175,115,of which 1,111,310 were full under graduate , as result a large number of students were facing financial difficulties. so most of students divert to earn money and 30% missed their lectures,20% fail to submit their course work ,because 39% students were engage in part time job and 3% students were engaged in full time job to earn money to fulfill educational expanses, this study argue that financial problem is also a major factor of academic stress(Unite2004) all existing researches indicates that alone with

academic stressors like examination, time demand, financial problem, future fears, placement anxiety, relationships, effects on students performance, there is evidence that different culture and back ground produce stressors and it is depend that how a student perceive in in different environment, they prove after gather the data from university student and compare with those

were studying at home and prove students stress is also related with their educational environment.(Anderson & Nonis1998)

distinguished the personal and academic sources of stress and investigate that academic stress effect student mental health, this study proved that not only personal stress effect on performance but also academic stress effect on students performance this study divided the

stress into two useful domain first the stress that comes from the student personal life(personal stress)secondly comes from the educational environment(academic stress)stress is a common phenomena which is experiencing by wider rang of population like financial problems, illness of family members, accommodation and job related stress but academic stress is particularly related to the pressure that comes from the educational environment like course work, assignments, examinations. According to this study there is significant impact of life stressor on academic performance and educational environment is cause of stress that have great impact of students personal life (O Reilly, Mc neill, Mavor & Anderson 2014) students response to stress can be define into physical, emotional and behavioral reaction. Physical symptom usually accrue in the form of boy pain ,headache, weight loss behavior reaction included to engage in unhealthy activity like smoking, drug abuse, irritability and aggressive attitude but emotional reaction related to develop the fears, worries, nervousness and stress ,this study also investigate that some student developed trembling and stuttering in order to face academic stress. Study suggest that thos students are dissatisfied with health of

their study having low self esteem so it is important to increase their self esteem level through increasing the ability to cope with situation in students. most significant response to stress is to reducing academic performance, several studies focus and find the positive relationship between academic stress and effects on students performance, the result of this study shows

that there is positive relationship between life stressors and academic stress, there is no significant difference in male and female, married or unmarried to perceiving stress, (Robotham & Julia2006) (Nancy shields20001) most significant sources of stress in students is examination 330% students shows singe of stress during examination ,the appears with physical symptoms like nausea, headache, stomach pain ,change in sleeping and eating pattern,59% students complain stress those have limited financial support and having some job to earn money for higher studies, fear of failure motivate students to achieve study goal but increasingly high level of stress and striving to meet deadline for assignments become cause of mental stress in students that effect on their academic performance ,study suggest that there is reason behind stress is also inability to manage time effectively and go for sleep when thy confront any stressful situation rather then cope with stress which reduced their ability to deal with stress(Anderson & Nonis1998) there is significant gender difference to cope with stress, males perform aggressive and anti social reaction while females tend to prefer assertive or pro-social strategies this study recommend that active coping is helpful for both males and females for better performance and adjustment in any academic institute Kasayira,Chipandambira & Hung we (2007) have investigated the stressors and coping strategies of State University Students in a developing Country. The objective of conducting this research is to study the factors that cause stress and the strategies to cope them efficiently. The quantitative research method is applied to carry out the research. The questionnaire was designed and after validation, the sample data was collected by distributing the questionnaire among 281 students of Social Sciences at Midland State University in Zimbabwe. Questionnaire contained four sections: demographic data; listing of five stressors; coping strategies and mentioning of stresses that are left. The demographic statistics shows

that there were 49% female and 51% male respondents respectively. The effects of sex, residence status and academic year differences are the variables used in this research. Mann Whitney U test and Kruskal- Wallis rank order analysis of variance has been used to analyze the aforementioned variables. The common strategies that are prevalent among these students are confrontational coping strategies, no response and blaming others, non- specific coping strategies, compromise positive energies, palliative, confrontational negative strategies, withdrawal, and compromise negative strategies. The result of this study shows that there are no significant differences in coping strategies for the stressors mentioned in this study by demographic variables.

(Nancy shields2001) Agolla and Ongori (2009) investigated the academic stress is related to the to time pressure, academic pressure and academic environment Agolla research based on questionnaire which was distribute among 320 Student during delivery the lecture. It was found that low motivation is related to poor performance and reason of inducing academic stress in students. to learn skills and knowledge to developer their nation or earn money but alone which this also a source to induce stress is students. It is need or should responsibility of any university to also develop or trained to coping with stress full environment or situation and also university should maintain a balance academic environment for better learning. This study also investigate their how a student's personality and family background influence to perceiving stress. Different experience partial expectation, life goal, and ambition also integral part of academic stress. According to agolla and ongori (2009) many research have defiled the too much assigns compaction with class mates. Lack of pocket money and poor relationship with lectures, problems at home all these factors are cause of stress this study suggest that administration must know the stress factor in student and they should

responsibility that university is causing of stress industry agoola (2009) find that long sitting in the academic environment, poor work performance over crowded work assignments. Paper work there all factors cause of stress for students. this study argues that most of students have less stress due to spend a little time in university which is not related to academic work load or they have leisure time to spend on other recreational activities according to this study most of the study based on academic stress on their students spend a long time in university environment most of the student feel pressure and stress while they present in university or campus so according to this study educational environment trigger stress in students and pressure them to use coping skills as well. 48.4% student out of 155 have stress relate to academic over load, 14.0% feel stress due to assignments and tests due to academic performance 9.3% and fear of failures 7.5% students feel stress ,3.1% out of 10 have job or placement stress. 4.3% out of 14 having relation stress while 3.1% out of 10 having family related stress which effecting on their academic performance. Academic stress are clearly observed in the study during the academic life not for those are stay at home or have finished their studies stress symptoms not only inducing psychological symptoms but also student perceiving the physical symptoms like anxiety endless worries neck pain, nervousness and creating problem to adjust in daily life routine and lead severe mental disorder, suicide, violent behavior and even social withdrawal. It is very important to take it in the notes as earlier as possible because student are future leader of any nation and these psychological and physiological symptom producing mentally ill students. According to this study career coursing for student must be encourage and student should be motivate to availed counseling sessions. Regarding work relevant and necessary it is responsibility of management of university to minimize the negative impact related to academic pressures advocate resources

for assignment like computer and book should not assigned. According to this research result. 56% poor performance is cause of stress, 81% related to Work load 66% related to Assignments pressure 54%Class mate pressure 40% over crowded lecture 66%Poor performance 58% stress related to Low motivation in students. Symptoms of stress accurse in from of physical mental in behaved distribution. According to this study 88% feel in head ach and body pain 85% having sleep problems 88% feel trouble in contradiction 16% student's start using drugs and relaxants and pills to cope with their academic stress. study investigate that stress management refer to seeking the coping skills and coping means ability to reduce the stress in their environment, stress management means to minimize the harm effect or reduce the potential of stress to effect, it is very important for first year students of university that how to cope with academic challenges, in several cases students need professional help to reduce their stress in educational environment although it is not a essay to assets the stress level in students, there is discrepancy between students perception of stress level and staff perception of students stress yet organization need to develop an effective plan that meet students comfort, social support structure can be beneficial for student those are facing academic stress in education environment.

(Abousrie 1994) this study measure the degree of stress in students that weather it is favorable or unfavorable they us The locus of control and self esteem scale to measure the personality of university students during their education ,they find that students those having low self esteem and poor control over external factors that causing stress are easily effect by the challenges of educational environment and that effects on their academic performance, the study suggest that sit is important for students to seek the coping skill and develop the ability to face or manage the pressure that comes from both academic and personal lives to

prevent its harm effects and risk of substance abuse or even suicide (Educ 1984) it is very important that how student perceive stress in educational environment younger student perform poorly they have fear of failure or find their self incompetent in front of sharper class mates .there is not only the reason of test, grades and competition to induce stress in students but also time demand, professors attitudes and class room environment also play an important role induce stress in students .high level of stress lead to poor retention in students, this study investigate that not only CGPA and class room performance lead to retention but good coping skill and management strategies is a strong retention sources for the stress to face academic challenges. but it is very difficult to distinguish that the sources of stress is internal or environmental but it s depend that how students perceives and react (Nancy shields 2001) coping is not adaptation ,coping response can be distinguished with adaptation coping is psychological reaction to deal with stressful situation or challenges, its consist of apply different skills and management strategies by using psychological mechanism but adaptation is automatic reaction towards any stressful situation. This study evaluate that student need to learn coping skills and management strategies to cope with academic stress but social support is very important element to help in adjustment according to finding of study academic stress is not related to educational environment it is depend that how student perceive it in the educational environment, study found significant difference between those were Appling coping skill during study and those were not Appling coping skill during study, but CGPA is majar sources of stress in students. stress is related to increasing coping efforts ,students those spent enough time in university are found to be moor capable to apply coping skills as compare to new learners, so its important for the faculty members and program developer to teach and for new arrivals to learn coping skills for better adjustment in university. (Nancy

shields20001) Mary Alleyne (2010) et al assessed life satisfaction and Perceived stress among University students in Barbados. A sample of 500 students was taken, including 51 males and 121 females. The data was collected through a self administered questionnaire. The questionnaire dealt with variables such as: sex, age, nationality, and faculty, academic major and annual family income. Data of nationality and family annual income was later dropped as the data was incomplete. Different scales were used to measure the results which included satisfaction with life scale (SWLS) developed by Diner et al (1985). Another scale, developed by Chow (2005) was used to assess students' satisfaction with specific aspects of life. Perceived Stress scale was also used, developed by Cohen (1983). Students completed the questionnaire during and before lecture and tutorial sessions. Results showed there was a significant linear relationship between life satisfaction and living environment, perceived stress and campus facilities. It also showed the satisfaction with ones relationships with family and significant others can influence ones life satisfaction. Study shows that lower the level of satisfaction with life- the higher would be the perceived stress.

Naidoo (2014) et al evaluated the stress in medical students at a South African University. The samples of students were selected from the students of third year since they have already completed various clinical rotations and had extensive exposure to the clinical environment. A structured questionnaire was administered by a team of two researchers. Semi- structured interviews were conducted which lasted 35-40 minutes each, was audio recorded and field notes were taken. 59 participants reported financial obligations to a third party as a reason of stress. 73 participants indicated they experienced stress at some point during the studies. Out of 73 students, 49 participants who experienced stress were females. Thematic responses were also analyzed. 38 participants reported curriculum workload. The study was limited to

the students of final year only. Medical education is stressful and demanding for the majority of the students. Academic curriculum designers should guard against curriculum overload and promote the well being of students. Harajyoti Mazmudar (2012) et al measured Stress and its contributing factors among the under-graduate and post-graduate students. A sample size of 250 under-graduate and post-graduate students was taken from different Government and private colleges, consisting of 150 female and 100 male students. A questionnaire was prepared to analyze the stress Sara Brolin Laftman (2013) et al analyzed the students' accounts of school-performance as a stressor. The study was conducted as the stress and stress related health complaints among young people, specially girls had increased. Stress is defined as failure to meet certain demands and can be based on various factors as Aspirations, demands and School-performance stress, gender aspects, school-performance stress in relation to the school context. Interviews were used as the tool of analysis. Eighth graders, aged 14-15, were taken as sample. Research questions were: Do the students experience school performance as a stressor, and if so, in what ways? How does the high performing context affect students' experiences of stress? people, specially girls had increased. Stress is defined as failure to meet certain demands and can be based on various factors as Aspirations, demands and School-performance stress, gender aspects, school-performance stress in relation to the school context. Interviews were used as the tool of analysis. Eighth graders, aged 14-15, were taken as sample. Research questions were: Do the students experience school performance as a stressor, and if so, in what ways? How does the high performing context affect students' experiences of stress? The study forms part of the larger research project " The school stress and support study", combining both qualitative and quantitative research methods and includes saliva samples to measure stress levels. Two pre-defined

