



Perceived stress among college students in Bangladesh

Most. Rehana Sultana^{1*}, Fahima Khatun², Dipali Rani Mallick², Taslima Begum³

¹Mental Health & Psychiatric Nursing, National Institute of Advanced Nursing Education and Research (NIANER), Dhaka

²Department of Women's Health and Midwifery Nursing, National Institute of Advanced Nursing Education and Research (NIANER) Dhaka

³National Institute of Advanced Nursing Education and Research (NIANER), Dhaka

ARTICLE INFO

Article history

Received: 25 December 2021

Accepted: 04 February 2022

Keywords

Perceived stress, College Students, Bangladesh

*Corresponding Author

Most. Rehana Sultana

✉rehanasultana0172@gmail.com

ABSTRACT

Stress is a very common and unavoidable emotional strain among college students. It is considered to be a part of students' life and can impact the students coping strategies in accordance with the demands of academic life. To describe perceived stress level among college students in Bangladesh. A descriptive study was conducted among 114 students conveniently selected at Sirajgonj Govt. College, Sirajgonj. Stress was measured by Perceived Stress Inventory (PSI) a 10 point scale consisted of 48 items in 5 dimensions. Data were analyzed by using descriptive statistics frequencies, percentage, mean, and SD to describe subject's characteristics. Inferential statistics Pearson Product-Moment Correlation, t test, and ANOVA were used. The result showed the mean age of participants was 16.76 (SD=.56) with the range from 15-18 years old. More than half of them (51.8%) were male students. The majority were followers of Islam (96.5%) religion, came from nuclear families (86.8%). The mean score of perceived stress was 5.51 (SD=1.08). Majority of them have stated stress at moderate (76.32%) level and nearly one fifth at high (19.30%) level. Findings showed that the demographic characteristics age was significantly $r=.23$; $p=.011$ positively correlated with perceived stress. Monthly income was also significantly $r = -.192$; $p=.039$ negatively correlated with perceived stress. The mean age of the participants was 16.76 years old. In this study perceived stress of participants aged ranged from 15-18 years of old. So stress reduces strategy may applied for college students findings may source of future research.

INTRODUCTION

Student wellness is main topics on college campuses are becoming increasingly concerned with stress (Heckman et al., 2014). The concept "stress" lacks universally accepted definition (Orlans, 1991). According to Wheeler et al. (2007), stress is physics word that refers to the amount of force used on an object, and it relates in human real-life issues that carry force. Stress also stated as personal, physiological and emotional reactions against stimulus (Rees and Redfern, 2000). Though the stress is a common element in every individual, and a little stress is good as it motivates students to overcome their academic challenges (Hamaideh, 2017). However, too much stress affects student's mind and body that hampered their psychological health increase of

alcohol, drug, tobacco and unhealthy foods can negatively impact on their health and social life (Pariat et al. 2014).

The impact of stress has harmful effect on students' academic, personal, physical, & mental status (Islam and Moonajilin, 2018). They feel physical stress when it has too much work and when are not getting proper sleep or foods that make them ill (Sheikh et al., 2004). College students constantly face academic pressure, adaption to new environment, fear of failure; struggle to create uniqueness, inferiority, attaining social familiarity (Pariat et al., 2014). In this stage, college students face fast physical, social and mental changes along with they may experience unsuitability and adaptableness. Ndahepele et al. (2018) reported that, there are four main factors

are responsible for stress among students. These are Personal or family related 30%. Academic related 29%, financial related 24%, Environmental related 17%. Long term stress may lead to tension, headache, backache, cold, heart disease, high BP, ulcer, insomnia, depression and Stroke (Yikealo et al., 2018).

