



Research Article

© 2021 Goyal et al..

This is an open access article licensed under the Creative Commons Attribution-NonCommercial 4.0 International License (<https://creativecommons.org/licenses/by-nc/4.0/>)

Received: 18 November 2020 / Accepted: 26 February 2021 / Published: 17 May 2021

Causes of Stress among Students in Higher Educational Institutions in India

Dr. Pratibha Goyal

Professor, School of Business Studies,
Punjab Agricultural University,
Ludhiana 141 004, Punjab, India

Dr. Alok Kumar Chakrawal

Professor, Department of Commerce and Business Administration,
Saurashtra University, Rajkot 360005, Gujarat, India

Richa Banerjee

Assistant Professor, Prestige Institute of Management Gwalior,
Madhya Pradesh 474001, India

DOI: <https://doi.org/10.36941/jicd-2021-0003>

Abstract

A student has to deal with pressure from many directions. When the extent of the pressure exceeds the capacity of an individual, it becomes stressful. Students may experience stress due several factors like academics, workload, relationships with friends and peers, teachers, parents, job and career aspirations and financial problems. The present study was carried out to find the level of stress and the main factors responsible for it among students in higher educational institutions in India. From all over India, a sample of 616 students was taken. The respondents were the states of Assam, Gujarat, Punjab, Rajasthan, Uttar Pradesh, Madhya Pradesh, Bihar and Rajasthan. Primary data was collected with the help of a structured and pre-tested questionnaire. It included information about demographic profile of the respondents and had seven sub-scales pertaining to different stress factors. Results showed that moderate to low level stress was experienced by majority of the students. 'Job and career' and 'financial difficulties' were the main causes of stress. The next important factors were academics and work load. This paper further analyses the important reasons behind each stress factor.

Keywords: Stress, Students Stress, Higher Education, Academic Stress, Causes of Stress, Work Load, Peer Pressure

1. Introduction

The long period of getting education poses many challenges for students. They have to choose a right program, compete to get admission, adjust with friends and classmates, attend lectures, bear the workload of classes, make assignments and presentations, prepare for examinations, come up to the expectations of parents and teachers, study hard and be ready to lead a respectable life. They have to fulfill demands from several directions.

A certain level of challenges makes a person work, compete and progress (Nandamuri & Ch, 2011; Auerbach & Gramling, 1998) but beyond a limit they cause anxiety, depression, substance abuse and suicide ideation (Arria et al., 2009). Various environmental factors put pressure on an individual. Stress is how the individual perceives them and reacts to them (Lazarus, 1966; Lazarus & Folkman, 1984 & Michie, 2002). Stress occurs due to gap between demands of these factors and the ability of individual to deal with them (Topper, 2007).

Study of literature reveals that students may experience stress due to academic reasons, relationships with friends and peers, workload, teachers, parents, job and career aspirations and financial problems. Academic stress is considered as one of the most important factors determining the severity of stress (Al Dabal et al., 2010; Abu-Ghazaleh et al., 2011; Behere et al., 2011). It may arise from a feeling that the course being studied will not help in shaping a bright future, pressure of studies, examination (Dahlin et al., 2005; Baldwin et al., 2009; Erkutlu & Chafra, 2006; Sansgiry & Sail, 2006), fear of failure and negative evaluation of future (Basuri, 2012; Bataineh, 2012), language problem making it difficult to understand lessons, lecture schedules, missing classes, inadequate infrastructure (Agolla and Ongori, 2009), meeting deadlines and time management (Macan et al., 1990; Misra et al., 2000). A doubt that the course being pursued may not provide good employment may lead to confusion and hopelessness. Course work and evaluation system may require more hard work than the capacity of a student.

Workload can be one of the main causes of stress among students (Tyler & Cushway, 1995; Talib & Rehman, 2012). Education system requires students to cover vast syllabus which may be beyond the capacity of some students (Agarwal & Chahar 2007; Sreeramareddy et al., 2007). Too much time-consuming assignments, no time to relax, need to help parents/guardians along with studies may give rise to the sense of inability to cope up with workload efficiently (Bataineh, 2013; Robotham, 2008).