classes were taken to study the group mechanism. The reason for taking two classes instead of one was to increase the variation in information received. This was done to select the cases rich in information, variety and depth. The interviews were done by the two interviewers, interviewing one student at a time and according to their time preference as in lunch break, after school or in a free period. The interviews were semi-structured and explored two main topics; Social relations in the class and experience of school-related stress. The interviews were digitally recorded, and were between 31 and 91 minutes, giving out an average of 50 minutes. The interview transcripts were analyzed by means of Qualitative Content Analysis. To contextualize the interview findings, data was used from the student questionnaire for a descriptive background of the two classes in terms of perceived stress and school achievement. The results showed that experience of school related stress was found to be common in the respondent. some of the cases showed that girls were more study oriented and thus more stressed. the large amount of school work is also one of the stress causes. The school has upper limit for the number of tests per week but not for the homework. in interviews, many of the students clearly see school performance-related stress as a problem. Joseph M. Kasayria (2007) et al aimed to study Stressors and Coping Strategies of state university students in a developing country. This study examined stressors coping strategies of 281 Social Science Students at Midlands State University in Zimbabwe. The sample consisted 49% (138) female students and 51% (143) male students. The sample was taken out of 1500 conventional students. Out of the total students 61 male and 68 female students were from first year, 58 male and 56 female students were from second year and 24 male and 14 female from the fourth year. Third year's students were not a part of the research as they were away on work related learning. Questionnaire method was used to conduct the research;

the questionnaire consisted of 4 parts which included - A looked at the demographic data. Part B was to determine the five challenges (stressors) faced by the students and ranked according to difficulty. Section C asked for the coping strategies they used to deal with each of the highlighted stress. Section D dealt with the list of any other stressors which were not mentioned in the part B. out of the responses from the students, twenty three clusters of stressors were identified and then the clusters were sub categorized. Coping strategies of resident and non-resident students were compared. A limitation of the study is that, it only used questionnaire as a tool. Interviews and observations, if were, made a part of the study, would have given a clearer picture. (Evelina Landstedt et al) measured impacts of stress with respect to gender and class. The data for this study was collected from a survey carried out in upper-secondary schools in Sweden. The study was done on students enrolled in second year of upper secondary school, aged approximately 17 years. For the analysis, random sampling was based on the weight variable to make the results generalizable. Data was collected through anonymous self-administered questionnaires, which took almost 20-30 minutes and were distributed among the school hours. Given the difficulties in measuring stress, the students were asked to rate their own perceived stress in one general question. They were asked what they find stressful and answer this through the rating of 1-5. Those who indicated any of the levels of stress were asked to indicate various factors, conditions and relationships. There were nine possible factors available in the questionnaire; school marks, demands on oneself, future plans, lack of money, responsibility for others, looks, relationship with friends, home situation and leisure time activities. These factors examples were derived from a qualitative study which explores which factors and circumstances 16-19 years old student find stressful. In line with inter-categorical approach, gender/ class

categories were constructed. Gender and class differences were explored using Simple Pearson Chi-squared statistics. Comparative analysis was conducted in two steps: traditional comparisons between the gender categories as well as the indicators of the social class. In the second step, as a way of exploring the complexity of genders and class patterning of stressors, multi group analysis were under taken. the results showed that out of the total population, 51% were boys and 49% were girls. No difference in perceived stress was found between the two class categories. However, a pattern showed that girls often report high level of stress.

Yang yang (2010) et al analyzed the Chinese High school student's stress in the school and academic achievement. For the purpose, 446 Chinese students were examined for the relationship between the school stress and academic achievement. Participants were chosen randomly from two urban schools located in Nanjing, Jiangsu province, Republic of China. Out of the two schools, one had above average achievement level and the other had below average achievement level. To have a better view, research was done almost at the end of the academic year so that the students were familiar with the stress levels .Students stress levels were determined with the help of a Chinese questionnaire with 26 items. the questionnaire has five sub-scales which measured students perception of stress from school performance, peer pressure, teacher interaction, future uncertainty and school/ leisure conflicts.

In Chine, high schools scores were mainly evaluated by a sum score of Chinese, Mathematics and English courses. Hence, the same courses were considered for this study. The scorers of the courses were based on the objective examination .In this study, regression mixture model was used to determine the differences in the effects of adolescents' stress in the school on their academic achievements. Descriptive data showed that students experienced a high level

of stress from school performance, uncertainty regarding their future and lack of playtime. whereas the experienced inter-personal stress from teacher-students relationships .Sara Brolin Laftman (2013) et al analyzed the students' accounts of school-performance as a stressor. The study was conducted as the stress and stress related health complaints among young people, especially girls had increased. Stress is defined as failure to meet certain demands and can be based on various factors as Aspirations, demands and School-performance stress, gender aspects, school-performance stress in relation to the school context. Interviews were used as the tool of analysis. Eighth graders, aged 14-15, were taken as sample. Research questions were: Do the students experience school performance as a stressor, and if so, in what ways? How does the high performing context affect students' experiences of stress? The study forms part of the larger research project "The school stress and support study" ,combining both qualitative and quantitative research methods and includes saliva samples to measure stress levels. Two pre-defined classes were taken to study the group mechanism. The reason for taking two classes instead of one was to increase the variation in information received. This was done to select the cases rich in information, variety and depth. The interviews were done by the two interviewers, interviewing one student at a time and according to their time preference as in lunch break, after school or in a free period. The interviews were semi-structured and explored two main topics; Social relations in the class and experience of school-related stress. the interviews were digitally recorded, and were between 31 and 91 minutes, giving out an average of 50 minutes. The interview transcripts were analyzed by means of Qualitative Content Analysis. To contextualize the interview findings, data was used from the student questionnaire for a descriptive background of the two classes in terms of perceived stress and school achievement. The results showed that

experience of school related stress was found to be common in the respondent. Some of the cases showed that girls were more study oriented and thus more stressed. The large amount of school work is also one of the stress causes. the school has upper limit for the number of tests per week but not for the homework. in interviews, many of the students clearly see school performance-related stress as a problem. Joseph M. Kasayria (2007) et al aimed to study Stressors and Coping Strategies of state university students in a developing country. This study examined stressors coping strategies of 281 Social Science Students at Midlands State University in Zimbabwe. the sample consisted 49% (138) female students and 51% (143) male students. The sample was taken out of 1500 conventional students. out of the total students 61 male and 68 female students were from first year, 58 male and 56 female students were from second year and 24 male and 14 female from the fourth year. Third year's students were not a part of the research as they were away on work related learning. Questionnaire method was used to conduct the research; the questionnaire consisted of 4 parts which included - A looked at the demographic data. Part B was to determine the five challenges (stressors) faced by the students and ranked according to difficulty. Section C asked for the coping strategies they used to deal with each of the highlighted stress. Section D dealt with the list of any other stressors which were not mentioned in the part B. out of the responses from the students, twenty three clusters of stressors were identified and then the clusters were sub categorized. Coping strategies of resident and non-resident students were compared. A limitation of the study is that, it only used questionnaire as a tool. interviews and observations, if were, made a part of the study, would have given a clearer picture. Yu-Wen Ying (2009) et al measured The Role of Self-Compassion in Entering Masters of Social Work Students. The social work profession is concerned with promoting the welfare of the

disadvantaged. to meet this goal in limited resource in often stressful. A sample of 66 entering MSW students was recruited

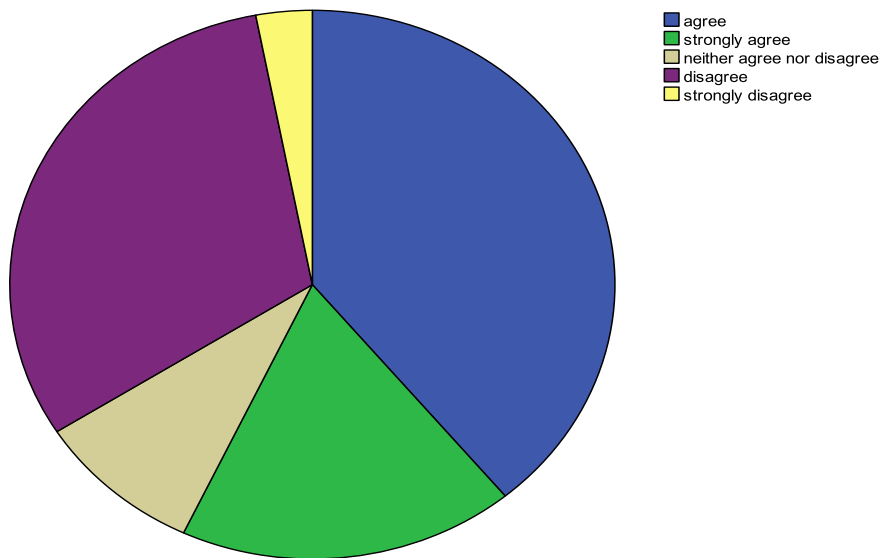
1.1-Data finding

Table No 01

I feel pressure to maintain eighty percent attendance.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Agree	39	39.0	39.0	39.0
strongly agree	18	18.0	18.0	57.0
neither agree nor disagree	9	9.0	9.0	66.0
Disagree	31	31.0	31.0	97.0
strongly disagree	3	3.0	3.0	100.0
Total	100	100.0	100.0	

I feel pressure to maintain eighty percent attendance.



Maintaining the 80% attendance does not particularly cause stress in majority of the students. 39% students out of 100 response agreed that this issue is cause of stress for them while 31 % disagreed that attendance does not cause of stress for them.

ACKNOWLEDGEMENT

By the grass of ALLAH the project has come to a successful conclusion, in the hour of deep satisfaction, my heartfelt gratitude goes to my respected and affectionate adviser **Dr.Meemona Saeed Lodhi**, without her scholarly guidance and support the project would not have seen the light of the day.

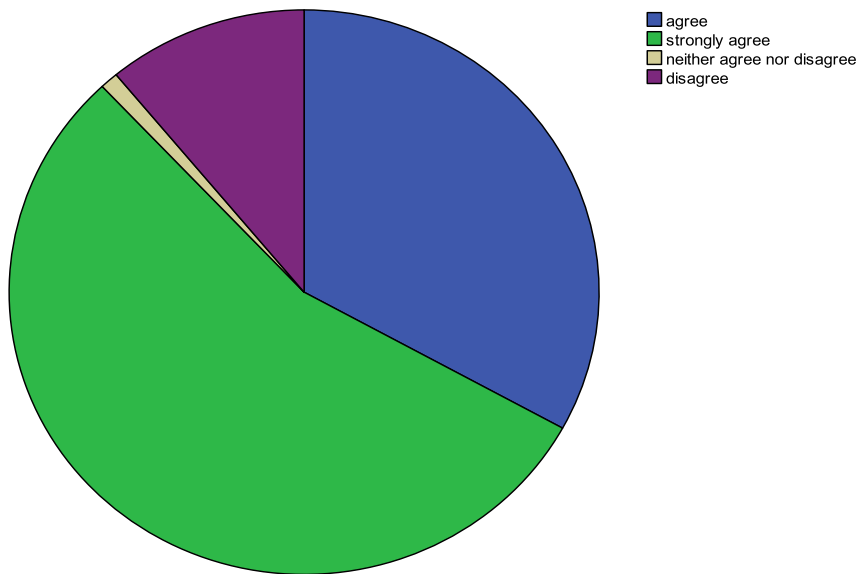
I thank **Miss Sameera Sultan** lecturer in English at FAST, National University of computer and emerging sciences Karachi. From the core of heart for their support and guidance. In the last, I sincerely thank my husband, kids and friends who encouraged and support me.

Table No 02

Too much assignments cause stress.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Agree	33	33.0	33.0	33.0
strongly agree	55	55.0	55.0	88.0
neither agree nor disagree	1	1.0	1.0	89.0
Disagree	11	11.0	11.0	100.0
Total	100	100.0	100.0	

Too much assignments cause stress.



Mostly students(55%) out of 100 are strongly agreed that they perceives stress more frequently when they are assigned to much assignment by their teachers (33%) students agreed and very few students(11%) respond disagreed .

