

## A Survey on Student's Ability to Handle Stress at the University Level

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**This article may be cited as** Ain, Q. U., Masood, A., Shaheen, M. N. U. K., & Naeqeb, H. (2024). A Survey on Student's Ability to Handle Stress at the University Level. *ProScholar Insights*, 3(1), 219-231. <https://doi.org/10.55737/psi.2024a-31096>

**Abstract:** Stress has increasingly become a concern for students pursuing higher education. This casts severe effects on their academic performance, mental health and overall quality of life. The basic purpose of this study to conduct a survey on student's ability to handle stress at the University Level. This study primarily focuses on the students of Faculty of Social Sciences and Humanities, University of Kotli Azad Jammu and Kashmir (UoKAJK), evaluating the effectiveness of stress management strategies. The population of study was consisted of one thousand three hundred and seventy-four (1374) undergraduate students studying at university level. Three hundred and ten (310) undergraduate students were selected using simple random sampling technique. The researchers personally visited the students of UoKAJK for the collection of data. The responses were analyzed by using different statistical techniques (mean, frequency, percentage and standard deviation). The findings show that university students do not use stress management strategies like deep breathing and meditation because of lack of time and also, they find it hard to stay consistent. So, it is recommended to university students that do not use stress management strategies like deep breathing and meditation. So, it is recommended to students that they start small and incorporate these techniques into daily routine to make it a habit.

**Keywords:** Handling Stress, University Level, Students, Higher Education, Academic Performance

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## Introduction

Stress is an inevitable part of university life, affecting students' academic performance, emotional well-being, and overall health. University students often experience stress due to academic workload, financial pressures, social expectations, and personal challenges. The ability to handle stress varies among students, depending on their coping strategies, personality traits, and support systems. Identifying how students at the university level manage stress can provide valuable insights into the effectiveness of existing support mechanisms and the need for further interventions. Stress management is crucial for students as prolonged stress can lead to anxiety, depression, and reduced academic productivity. Several studies suggest that students employ different coping mechanisms, including problem-solving, social support, relaxation techniques, and avoidance behaviors (Rabbi & Islam, 2024).

The effectiveness of stress management strategies may differ based on factors such as gender, socioeconomic background, and cultural influences. At the university level, understanding these dynamics can help educators and administrators implement targeted strategies to promote mental well-being. Moreover, research has shown that universities play a significant role in providing stress management resources, such as counseling services, peer support programs, and extracurricular activities (Regehr, et al., 2013).

University life presents numerous challenges that can lead to significant stress among students. The pressure to perform academically, meet deadlines, and balance personal and social responsibilities often results in psychological distress (Myers, 2009). The ability to handle stress effectively is crucial for students, as excessive stress can negatively impact cognitive function, emotional well-being, and academic performance (Mofatteh, 2020).

Stress among university students is a global concern, with research highlighting its adverse effects on mental and physical health. Studies indicate that common stressors include academic workload, financial difficulties, peer relationships, and career uncertainty. Without proper coping strategies, students may develop anxiety, depression, and burnout, ultimately affecting their academic success (Ribeiro et al., 2018).

Research suggests that students who adopt positive coping strategies tend to perform better academically and experience lower levels of distress. However, the effectiveness of these strategies varies based on individual and cultural factors. The role of universities in mitigating student stress cannot be overlooked. Institutions that offer mental health services, academic counseling, and stress management programs contribute significantly to students' ability to cope (Regehr, et al., 2013).

Understanding how students at the university level manage stress can help educators and policymakers design effective interventions to support student well-being. Coping mechanisms play a crucial role in determining how students navigate stressful situations. Lazarus and Folkman, categorized coping strategies into problem-focused and emotion-focused approaches. Problem-focused coping involves addressing the root cause of stress through time management and seeking solutions, whereas emotion-focused coping includes relaxation techniques and social support (Mofatteh, 2020).