Friends provide care, support and happiness. Even after the student life, one cherishes the sweet memories of days spent in the company of good friends. But during college days some friends and classmates can be a source of stress as well. A student may be worried that his / her friends are doing better in studies. Some members of the peer group may irritate. Roommate in hostel may be non-supportive. Competition with peers for grades may be intense and a lot of stress may emerge from it (Sinha et al., 2001).

In Indian culture, parents play a great role in choosing their stream of education for their children. They provide them the necessary resources and dedicate their time, money and energy for their well-being. Indian parents attach a lot of importance to their wards' performance in examination. They expect that they will work hard and fulfill their dreams. These expectations may be stressful for some (Deb et al., 2015; Kumar & Jadaun, 2018). Non-cordial Parent-parent and parent- child relationships may spoil family atmosphere making it difficult for student to concentrate on studies (Molnar, 1979).

Teachers can play an important role in building confidence and hope among students. Being directly in touch with the students they can better understand their difficulties and provide necessary guidance. But perceptions such as- 'teachers lack in proper knowledge' or 'they do not evaluate performance of students honestly and impartially' may cause stress (Reddy et al., 2018).

Students from poor families face financial worries which negatively affect their wellness (Heckman et al., 2014). They feel the pinch of costly higher education. Hostel expenses are difficult to meet. In the absence of scholarships, they have to take loans or work along with studies which puts extra burden on some of them. Majority of the students join a course in the hope of getting good employment. They have a cultural pressure to graduate with good grades and prepare themselves for a well-paid job (Ramli et al., 2018). A perception that the education they are getting may not provide them the right work in future may cause great stress among students.

2. Objectives

The present study was carried to find the level of stress and the main factors responsible for stress among students in higher educational institutions in India.

3. Method

The study was carried out in higher educational institutions in India. Online survey was conducted in the month of April 2020 and the respondents belonged several states like Assam, Gujarat, Punjab, Rajasthan, Uttar Pradesh, Madhya Pradesh, Bihar and Rajasthan. A sample of 616 students from various streams of education was taken on the basis of willingness of the respondents to participate in the online survey. Primary data was collected with the help of structured and pre-tested questionnaire. It included information about demographic profile of the respondents and had seven sub-scales pertaining to different stress factors- academic, friends and peer pressure, work load, teachers, parents, job and career and financial. In each sub-scale, statements were included on the basis of study of literature and opinion of experts in the area. The respondents were asked to give their response on eleven-point scale ranging from zero (never) to ten (always). Internal consistencies of the overall scale sub scales were

evaluated on the basis of Chronbach's alpha. Descriptive statistics like frequency distributions, mean and standard deviation were calculated.

4. Results

Profile of the respondents was studied and it was found that the majority of them (55 percent) were post-graduation students while 45 percent were doing graduation. Majority of the respondents (68.66 percent) were girls. About 89percent were from the 18-25 years' age group. While thirty percent belonged to the oppressed and backward classes, 10 percent were from scheduled castes and about 60 percent were from the general category. The majority (87.33 percent) was single, ten percent were in relation and another about 10 percent was married. Large number of them (32.46 percent) had experienced break up with partner in the past. While 55 percent belonged to urban areas, 22.72 percent and 22.38 percent were from rural and semi urban areas respectively. Majority of the respondents (45 percent) had annual family income less than rupees 2.5 lakh. In case of thirty percent students' annual family income was rupees 2.5 to 5.0 lakh while only 9 percent had income more than rupees 10 lakh.

4.1 Reliability of Scale

Reliability of overall scale and sub-scales pertaining to various stress factors was evaluated. The overall stress scale was found reliable with Chronbach's alpha value of 0.74. The sub-scales pertaining to various stress factors were also found to be reliable as the Chronbach's alpha value ranged from 0.61 to 0.79 (Table 1).

