

## **A Review of Sources and Impacts of Stress on Students**

**Dr. Manju Mishra**

Associate Professor, Deptt of Psychology

(Affiliated with Sidhartha University, Sidharth Nagar)

H.R.P.G. College, Khalilabad, SantKabirnagar (UP)

### **ABSTRACT**

Present paper is an attempt to review the literature available on students stress. Students are experiencing stress everywhere, whether they are in school, college or in professional courses like medical and engineering. The paper has three sections. Section I describes the major sources of stress among students. Section II presents details of impact of stress on academic performance of students and psychological problems and section III presents the ways to manage students stress. It is evident from the paper that major sources of stress for student were increase work load, time pressure, unrealistic parental expectation, fear of failure in exam and worry for future. Stress was found to be related with decreased academic performance and success. It leads to many psychological problems like anxiety, depression, suicidal thoughts etc. For managing stress a collaborative effort by parents, teachers/School/College and the student is recommended. Parents and teachers should have open communication and concerned approach to the students. The students must be organized, regular and optimistic. Relaxation techniques life deep breathing, visualization, meditation and Yoga are also recommended for students to deal with their stress.

**Keywords:** Academic stress, personal stress, increased work load, academic achievement, anxiety, procrastination

### **Introduction:**

We live in world of stress and anxiety at present. Every person is experiencing some kind of stress. People of different age, culture, gender and occupation are facing stress. It has rather become an unavoidable part of modern life. World health organization WHO (2002) has cited it as a global epidemic. Psychologists have studies over researched on stress since decades and investigated its nature impact and consequences for human-being. Bernsteinetal(2008) view stress as a negative, emotional, cognitive, behavioral and psychological process that occurs as a person tries to adjust to or deal with stressors. Auerback and Grambling, (1998) defined stressors as circumstances that disrupt, or threaten to disrupt individual, daily functioning and cause people to make adjustments. They regard stress as an unpleasant state of emotional and psychological arousal that individual's experience that they perceive as dangerous or threatening to their well-being. Stress has been defined by many ways. It is perceived as situations that cause individuals to feel tension, anxiety and discomfort stress is also defined as the response to existing situations which includes physiological changes, increased heart rate, and bloodpressure, and muscle tension, emotional and behavioral changes. According to Wheeler (2007) stress is a physics word which refer to the amount of force used on an object and it is related with real life. Stress is always regarded as a physiological process that involves an individual's, personal interpretation and response to any threatening event. Thus, stress is basically a force applied to a person. Financial problems, health issues, family conflicts, career

problems, all carry force or pressure on a person. When this force is not managed properly person gets stressed. Some people are competent enough to handle the effects of stress but for others stress effects are enormous and very threatening. Stress can have both positive and negative effects on people. Stress works as a normal adapting reaction in a different or threatening situation. It motivates and prepares individuals to face the difficult situations of life. It has been found by psychologists that moderate amount of stress is correlated with better achievements and enhanced creativity. Auerback and Grambling (1998). Regarding students stress Kaplan and Sadock(2000) Linn and Zeppa (1984) suggested that an optimal level of stress enhances learning ability. The Yerkes–Dodson law (1908) also postulated very early that individuals under low and high stress learn the least and those under moderate level stress learn the most. But exam stress is very disastrous and can influence negatively individual's physical and psychological well-being. Auerback and Grambling (1998) say that stress can lead to serious problem if it is not managed effectively.

This paper is divided in three sections.