The availability and accessibility of such resources at the university level can significantly impact students' ability to cope with stress. This study aims to assess students' stress-handling capabilities and explore possible measures to enhance their resilience, contributing to a healthier academic environment. The purpose of this research is to determine the causes of stress with the help of questionnaires where students are to describe their stress experiences, as well as the measures they take or intend to take in order to cope with stress. Our focus is to know or identify what stress impacts the life of the students, how the students deal or cope with it, and the best ways to enhance them.

### Objectives of the Study

The objectives of this study were:

1. To identify the stress among students at university level.
2. To examine the students' ability to handle stress at university level.

### Research Questions

The research questions of the study were:

1. What is the level of stress among students at university level?
2. To what extent the university students have the ability to handle stress?

### Literature Review

#### Stress

Stress is a physical and mental effect resulting from a stimulus that requires some action on the person or environment. It can be referred to as a natural thing for a human being to feel and do something due to existing difficulties. When done to extent it can affect one's health and mental state in a negative way. Stress, as it is well known is a physiological and psychological phenomenon, appearing as a result of difficulties and pressure, the individual perceives as threatening. The psychologists defined stress as "the psychological and physiological state that occurs when an individual appraises a situation as possessing certain demands that tax or exceed the individual's resources. Thus, the definition of stress as the experience of events that are perceived as threatening and appraised by the individual as exceeding his or her resources is quite subjective (Baum, Singer & Baum, 1981).



## Types of Stress

Stress can be described as pressure that occurs from different sources and express in various forms with related effects. To our knowledge, a summary inventory of the major categories is as follows:

**Acute Stress:** It is caused by simple and temporary stimuli which are in existence for a moment while the behavior is enduring. It is usually elicited by an event, for instance, public speaking, a last-minute submission of a paper, or traffic congestion. Although acute stress is bad experience, this kind of stress is more likely to be brought under control and is not dreaded for the health hazards that it has on the body (Baum, Singer & Baum, 1981).

**Episodic Acute Stress:** It is a form of stress that results from slight stressful episodes which occur frequently at the workplace. It is usually linked to cases of high workplace pressures or a busy schedule. Exposure to it in the long run causes even worst effects such as anxiety and disorders.

**Chronic Stress:** It is chronic and it can be attributed to working under continuous difficulties or stress. Some of the sources of chronic stress include: financial issues, marital issues or marital issues, and job-related stress. Incompatibility has adverse effects on the physical and mental health of a person and also makes the person more susceptible to diseases and other mental issues.

**Eustress (Positive Stress):** Usually, people do not pay much attention to eustress, which is actually constructive stress that, on the contrary, can be invigorating. It is an element that has been closely linked with adversity, thrill and novelty. For example, one may feel eustress while expecting a new job, or when expecting a holiday (Keay & Bandler, 2001).

## Academic Stress and Its Impact on University Students

Academic stress is one of the primary concerns for university students. Heavy coursework, frequent examinations, and the pressure to maintain high grades contribute to significant stress levels. Students often experience stress due to unrealistic expectations from teachers, parents, and peers, which can lead to decreased motivation and burnout. A study found that academic pressure is a leading cause of stress among medical students, resulting in sleep disturbances and impaired cognitive function. Research also highlights that financial difficulties add to academic stress. Many students struggle with tuition fees, living expenses, and part-time jobs, which further exacerbate their stress levels. At the University of Kotli, students may face similar financial and academic pressures, making it essential to explore how they cope with these stressors (Akhtar & Akhtar, 2024).

## Technological and Digital Stress in Students

With the increasing use of digital platforms for academic purposes, students also experience stress related to technology. Online learning, excessive screen time, and digital distractions contribute to stress and anxiety among students. A study highlighted that students who use social media excessively often experience increased stress due to academic procrastination and comparison with peers. Given the growing dependence on digital tools in education, assessing how students at the university level manage digital stress will provide insights into improving digital literacy and time management skills (Abbas et al., 2020).