4.2 Level of Stress

It was found that te students who participated in this study were experiencing overall moderate stress (Mean=3.51) (Table 1). When these students were asked about stressors and it was found that "Job and career' was the strongest stressor with mean of 4.81 and about 49 percent of students are in high stress condition due to career and job factor. 'Financial' factor was next with mean value of 4.48. Academics as a stressor come at 3rd with mean score of 3.46 and work load is at 4th position with mean scores of 3.33. The lowest mean (2.79) was observed for the factor of 'friends and peer pressure'.

Table No. 1: Summary of Mean, Standard Deviation and Alpha Values of Various Factors of Stress

Sr.No.	Component of Stress	Mean	SD	Variance	S E	Upper Limit	Lower Limit	Chronbach's Alpha
1	Academics	3.46	1.57	2.47	0.06	3.59	3.34	0.71
2	Friends &Peer Pressure	2.79	1.40	1.98	0.05	2.90	2.68	0.70
3	Work Load	3.33	1.58	2.52	0.06	3.45	3.20	0.66
4	Teachers	2.83	1.82	3.33	0.07	2.98	2.69	0.79
5	Parents	2.86	1.52	2.33	0.06	2.98	2.74	0.68
6	Job and Career	4.81	1.58	2.51	0.06	4.50	4.25	0.61
7	Financial	4.48	1.55	2.42	0.06	4.48	4.35	0.65
8	Overall	3.51	1.02	1.04	0.04	3.59	3.43	0.74

The level of stress experienced by students was examined on the basis of descriptive statistics (frequency distribution). It was found that majority of the students (50.32 percent) had low level of stress while 44.49 percent experienced high level of stress (Table 2).

4.3 Stress Factors

Responses to statements included under the seven factors were evaluated. The findings are discussed below.

4.4 Academics

This sub-scale included statements regarding value of degree being pursued, examinations, fear of failure, lectures etc. It was found that 'worry about examinations' was the most important cause of academics related stress with mean score of 6.63. The overall mean score for academics was compared with the mean scores of individual statements in sub-scale. The statements with mean score equal to or more than the overall mean score for the academics' factor were 'too difficult questions in exams', 'time too short to write all the answers', 'missing lectures' and 'not feeling comfortable with academic affairs'. Therefore, examinations, missing lectures and not feeling comfortable with academics were the main causes of academics related stress.

Table No. 2: Academic Stress among Students

Sr. No.	Variable	Mean	SD
1	I am not pursuing the right course/program	2.15	2.33
2	My current degree will not help in shaping my future	2.07	2.22
3	The degree I am pursuing is not much in demand	2.59	2.34

Sr. No.	Variable	Mean	SD
4	I feel like quitting the present course/program for a better one	2.91	3.34
5	I remain worried about exams	6.63	3.12
6	Often, I am afraid of failing in course this year	3.26	3.49
7	I often feel that examination questions are too difficult	4.67	2.80
8	I am feel that examination time is too short to write answers	4.57	3.23
9	I am not able to understand lectures	3.26	3.00
10	I face language problem in studies	2.07	2.86
11	I get upset because I often miss my lectures	3.89	3.39
12	Somehow, I am not comfortable with present academic affairs	3.46	3.21
	Overall	3.46	1.57

4.5 Friends and Peer Pressure

Thirteen statements were included in this sub-scale. Comparison of mean scores of individual statements with the overall mean score for this factor (2.79) showed that competition with peers for grades, irritation from some class mates and inability to get enough time to spend with friends were the most important reasons with mean scores of 4.73, 4.23 and 4.20 respectively (Table 3). Other statements with mean higher than the overall mean for friends and peer pressure were 'feeling that some students should not have been in the class', 'fear that others are doing better in studies', 'untrustworthy people', 'compulsion to accompany friends to restaurants' and 'no wish to spend leisure time with peers'.