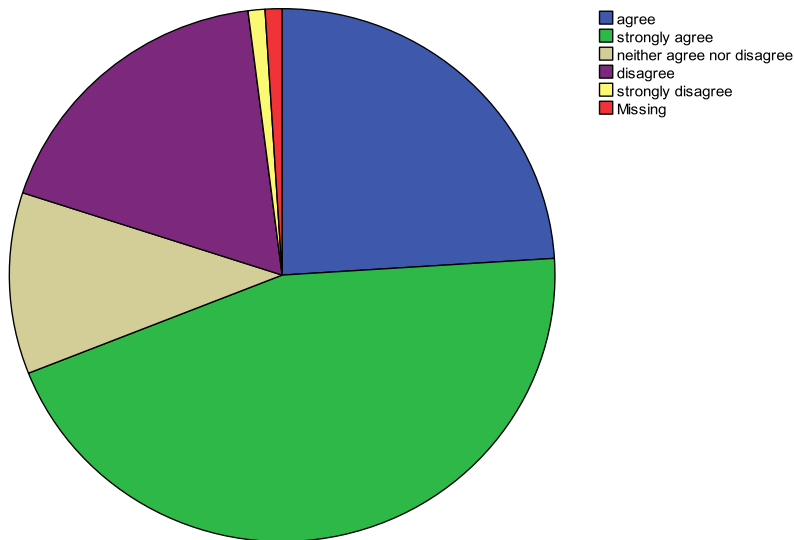
Table No 03

Presentation and assignments makes me stressful

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Agree	24	24.0	24.2	24.2
strongly agree	45	45.0	45.5	69.7
neither agree nor disagree	11	11.0	11.1	80.8
Disagree	18	18.0	18.2	99.0
strongly disagree	1	1.0	1.0	100.0
Total	99	99.0	100.0	

Missing	System	1	1.0	
Total		100	100.0	

Presentation and assignments makes me stressful



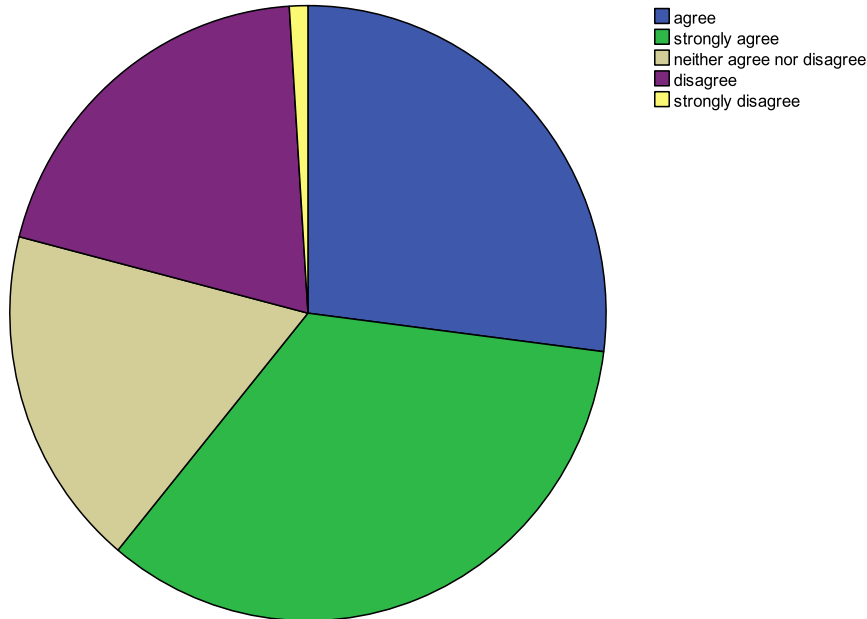
(45%) students out of 100 are more likely to say that they experienced stress more frequently, when they have to bear the pressure of assignments and presentations they respond strongly agreed as well. The frequency (24%) are agree of experiencing stress regarding. Only (18%) students are find disagreed.

Table No 04

Because of stress I fail to perform effectively in class room presentations

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Agree	27	27.0	27.0	27.0
strongly agree	34	34.0	34.0	61.0
neither agree nor disagree	18	18.0	18.0	79.0
Disagree	20	20.0	20.0	99.0
strongly disagree	1	1.0	1.0	100.0
Total	100	100.0	100.0	

Because of stress I fail to perform effectively in class room presentations



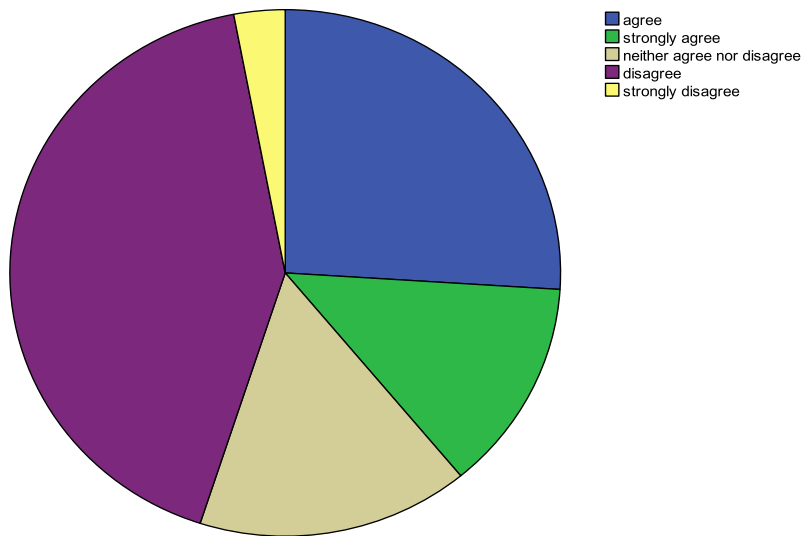
As for as concern to class room performance (34%) students out of 100 strongly agreed and (27%) agreed that they feel stress when they give their presentation in class room while (20%) are disagreed .

Table No 05

I feel uncomfortable to participate in class activities.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Agree	26	26.0	26.0	26.0
strongly agree	13	13.0	13.0	39.0
neither agree nor disagree	16	16.0	16.0	55.0
Disagree	42	42.0	42.0	97.0
strongly disagree	3	3.0	3.0	100.0
Total	100	100.0	100.0	

I feel uncomfortable to participate in class activities.



(42%) students out of 100 students are disagreed that class participation does not cause stress for them there is few students(26%) feel stress because of class participation.

Item number 1 to 5 is representing the variable no 1(**Curriculum and instruction based stress**)

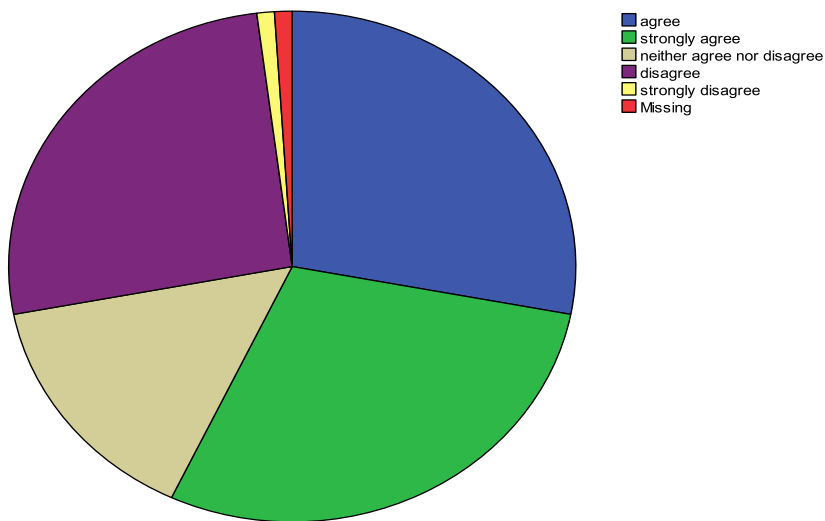
The issues of regularly attending classes to comply with the minimum attendance requirements, class room performance, presentations and assignments concern that cause academic stress for students .total out of 100 (57%) for attendance (88%) for assignments (69%) for presentation in class room respond they are agreed that these factors induce academic stress while total(68%) students disagree on item no 5 that class participation does not cause stress for them.

Table No 06

I cannot sleep properly when dead line of projects submission comes near

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	28	28.0	28.3	28.3
	strongly agree	29	29.0	29.3	57.6
	neither agree nor disagree	15	15.0	15.2	72.7
	Disagree	26	26.0	26.3	99.0
	strongly disagree	1	1.0	1.0	100.0
	Total	99	99.0	100.0	
Missing	System	1	1.0		
Total		100	100.0		

I cannot sleep properly when dead line of projects submission comes near



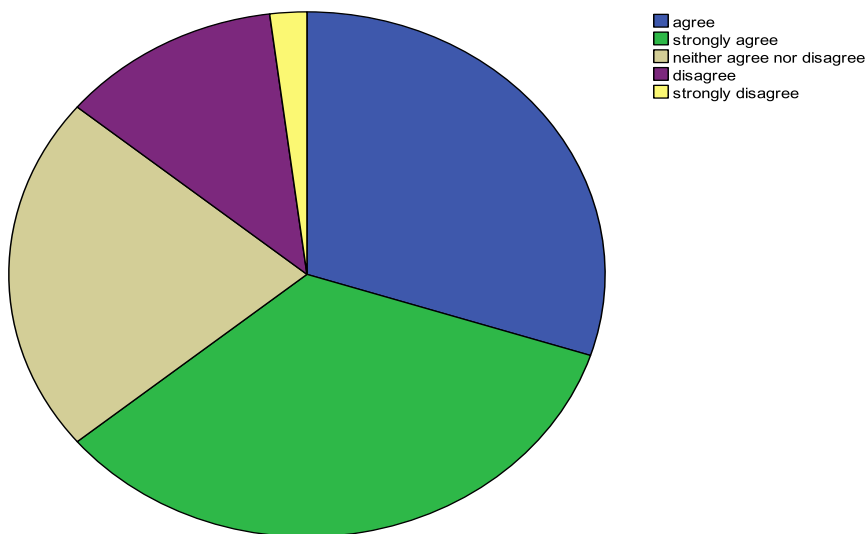
Item no 6 presents the frequency of factors that how much students sleep effects when the dead line of projects submission come near (28%) out of 100 students are agreed and (29%) students are strongly agreed that their sleep effects when the dead line of projects comes near. but the same time somehow same response gathered from students that (26%) students out of 100 are disagreed that they feel no stress when dead line for submissions come

Table No 07

Poor communication with my teacher is a great cause of stress for me

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Agree	30	30.0	30.0	30.0
strongly agree	34	34.0	34.0	64.0
neither agree nor disagree	22	22.0	22.0	86.0
Disagree	12	12.0	12.0	98.0
strongly disagree	2	2.0	2.0	100.0
Total	100	100.0	100.0	

Poor communication with my teacher is a great cause of stress for me



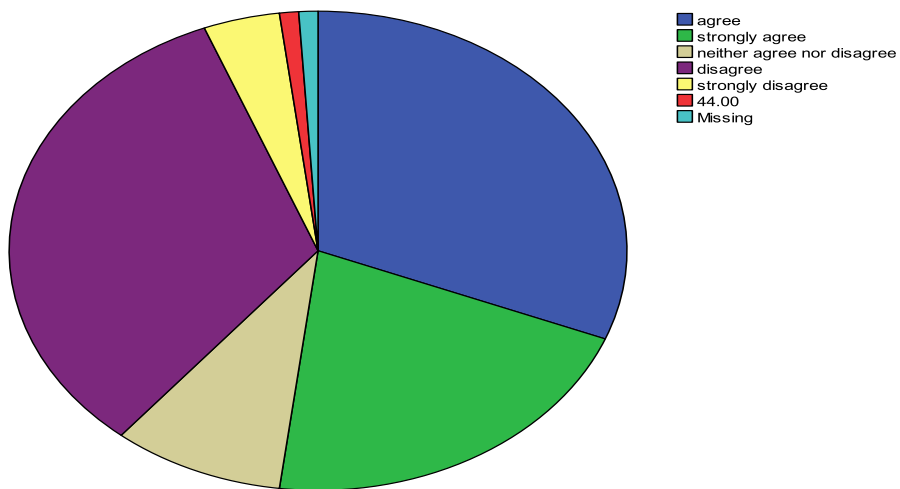
Among second variable, item no 7 that focusing the issue of poor communication with teacher does cause stress for students so out of 100 students (34%)strongly agreed and (30%) are agreed that poor communication does cause stress for them. only (12%) respond that they are disagreed.