## Effects of Stress in the Lives of Students

The study of stress we bring down the quality of living standards and academic performance among students besides having adverse effects on the students' health. Having high levels of stress are also closely related to anxiety, depression, and burnout. On an organismic level, stress catalyze causes physical effectives which involve headaches, sleeps disruptions and compromised immune systems. Moreover, chronic stress can impair cognitive functions, including memory and concentration, essential for academic success. As a result, students under stress often experience lower academic achievement and decreased satisfaction with their university experience (Gobena, 2024).

## Psychological and Physical Impacts of Stress

This highlights the importance of equipping students with effective coping mechanisms to mitigate the negative effects of stress. Prolonged stress has severe consequences on students' mental and physical health reported that high stress levels among university students are strongly associated with anxiety, depression, and sleep disturbances.



Stress can also lead to physical health issues, such as headaches, fatigue, and weakened immunity. This highlights the importance of equipping students with effective coping mechanisms to mitigate the negative effects of stress (Bondarchuk et al., 2024).

### Factors Contributing to Stress in Students

Factors contributing to stress in students are

**Academic Pressures:** Course related pressures are normally pointed out as key root causes of stress among university learners. Yielding to this backdrop, hat the most adults face stress due to the many demands which include work overload, time pressure, and expectation pressure. The desire to perform well in the examinations results in lack of sleep and stress related disorders, stress in this case is worsened.

**Financial Concerns:** Another problem is financial stress, which also leads to stress especially after realizing that one has no funds to cater for their tuition fees and other expenses. Identified tuition fees, cost of accommodation, and cost of living, as some of the most common sources of stress among students. Economic difficulty can result in the students taking up jobs that limit their flexibility and adversely affect academic achievement and mental health (Monteiro, Balogun & Oratile, 2014).

**Social and Interpersonal Relationships:** The use of human relationships such as the family, friends, and romantic partner also affects stress. In the study conducted by Bray et al., it was established that stress is further compounded through the need to establish new social contacts coupled with the effort involved in all the existing relationships. Students experience identified the social relations as both sources of stress and the crucial aspect that influence student's well-being positively (Abbas et al., 2020).

**Future Career Concerns:** Lack of job specific security is one of the major sources of stress among students. This anxiety can be attributed to the pressure to find a job after completing their studies as well as the nature of competition in the job market. Stress level was the highest among final-year students and therefore the need for career counselling services (Tahir et al., 2020).

### Stress Management Techniques

#### Individual Coping Strategies

Effective stress management involves various coping strategies tailored to individual needs.

#### Problem-Focused Coping

This involves rooting out the main problem causing stress studies show it's more effective than managing emotions related to stress. A student struggling with a difficult course might seek tutoring; join a study group or simply adjusting their study habits to improve their grades. This directly addresses the source of stress. While emotions focused coping might suggest the student to meditate or go for a walk to reduce anxiety and frustration (Monteiro, Balogun & Oratile, 2014).

#### Exercise and Physical Activity

Regular physical activity is a well-documented stress reliever. Studies show that students who engage in regular exercise report lower stress levels and improved mental health. Exercise promotes the release of endorphins, which are natural mood lifters and can provide a healthy outlet for stress release. A tired student by the coursework may join university's gym or occasionally go for walks to lessen the stress levels and enhance their moods (Tahir et al., 2020).

#### Mindfulness and Meditation

Contemplation methods, which comprise of the practices such as meditations and the use of yoga particularly in the work place, have been adopted as some of the most suitable activities for stress reduction. Mindfulness is the act of paying attention to the present experience or obtained stimuli without doing an evaluation or passing a judgment on it hence reduces stress levels in individuals. It was realized that mindfulness-based interventions can have an effect of lowering stress levels and improving well-being among students in university (Monteiro, Balogun & Oratile, 2014).



### **Time Management**

Hence, time management is one of the most important skills if one has to reduce class/study stress. Sexual self-aware students who shun away from putting a lot of pressure on themselves to complete numerous tasks that are not so necessary claim of having low stress levels and high academic satisfaction levels. In this respect, time management training programs can improve student performance to relative tasks and liabilities in between academic and personal obligations

### **Social Support**

People also have friends and relatives, who should support them and which can help them cope with the problem of stress. The authors stress that social support helps to mitigate the effects of stress as it involves the emotional, informational and instrumental assistance given to an individual in case of a stressful event. Developing a strong social support structure may be useful to boost its assets in order to mitigate adversities affecting the well-being of students.