### **Section I: Student Stress**

#### **Nature and Sources**

Student's life is full of demands and challenges. Every student aspires to excel in studies score high grades and get a good job in future. But, the present scenario of education system and availability of job is not very fair. Present day students are facing very much problem than those of two or three decade ago students. The entire educational pattern has been drastically changed. Inclusion of internet and computer and latest technology the educational system has been changed. The present day students are facing much type of stressors nowadays. There is often a lot of pressure that comes with education like longer hours of study, increased home work, exam, semester, presentation. They are stressed of in balancing between studies, extracurricular activities and family expectation. Researchers have extensively studied the student stress and its impact in past years and have identified many stressors affecting students' performance and well-being. Masih and Gulrej (2006) have identified following sources of stress in students i.e. Admission procedure, high parental expectation, complex curriculum, unsuitable school timings, unbalanced student-teacher ratio, physical environment of classrooms, unhealthy student teacher interaction, hard and fast rules of discipline, too much assignments, teaching methodology, teacher's unconcerned attitude and over emphasis on weaknesses rather than acknowledging strengths. Deb. S, Esben S, and Sun J. (2012) have found that 37 to 35 percent students reported high exam anxiety and academic stress respectively. Bataineh M.Z.(2013) has identified main stresses of undergraduate students at King Saud University as academic overload, awkward course, high family expectation. Fear of failure was found to be major stress to the students in the study. Rajsekhar(2013) has also found similar results in this study on management students. Fairbrother and Warn(2003) have found excessive assignments, unhealthy competition, among class students' fear of failure in educational achievement and lack of pocket money to be main stresses of students. Angori(2007), has found overcrowded lecture halls, Awino and Agola 2008 have found the semester system and insufficient resources to perform academic activities as stresses to students. Kumar and Jejurkar (2005) have concluded in his study that academic factors were mainly responsible for a higher level of stress among undergraduate students. Wikls (2008) has found that students experience stress due to many factors including issues of time management, financial matters, interaction

with lecturers, personal subjective goals, social behavior adjustment in the academic culture, lack of support system. George Essel and Patrick Owusu (2013) have presented a classification of sources of students stress in to four categories.

- (i) Sources of relationship stress
- (ii) Sources of Academic stress
- (iii) Sources of personal stress and
- (iv) Sources of environmental stress

A brief discussion of the main stresses identified by Essel and Owuse (2012) has been presented.

**Increased work load / home work assignments:**

Too much load of homework and assignments make students tense. They face a lot of trouble in completing their assignments in given time limit. They are unable to give proper time to different study related activities and are all the time puzzled and anxious. Their academic performance also deteriorates.

**Low Marks:**

Every student aspires to score higher marks in the examination. But many a times they do not score as per their expectation level, they get nervous and lose confidence. Sometimes they try to harm themselves.

**Longer Study Hours:**

Students have a very tight study schedule. They hardly get time for leisure and other activities of their choice. The long hours to study make them bored and monotonous. They are always busy in their lectures, homework and assignments and hardly get time for their hobbies and recreation.

**Language problem:-**

Sometimes language problem also disturbs students. Especially when Hindi medium students go for English medium, they face lots of difficulties. They become less confident and less vocal in the class.

**Procrastination:**

Procrastination is the avoidance of doing a task which needs to be completed. It is act of accomplishing more pleasurable things and lingering less pleasurable and critical assignments. This approach is very detrimental for the students as they gradually lose interest in their assigned task and they become stressed for not completing their assignments on scheduled time.

**Examinations:**

Examination poses the greatest threat to the students. Fear of not performing well in exams makes them ill. Sometimes fear of exam negatively influences students' physical and psychological well-being. They report lack of concentration in studies before exam night, sleep disturbance, forgetting everything learned and nervousness, scoring bad grades scares them for receiving parental rejection and peer pressure.

**Missing Lectures:**

Students often miss lectures for fun and enjoyment. But when the lecture is missed, the students find it difficult to recollect the matter from other students; they lag behind in studies gradually. Their burden increases and makes them stressed.

**Parental Expectation:**

Every parent wants his child to perform best in studies and bring them fame in society but

parents do not assess the capability of their child. They burden their child with their higher expectations. The child is very stressed because of his parent's high expectations. He feels how he will face his parents if he does not perform up to parents expectations. Many students have committed suicide due to their parent's unrealistic expectation.