The academic stressors are very common among students. As one progresses in academia, presumably, the material which one is studying will increase in difficulty. However, many believe that the academic stressors facing college students today are relatable to that of symptoms of Post-Traumatic Stress Disorder or PTSD (Klanecky et al., 2015). Students who choose to change their major while enrolled in a different program may have to find extra time and money to stay on campus for a longer amount of time which can then create additional stressors. According to recent research, the most frequently reported stressor within academic is grades and competition (Lee et al., 2005).

In Bangladesh, university students reported stress moderately 61.5%, and low 20% (Islam and Moonajilin, 2018) which includes- future worry 86%, examination tension 70.5%, working with news people 61%, and lots of group work. In addition, relationship conflict was admitted as a major source of stress by 59.5% respondents. 55.5% respondents felt stressed due to financial crisis and also for failure in combining job with study. Misunderstanding class lectures, bad living condition, lower academic grade were also major causes of stress.

University students often view stress as a negative experience, tend to adopt ineffective coping strategies, and struggle to access resources that could assist them in managing challenges (Mason, 2017). When stress is perceived negatively, and the required coping strategies and supportive resources are lacking, students may become impaired (Kausar, 2010). Health care providers as well as nurses have a role to deal with stress through getting exercise, healthy food & lifestyle rest and other coping strategies. Studies existed conducted with medical and university students but no study found yet on college students. Therefore, the present study was conducted study

to identify perceived stress among College Students in Bangladesh with the following objectives- i) to describe the socio-demographic characteristics of college students, ii) to assess the perceived stress level among college students in Bangladesh and iii) to examine the relationship between socio-demographic characteristics and perceived stress among college students in Bangladesh.

MATERIALS AND METHOD

Study Design

A descriptive cross-sectional study design was used to examine the relationship between socio-demographic characteristics and perceived stress among college students in Bangladesh. The study was conducted during the period of July 2019 to June 2020.

Study Participants

The participants in this study were students who had studying in Sirajganj Government College, Sirajgonj. A convenient sampling technique was used to select the sample based on inclusion criteria. The inclusion criteria was (1) studying in Intermediate (2) willing to participate and (3) verbalized mentally sound at the time of survey. The Exclusion criteria were - who were unwilling to consent, and stated their illness. The sample size was estimated by using power analysis. Total sample size was $(88+26) = 114$ in this study.

Socio-demographic Questionnaire (SDQ)

The Socio-demographic characteristics was measured by Socio-demographic Questionnaire (SDQ) consisted of 12 Items developed by researcher based on literature review. These items were age, gender, religion, marital status, family type, family members, parents educational level, monthly income, residence, parents occupation, students educational background, and transport for college going.

Perceived Stress Inventory (PSI)

Student's perceived stress was measured by Perceived Stress Inventory (PSI) developed by

Avdija (2018). PSI is a 10 point Likert scale (0-10) that was designed to measure stress among college students consisted of 48 items in five dimensions. Stress Inventory PSI is a reliable instrument designed to measure college students' stress into 5 subscales Financial stressors (7 items), Time Management Stressors (9 items), Social stressors (12 items), Academic Stressors (13 items) and Family Stressors (7 items). All of these subscales are one-dimensional. They can be used individually to measure a specific segment of college stress, a combination of two or more, or all together to measure the full domain of college stress. In this study, researcher used all of the domains - PSI is 10-point Likert scale ranging from 0-10. This scale was divided into 3 levels as no stress, moderate stress, and high stress. In this study, the higher score would indicate as high perceived stress. The Cronach's alpha of this scale was .84 and .86 in original scale and in this study respectively. The instruments were translated in Bengali version based back translation process.