Table No 08

I think that teachers are biased some time and this thing makes me stressful

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	31	31.0	31.3	31.3
	strongly agree	21	21.0	21.2	52.5
	neither agree nor disagree	9	9.0	9.1	61.6
	Disagree	33	33.0	33.3	94.9
	strongly disagree	4	4.0	4.0	99.0
	44.00	1	1.0	1.0	100.0
Total		99	99.0	100.0	
Missing	System	1	1.0		
Total		100	100.0		

I think that teachers are biased some time and this thing makes me stressful



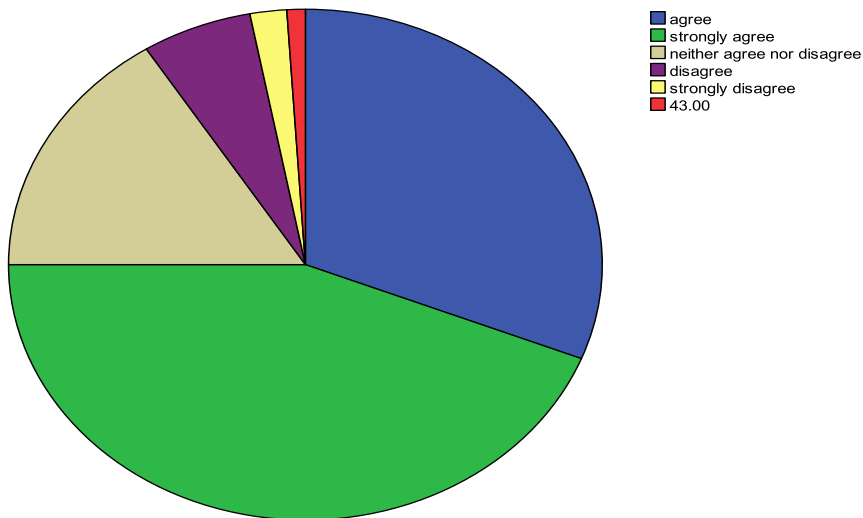
There is no significant difference in students responses on item no 8 (31%) and (21%) strongly agreed out of 100 students that teacher are biased sometime and this thing makes students stressful but (33%) students are same time disagreed.

Table No 09

If the teachers do not guide or give proper resources to the students so it cause stress

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Agree	31	31.0	31.0	31.0
strongly agree	44	44.0	44.0	75.0
neither agree nor disagree	16	16.0	16.0	91.0
Disagree	6	6.0	6.0	97.0
strongly disagree	2	2.0	2.0	99.0
43.00	1	1.0	1.0	100.0
Total	100	100.0	100.0	

If the teachers do not guide or give proper resources to the students so it cause stress



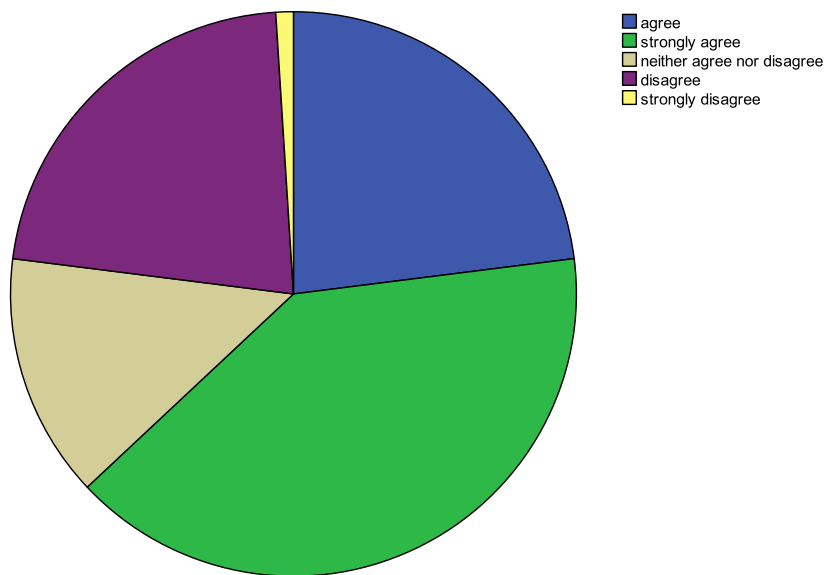
Followed by lack of clarity of the assessment, syllabus, or other materials, and proper guidelines of teachers cause stress for students ,on this item only (6%) are disagreed while (44%) students are strongly agreed and (31%) agreed out of 100 students.

Table No 10

In the beginning of semester the problem in adjusting with new class mates and teachers makes me stress

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Agree	23	23.0	23.0	23.0
strongly agree	40	40.0	40.0	63.0
neither agree nor disagree	14	14.0	14.0	77.0
Disagree	22	22.0	22.0	99.0
strongly disagree	1	1.0	1.0	100.0
Total	100	100.0	100.0	

In the beginning of semester the problem in adjusting with new class mates and teachers makes me stress



A large majority out of 100 strongly agreed (40%) and (23%) students are agreed that in the beginning of semester adjusting problem was resulting stress among them only (22%) respond they feel no stress regarding.

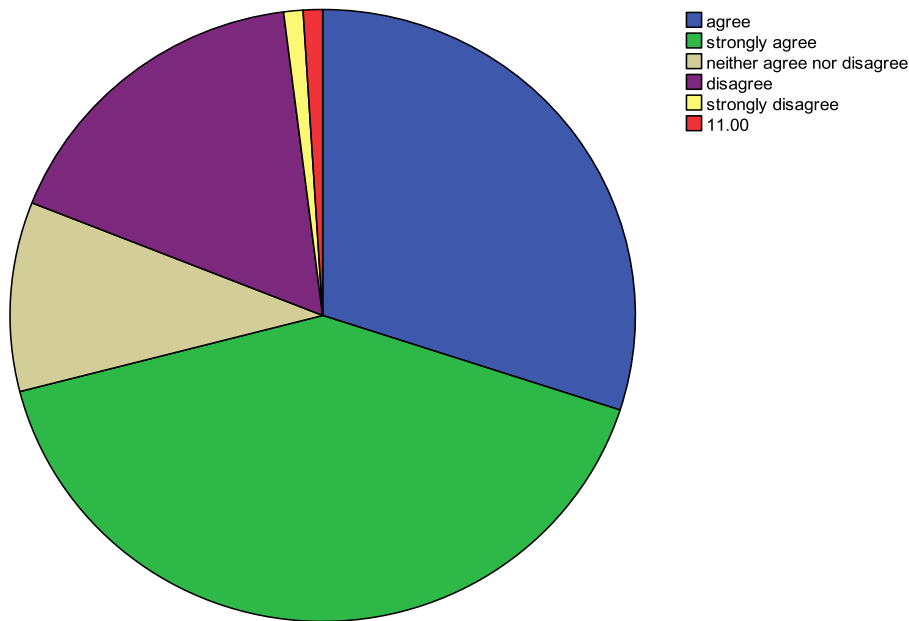
Hence it is clearly evident that the item no 6 to 10, which representing second variable (Teacher ,student relationship effects on student academic performance) are responsible for academic stress among the students .item no 6 related to pressure of dead line cause stress total (57%) students are agreed and other item related to relationship with teaches in the context of communication, biasness, and give the proper guidelines students respond positively they are agreed that teachers are some time biased(52%) poor communication with teachers cause stress (64%) adjusting problem they have faced in the beginning of semester (63%) cause stress for them but in these item significantly high response is find on item no 9 that when teachers does not give proper guidelines so its highly cause of stress for student out of 100 (75%)students are agreed on this item.

Table No 11

When I am not satisfied with teaching method or style I feel stress

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	30	30.0	30.0	30.0
	strongly agree	41	41.0	41.0	71.0
	neither agree nor disagree	10	10.0	10.0	81.0
	Disagree	17	17.0	17.0	98.0
	strongly disagree	1	1.0	1.0	99.0
	11.00	1	1.0	1.0	100.0
	Total	100	100.0	100.0	

When I am not satisfied with teaching method or style I feel stress



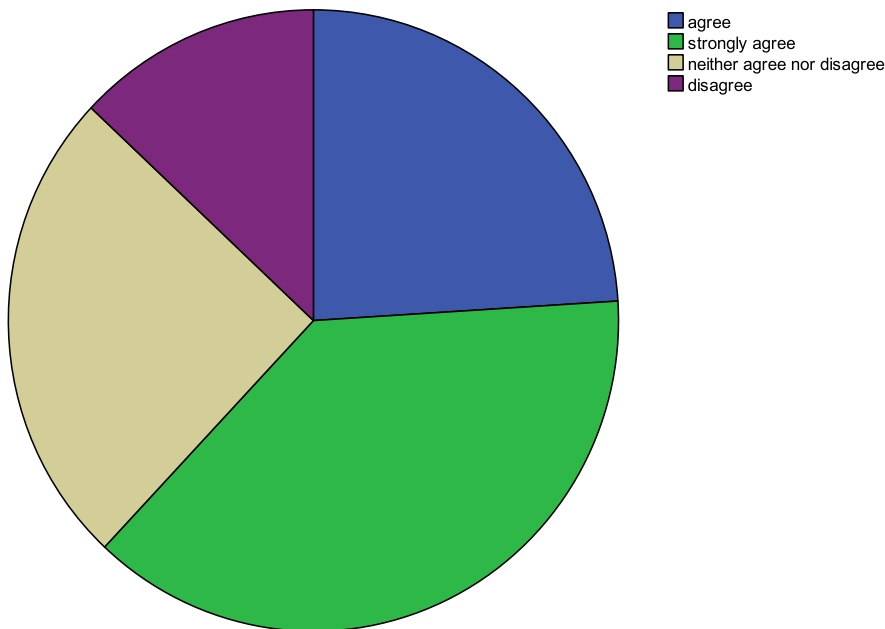
A large numbers of students those are agreed(30%) and strongly agreed (41%) out of 100 students that it cause of stress for them when the teaching style or method are not satisfactory only (17%) students respond disagreed on this statement.

Table No 12

The assessment system is the biggest cause of stress for me.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Agree	24	24.0	24.0	24.0
strongly agree	38	38.0	38.0	62.0
neither agree nor disagree	25	25.0	25.0	87.0
Disagree	13	13.0	13.0	100.0
Total	100	100.0	100.0	

The assessment system is the biggest cause of stress for me.



More than half students out of 100 students respond (24%) agreed, (38%) strongly agreed that assessment system is biggest cause of stress for students only (13%) students out of 100 students respond disagreed.

Table No 13

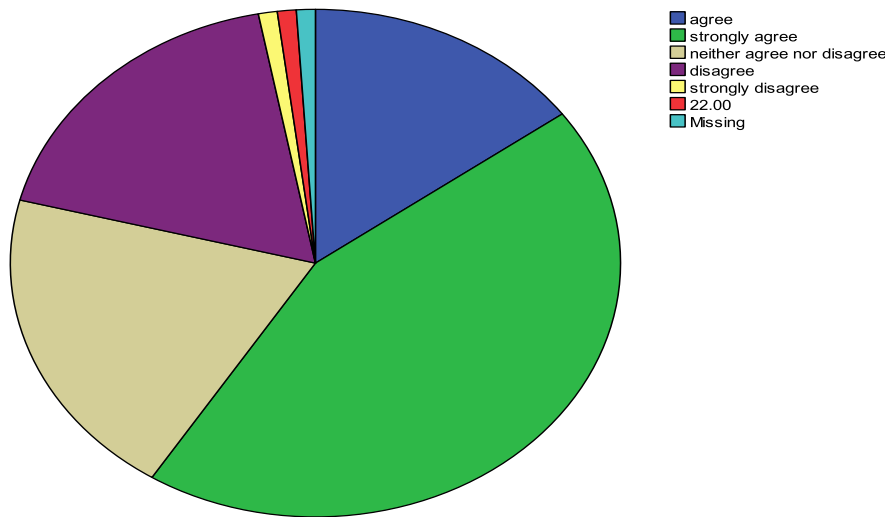
More than one mid exams and final exam, tests, quizzes make me stressful

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	15	15.0	15.2	15.2
	strongly agree	44	44.0	44.4	59.6
	neither agree nor disagree	20	20.0	20.2	79.8
	Disagree	18	18.0	18.2	98.0
	strongly disagree	1	1.0	1.0	99.0
	22.00	1	1.0	1.0	100.0
	Total	99	99.0	100.0	
Missing	System	1	1.0		

More than one mid exams and final exam, tests, quizzes make me stressful

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	15	15.0	15.2	15.2
	strongly agree	44	44.0	44.4	59.6
	neither agree nor disagree	20	20.0	20.2	79.8
	Disagree	18	18.0	18.2	98.0
	strongly disagree	1	1.0	1.0	99.0
	22.00	1	1.0	1.0	100.0
	Total	99	99.0	100.0	
Missing	System	1	1.0		
Total		100	100.0		