### **Future worries**

Students are often stressed about their career and future plans. They are afraid of not attaining admission in desired college and not getting proper placement thereafter. There is very cut throat competition for admission in professional and good colleges and students always worry for their admission and good future.

### **Student's Stress and Demographic Variables**

Effect of various demographic variables like gender, course, and year of study, rural/urban background and socioeconomic status on student stress has been studied by the researcher.

### **Gender and Stress**

Student's gender affects their experience of stress. Contradictory findings are available on the influence of gender on stress. Misra and Castillo (2004) found that men and women differ in the perception and reaction to stress. Jogarathan and Buchanan (2004) have found significant differences between male and female students on the time pressure dimension of stress. Sulaiman et al (2009) also found in their study that female students have experienced different stress compared to male students because they tend to be extra emotional and sensitive towards what is happening in their surroundings. Mazumdar et al (2012) Sani et al (2012) Sharma et al (2011) have also found significant difference in stress level of male and female students.

But Watson (2002) found no significant difference in the perceived stress between male and female students when the researcher made a comparison on perceived stress level and coping style of junior and senior students in nursing and social work programs. Bhosale (2014), Omony and Ogunsanmi (2012), found no significant difference between male and female on academic stress. In some studies, level of stress in male and female students has been found different. Sulaiman et al (2009) found that rate and type of stress among the female students are more than male due to their emotional and sensitive characters and attitude to their environment. Other notable researchers with similar findings include Mazumdar et al (2012) Kai-wen (2009), Richlin-Klonsky and Hoe (2003) and Garrett (2001).

### **Course /Program of study**

Student's course or program of study is also an important variable affecting their stress. Much empirical investigation has been conducted on this variable by researchers in recent years. A review of literature reveals that the most dominant subjects investigated are nursing students (Prymachuk and Richerds (2007), Lo (2002), Clark et al 1992, Hospitality students (Jogarathnam et al 2004, Law student Clark et al (1986) and social work students (Dzieglewski et al 2004 Tobin and Carson 1994). Medical and social care students are the largest study category. Redwood and Pollak, 2007 Redcliffe and Lester 2003, Daly and Wilclock 2002, Lee and Graham 2007, Psychology students have also been investigated by the researcher (Michie et al 2001,

McCarthy et al 2001, Gadzella et al 1998), literature suggests that health care students experience greater stress compared to other courses students.

### **Workload**

Many researchers have found that stress is positively related to high level of workload. Brotheridge (2001) has found in his study on Canadian government employees that emotional exhaustion, a type of stress was significantly related to workload. Tyler and Cushway (1995) found a significant and positive link between workload level and stress level in nurses. Searle et al 2001 have found relation between stress and workload in lab experiment. They found that the level of stress for the high workload condition was significantly greater than level of stress reported in the low workload conditions. Euan and Helen (2009) found that students reported level of workload were more variable than the measures of stress, suggesting that the relationship between stress and workload is more complex than earlier thoughts. Alzahem et al (2013) Dahlin et al (2005) Saipanish (2003) Behere et al (2011) found a higher level of stress among medical and engineering students. Yusoff et al (2010) has also found similar results in their study on medical students at university Sains in Malaysia.

### **Year of Education**

Year of education has been found to be correlated with level of stress experienced by students. First year students experience great stress than later year students. Byram and Gilgel 2008, Dohlin 2005, Burns 1991 have found that first year students experienced considerably greater stress than students in later school year. Alzahem et al (2013) and Saipanish (2003) found that third year students experience more stress than any other year. But Bataineh (2013) found no significant differences in academic stress among students with different level of study.

### **Section -II: Impact of stress on students**

Academic stress and its impact on students have been extensively researched by the researchers. They have identified different stress at school /college level. Impact of stress on student's academic achievement and physical and psychological well-being has also been studied thoroughly by the researcher.

Summary of few selected studies is presented here.