Table No. 3: Friendships related Stress among Students

S. No.	Variable	Mean	SD
1	I am afraid my friends are doing better than me in studies	3.54	3.42
2	I do not like to spend leisure time with my peers	3.27	3.07
3	some of my friends are threat to me	2.55	3.03
4	I feel irritation from some of my classmates	4.23	3.52
5	I think some of the students should not be there in the class	3.63	3.70
6	My roommate in the hostel is not supportive	1.34	2.67
7	I do not get enough time to spend with my friends	4.20	3.07
8	Competition with my peers for grades is intense	4.73	3.18
9	Friends, sometimes, force me to consume liquor or smoke against my wishes	0.91	2.21
10	I have to accompany my friends to restaurants against my wishes	2.35	3.03
11	I feel people in this institution are not trustworthy	3.36	3.32
12	I have undergone ragging by the seniors/classmates	0.65	1.82
13	I have been humiliated, often, by my classmates/college mates	1.51	2.61
	Overall	2.79	1.40

4.6 Workload

As given in Table 4, the most important reason in this category was lack of enough time to relax after classes (Mean=5.07). Other important causes with mean score above the overall mean were 'responsibility to look after family affairs along with studies', 'time consuming classes and assignments', 'less time available for studies due help provided to parents', 'extra-curricular activities' and 'inability to cope with work load'.

Table No. 4: Work-load related Stress among Students

Sr.No.	Variable	Mean	SD
1	not able to complete classroom assignments in time	2.54	3.04
2	Time allocated to classes and assignments is too much	3.77	3.16
3	I do not have enough time to relax after classes	5.07	3.26
4	I have to look after family affairs along with my studies	4.87	3.60
5	I have to help my parents/guardians and this reduces my time to study	3.75	3.55
6	Besides my own studies, I have to give tuition/guidance to my siblings/relatives/neighbors	3.06	3.53
7	Some of my teachers take help from me for their personal/own academic affairs	1.49	2.60
8	Often, I have to do assignments of my classmates/friends/seniors	1.65	2.68
9	Most of the time, I am deputed to co-curricular and extra-curricular activities	3.55	3.16
10	I feel I am not able to cope up with my workload efficiently	3.52	3.14
	Overall	3.33	1.58

4.7 Teachers

Teachers are the torch bearers who guide and show the path. But sometimes negative perceptions related to behaviour of teachers may cause stress. Out of all the statements included in the sub-scale the highest stress was based on the feeling that 'some teachers lack sufficient knowledge of the subject'. This perception among the students is alarming because they must have confidence in the ability of their teacher. Lack of this confidence can be the biggest de-motivating factor. Therefore, there is a need to make the system of recruitment and selection more robust. Orientation and refresher courses should be compulsory throughout the career of a teacher. Other important reasons with mean score above the overall mean of this sub-scale were 'teacher's partiality in evaluations', 'dissatisfaction with grades given by teachers', 'unable to maintain good relationship with teachers', 'not listening to the problems of students' and 'feeling uneasy with some teachers'.

Table No. 5: Teachers related Stress among Students

Sr.No.	Variable	Mean	SD
1	I am satisfied with grades/scores/marks given by my teachers	3.19	2.85
2	Teachers are very supportive and helpful	2.23	2.49
3	Some of my teachers lack sufficient knowledge of the subject	3.74	3.57
4	My teachers do partiality in evaluations	3.43	3.37
5	My teachers are insincere evaluators	2.57	3.00
6	I feel uneasy with some of my teachers	2.93	3.21
7	I think some of the faculty members should not be there on roll	2.70	3.30
8	I am able to maintain good relationship with my teachers	3.11	3.01
9	I feel some of my teachers try to exploit me	1.49	2.61
10	Teachers do not listen to the problems of students and do not provide counseling	2.94	2.99
	Overall	2.83	1.82

4.8 Parents

Table 7 shows that the biggest reason in this category was the sense of not being able to satisfy parents (Mean=5.48). The respondents wished that their parents could guide them in studies and had good network in the field of education. In India majority of parents from middle class, exert a lot to teach their children at home after the formal school hours. But after the completion of school education, when higher education starts, in most of the cases, parents are not qualified in the stream of education. Therefore, they cannot help their wards much in terms of their studies. So suddenly the kind of handholding of parents which was available earlier goes missing and this factor was found to be the cause of stress for many. The respondents also felt the stress of generation gap as they thought their parents to be orthodox in nature.