### **Institutional support**

Mental health is an important concern in the students' population, and universities are responsible for endeavoring to meet the needs of such students. Counseling services stress management workshops and academic support programs are some of the key services that students experiencing stress can benefit from. Availability of mental health services ensures efficient student outcomes and reduced stress related problems.

Among the stress theoretical models, Lazarus and Folk man's Transactional Model of Stress and Coping is considered to be one of the most significant ones. While this model was described in the previous studies, the current studies elaborate it and adapt to the modern contexts and highlight cognitive appraisal and coping styles. This model avails of the basic stress concept of an individual with the environment by focusing on demands and resources; stress is derived by perceived discrepancies (Bondarchuk et al., 2024).

### **Counseling Services**

School counseling centers are on hand in most universities as a way of helping the learners in handling stress and mental health issues. The purpose of counseling is to provide ways of handling stress, learning how to deal with academic problems, and develop ways to interact with others.

### **Stress Management Workshops**

Stress management workshops and seminars could however help students be better enabled with simple techniques of handling stress at workplace. Such strategies can comprise of guided meditations, cognitive behavioral therapy and exercises that are meant at boosting resilience among others (Gobena, 2024).

### **Academic Support Programs**

Free services including tutoring and study session and other related activities reduce on stress by assisting student on developing habit of studying and excelling. These may help in building the self-confidence of the students and help in alleviating the anxiety of the students when it comes to their academic work (Kassymova et al., 2018).

### **Gender Differences in Stress Management**

Gender plays a role in how students experience and manage stress. Studies indicate that female students often report higher levels of academic stress compared to male students due to societal expectations and multitasking responsibilities. However, female students are more likely to seek social support and engage in relaxation activities, while male students may resort to avoidance strategies, such as substance use or excessive gaming. A study conducted in Pakistan found that female students experience more anxiety related to academic performance, while male students report stress related to financial pressures. Investigating gender differences in stress management at the university level will help in designing targeted support programs for both male and female students (Monteiro, Balogun & Oratile, 2014).



## The Role of University Support Systems

Universities play a crucial role in providing resources to help students manage stress. Institutions that offer academic counseling, stress management workshops, and peer mentoring programs contribute to students' well-being. A study emphasized the importance of accessible counseling services, mental health awareness programs, and flexible academic policies in reducing stress levels. Universities that encourage extracurricular activities and sports also help students develop resilience against stress. Assessing the availability and effectiveness of such support systems at the university level will provide insights into areas that need improvement (Ivakhnova, 2009).

## Stress Management in Pakistani Universities

In Pakistan, stress among university students is a growing concern. It's found that many students lack awareness about stress management and hesitate to seek professional help due to social stigma. Additionally, many Pakistani universities do not have well-developed counseling services, leaving students with limited options to manage stress effectively. Research revealed that Pakistani students often rely on self-help strategies, such as religious practices and family support, to cope with stress. While these strategies can be beneficial, they may not be sufficient for dealing with severe stress-related issues. Understanding how students at the University Level manage stress can provide insights into developing culturally appropriate intervention programs (Ishaq et al., 2024).

## Methods and Procedures of the Study

The study was quantitative in nature and descriptive method was used for this study. In this study a cross-sectional survey technique was used for collection of data. All the students from Faculty of Social Sciences and humanities, University of Kotli AJ&K were the population of the study. Simple random sampling technique was used for selection of 300 students as a sample. Sample was selected according to Krejcie and Morgan (1970) table. The researchers developed a five-point Likert-scale questionnaire for the study. There were 30 statements in the questionnaire. The questionnaire was validated by two experts. By using a pilot study, the research distributed questionnaires among 30 students to check the accuracy and use ability of instrument. The reliability of the instrument was 0.84 measured through Cronbach's alpha statistical technique which was acceptable. The researchers personally visited the sampled students and collected the data from students. Statistical Package for Social Science (SPSS) software version 22 was used for the analysis of data. The researchers applied frequency, percentage and mean scores for the analysis and interpretation of data. The results are presented in the form of tables.