Smith, Johal, Wadworth and Smith and Petero (2000) have blamed the modern educational system for students stress. Academic stress has affecting students physically as well as mentally. Many researchers like Malach-Pines and Keinan (2007), Ontori (2007), Angolla and Ontori (2009) and Angolla (2009) have recognized stress symptoms in students as loss of energy, increased blood pressure, depressed mood, increase in craving, difficulty in concentration, impatience, nervousness and strain.

Misra and Mckean (2000) have presented a person-environment model for understanding stress in university students. This model suggests that individuals can consider stressful events as demanding or challenging. Perception of educational goals as a challenge brings stress and in turn this stress creates a sense of competence and enhances learning capability. But perception of educational goal as a threat brings such stress which creates a feeling of hopelessness and thus leads to lower academic achievement. Stress is considered to be a part of student's life. Agolla and Ongori (2009) found that academic work is always accomplished with stressful

activities. In their study, students reported experience of high stress at college level especially in preparation for exams, class ranking, competition, mastering the extensive syllabus in the short time. Researchers have extensively studied the impacts of academic stress on the student's academic achievement and physical and psychological well-being. P. Sindhu (2016) found significant links between academic anxiety and achievement. Bloomer and Kendall (1999) have listed some stress of students like fear of exam, competition for class ranks and vast course content. Academic stress not only influences student grades, and academic achievement, it also affects their health. Dusselier, Dunn, Wang, Shelley and Whalen, (2005), Misra and Mckean (2000) have found evidence of relations between stress and physical and psychological well-being of students. Dwyer and Cummings (2001), found that in undergraduate students, stress was the most common factor among all health factor which influence students academic performance. Wintre and Yaffe (2000) have found high level of stress during the first year of overall adjustment and can make students more susceptible to many social and psychological problems, thus leading to lower grades in the final year. In many other studies it has been found that many psychological problems such as depression, anxiety and stress have significant impact on students' academic achievements.

Williamson, Birmaher Ryan and Dahl (2005) have reported that anxious and depressed youth, stressful life events are significantly increasing and decreasing the academic performance.

Academic stresses among students have been a relevant topic of recent researches. Researchers have identified many academic stresses like excessive assignments, unhealthy competition among class students, fear of failure in exams and lack of pocket money, Fairbrother and Warn (2003), Ongori (2007), Awino and Agolla (2008) found overloaded lecture halls in important stress, they have also found the semester system, and insufficient resources to perform academic work. Kumar and Jejurkar (2005) have concluded in their studies that academic factors were mainly responsible for higher level of stress in undergraduate students. Wilks (2008) has identified some stress at college level as lack issues of time management, personal goals interaction with teacher's adjustment to school/college culture etc. Masih and Gulrej (2006) has identified main stresses full by students. Main stresses were complex admission process, higher parental expectation, lengthy and complex syllabus, long study hours, unhealthy school environment, and unhealthy relation with teachers, rigid discipline, too much homework / assignment, old teaching methodology, unconcerned teacher's attitude and overemphasis on weakness than acknowledging strengths.

Thus stress has affected all the students very much. It has negatively affected the academic achievement and well-being of almost all students irrespective of their gender. Significant gender difference has been reported in many researches. Misra and Castillo (2004) have found difference in perception and reaction to stress in boys and girl student. Jogaratnam and Buchanam (2004) have also found a significant difference between male and female students on the time pressure factor of stress. Sulaiman, Hassan, Sapin and Abdullah (2009) have found female students more stressed than male students. Thus the current scenario is very threatening. We cannot afford to overlook it at present time. This issue must be addressed seriously and students' stress should be decreased.