Table No. 6: Parents related Stress among Students

Sr. No.	Variable	Mean	SD
1	I do not have good relationship with my parents	1.22	2.06
2	I do not get proper family support for my education	1.04	2.04
3	My parents have unrealistic expectations from me	4.21	3.72
4	Sometimes, I feel I am not able to satisfy my parents	5.48	3.62
5	My parents forced me to study this stream	1.26	2.56
6	I do not want to introduce my parents to my friends and teachers	1.20	2.15
7	My parents are not presentable (they lack etiquette and manner	1.28	2.47
8	I wish my parent/parents knew the subject and could guide in studies	4.69	3.67
9	I think my parents are orthodox in nature	3.51	3.34
10	My parents lack good network in relation with my studies	4.70	3.55
	Overall	2.86	1.52

4.9 Job and Career

Education is seen as a source of livelihood. Students want to get good placements after successful completion of the program. Job and career related stress scale had 10 statements (Table 8). The highest score (Mean = 7.50) was for the statement that getting job was not easy. Other important reasons related to this factor were 'family has no established business that the student could join' and 'jobs are difficult to get without recommendations' with mean scores of 7.46 and 5.20 respectively.

Table No. 7: Job/Career related Stress among Students

Sr.No.	Variable	Mean	SD
1	I am afraid I may not be a successful person in future	1.70	2.15
2	Getting job is not an easy task	7.50	2.82
3	Good jobs are not possible without recommendations/favour	5.20	3.41
4	I do not see good avenues to start my career	4.69	3.08
5	I will not get good job even if I get good marks	4.72	3.34
6	capable of starting my own profession/enterprise after completion of my studies	4.44	3.35
7	some important role to play in the society	2.51	2.50
8	I am studying for getting employed	5.63	3.62
9	I wish I had some family business to join	7.46	3.33
10	I am not sure about my career yet	4.21	3.56
	Overall	4.81	1.58

4.10 Finance

Students feel the financial burden of education. The biggest reason of stress in this category was the feeling that pursuing higher studies is getting costlier day by day (Mean = 8.09). Other important causes were 'inability to get enough academic scholarship', 'inability to host parties to friends due to financial reasons' and 'often feeling short of money' with mean scores of 7.91, 5.60 and 4.95 respectively.

Table No. 8: Finance related Stress among Students

Sr.No.	Variable	Mean	SD
1	I am not able to manage my finances well	4.05	3.17
2	I do not have sufficient financial support to carry on my studies	3.25	3.20
3	I need to earn while pursuing studies	4.21	3.53
4	My financial resources are not enough to fulfill my career prospects	3.99	3.49
5	I take financial support from others for my studies	2.49	3.43
6	Pursuing higher studies is getting costlier day by day	8.09	2.50

Sr.No.	Variable	Mean	SD
7	I feel sad because my parents do not have enough money to settle me abroad	3.48	3.78
8	Sometimes, I feel short of money by the month end	4.95	3.82
9	I can't afford to host parties to my friends	5.60	3.36
10	I do not get enough academic scholarship	7.91	3.01
11	I have taken loan for my studies	1.22	2.71
	Overall	4.48	1.55