More than one mid exams and final exam, tests, quizzes make me stressful



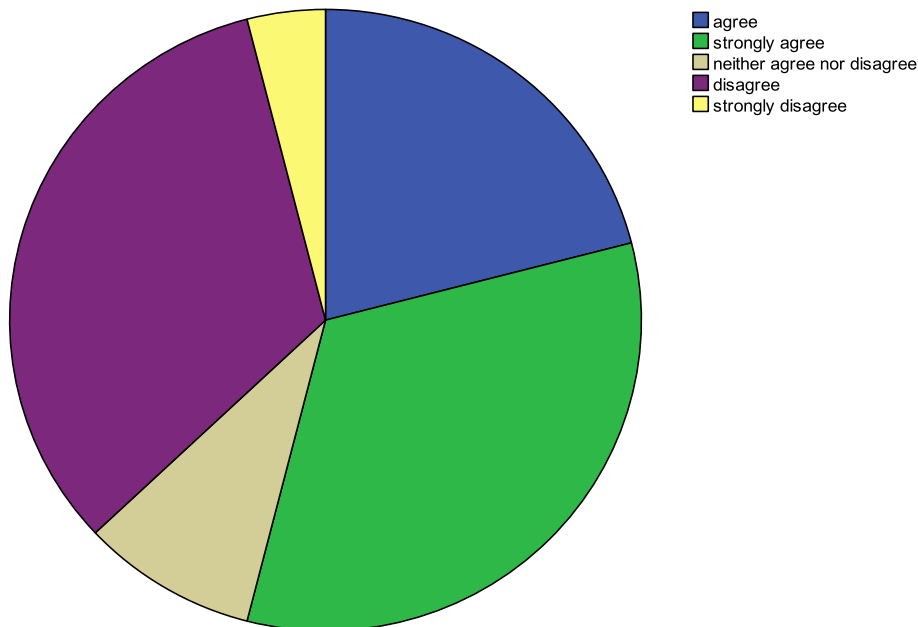
Large majority of the students out of 100 undergraduate students strongly agreed (44%) agreed (15%) that more than one exams, quizzes and different test is cause of stress among them. very few students (18%) respond disagreed.

Table No 14

To lengthy lectures make me stressful .

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Agree	21	21.0	21.0	21.0
strongly agree	33	33.0	33.0	54.0
neither agree nor disagree	9	9.0	9.0	63.0
Disagree	33	33.0	33.0	96.0
strongly disagree	4	4.0	4.0	100.0
Total	100	100.0	100.0	

To lengthy lectures make me stressful .



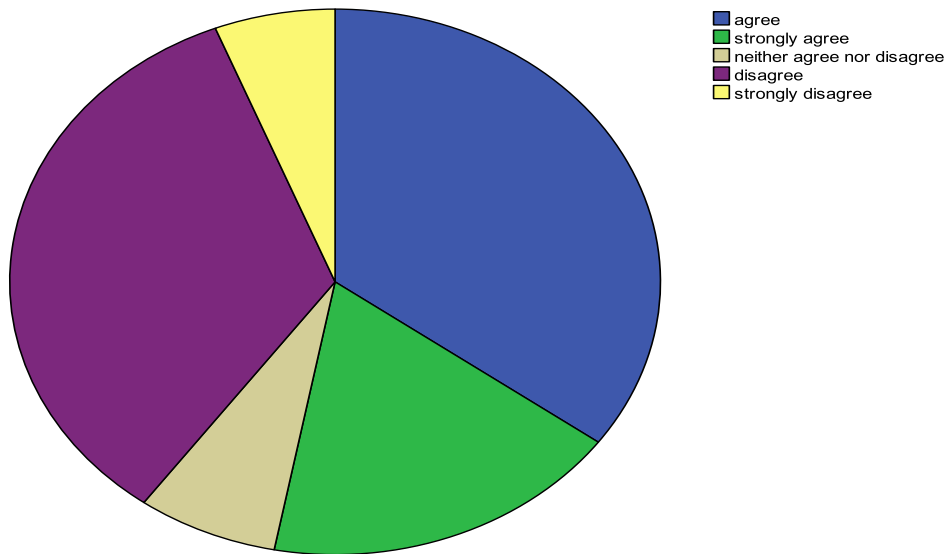
When we asked to the students that lengthy lectures can be a cause of stress for them so we find no significant differences in responses out of 100 undergraduate students (33%) strongly agreed and the same time (33%) disagreed with this item

Table No 15

Most of the syllabus is huge and over burdened that cause stress for me.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	35	35.0	35.0	35.0
	strongly agree	18	18.0	18.0	53.0
	neither agree nor disagree	7	7.0	7.0	60.0
	Disagree	34	34.0	34.0	94.0
	strongly disagree	6	6.0	6.0	100.0
	Total	100	100.0	100.0	

Most of the syllabus is huge and over burdened that cause stress for me.



There is almost same finding in responses that out of 100 students (35%) agreed that huge syllabus is cause of stress for them and (34%) disagreed that huge syllabus does not cause of stress for them.

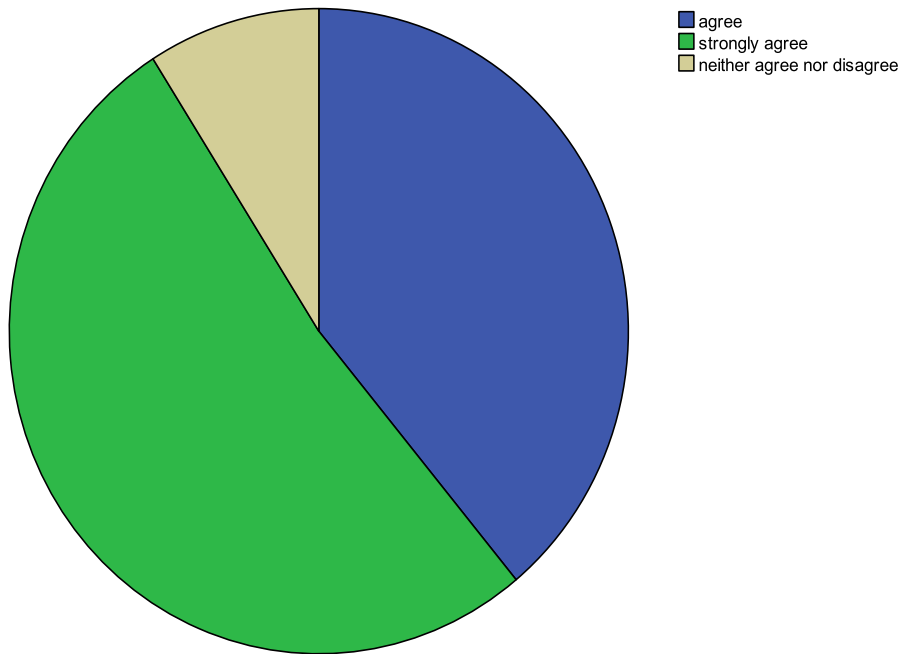
It is clearly evident that out of five components, item no 11 to item no 15 the three components of third variable (**Assessment system is cause of stress in students**) item no 11, item no 12, item no13 is responsible for academic stress among the undergraduate students of university. according to finding item no 14 and 15 that concern about the huge syllabus and lengthy lectures does not induce stress in students but the examination, tests, quizzes, and particularly more than one exam is biggest cause of stress in students total (59%) agreed and only total(19%) students disagreed somehow same response on item no 13 that the assessment system cause stress for them so total (62%) respond agreed and only total (13%) are not agreed with this statement .in this variable the strongest factor that cause of stress in students is appearing on the response on item no 11 that if the teaching style or method is not satisfactory so it cause of stress for the students, total (71%) out of the 100 students respond that they are agreed with this statement. its mean if teaching style is not effective or satisfactory so it could be a great cause of stress among students.

Table No 16

Its make me stressful when I think that I am not achieving my set goal in studies.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Agree	39	39.0	39.0	39.0
strongly agree	52	52.0	52.0	91.0
neither agree nor disagree	9	9.0	9.0	100.0
Total	100	100.0	100.0	

Its make me stressful when I think that I am not achieving my set goal in studies.



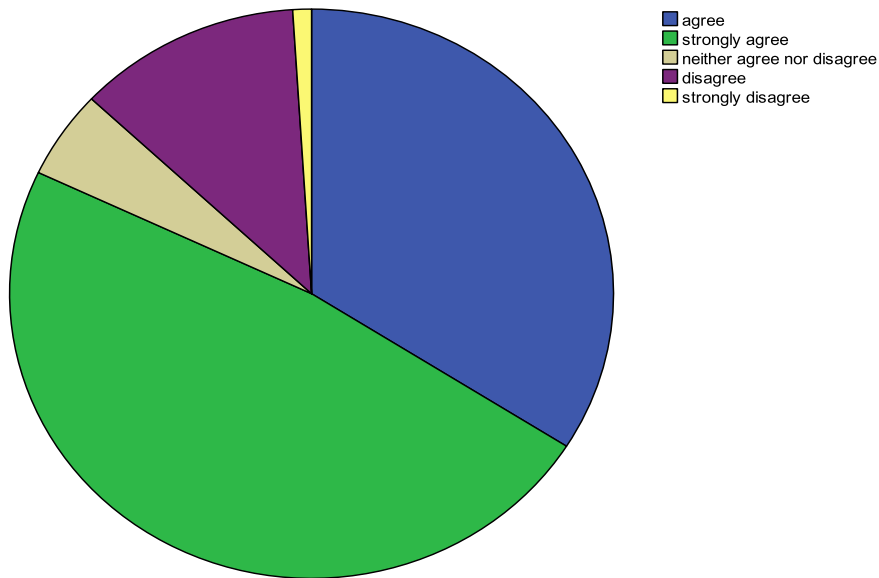
Finding suggest that it is very important for the students that whether they are achieving their set goal or not (52%) respond strongly agreed and (39%) agreed that this matter cause stress for then there no single response was find who is disagreed with this statement.

Table No 17

It is very stressful to continue maintaining the good grade in throughout graduate program.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Agree	34	34.0	34.0	34.0
strongly agree	48	48.0	48.0	82.0
neither agree nor disagree	5	5.0	5.0	87.0
Disagree	12	12.0	12.0	99.0
strongly disagree	1	1.0	1.0	100.0
Total	100	100.0	100.0	

It is very stressful to continue maintaining the good grade in throughout graduate program.



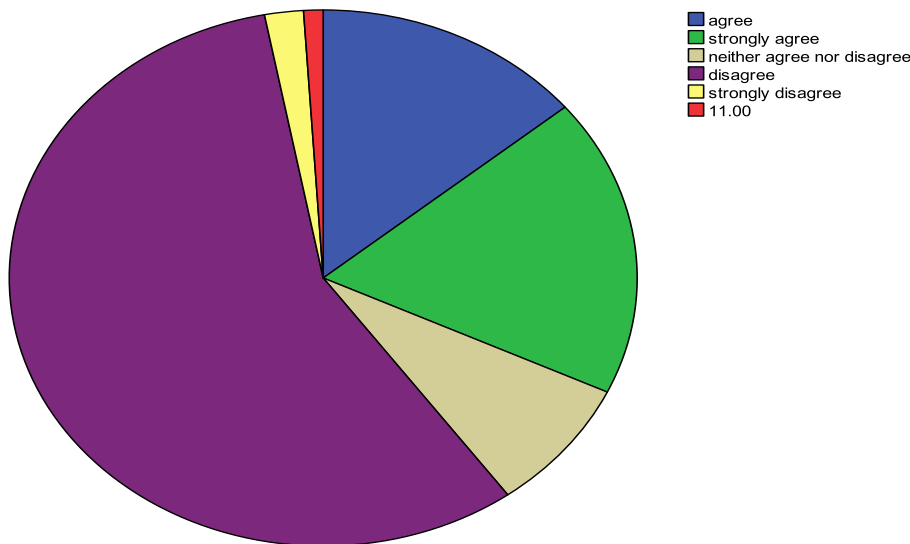
Garages is another strongest factor that cause of stress for students, out of 100 students (48%) students respond strongly agreed and (34%) agreed that continue maintaining the good grades is another biggest cause of stress for them. there is only (12%) students are disagreed with this factor.