### **Section III:Managing the students stress**

Managing the students stress is very essential.It needs collaborative efforts by parents, School/College and the students itself. Counseling centers should be compulsory established in the school/college.Students should visit their and share their problem.Early identification of the stress will help students to manage them. Seminars and workshop in school/college should be conducted to help the students. Students should be encouraged to attend these workshops and actively participated in it. Teachers and school staff should be sympathetic to students and listen to their problem patiently. Teachers should be impartial and should not be unconcerned to the students. Actually teacher student communication should be open, so that every student feels free to put his view point. Teacher's role is very important in managing student stress.An impartial and patient teacher can solve many problems of students alone. Teacher should not insult/punish students publicly rather should speak to the student separately.Particularly when a student scores less mark, students should not be discourage,rather teacher should motivate the students to be better in future.An impartial and considerate teacher itself can help the students the stress.A good teacher respects student self esteem and do not pressurize them, motivates student to do better in their interest area. Teacher must understand student vocational interest and let them to go ahead in their desired areas. Every teacher must be well versed in student psychology.

Parents have very important role in managing the children stress. Parents should freely communicate with their children. They should build a relationship when the child feel free on or comfortable to come to their parents when he need help. Parents are very busy at present time. They do not have time to sit and talk to his child. They just compensate this with costly gifts and pocket money. But they have no time to sit and listen their child daily activities, difficulties on wishes. So, the atmosphere of time should be made open and connected. Parents should regularly sit and discuss daily & activities with their child.

Parents should also not impose unrealistic expectation on their child. It is a general tendency that parents decide what a child will study or which carrier he would pursue. Child's interest and capability is not considered. Parents impose their unfulfilled desire and expectation on their children. And this tendency is very dangerous. Most students the stressed become of their parents unrealistic expectations. Children get stressed for not fulfilling then parents desire and expectations and get stressed and perform ever worse in exams.

Students should also try to manage their stress. Following skills should be developed to manage stress.

#### **Get Organized**

Getting organized is an activity that can reduces stress of the students. Students must learn to be organized. They should set their priority, make a time table, keep enough time for studies and rest. Regular practice will make their ready for examination and they will not get panicked. studies, social activities and family,all should be smartly organized so that they should may enjoy studyingas well as other an extra circular activity going in the campus.

### **Wise Time Management**

A wise time management is very essential to the students. Generally student waste time in beginning of the semester, they get distracted in other activities and when the exam approaches, they get panicked. It is necessary that the studies that they should plan their daily activities. They should try to give regular time to students. If students will learn, time managements, they will have enough time for social cultural and other recreational activists besides studies.

### **Develop optimism**

It has been proven that optimists early cope with their stresses. Students should try to be more optimistic. They should think that good things are going to happen with them rather than bad things. They should learn to have full faith in their capabilities and should not be easily disheartened by initial failures. They must bear in mind that light comes after every darkness.

### **Regular studies and avoiding procrastination**

Students should not be casual approach towards studies. Study in a serious concern it must be taken seriously. Students should inculcate the habit of regular studies so that their burden does not increases too much. They will be more confident and relaxed before examination. They should avoid the habit of procrastination. Most students has this bad habit of avoiding and lingering work till the last minutes. This habit makes student anxious and disturbed at the time of exams.

### **Learn Communication skills**

Students should learn to be stay focused on studies and organize their study schedule. They should learn communication skills so that they may effectively understand and express the course taught in the class. They will be more active and confident by improving their communication skills. Communication skill can be learnt from the counselor and on internet also.

### **Enough sleep and healthy eating and no to smoking and substance USE**

Enough sleep is necessary for the student's. If they are not sleeping 7-8 hours, they face problem in concentrating and remembering and they perform poorly in exam . They should also avoid smoking /drinking also . It has been found that smoking increase cortisol hormones that is responsible for stress.

Restricted use of smart phones: - Excessive use of smart phone and social media in negatively influencing student's academic performance and health too. Students work a lot of time on their smart phone. Use of social media itself invites much friction tension among students. Selfie mania and Cyber bullying are becoming very common among students . Students are getting disturbed by phone notification and their concentration is disturbed causing their worse performance in exam .

### **Managing stress through relaxation techniques:-**

By practicing relaxation techniques students can reduce their stress level. Body's natural relaxation response in a powerful stress buster. Relaxation techniques such as deep breathing, visualization, muscle relaxation, meditation and yoga can help to activate relaxation response. Regular practice of these techniques help in reducing stress level and boost the feeling of happiness and joy in student. They learn to stay calm and collected in all spheres of life.