Data Collection

Data were collected by researcher using face to face interview using the demographic data assessment self-report questionnaire, and perceived stress inventory (PSI) translated in Bangla version. Data were collected after getting approval (No Exp .NIA-S- 2019/68) from Institute of Review Board (IRB) of National Institute of Advance Nursing Education and Research (NIANER) Mugda, Dhaka 1214. The data collection process was including preparation and implementation phase. In the preparation phase the following procedure was done by the researcher. Firstly researcher had met with principal of college for getting permission to collect data. The researcher explained the study objective, and method of data collection to the college authority. Then the researcher had collected total number of Intermediate students from college register book by the help of the class teacher. Students were informed that their participations were voluntary and they could withdraw themselves from the study at any time without any compensation. Moreover, were reassured that their responses would be kept confidential and their identities could not be revealed on research report or publications of the study. Finally, the participants

who agreed were asked to sign on a written consent. In implementation phase, researcher selected 114 participants based on inclusion criteria. Provided them a questionnaire set with a cover page in a sealed envelope in their class room. Provided 20-25 minutes to answer the question. In this process, researcher has collected data from 114 students by the help of the class teacher. Set a box to drop filled questionnaire from where researcher collected filled questionnaire.

Data Analysis

The respond rate was cent percent and 114 participants' data were analyzed using statistical package for social science (SPSS) program version 23. Data were cleaned, managed and performed analysis. Data were analyzed as per objectives of the study and to support the research findings. The collected data profile was analyzed using descriptive statistics and inferential statistics. Descriptive statistics consisted of frequency, percentage range, mean, standard deviation were used to analyze the socio-demographic characteristics. The inferential statistics t-test and ANOVA were used to examine the relationship between socio-demographic characteristics and perceived stress level of participants.

RESULTS

The Socio-demographic Characteristics of Participants

The Socio demographic characteristics of the participants are given in table-1. A total of 114 college students were analyzed in this study. The mean age was 16.76 (SD=.56; Min=15; Max=18) and all of the students were unmarried. The majority (71%) of the participants were more than 16 years old and nearly half (51.8%) of them were male and rest (48.2%) of participant were female. The majority of them were followers of Islam (96.5%) religion. Most of them came from nuclear families (86.8%) and their educational background was general bangle medium (98.2%). The mean score of monthly income was 15820 (SD=17904; Min=2000; Max=100,000) taka. Most of students monthly income was at least 20,000 (81%) and only 4.4% above 50,000 BDT. One third (33.3%) of parents' occupation was business, 16.7%

service holder and rest of them (50%) were others occupation. Parent's educational qualification was primary (28.1%), secondary (45.6%) and higher secondary or more (26.3%). Almost half of participant (49.1) used transport to go college and remaining (50.9%) by walking.

Table 1: Distribution of Socio Demographic Characteristics of the Participants (N= 114)

Variables	Categories	n	%
Age (M=16.76; SD=.56; Min=15; Max=18)			
	≤ 16	33	29
	> 16	81	71
Sex	Male	59	51.8
	Female	55	48.2
Religion	Muslim	110	96.5
	Hindu	4	3.5
Marital status	Unmarried	114	100
Type of family	Nuclear family	99	86.8
	Joint family	15	13.2
Number of family member.	1 ≤ 5	83	73.0
	> 5	31	27.0
Parents educational qualification	Primary and less	32	28.1
	Secondary school certificate	52	45.6
	Higher secondary & more	30	26.3
Family monthly income (M=15820; SD=17904; Min=2000; Max=100,000)			
	≤ 20,000	92	80.70
	21,000-50,000	17	14.9
	> 50,000	5	4.4
Residence	Urban	53	46.5
	Rural	61	53.5
Parent's occupation	Service	19	16.7
	Business	38	33.3
	Others	57	50.0
Educational Background	Madrasah	2	1.8
	General	112	98.2
	Bangla		
Transport for College going	By walking	58	50.9
	By transport	56	49.1

Distribution of Perceived Stress level among College Students in Bangladesh (N=114)

The table 2 and 4 showed the result of perceived stress of participants consisted of 5 subscales. The mean score of total perceived stress was 5.51 (SD=1.08). Majority of them have stated stress at moderate (76.32%) level and nearly one fifth at highly (19.30%). Among five subscales of perceived stress the mean of financial stressor score was 5.50 (SD=1.61) and more than one third (31.58%) at high stress. The highest mean scores of stress found in time management stressor (M=6.34; SD=1.73) and academic stressors (M=6.25 (SD=2.92) which percentage of high stressed were more than half students (52.63%) and (34.21%) respectively. Similarly, the social stressors (M=5.17; SD=1.50) and the family stressors (M=4.76; SD=1.40) also found as moderate level. Both of these subscales found least number of high stressed students (15.79%) and (11.40%) respectively (Table 2).