Table No 18

I feel stress when I compare myself with more competent class mates.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Agree	14	14.0	14.0	14.0
strongly agree	18	18.0	18.0	32.0
neither agree nor disagree	8	8.0	8.0	40.0
Disagree	57	57.0	57.0	97.0
strongly disagree	2	2.0	2.0	99.0
11.00	1	1.0	1.0	100.0
Total	100	100.0	100.0	

I feel stress when I compare myself with more competent class mates.



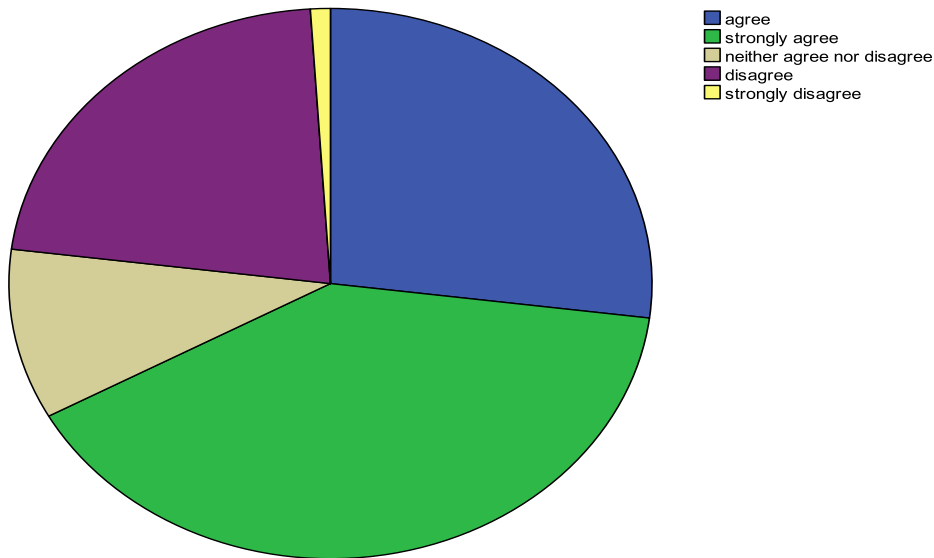
Most of the students out of 100 students are disagreed (57%) that competent class mates cause stress for them or they compare their self with competent students, this thing does not induce stress in students. There was very few respond (18%) agreed.

Table No 19

It is very difficult for me to concentrate on a subject which I dislike and this cause stress for me

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Agree	27	27.0	27.0	27.0
strongly agree	40	40.0	40.0	67.0
neither agree nor disagree	10	10.0	10.0	77.0
Disagree	22	22.0	22.0	99.0
strongly disagree	1	1.0	1.0	100.0
Total	100	100.0	100.0	

It is very difficult for me to concentrate on a subject which I dislike and this cause stress for me



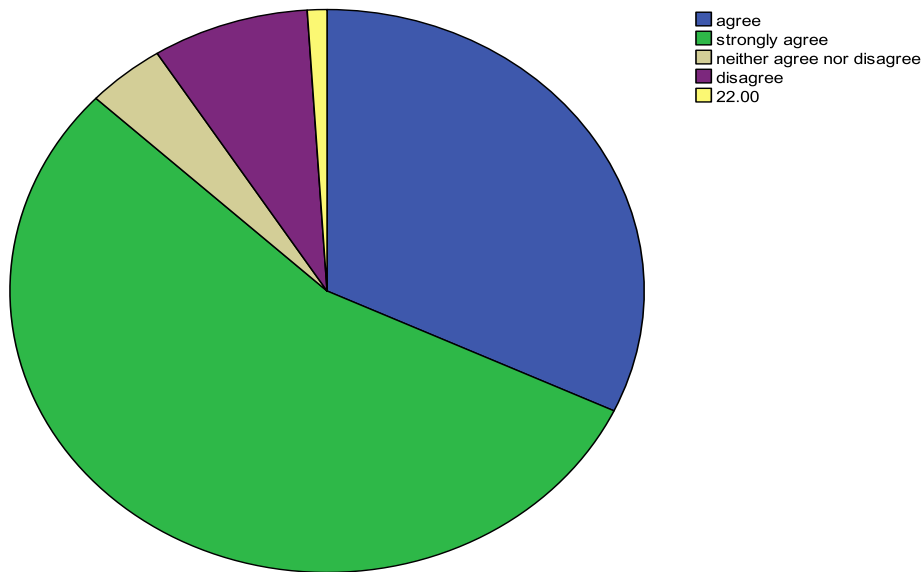
(40%) students out of 100 students strongly agreed (27%) agreed that it is very difficult and cause of stress for them to concentrate on a subjects which they dislike only (22%) students respond disagreed.

Table No 20

The thought that my parents will be disappointed by my poor performance in education makes me very stressful

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Agree	32	32.0	32.0	32.0
strongly agree	55	55.0	55.0	87.0
neither agree nor disagree	4	4.0	4.0	91.0
Disagree	8	8.0	8.0	99.0
22.00	1	1.0	1.0	100.0
Total	100	100.0	100.0	

The thought that my parents will be disappointed by my poor performance in education makes me very stressful



Significantly increasing responses are found on this item that it is a great cause of stress for students when they ask about the expectation of their parents. Out of 100 students (55%) strongly agreed and (32%) agreed, the thought that my parents will be disappointed by my poor performance in education makes me very stressful, very limited (8%) respond disagreed.

Obtaining good grades, degree, all about concern to achievements and students are so much sensitive when asked about their set goals and achievement, so for students it is very important that whether they are achieving their set goal or not (52%) respond strongly agreed and (39%) agreed total (91%) that this matter causes stress for them; there is no single response

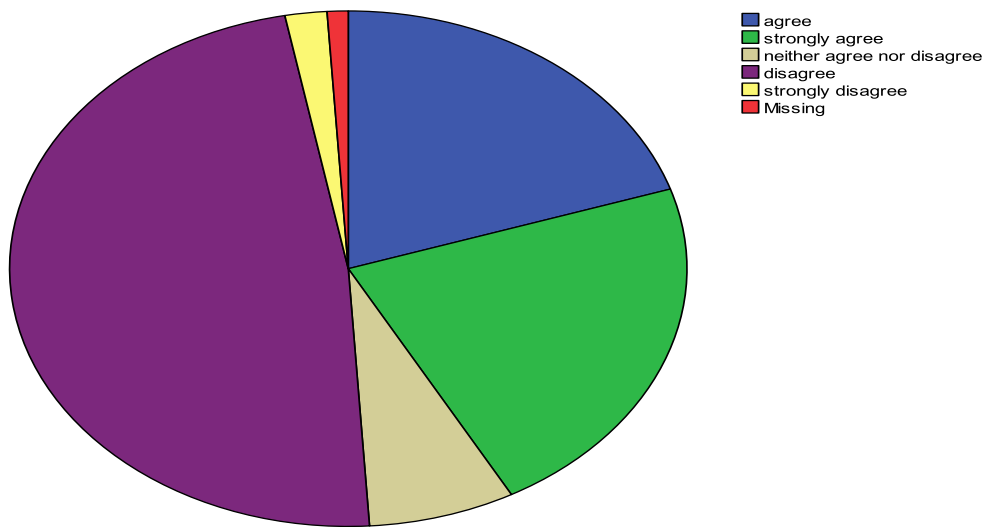
was found who disagreed with this statement. This is the strongest factor of the fourth variable (different components of Academic work cause stress in students) that causes stress for undergraduate students in university. After the question that it makes students stressful that they are not achieving set goals, the second strongest factor of this variable found concern parental expectation and disappointments total (87%) students respond agreed that its great

cause of stress if their parents become disappointed from their education performance. on item no 17 that continue maintaining the grades also makes them stressful (82%) students agreed . however it find less stressful for the students if subjects is not interesting for them or they have sharper class mattes .item no 16 to 20 representing the forth variable in which three items, item no 16,17, 20 is found most significant factor that cause of stress in students.

Table No 21

I start stumbling or stuttering during presentation in classroom due to stress					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	20	20.0	20.2	20.2
	strongly agree	22	22.0	22.2	42.4
	neither agree nor disagree	7	7.0	7.1	49.5
	Disagree	48	48.0	48.5	98.0
	strongly disagree	2	2.0	2.0	100.0
	Total	99	99.0	100.0	
Missing	System	1	1.0		
Total		100	100.0		

I start stumbling or stuttering during presentation in classroom due to stress



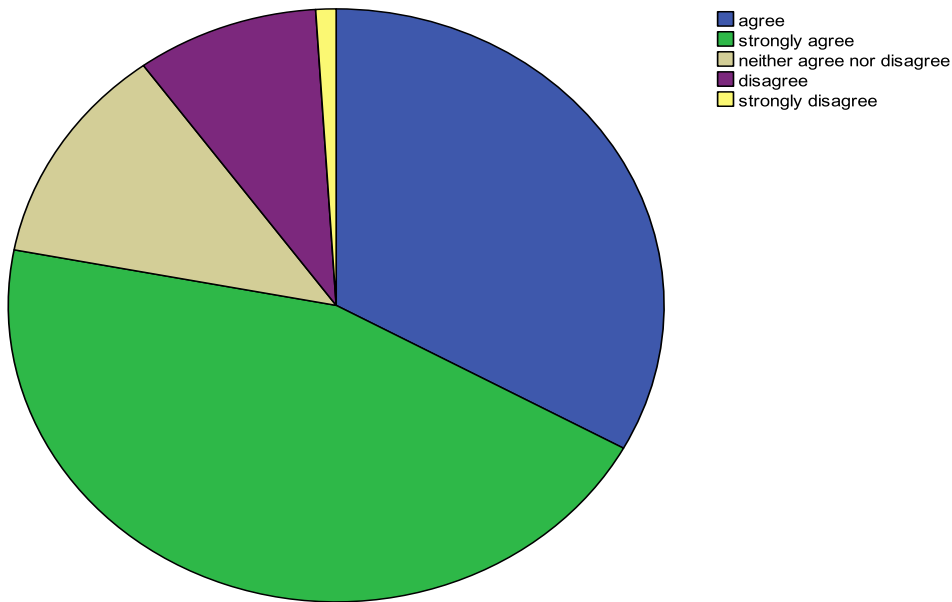
Item no 21 which is related to exploring the effects of academic stress on behavior (48%) students out of 100 respond disagreed that they don't have behavioral problem start stumbling and stuttering during class room presentation due to stress, only (20%) agreed and (22%) strongly agreed with this statement.

Table No 22

I black out and forget the answer during exams or quizzes

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Agree	33	33.0	33.0	33.0
strongly agree	45	45.0	45.0	78.0
neither agree nor disagree	12	12.0	12.0	90.0
Disagree	9	9.0	9.0	99.0
strongly disagree	1	1.0	1.0	100.0
Total	100	100.0	100.0	

I black out and forget the answer during exams or quizzes



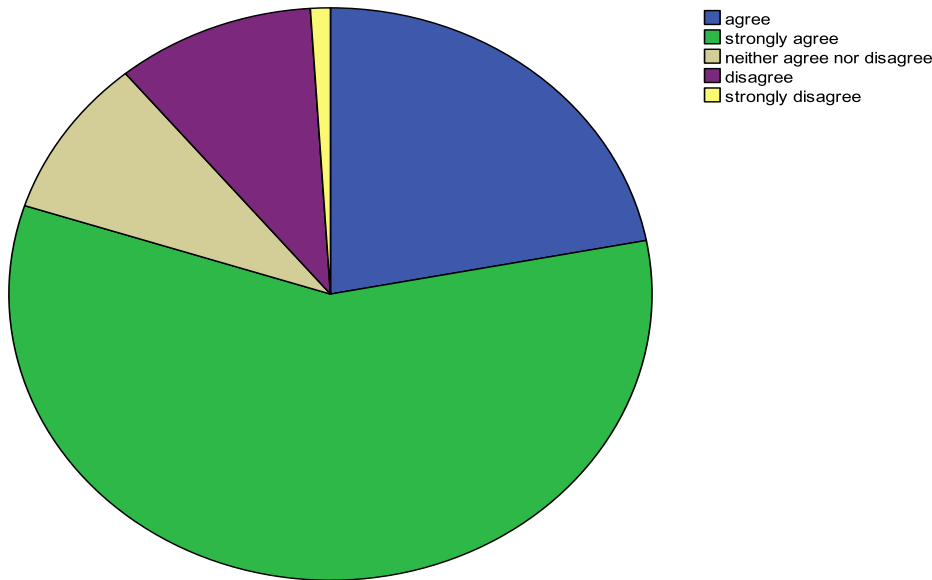
In the context of stress effect on cognitive process of students (45%) strongly agreed (33%) agreed out of 100 students that they forget or black out during quizzes and examinations,. Very few students (12%) respond disagreed.