### **Conclusion**

It is concluded that our students are experiencing many stress on present time. On the hand they are puzzled the work load, time pressure, tough and vast syllabus and ineffective teaching methods at the same time they are struggled with many personal sources of stress. Relationship with friend, girlfriend, boyfriend, self appearance issue, financial problem and parental expectation are many personal source of stress. This stress is negatively influencing student's academic performance and grades in exam. Stressed students are unable to focus on studies are distracted easily and are unable to remember things, their learning and remembering skills are impaired. They face many psychological problems like anxiety depression, suicidal tendency. A significant number of students frequently go to counseling center with a complaint of anxiety; sleep disturbance, lack of concentration, unexpected fear and depression. And this data increases before exam and interviews.

This issue must be addressed seriously and a collaborative effort by parents, teachers /college and students must be done. Parents and teacher can play a significant role in managing students stress. Open communication and impartial attitude of teacher can help students to express their problem. Parents are advised to curtail their unrealistic expectation from the child and should talk freely with them about their fears and problems. They should support their child unconditionally whether he scores well or worse in exam. Parents should have faith in their child and should encourage their child to study courses of his own choice and capability. Parents should not impose their own ambitions, on their children. Parental counseling should be done along with student counseling at the school/college. Colleges should organize regular workshop for students in stress management, time management, communication skills training.

## **References**

- Agolla, J.E. and 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
- Awino, J.O. &Agolla, J.E. (2008). A quest for sustainable quality assurance measurement for universities: case of study of the University of Botswana. *Educational Research Review*, 3(6):213-218.
- Auerbach, M.S. and Grambling, S.E. (1998), "Stress Management", Psychological Foundations U.S.A: Prentice-Hall, Inc,
- Alzahem, A.M., H.T. Van Der Molenand B.J. De Boer, 2013, "Effect of Year of Study on Stress Levels in Male Undergraduates Dental Students", *Advances in Medical Education and Practice*. 4: 217-222
- Bernstein, D.A. Penner, L.A., Stewart, A.C. and Roy, E.J. (2008), "Psychology". 8<sup>th</sup>edition, Boston-New York: Houghton Mifflin Company.
- Batainceh, M.Z.2013. "Academic stress among Undergraduate students: The Case of Education Faculty at King Saud University", *International Interdisciplinary Journal of Education*, 2:182-88
- Brotheridge, C.M. 2001. "A Comparison of Alternative Models of Coping: Identifying Relationships among Coworker Support, Workload, and Emotional Exhaustion in the Workpalce", *International Journal of Stress Management*, 8(1):1-14
- Behere, S.P., R. Yadavand P.B. Behere, 2011. "A Comparative Study of Stress among Students of Medicine, Engineering and Nursing", *Indian Journal of Psychological Medicine*, 33(2): 145-148.
- Burns, R.B. 1991. "Study and Stress among First Year Overseas Students inan Australian University", *Higher Education Research and Development*, 10(1):61-77
- Clark, E. L. and P.P. Rieker, 1986. "Gender Difference in Relationship and Stress of Medical and Law Students", *Journal of Medical Education*,61(1):32-40
- Daly, M.G. and M. Willcock, 2002. "Examining Stress and Responses to Stress in Medical Students and New Medical Graduates", *Medical Journal of Australia*, 177:14-15
- Deb, Sibnath, EsbenStrodl, &Jiandong Sun (2014). "Academic-related stress among private secondry school students in India." *Asian Education and Development Studies*, 3,2, 118-134.
- Dahlin, M., Joneborg, N., Runeson, B. (2005), "Stress and Depression among Medical Students: A Cross- Sectional Study", *Medical Student Welfare*, 39(6): 594- 604
- Dzieglelewski, S.F, B. Turnageand S. Roest-Mart, 2004. "Addressing Stress with Social Work Students: A Controlled Evaluation", *Journal of Social Work Evaluation*, 40(1): 105-119.
- Euan, L. and R. Helen, 2009. "Variations in Students' perception of stress and workload thought-out a semester", In Van Den Bogaard, M.,DeGraaff, E. and Saunders-Smiths, G. (ed), *SocieteEuropeenne pour la Formation des Ingenieurs*, Rotterdam, The Netherlands: Delft University of Technology
- Fairbrother, K and Warn, J. (2003), "Workplace Dimensions, Stress and Job Satisfaction", *Journal of Managerial Psychology*. 18 (i): 8-21
- Garrett, J. B. 2001. "Gender Differences in College Related Stress", *Undergraduate Journal of Psychology*, 14(7):5-9.
- Godzella, B. M., W.G. Masternand J. Stacks, 1998. "Students' Stress and Their Learning Strategies, Test Anxiety and Attributions", *College Students Journal*, 32(3):416-423.
- Jogaratnam, G and Buchanan, P (2004), "Balancing the Demands of School and Work: Stress and Employed Hospitality Students", *International Journal of Contemporary Hospitality Management*,