## Results

Analysis related to the survey on student's ability to handle stress is as follows:

**Table 1**

*Stressed Due to my Academic Workload*

Sample Group			SA	A	UD	DA	SDA	Mean
Students	N	F	241	54	0	3	3	3.78
	300	%	80.5%	18%	0%	1%	1%	

Table 1 indicates that 98.5% (80.5% SA+ 18%A) respondents agreed with the statement, "I feel stressed due to my academic workload". Moreover, the mean score (M=3.78) also reflects the opinion of respondents in favor of the statement.

**Table 2**

*Exams make me feel anxious and worried*

Sample Group			SA	A	UD	DA	SDA	Mean
Students	N	F	126	135	30	6	3	3.26
	300	%	42%	45%	10%	2%	1%	

Table 2 indicates that 87% (42% SA+ 45%A) of respondents agreed with the statement, "Exams make me feel anxious and worried". Moreover, the mean score (M=3.26) also reflects the opinion of respondents in favor of the statement.



**Table 3**

*Sleep problem due to academic pressure*

Sample Group			SA	A	UD	DA	SDA	Mean
Students	N	F	145	120	18	9	6	3.33
	300	%	49%	40%	6%	3%	2%	

Table 3 indicates that 89% (49% SA+ 40%A) of respondents agreed with the statement, "I often have trouble sleeping because of academic pressure". Moreover, the mean score (M=3.33) also reflects the opinion of respondents in favor of the statement.

**Table 4**

*I feel nervous when I have to give presentation*

Sample Group			SA	A	UD	DA	SDA	Mean
Students	N	F	110	144	16	23	6	3.1
	300	%	36.5%	48.5%	5.5%	7.5%	2%	

Table 4 indicates that 84.5% (36% SA+ 48.5 %A) respondents agreed with the statement, "I feel nervous when I have to give a presentation". Moreover, the mean score (M=3.1) also reflects the opinion of respondents in favor of the statement.

**Table 5**

*Balancing studies and personal life is difficult for me*

Sample Group			SA	A	UD	DA	SDA	Mean
Students	N	F	40	34	45	105	100	2.3
	300	%	13.5%	11.5%	15%	35%	25%	

Table 5 indicates that 60% (25% SDA+ 35%DA) of respondents disagreed with the statement, "Balancing studies and personal life is difficult for me". Moreover, the mean score (M=2.3) also reflects the opinion of respondents not in favor of the statement.

**Table 6**

*I feel pressure to get high grades*

Sample Group			SA	A	UD	DA	SDA	Mean
Students	N	F	118	141	24	9	8	3.18
	300	%	39.5%	47%	8%	3%	2.5%	

Table 6 indicates that 86.5% (39.5% SA+ 47%A) of respondents agreed with the statement, "I feel pressure to get high grades". Moreover, the mean score (M=3.18) also reflects the opinion of respondents in favor of the statement.

**Table 7**

*Deadlines for assignments make me feel overwhelmed*

Sample Group			SA	A	UD	DA	SDA	Mean
Students	N	F	77	91	14	12	6	4.11
	300	%	38.5%	45.5%	7%	6%	3%	

Table 7 indicates that 84% (38.5% SA+ 45.5 %A) of respondents agreed with the statement, "Deadlines for assignments make me feel overwhelmed". Moreover, the mean score (M=4.11) also reflects the opinion of respondents in favor of the statement.





**Table 8**

*I find it hard to concentrate due to stress*

Sample Group			SA	A	UD	DA	SDA	Mean
Students	N	F	102	164	16	9	9	3.14
	300	%	34%	54.5%	5.5%	3%	3%	

Table 8 indicates that 88.5% (34% SA+ 54.5 %A) of respondents agreed with the statement, "I find it hard to concentrate due to stress". Moreover, the mean score (M=3.14) also reflects the opinion of respondents in favor of the statement.