4.11 Biggest Stress Factor

The respondents were asked to state the biggest reason of their stress. Out of all the respondents, 490 gave answer to this question. Study of their write-ups showed that about 20 percent of them were worried about getting job after completing education. They told that mostly even top ten students of the program are not able to get job these days. They were afraid that even if they get some work, it may not be as per their qualification. Many of them wanted to be financially independent at the earliest as their parents were not well off. Since the study was conducted in the second week of April 2020, when the lockdown due to COVID – 19 had started in India, the respondents felt that it would be difficult to cope with labour market crisis due to the economic slowdown. For another about 20 percent of the respondents, the biggest stress factor was examination and fear of failure to get good grades. They also told that the assignments were too many and too lengthy. About ten percent students were stressed due to expectations of parents. They reported that in childhood they had scored very good marks and that increased expectations their parents. In higher education, competition is intense and therefore they find it stressful to come up to those expectations. Five percent students were finding online classes quite stressful as they were not used to the new system of education that had become a compulsion in the period of lockdown. Without knowing that the lockdown would take so long, they had left their books in the hostels and now the fear of preparation for exams was troubling them. Some of the students found that the colleges did not have sufficient hostel facility and the paying guest expenses were too much to afford. Therefore, they had to commute long distance to attend classes which wasted a lot of time. Female students had to carry out household work and family responsibilities along with studies which further increased their workload.

5. Conclusion

Majority of the students in higher educational institutions in India experienced moderate to low level of stress. But the number of students with high level of stress was also quite high. The biggest cause of stress among them was 'job and career'. Their worry about

future was all the more in the wake of economic slowdown due to covid-19. The next important factors of stress were financial difficulties, academics and work load. Competition with peers for grades, lack of enough time to relax after lectures, lack of confidence in knowledge of teachers, sense of not being able to satisfy the expectations of parents and costly education were some other main sources of stress among students in higher educational institutions in India. In view of these results, it is important to create some avenues of employment for youth. As higher education is becoming more and more costly, so colleges and universities should institute more scholarships to help the deserving students. Parents and teachers should play supportive role to deal with stress. Teachers should instill confidence in the minds of students. They should provide necessary help and guidance. To deal with students' stress it is highly important to start stress management and mental health counseling cell in every higher educational institution in India.

References

- Abu-Ghazaleh, Rajab, L. D., & Sonbol, H. N. (2011). Psychological Stress among dental students at the University of Jordan. *Journal of Dental Education*, 75, 1107-14.
- Agarwal, R. K., & Chahar, S. S. (2007). Examining role stress among technical students in India. *Social Psychology of Education*, 10(1), 77-91.
- Agolla, J. E., & Ongori, H. (2009). An assessment of academic stress among undergraduate students: The case of University of Botswana. *Educational Research and Review*, 4(2), 63-70.
- Al-Dabal, B. K., Koura, M. R., Rasheed, P., Al-Sowielem, L., & Makki, S. M. (2010). A comparative study of perceived stress among female medical and non-medical university students in Dammam, Saudi Arabia. *Sultan Qaboos University Medical Journal*, 10, 231-240.
- Arria, A. M., O'Grady, K. E., Caldeira, K. M., Vincent, K. B., Wilcox, H. C., & Wish, E. D. (2009). Suicide ideation among college students: A multivariate analysis. *Arch Suicide Research*, 13: 230-46.
- Auerbach, S.M., & Grambling, S.E. (1998). *Stress Management: Psychological foundations*. Prentice-Hall, Inc. U.S.A
- Baldwin, D. A., Wilkinson, F.C., & Barkley, D.C. (2009). *Effective management of student employment: Organizing for standard deployment in academic libraries*. Englewood Libraries Unlimited, Inc.
- Bataineh, M. Z. (2013). Academic stress among undergraduate students: The case of education faculty at King Saud University. *International Interdisciplinary Journal of Education*, 2 (1), 82-88.
- Behere, S. P., Yadav, R., Behere, P. B. (2011). A comparative study of stress among the students of medicine, engineering and nursing. *Indian Journal of Psychological Medicine*, 33, 145-8.
- Busari, A. O. (2012). Evaluating the Relationship Between Gender Age Depression and Academic Performance among Adolescents. *Scholarly Journal of Education*, 1(1), 6-12.
- Dahlin, M. N., Joneborg & Runeson, B. (2005). Stress and depression among medical students: A cross-sectional study. *Medical Student Welfare*, 39(6), 594-604.
- Deb, S., Strodl, E., & Sun, J. (2015). Academic stress, parental pressure, anxiety and mental health among Indian high school students. *International Journal of Psychology and Behavioural Sciences*, 5(1), 26-34.