16 (4): 237-245

Kumar, S. and Jejurkar, K. (2005), "Study of Stress Level in Occupational Therapy Students during their Academic Curriculum", *The Indian Journal of Occupational Therapy*, 37 (1), 5-14

Lee, L., and A.V. Graham, 2001. "Students Perceptions of Medical School Stress and Their Evaluation of a Wellness Elective", *Medical Education*, 35(7):652-659

Misra, R. and Castillo, L.G. (2004), "Academic Stress among College Students: Comparison of American and International Students", *International Journal of Stress Management*, 11(2): 132-148

Michie, F., M. Glachan and D. Bray, 2001, "An Evaluation of factors Influencing the Academic Self-Concept, Self Esteem and Academic Stress for Direct and Re-Entry Students in Higher Education", *Educational Psychology*, 21(4):455-472.

Mazumdar, H., D. Gogoi, L. Buragohain and N. Haloi, 2012. "A comparative study on stress and its contributing factors among the Graduate and Post-Graduate Students", *Advance in Applied Science Research*, 3(1):399-406.

Masih P.P. and Gulrez, N.K. (2006). "Age and Gender Differences on Stress". In Husain, A and Khan, M.I. (eds). "Recent Trends In Human Stress Management", (97-104). New Delhi, India: Global Mission Publishing House.

McCarthy, C. J., N.P. Moller and R.T. Fouladi, 2001. "Continued Attachment to Parents: Its Relationship to Affect Regulation and Perceived Stress among College Students", *Measurement and Evaluation in Counselling and Development*, 33(4); 198-219

Misra, R. and Mckean N., Russo Westand T. (2000), "Academic Stress of College Students: Comparison of Students and Faculty Perceptions", *College Student Journal*, 34(2): 236-246

Malach-Pines, A and G. Keinan, 2007. "Stress and Burnout in Israel Police Officers during Palestinian Uprising (Intifada)", *International Journal of Stress Management*, 14:160-174

Radcliffe, C. and H. Lester, 2003. "Perceived Stress during Undergraduate Medical Training: A Qualitative Study", *Medical Education*, 37(32): 32-38.

Rawson, H.E., Bloomer, K., & Kendall, A. (1999). Stress, anxiety, depression, and physical illness in college students. *The Journal of Genetic Psychology*, 155(3): 321-330.

Redwood, S. K. and M.H. Pllak, 2007. "Students-Led Stress Management Programme for First Year Medical Students", *Teaching and Learning in Medicine*, 19(1):42-46

Richlin-Klonsky, J. and R. Hoe, 2003. "Sources and Levels of Stress among UCLA Students", *Students Affairs Briefing*, 2.

Salaiman, T., Hassan, A., Sopian, V.M. and Abdullah, S.K. (2009). "The Level of Stress among Students in Urban and Rural Secondary Schools in Malaysia". *European Journal of Social Sciences*, 10(2), 179-184

Saipanish, R. 2003. "Stress among Medical Students in a Thai Medical School", *Medical Teacher*, 25(5):502-506.