**Table 9**

*I experience headaches or fatigue due to academic stress*

Sample Group			SA	A	UD	DA	SDA	Mean
Students	N	F	114	126	38	18	5	3.09
	300	%	38%	42%	12.5%	6%	1.5%	

Table 9 indicates that 80% (38% SA+ 42%A) of respondents agreed with the statement, "I experience headaches or fatigue due to academic stress". Moreover, the mean score (M=3.09) also reflects the opinion of respondents in favor of the statement.

**Table 10**

*I feel stressed about my future career*

Sample Group			SA	A	UD	DA	SDA	Mean
Students	N	F	115	127	24	27	9	4.04
	300	%	38.5%	41.5%	8%	9%	3%	

Table 10 indicates that 80% (38.5% SA+ 41.5 %A) of respondents agreed with the statement, "I feel stressed about my future career". Moreover, the mean score (M=4.04) also reflects the opinion of respondents in favor of the statement.

**Table 11**

*I manage academic stress effectively challenges*

Sample Group			SA	A	UD	DA	SDA	Mean
Students	N	F	117	123	24	21	15	4.02
	300	%	39%	41%	8%	7%	5%	

Table 11 indicates that 80% (39% SA+ 41%A) respondents agreed with the statement, "I manage academic stress effectively". Moreover, mean score (M=4.02) also reflects the opinion of respondents in favor of the statement.

**Table 12**

*I use time management skills to reduce stress*

Sample Group			SA	A	UD	DA	SDA	Mean
Students	N	F	114	131	22	21	12	4.05
	300	%	38%	43.5%	7.5%	7%	4%	

Table 12 indicates that 81.5% (38% SA+ 43.5%A) respondents agreed with the statement, "I use time management skills to reduce stress". Moreover, mean score (M=4.05) also reflects the opinion of respondents in favor of the statement.

**Table 13**

*I know how to relax when I feel overwhelmed*

Sample Group			SA	A	UD	DA	SDA	Mean
Students	N	F	120	120	21	29	11	4.04
	300	%	40%	40%	7%	9.5%	3.5%	





Table 13 indicates that 80% (40% SA+ 40%A) respondents agreed with the statement, "I know how to relax when I feel overwhelmed". Moreover, mean score (M=4.04) also reflects the opinion of respondents in favor of the statement.

**Table 14**

*I handle pressure from assignments and deadlines*

Sample Group			SA	A	UD	DA	SDA	Mean
Students	N	F	108	139	20	26	7	4.05
	300	%	36%	46.5%	6.5%	8.5%	2.5%	

Table 14 indicates that 82.5% (36% SA+ 46.5%A) respondents agreed with the statement, "I handle pressure from assignments and deadlines". Moreover, mean score (M=4.05) also reflects the opinion of respondents in favor of the statement.

**Table 15**

*I talk to someone when I feel stressed*

Sample Group			SA	A	UD	DA	SDA	Mean
Students	N	F	60	45	15	110	75	2.2
	300	%	20%	15%	5%	35%	25%	

Table 15 indicate that 60% (25% SDA+ 35%DA) respondents disagreed with the statement, "I talk to someone when I feel stressed". Moreover, mean score (M=2.2) also reflects the opinion of respondents not in favor of the statement.

**Table 16**

*I take breaks to refresh my mind while studying*

Sample Group			SA	A	UD	DA	SDA	Mean
Students	N	F	116	135	20	18	12	4.08
	300	%	38.5%	45%	6.5%	6%	4%	

Table 16 indicate that 83.5% (38.5% SA+ 45%A) respondents agreed with the statement, "I take breaks to refresh my mind while studying". Moreover, mean score (M=4.08) also reflects the opinion of respondents in favor of the statement.

**Table 17**

*I exercise or engage in physical activities to reduce stress*

Sample Group			SA	A	UD	DA	SDA	Mean
Students	N	F	111	151	20	12	6	4.17
	300	%	37%	50.5%	6.5%	4%	2%	

Table 17 indicate that 87.5% (37% SA+ 50.5%A) respondents agreed with the statement "I exercise or engage in physical activities to reduce stress". Moreover, mean score (M=4.17) also reflects the opinion of respondents in favor of the statement.