The perceived stress of participants range from 0-10 scores has been divided into 3 levels: 'No stress' range from 0-3 scores, 'Moderate stress' from 4 - 6, and 'High stress' from 7-10 scores. In item analysis, the highest stressed items were 'preparing for exams' (M=8.00; SD=2.26); 'parental /child care issues' (M=7.73; SD=2.76); 'course load' (M=7.47; SD=2.42); 'being away from home often for the first time' (M=7.25; SD=2.58); and nearly one third students reported stress score was 10. On the other hand, the least stressed items were 'the cost of tuition' (M=2.32; SD=.58); 'minor violations of the law' (M=4.30; SD=3.21); 'serious conflict with instructor' (M=4.46; SD=3.27); 'preparing for life after graduation' (M=4.66; SD=3.51); 'greater academic demands' (M=4.81; SD=3.73); and the 'problems with roommate' (M=4.68; SD=3.20)

Table 2: Distribution of the Stress Level of the Participants (N=114)

Variable	n (%)			M ± SD
	No Stress	Moderate	High	
Total Perceived Stress	5 (4.38)	87 (76.32)	22 (19.30)	5.51 ± 1.08
Financial Stressors	12 (10.53)	66 (57.89)	36 (31.58)	5.50 ± 1.61
Worried about financial responsibilities	5 (4.40)	74 (64.90)	35 (30.70)	
Borrowing money for college	26 (22.80)	54 (47.40)	34 (29.80)	
The need to repay loans	23 (20.20)	56 (49.10)	35 (30.70)	
The cost of tuition	114(100.0)	-	-	
The cost of textbooks	9 (7.90)	63 (55.3)	42 (36.80)	
Loss of financial support from college	25 (21.90)	47 (41.20)	42 (36.80)	
The need to find a job after school	14 (12.3)	44 (38.6)	56 (49.10)	
Time Management Stressors	9 (7.90)	45 (39.47)	60 (52.63)	6.34 ± 1.73
Difficulties managing both school and work at the same time	15 (13.20)	50 (43.90)	4 (43.00)	
Difficulties finding time to study	14 (12.30)	56 (49.10)	44 (38.60)	
I'm unable to control the time I spend	22 (19.30)	62 (54.40)	30 (26.30)	
Hard time getting papers done on time	23 (20.20)	65 (57.00)	26 (22.80)	
Missed too many classes	33 (28.90)	57 (50.00)	24 (21.10)	
Not getting enough time to sleep	15 (13.20)	67 (58.80)	32 (28.10)	
Sleeping too much	27 (23.70)	58 (50.90)	29 (25.40)	
Change in eating habits	21 (18.40)	67 (58.80)	26 (22.80)	
Change in sleeping habits	22 (19.30)	59 (51.80)	33 (28.90)	
Social stressors	14(12.28)	82 (71.93)	18 (15.79)	5.17 ± 1.50
Being on one's own in a new environment with new responsibilities	18 (15.80)	54 (47.4)	42 (36.80)	
Awareness of one's sexual identity and orientation	37 (32.50)	77 (67.50)	-	
New love interest	30 (26.30)	84 (73.70)	-	
Hard time making friends at school	33 (28.90)	58 (50.90)	23 (20.20)	
Problems with boyfriend / girlfriend	31 (27.20)	58 (50.90)	25 (21.90)	
Change in social activities	9 (7.90)	64 (56.10)	41 (36.00)	
Making decisions, on a higher level than one is used to	9 (7.90)	63 (55.30)	42 (36.88)	
Substance abuse	39 (34.20)	53 (46.50)	22 (19.30)	
Minor violations of the law (e.g. traffic ticket)	40 (35.10)	54 (47.40)	20 (17.50)	
First term in college	25 (21.90)	65 (57.00)	24 (21.10)	
Exposure to new people, ideas, and temptations	29 (25.40)	58 (50.90)	27 (23.70)	
Problems with room mate	35 (30.70)	55 (48.20)	24 (21.10)	
Academic stressors	23(20.18)	52 (45.61)	39(34.21)	6.25 ± 2.92
Greater academic demands	27 (23.70)	44 (38.60)	43 (37.70)	
Failing grade in an important or required class	17 (14.90)	71 (62.30)	26 (22.80)	
Change in college (transfer)	42 (36.80)	38 (33.30)	34 (29.80)	
Not being able to take good notes in classes	30 (26.30)	52 (45.60)	32 (28.10)	
Academic probation (or fear of being placed)	24 (21.10)	67 (58.80)	23 (20.20)	
Serious conflict with instructor	36 (31.60)	55 (48.20)	23 (20.20)	