- Erkutlu, H.V. &Chafra, J. (2006). Relationship between leadership power bases and job stress of subordinates: example from boutique hotels. *Management Research News*, 29(5), 285-297.
- Heckman, S. J., Hanna, L.& Montalto, C. P. (2014). Factors related to financial stress among college students. *Journal of Financial Therapy*, 5(1), 19-39.
- Kumar, S.& Jadaun, M. U. (2018). Effects of parental expectations and academic stress on academic achievement in higher studies with special reference to district Aligarh. *Multidisciplinary Higher Education Research, Dynamics and Concepts*, 1(1), 153-161.
- Lazarus, R. S. (1966). *Psychological stress and the coping processes*, McGraw-Hill, New York.
- Lazarus, R. S. & Folkman, S. (1984). *Stress, appraisal, and coping*, Springer, New York.
- Macan, T. H., Shahani, C., Dipboyeand, R.L. & Phillips, A.P. (1990). College students' time management: correlations with academic performance and stress, *Journal of Educational Psychology*, 82(4), 760-768.
- Michie, S. (2002). Causes and management of stress at work causes and management of stress at work, *Occupational Environment and Medicine*, 59, 67-72.
- Misra, R. & McKean, M. (2000). College Students Academic Stress and its Relation to their anxiety, time management, and leisure Satisfaction, *American Journal of Health Studies*, 16(1), 41-51.
- Molnar, P. (1979). Social and personality conditions of students' requests to continue studies in higher education. As Cited in Subramani, C., & Venkatachalam, J. (2019). Parental expectations and its relation to academic stress among school students. *International Journal of Research and Analytical Reviews*, 6(2), 95-99.
- Nandamuri, P. P., & Ch, G. (2011). Sources of academic stress – a study on management students. *Journal of Management and Science*, 1(2), 31-42.
- Ramli, N. H. H., Masoumeh, A., Seyed, A. M., & Atefeh, A. (2018). Academic stress and self-regulation among university students in Malaysia: Mediator role of mindfulness. *Behavioral Sciences*, 8, 12.
- Reddy, K. J., Menon, K. R., & Thattil, A. (2013). Academic stress and its sources among university students, *Biomedical Pharmacology Journal*, 11(1), 531-537.
- Robotham, D. (2008). Stress among higher education students: towards a research agenda, *Higher Education*, 56(6): 735-746.
- Sansgiry, S. & Sail, K. (2006). Effect of students' perceptions of course load on test anxiety. *American Journal of Pharmaceutical Education*, 70(2), 26.
- Sinha, U. K., Sharma, V., & Nepal, M.K. (2001). Development of a Scale for Assessing Academic Stress: A Preliminary Report, *Journal of the Institute of Medicine*, 23, 96-102.
- Sreeramareddy, C. T., Shankar, P. R., Binu, V. S., Mukhopadhyay, C., Ray, B., & Menezes, R. G. (2007). Psychological morbidity, sources of stress and coping strategies among undergraduate medical students of Nepal. *BMC Medical Education*, 7(1), 26.
- Talib, N.& Zia-ur-Rehman, M. (2012). Academic performance and perceived stress among university students, *Educational Research and Review*, 7(5), 127-132.
- Tepper, B. J., Duffyand,M.K.&Shaw, J.D. (2001). Personality moderators of the relationship between abusive supervision and subordinates resistance, *Journal of Applied Psychology*, 86(5), 974- 983.
- Topper, E. F. (2007). Stress in the library workplace. *New Library World*. 11/12, 561-564.