Table No 23

More the one paper in a day result in making me confused

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Agree	22	22.0	22.0	22.0
strongly agree	58	58.0	58.0	80.0
neither agree nor disagree	9	9.0	9.0	89.0
Disagree	10	10.0	10.0	99.0
strongly disagree	1	1.0	1.0	100.0
Total	100	100.0	100.0	

More the one paper in a day result in making me confused



Examination is biggest cause of stress for student and have psychologically negative effects on their performance particularly when they have to attempt more than one examination in a day out of 100 students (58%) strongly agreed (22%) agreed that more than one examinations in a day resulting confusion and stress for them.

Item no 21 to 23 is representing the fifth variable (**stress effects on student's academic performance**) it is very interesting finding how academic stress effects on students performance, item no 21 is exploring the effects on students behaviors that they start stabling or stuttering during class room presentations so majority of the students total (50%) out of 100 students disagreed that they don't have any behavioral problem because of academic stress but comparatively majority of the students respond that they are agreed that academic stress effects on their cognitive and psychological functioning item no 22 in the context of cognitive functioning total (78%) students out 100 agreed that they forget the answer of become black out while they attempting the papers or quizzes on item no 23 regarding

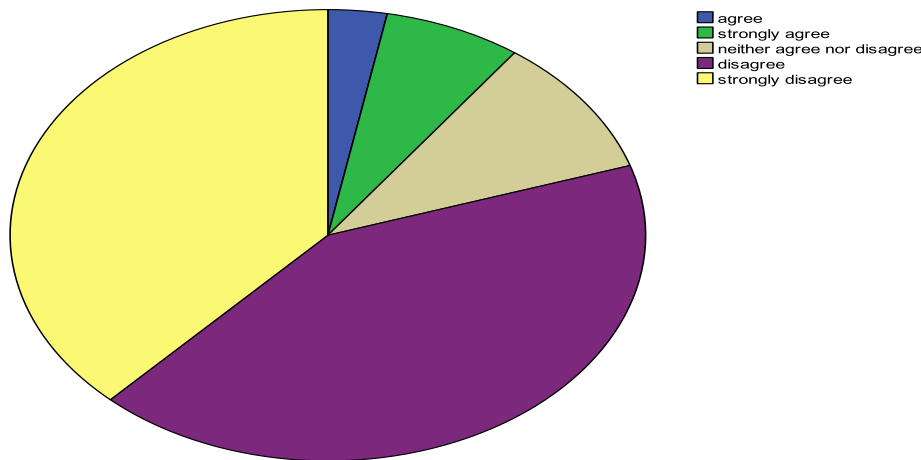
psychological effect on students performance (80%) students respond agreed that they become confused when they have to attempt more than one papers in a day .

Table No 24

I take drugs like sleeping pills or some relaxant to cope with stress which is related to study

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Agree	3	3.0	3.0	3.0
strongly agree	7	7.0	7.0	10.0
neither agree nor disagree	10	10.0	10.0	20.0
Disagree	42	42.0	42.0	62.0
strongly disagree	38	38.0	38.0	100.0
Total	100	100.0	100.0	

I take drugs like sleeping pills or some relaxant to cope with stress which is related to study



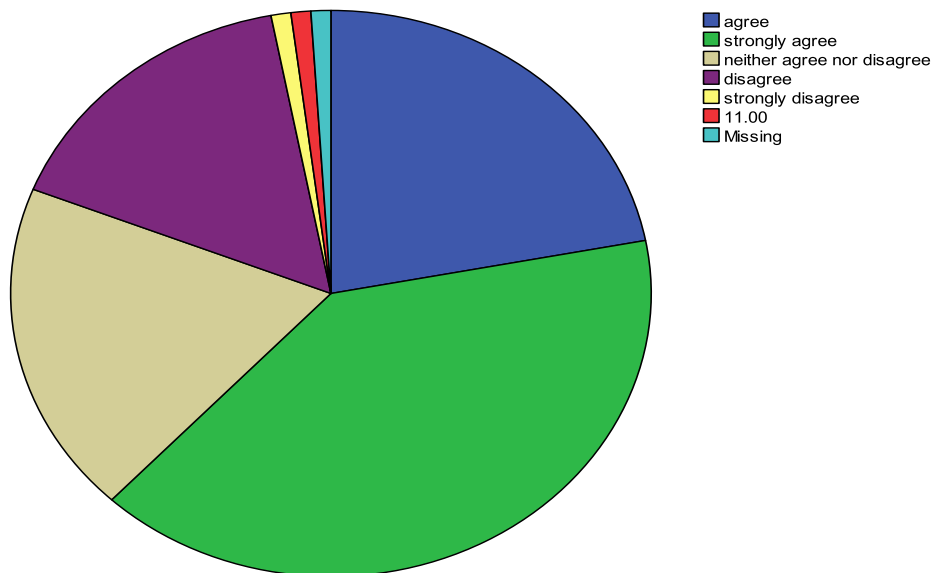
As shown in item no 24 the frequency percentage of unhealthy coping strategies used in term of drugs like sleeping pills ,relaxant (42%) students out of 100 strongly disagreed , there is only (3%) students agreed that this unhealthy coping strategies used by the students when they suffered with academic stress.

Table No 25

When I feel stress due to study I start postponing of delay work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	22	22.0	22.2	22.2
	strongly agree	40	40.0	40.4	62.6
	neither agree nor disagree	19	19.0	19.2	81.8
	Disagree	16	16.0	16.2	98.0
	strongly disagree	1	1.0	1.0	99.0
	11.00	1	1.0	1.0	100.0
	Total	99	99.0	100.0	
Missing	System	1	1.0		
Total		100	100.0		

When I feel stress due to study I start postponing of delay work



(40%) students out of 100 respond strongly agreed (22%) agreed that they postponed or delayed the work when they feel stress this item no 25 is most commonly use as unhealthy coping strategies among students to cope with academic stress.

Coping is an automatic reaction in the response of stress and when the stressor effecting performance so it might be create an emergency situation, mostly students have limited knowledge that how to cope with stress in educational environment, they cannot differentiate healthy and unhealthy coping strategies ,In this study we are exploring they which type of unhealthy coping strategies used by the students to cope with their academic stress ,item no 24 exploding the tendency of use drugs and pills by the students as an coping strategy, total (80%) out of 100 students respond disagreed these finding shows that in Pakistan students have very limited tendencies to divert towards use the drugs as an coping strategies, but at the same time on item no 25 concerning about postponing or delayed the work in stress is commonly used coping strategies by the students total (64%) students agreed with this statement that they use to postponed the work when they feel stress though they don't know that these coping strategies are unhealthy and could be more harmful in the context of performance.

CHAPTER FIVE

DISCUSSION

5.1-DICUSSION.

The main purpose of this study was to explore the most dominate or strongest academic factor that is inducing stress in undergraduate students of university in Karachi , and how these factor effecting their performance in the context of behavior, cognitive and psychological functioning and how these stress pushing students to use different types of coping skills the main focus of this study is to identifying that what types of unhealthy coping strategies most commonly used by the students to cope with their academic stress in educational environment. there is six variables consist on 25 items, first four variable designed to identifying the academic factors and each variable have five items, variable no five is exploring the effects of stress on students performance it have three items ,and variable no six is finding that what type of unhealthy coping strategies used by students when they fall in stress, it have two items. Item number 1 to 5 is representing the variable no 1(**Curriculum and instruction based stress**) The issues of regularly attending classes to comply with the minimum attendance requirements, class room performance, presentations and assignments concern that cause academic stress for students .total out of 100 (57%) for attendance (88%) for assignments (69%) for presentation in class room respond they are agreed that these factors induce academic stress while total(68%) students disagree on item no 5 that class participation does not cause stress for them. Hence it is clearly evident that the item no 6 to 10, which representing second variable (**Teacher ,student relationship effects on student academic performance**) are responsible for academic stress among the students

.item no 6 related to pressure of dead line cause stress total (57%) students are agreed and other item related to relationship with teaches in the context of communication, biasness, and give the proper guidelines students respond positively they are agreed that teachers are some time biased(52%) poor communication with teachers cause stress (64%) adjusting problem they have faced in the beginning of semester (63%) cause stress for them but in these item significantly high response is find on item no 9 that when teachers does not give proper guidelines so its highly cause of stress for student out of 100 (75%)students are agreed on this item. It is clearly evident that out of five components, item no 11 to item no 15 the three components of third variable (**Assessment system is cause of stress in students**) item no 11, item no 12, item no13 is responsible for academic stress among the undergraduate students of university. according to finding item no 14 and 15 that concern about the huge syllabus and lengthy lectures does not induce stress in students but the examination, tests, quizzes, and particularly more than one exam is biggest cause of stress in students total (59%) agreed and only total(19%) students disagreed somehow same response on item no 13 that the assessment system cause stress for them so total (62%) respond agreed and only total (13%) are not agreed with this statement .in this variable the strongest factor that cause of stress in students is appearing on the response on item no 11 that if the teaching style or method is not satisfactory so it cause of stress for the students, total (71%) out of the 100 students respond that they are agreed with this statement. its mean if teaching style is not effective or satisfactory so it could be a great cause of stress among students. Obtaining the good grades, degree, all about concern to achievements and students are so much sensitive when ask about their set goals and achievement, so for students it is very important that whether they are achieving their set goal or not (52%) respond strongly agreed and (39%) agreed total (91%)

that this matter cause stress for then there no single response was find who is disagreed with this statement. this is strongest factor of forth variable (**different components of Academic work cause stress in students**) that cause of stress for undergraduate students in university . after the question that it make students stressful that they are not achieving set goals, the second strongest factor of this variable found concern parental expectation and disappointments total (87%) students respond agreed that its great cause of stress if their parents become disappointed from their education performance. on item no 17 that continue maintaining the grades also makes them stressful (82%) students agreed . however it find less stressful for the students if subjects is not interesting for them or they have sharper class mattes .item no 16 to 20 representing the forth variable in which three items, item no 16,17, 20 is found most significant factor that cause of stress in students. Item no 21 to 23 is representing the fifth variable (**stress effects on student's academic performance**) it is very interesting finding how academic stress effects on students performance, item no 21 is exploring the effects on students behaviors that they start stabling or stuttering during class room presentations so majority of the students total (50%) out of 100 students disagreed that they don't have any behavioral problem because of academic stress but comparatively majority of the students respond that they are agreed that academic stress effects on their cognitive and psychological functioning item no 22 in the context of cognitive functioning total (78%) students out 100 agreed that they forget the answer of become black out while they attempting the papers or quizzes on item no 23 regarding psychological effect on students performance (80%) students respond agreed that they become confused when they have to attempt more than one papers in a day . Coping is an automatic reaction in the response of stress and when the stressor effecting performance so it might be create an

emergency situation, mostly students have limited knowledge that how to cope with stress in educational environment, they cannot differentiate healthy and unhealthy coping strategies, In this study we are exploring they which type of unhealthy coping strategies used by the students to cope with their academic stress, item no 24 exploring the tendency of use drugs and pills by the students as an coping strategy, total (80%) out of 100 students respond disagreed these finding shows that in Pakistan students have very limited tendencies to divert towards use the drugs as an coping strategies, but at the same time on item no 25 concerning about postponing or delayed the work in stress is commonly used coping strategies by the students total (64%) students agreed with this statement that they use to postponed the work when they feel stress though they don't know that these coping strategies are unhealthy and could be more harmful in the context of performance.