Lower than expected grades	19 (16.70)	48 (42.10)	47 (41.20)
Change in major	25 (21.90)	61(53.50)	28 (24.60)
Increased workload from college	23 (20.20)	55 (48.20)	36 (31.60)
Course load	4 (3.50)	45 (39.50)	65 (57.00)
Preparing for exams	5 (4.40)	34 (29.80)	75 (65.80)
Writing term papers	25 (21.90)	55 (48.20)	34 (29.80)
Keeping up with the required readings	17 (14.90)	53 (46.50)	43 (37.70)
Family stressors	17 (14.92)	84 (73.68)	13 (11.40)
Greater academic demands	43 (37.70)	35 (30.70)	36 (31.60)
Failing grade in an important or required class	31 (27.20)	39 (34.20)	44 (38.60)
I don't get enough support from my family	49 (43.00)	37 (32.50)	28 (24.60)
Being away from home, often for the first time	11 (9.60)	41 (36.00)	62 (54.40)
Parental issues (child care issues)	11 (9.60)	28 (24.60)	75 (65.80)
Preparing for life after graduation	41 (36.00)	44 (38.60)	29 (25.40)
My parents' expectation of my grades	58 (50.90)	36 (31.60)	19 (16.70)

Relationship between Socio-demographic Characteristics and Perceived Stress of Participants (N=114)

In the Table-3, the result showed that the demographic characteristics age and family monthly income is significantly associated with perceived stress. The mean score of the total perceived stress was 5.51 (SD=1.08). The perceived stress of the student's those were more than 16yrs old (M=5.65; SD =1.07) was significantly ($t = -2.35$; $p = .02$) higher compared to the students those were 16yrs and less. In multiple comparison analysis, the result showed that, the students those family income was more than 50 thousands BDT (M = 6.67; SD =.52) were significantly higher ($t = -4.96$; $p = .009$) than that of those $\leq 20,000$ (M = 5.53; SD =1.09); and 21000-50000 BDT (M = 5.01; SD =.88). On the other hand, by gender, there were no differences ($t = 1.48$; $p = .14$) between male (M=5.65; SD=.95) and female (M=5.34; SD=1.20). Similarly the religion, the type of family, and number of family members, their residence, educational background, and transportation had no relationship with perceived stress. By parent's educational level, and occupation the score of perceived stress among service holders (M=5.07; SD=.91); business (M=5.52; SD=.82); and other occupations (M=5.64; SD=1.19) was not significantly different.