**Table 18**

*I avoid procrastination to manage my stress better*

Sample Group			SA	A	UD	DA	SDA	Mean
Students	N	F	39	36	30	105	90	2.23
	300	%	13%	12%	10%	35%	30%	

Table 18 indicate that 65% (30% SDA+ 35%DA) respondents disagreed with the statement, "I avoid procrastination to manage my stress better". Moreover, mean score (M=2.23) also reflects the opinion of respondents not in favor of the statement.



**Table 19**

*I sleep well even when I have academic pressure*

Sample Group			SA	A	UD	DA	SDA	Mean
Students	N	F	107	137	27	18	12	4.03
	300	%	35.5%	45.5%	9%	6%	4%	

Table 19 indicates that 81% (35.5% SA+ 45.5%A) respondents agreed with the statement, "I sleep well even when I have academic pressure". Moreover, mean score (M=4.03) also reflects the opinion of respondents in favor of the statement.

**Table 20**

*I seek help from teachers or counselors when needed*

Sample Group			SA	A	UD	DA	SDA	Mean
Students	N	F	74	90	15	15	6	4.06
	300	%	37%	45%	7.5%	7.5%	3%	

Table 20 indicates that 82% (37% SA+ 45%A) respondents agreed with the statement, "I seek help from teachers or counselors when needed". Moreover, mean score (M=4.06) also reflects the opinion of respondents in favor of the statement.

**Table 21**

*The university provides enough support to help students manage stress*

Sample Group			SA	A	UD	DA	SDA	Mean
Students	N	F	136	117	24	24	3	4.19
	300	%	45.5%	37.5%	8%	8%	1%	

Table 21 indicates that 83% (45.5% SA+ 37.5%A) respondents agreed with the statement, "The university provides enough support to help students manage stress". Moreover, mean score (M=4.19) also reflects the opinion of respondents in favor of the statement.

**Table 22**

*I feel comfortable discussing my stress with students*

Sample Group			SA	A	UD	DA	SDA	Mean
Students	N	F	68	107	11	10	4	4.13
	300	%	34%	53.5%	5.5%	5%	2%	

Table 22 indicates that 87.5% (34% SA+ 53.5%A) respondents agreed with the statement, "I feel comfortable discussing my stress with students". Moreover, mean score (M=4.13) also reflects the opinion of respondents in favor of the statement.

**Table 23**

*I easily adapt to new academic challenges*

Sample Group			SA	A	UD	DA	SDA	Mean
Students	N	F	114	132	41	10	3	4.15
	300	%	38%	44%	13.5%	3.5%	1%	

Table 23 indicates that 82% (38% SA+ 44%A) respondents agreed with the statement, "I easily adapt to new academic challenges". Moreover, mean score (M=4.15) also reflects the opinion of respondents in favor of the statement.



**Table 24**

*I feel that university life has made me mentally stronger*

Sample Group			SA	A	UD	DA	SDA	Mean
Students	N	F	39	36	30	105	90	2.43
	300	%	13%	12%	10%	35%	30%	

Table 24 indicates that 67% (32% SDA+ 35%DA) respondents disagreed with the statement, "I feel that university life has made me mentally stronger". Moreover, mean score (M=2.43) also reflects the opinion of respondents not in favor of the statement.

**Table 25**

*I enjoy my studies despite academic pressure*

Sample Group			SA	A	UD	DA	SDA	Mean
Students	N	F	135	111	29	12	12	4.16
	300	%	45%	37.5%	9.5%	4%	4%	

Table 25 indicates that 82.5% (45% SA+ 37.5%A) respondents agreed with the statement, "I enjoy my studies despite academic pressure". Moreover, mean score (M=4.16) also reflects the opinion of respondents in favor of the statement.