Over all finding suggest that different components of these variable cause stress for students like in variable no 1 (Curriculum and instruction based stress) (88%) students feel stress if to much Assignments are assigned, in second variable(Teacher ,student relationship effects on student academic performance) all components have high level of agreed response in which the item related to the teacher guideline that if teacher does not give proper guide line so it cause stress for me (75%) students agreed with this statement, first item of third variable(Assessment system is cause of stress in students)(71%) students agreed that if the teaching method of teacher is not effective so it cause of stress for them though this is related to variable no 3 but it is also concern with students-teacher relationship, in forth variable(different components of Academic work cause stress in students) the most dominating and strongest factors is appearing great concern with grades ,parental expectations also but high (91%) agreed on item no 16 that they are achieving their set goals

or not. this study is directly exploring the factors that causes of stress in student and the uniqueness of this study is to find out the most strongest, and dominate factor that cause of stress in undergraduate student of university in Karachi, this study is a pillar to finding the core factor in Pakistan culture that how university student perceive pressure of grads 88 % Exam are inflating item and major cause of this study also conform this study finely it is quite unique in the context of prenatal expectations and student teacher relationship this area is still un explored by the researched or vary from culture to culture. agoola (2009) find that long sitting in the academic environment, poor work performance over crowded work assignments. Paper work there all factors cause of stress for students. this study argues that most of students have less stress due to spend a little time in university which is not related to academic work load or they have leisure time to spend on other recreational activities according to this study most of the study based on academic stress on their students spend a long time in university environment most of the student feel pressure and stress while they present in university or campus so according to this study educational environment trigger stress in students and pressure them to use coping skills as well. 48.4% student out of 155 have stress relate to academic over load, 14.0% feel stress due to assignments and tests. Due to academic performance 9.3% and fear of failures 7.5% students feel stress ,3.1% out of 10 have job or placement stress. 4.3% out of 14 having relation stress while 3.1% out of 10 having family related stress which effecting on their academic performance. There is limited research that focusing on academic stress effect on student performance some research (Dargahi, Mirsaid, Kooeik 2012) work upon , Student Stress effects on performance. They developed Questionnaire, demographic, group was compare by using T test they find that 86% stress related to personal stress and reason of interpersonal 79% related to the

Environmental 63% related to external factors and academic factors 55% study indicate that three to fourth of student face moderate to high level of stress 88% focus personal stress effects co-related to academic stress some study (Agolla 2009) Academic stress are clearly observed in the study during the academic life not for those who stay at home or have finished their studies stress symptoms not only inducing psychological symptoms but also student perceiving the physical symptoms like anxiety endless worries neck pain, nervousness and creating problem to adjust in daily life routine and lead severe mental disorder, suicide, violent behavior and even social withdrawal. It is very important to take it in the notes as earlier as possible because student is future leader of any nation and these psychological and physiological symptom producing mentally ill students. According to this study career counseling for student must be encourage and student should be motivate to avail counseling sessions. Regarding work relevant and necessary it is responsibility of management of university to minimize the negative impact related to academic pressures advocate resources for assignment like computer and book should not assigned, physical health effects on academic perform. (Dalband, Nasab, 2002) This study indicate that females are more prone to passive stress as compare to male and 4th years student had high level of stress rate then all students of different years (3.05) some factors are explore through this study like student teacher relationship had a significant factor to include stress in student their study mean score upon student teacher relationship was 3.05 ± 0.83 but the most stress full factor that study subject is related to class work with Mean score 3.18 ± 0.83 . Environment and process of educational or Academic pressure and compression with personal stressors or find external features of accident pressure like financial problem physical with replacement family issues low self esteem and relational issues. According to the Agolla their research

result proves that 56% poor performance is cause of stress, 81% related to Work load 66% related to Assignments pressure 54% Class mate pressure 40% over crowded lecture 66% Poor performance 58% stress related to Low motivation in students. symptoms of stress accure in from of physical mental in behaved distribution. According to this study 88% feel in head ach and body pain 85% having sleep problems 88% feel trouble in contradiction 16% student's start using drugs and relaxants and pills to cope with their academic stress.

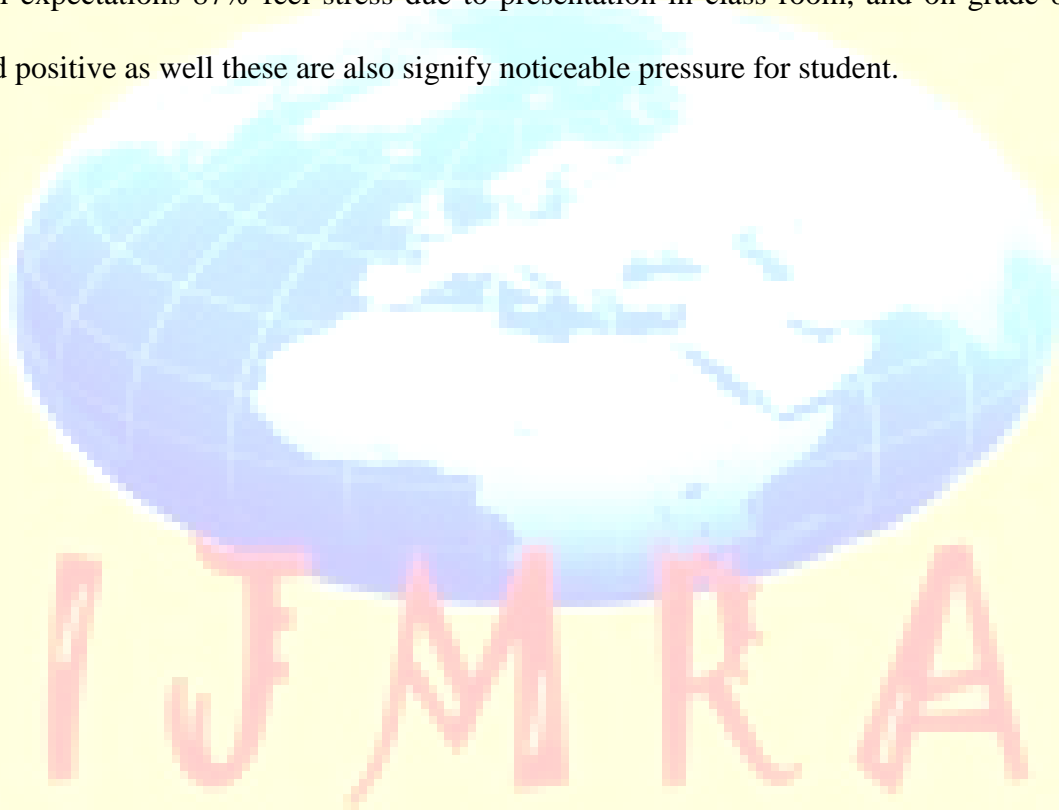
According (nallaimori and & growthan 2014). Class work bad induct thus insulated that find the 86% report due to class work load 63% feel stress for assignments.(Sarma, Parasad, Pandey, Sodi, Wad was 2013). Most of study focusing on physical or personal stress influence of alcohol .(Agolla and ongori 2009) They find that academic stress is associate with poor family relationship 48.4% state out of 500 having according stress because of assignments and class workload. They find the life satisfactory, self extern and financial problem is main cause of stress in student. News shield 2001 also agreed the CGPA is major source of stress is student this study also find high agreed 82% response on CGPA.

This finding exploring in Pakistani culture that student relationship is the main source of stress specifically on the item I that I feel stress when Teacher does not give proper guide line and another high made also relative to teacher that it cause stress for if teaching method or style is not effective. There is also limited research data is available on copy skills in the context of Pakistani culture. Mostly research content available on healthy and active copy skills ,very few research focus on unhealthy copy strategies.(Durrelier Ms, et, all) find the socialization is healthy copy strategies for the students to cope with stress it resolve to conflict with class mate and help to develop good relationship. They also focus that long term stress lead stress is student and they use unhealthy copy strategies to copy with stress likes

drug abuse and alcohol use, (nensy, et, all focus, his study, that student mostly us active copy skill in stress. Nevend et. All find the 95% students suffer through academic stress in student life and they need to learn copy skills. Agolla and ongori 2009 find that 484% student out of 500 use traditional method like asked for support to coping with stress but they need to seek effective method to copy with academic stress. Almost research suggest that student need to seek professional and proper guidelines or learn healthy copy skill to copy while thank stress. This study also exploring the most unhealthy very that student use to copy with stress this study find the in Pakistani culture student 10% out of 100 positive repose that they agree for drug use is applied by student as an copy skills but it is not significant one. On the other such postponing or delayed work is significantly perceived high percentages 62% student out of 100 student reported agreed it means in Pakistan culture student postponed their work to avoid or escaping themselves rather than to focus the stress management. Other researched induce, that academic stress effects on physical health and physical health associate with academic stress but this study proved the academic stress have no significant effect on behavior 42% but home significant effect on cognitive function 78% and psychological functioning 88% out of 100 student so this study the finally of this study explore that academic stress is strongly associate with teacher student satisfaction and also with more the one examples in a day. Prenatal expectations and that they are aching their set goal or not, and grades as well and there stress effect the psychological & cognitive functioning which appear as the result of poor performance in academic area and student using un healthy copy strategies to postponing or duly the work to copy with third academic stress.

Collectively teacher variable related to stress factor have some time that is dominate and strongest factor total find of variable no related to instruction and curriculum is 272% on

variable no 2 teachers students relationship 311% responded agreed upon variable 3related to assessment system 299% positive response conducted and 268% students agreed on variable no 4 which is indicating other factors of study related stress. so according to finding most around and strongest factor that cause of action spurs for student is verb no 2 (student teacher relationship) 63% students respond to agreed on item “If the teachers do not guide or give proper resources to the students so it cause stress”.91% agreed on the item that is related to prenatal expectations 87% feel stress due to presentation in class room, and on grade 82% respond positive as well these are also signify noticeable pressure for student.



CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

The purpose of this chapter is to present a brief summary of the findings and conclusion drawn from the interpretation of data suggest some recommendations for students and institutions to establish a system to give an opportunities for students to seek stress management and healthy coping skills while studying in the university.

6.1- CONCLUSION

This study explored the strongest academic stressors and most commonly unhealthy coping strategy use by the undergraduate students of university at Karachi .Stress is integral part of the students life however it is depend that how someone is perceiving and which type of coping strategies applied to cope with academic stressors, some time stress is positive when it pressure to apply coping skills but some time it become negative when it stressors starts to effects negatively on the students performance in the context of cognitive and psychological functioning or accure in the form of physical symptoms, it is also depends on coping style, unhealthy coping strategies lead to the dysfunctional behavior and more strengthen the academic stressors. There is various factors in the environment that could be cause of stress in students life but the focused of this study is to identifying the most strongest factor that effects on students performance and exploring unhealthy coping strategies used by the students to cope with these stressors. According to findings of this study it is concluded that Student-Teacher relationship is most strongest factor that cause of stress for the undergraduate students of university specifically when teacher do not deliver the lecture effectively of assigned unclear assignment and presentation to students, alone with grades

there is another most important element for the students stress is more the one examination in a day that effect negatively on students performance in the context of cognitive and psychological functioning according to finding they become confused or blank out during examination, finding shows that parental expectations and the thing that they are not achieving their set goal is another cause of stress which is not directly related to education but associated with academics and also showing that the students at Karachi university have very clear objects, and goal oriented regarding their studies. Literature provided a large number of coping skills use by undergraduate students at university but limited data available related to unhealthy coping strategies, this study fined that most of the student use delayed or postponing the work as a coping strategy rather than use of drugs like relaxants and sleeping pills as a coping strategies in the University of Karachi.

6.2- RECOMMENDATIONS

In light of the finding it is clearly understandable and recommended to the academicians, lecturers and professors to realize and improve the programmatic effort to promote the mental health in educational institutes. It is very important for them concenter their part of responsibility to prevent and control the factors that is cause of academic stress among the undergraduate students of university.

- **Identifying students stress and provide adequate support.**
 - It very important for academicians and teachers to identify the stress in students.
 - Make an effective support program to help the students.
- **Develop an effective student-teacher relationship.**

- Teachers should guide or give proper resources to the students.
 - Try to develop good communication with students.
 - Improve teaching method.
 - Assigned clear and rational based assignments and presentations.
- **Designed general curriculum on stress management and coping skills.**

- Teacher training program purposes to develop effective teaching skills.
 - Additional 0 created course should offer to teach students that how to manage stress and apply healthy coping skills.
 - More than one examination in a day should be discouraged.
 - Workshops, seminar and different awareness programs should be arrange for promoting mental health in educational institutions.
- **Student counselors.**
 - A professional help is very important for students.
 - Parental expectations and the thing that they are not achieving their set goal cause of stress in students life which required an appropriate guideline of professional counselors.

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