Sani, M., M.S. Mahfouz, I.Bani, A.H. Alsomily, D Alagiand N.Y. Alsomilty, 2012. "Prevalence of Stress among Medical Students in Jizan University, Kingdom of Saudi Arabia", *Gulf Medical Journal*, 1(1):19-25

Sharma, B., R.Wavere, A Deshpande, R. Nigam and R. Chandrokar, 2011. "A Study of Academic Stress and Its Effect on Vital Parameters in Final Year Medical Students at SAIMS Medical College, Indore, Madhya Pradesh", *Biomedical Research*, 22 (3):361-365

Searle, B., J.E.H. Bright and S. Bochner, 2001. "Helping People to Sort it Out: The Role of Social

Support in the Job Strain Model". *Work and Stress*, 15

Smith, A., Johal, S., Wadsworth E., Smith, G.D., and Peters, T. (2000). "The Scale of Occupational Stress: The Bristol Stress and Health at work study". H.S.E., Books, Sudbury.

Tyler, P. and D.Cushway, 1995. "Stress in Nurses: The Effects of Coping and Social Support", *Stress Medicine*, 11(1): 243-251.

Tobin, P.J. and J. Carson, 1994. "Stress and the students Social Worker", *Social Work and Social Science Review*, 5(3):246-255

Watson, R.L. (2002). "A comparison of perceived stress levels and coping styles of junior and senior students in nursing and social work programs". Unpublished doctoral dissertation, Marshall University, Huntington.

Wilks, S.E. (2008). "Resilience amid Academic Stress: The Moderating Impact of Social Support among Social Work Students". *Advances in Social Work*, 9 (2), 106-125.

Essel George and Owusu Patrick (2017) causes of students stress, its effects on their academic success and stress management by students, A case study at Seinajski University of Applied Science, Finland, An unpublished doctoral thesis.

Linn, B. S. and R. Zeppa, 1984. "Stress in junior Medical Students: Relationship to personality and performance" *Journal of Medical Education*, 59(1): 7-12

Omoniyi, M.B.I. and J.O. Ogunsanmi, 2012. "Stress among Academic Staff in South West Nigeria", *The African Symposium*, 12(1): 126-132

Pryjmauchuk, S. and D.A. Richards, 2007. "Predicting Stress in Pre-Registration Nursing Students", *British Journal of health Psychology*, 12(1):125-144.

Kai-Wen, C 2009. "A Study of Stress Sources among College Students in Taiwan" *Journal of Academic and Business Ethics*, 2, 1-6

Kaplan, H.I., and Sadock B.J. (2000), "Learning Theory, In: *Synopsis of Psychiatry*": Behavioral Sciences/ Clinical Psychiatry, 8<sup>th</sup> Edition, 148- 15

Lo, R. 2002. "A Longitudinal Study of Perceived Level of Stress, Coping and Self-Esteem of Undergraduate Nursing Students", An Australian case study", *Journal of Advanced Nursing* 39(2): 119-126

World Health Organization (WHO) 2002 "World Health Report 2002: Reducing Risk, Promoting Healthy Life, Geneva World Health Organization.

Yusoff, M.S.B., A.F.A. Rahim and M.J. Yaacob, 2010. "Prevalence and Sources of Stress among Universiti Sains Malaysia Medical Students", *Malaysia Journal of Medical Sciences*, 17(1): 30-37

Winter, M.G. & Yaffe, M.(2000). First-year students' adjustment to university life as a function of relationship with parents. *Journal of Adolescent Research*, 5(1): 9-37.

Williamson, D.E., Birmaher, B., Ryan, N.D., & Dahl, R.E. (2005). Stressful life events in anxious and depressed children. *Journal of Child and ADOLESCENT Psychopharmacology*, 15, 4, 571-580.