**Table 26**

*I use stress management strategies like deep breathing or meditation*

Sample Group			SA	A	UD	DA	SDA	Mean
Students	N	F	118	141	24	9	8	3.18
	300	%	39.5%	47%	8%	3%	2.5%	

Table 26 indicates that 86.5% (39.5% SA+ 47%A) of respondents agreed with the statement, "I use stress management strategies like deep breathing or meditation". Moreover, the mean score (M=3.18) also reflects the opinion of respondents in favor of the statement.

**Table 27**

*I avoid unnecessary worries about things beyond my control*

Sample Group			SA	A	UD	DA	SDA	Mean
Students	N	F	60	45	15	110	75	2.21
	300	%	20%	15%	5%	35%	25%	

Table 27 indicates that 60% (35% SDA+ 25%DA) respondents disagreed with the statement, "I avoid unnecessary worries about things beyond my control". Moreover, mean score (M=2.21) also reflects the opinion of respondents not in favor of the statement.

**Table 28**

*I eat healthy to maintain my energy and manage stress*

Sample Group			SA	A	UD	DA	SDA	Mean
Students	N	F	116	135	20	18	12	4.08
	300	%	38.5%	45%	6.5%	6%	4%	

Table 28 indicates that 83.5% (38.5% SA+ 45%A) respondents agreed with the statement, "I eat healthy to maintain my energy and manage stress" moreover, mean score (M=4.08) also reflects the opinion of respondents in favor of the statement.



**Table 29**

*I plan my studies in advance to avoid last-minute pressure*

Sample Group			SA	A	UD	DA	SDA	Mean
Students	N	F	39	36	30	105	90	2.23
	300	%	13%	12%	10%	35%	30%	

Table 29 indicate that 65% (35% DA+ 30%SDA) respondents disagreed with the statement, "I plan my studies in advance to avoid last-minute pressure". Moreover, mean score (M=2.23) also reflects the opinion of respondents not in favor of the statement.

**Table 30**

*I can focus on my studies even when I feel stressed*

Sample Group			SA	A	UD	DA	SDA	Mean
Students	N	F	107	137	27	18	12	4.03
	300	%	35.5%	45.5%	9%	6%	4%	

Table 30 indicates that 81% (35.5% SA+ 45.5%A) respondents agreed with the statement, "I can focus on my studies even when I feel stressed". Moreover, mean score (M=4.03) also reflects the opinion of respondents in favor of the statement.

## Conclusions

Following conclusions are drawn on the basis of results:

1. It is concluded that university students find it hard to balance studies and personal life because they have a lot of academic responsibilities (like assignments, quiz, attendance and exams), as well as they also want to enjoy their social life, pursue hobbies and maintain relationships (Result 5).
2. The university students find it hard to talk to someone when they feel stressed due to fear of being judged, not knowing who to trust and concern about being a burden to others (Result 15).
3. The university students feel that university life has not made them mentally strong due to high academic pressure and a lack of emotional support and resources (Result 24)
4. The university students do not use stress management strategies like deep breathing and meditation because of lack of time and also, they find it hard to stay consistent (Result 4.27)
5. It is concluded that university students often fail to plan their studies in advance due to poor time management skills and frequent distractions (Result 4.29)

## Recommendations

Following recommendations are drawn on the basis of results:

1. The result 5 indicates that many university students struggle to balance studies and personal life. To address this, it is recommended that they may create a schedule with dedicated time for studying, relaxation and personal activities.
2. The result 15 indicates that university students find it hard to talk to someone when stressed. It is recommended that they may talk to a counselor or trusted friend, seek online support and find helpful guidance to sort out this issue.
3. The result 24 indicates that university students feel university hasn't made them mentally strong. Hence, the universities are recommended to provide mental health workshop and offer emotional supports to students.
4. The result 27 indicates that university students do not use stress management strategies like deep breathing and meditation etc. So, it is recommended that they may start small techniques like breathing and meditation and incorporate these techniques into daily routine to make it a habit.
5. The result 29 indicates that university students do not plan their studies in advance. Hence, university teachers are recommended to encourage their students to use planners or apps to manage their time effectively and minimize distractions to plan their studies in advance.



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