Table 3: The Relationship between Socio-demographic Characteristics and Perceived Stress of Participants (N=114)

Variables	Perceived stress M±SD	t/F	P value
Age		-2.35	.02
≤ 16 yrs. old	5.13±1.05		
>16	5.65±1.07		
Gender/Sex		1.48	.14
Male	5.65±.95		
Female	5.34±1.20		
Religion		-.92	.35
Islam	5.48±1.09		
Hindu	6.00±.92		
Type of Family		.614	.540
Nuclear family	5.53±1.00		
Joint family	5.34±1.54		
Family member		1.29	.19
≤ 5	5.58±.98		
>5	5.29±1.32		
Parents educational level		.28	.75
Primary and less	5.39±.75		
Secondary School Certificate	5.58±1.31		
HSC and more	5.50±.96		
Family monthly income (Thousand)		4.96	.009*
≤ 20000 BDT ^a	5.53±1.09		
21000-50000 BDT ^b	5.01±.88		
> 50000 BDT ^c	6.67±.52		
Residence		-.61	.54

Urban	5.43 ±1.20		
Rural	5.55±.98		
Parent's occupation		2.00	.118
Services	5.07±.1.14		
Business	5.52±.82		
Others	5.64±1.19		
Educational Background		-225	.822
Madrasah	5.33±1.00		
General Bangla	5.51±1.09		
Transport for College going		.85	.39
By walking	5.60±1.01		
By transportation	5.42±1.17		

DISCUSSION

This study aimed to describe perceived stress among college students in Bangladesh. This study analyzed 114 participants' data. The findings reported that the mean age of students was 16.76 with the range from 15-18 years old. More than fifty percent were male and forty eight percent of female students. This finding is consistent with previous study (Ahmed and Prashantha, 2018) that conducted in Indian to measure perceived stress among medical college students which also found most of students were male. Most of students in this study came from nuclear families and their educational background was general bangle medium. Most of the student's monthly income was at least 20,000 and only 4.4% above 50,000 BDT while average was 15820. One third of parents' were businessman and 16.7% service holder. In terms of parent's educational qualification nearly half have completed their higher secondary degree. Almost half of participant used transport to go college and reaming by walking.

The total perceived stress level in this study was found in moderate level. Among 5 subscales, all of these found as moderate level reported financial stressor. The students expressed highest stress because of managing time for academic activities. Similarly, the students perceived their societal and

familial issues impact them to be stressed moderately. The perceived stress of participants range from 0-10 scores has been divided into 3 levels: 'No stress' range from 0-3 scores, 'Moderate stress' from 4 - 6, and 'High stress' from 7-10 scores. In item analysis, the highest stressed items were 'preparing for exams' 'parental /child care issues' 'course load' 'being away from home often for the first time'. By these items nearly one third students reported stress high levels denoted as 10 out of ten. This finding was consistent with previous study (Yikealo, et al., 2018) which investigated the stress management strategies practiced by the college students was main concerns. That study has reported that the majority of the College of Education students experience a moderate level of academic and environmental stress. Furthermore, another study (Islam and Moonajilin, 2018) reported more than fifty five percent participants were financially and socially stressed (Ndahepele, et al, 2018).

Islam and Moonajilin, (2018) conducted a study in Bangladesh that revealed that, among 200 respondents, 61.5% were moderately stressed, 18.5% were stressed with low level and 20% respondents had high level of stress. On the other hand, this study showed least stressed by items 'the cost of tuition' 'minor violations of the law' 'serious conflict with instructor', 'preparing for life after graduation' and the 'problems with roommate'. It may cause the study setting was the Government colleges peoples no need to pay cost for educational purpose.

The relationship between socio-demographic characteristics and perceived stress of participants showed that, the demographic characteristics participants' age and their family's monthly incomes were significantly associated with their perceived stress. The perceived stress of the student's those were more than 16yrs was significantly higher than their buddies stress. These findings may due to some causes. The student that age is increasing has understood in-depth about academic activities those have to perform. Teacher may assign them the role of organizing and submitting all class assignment timely. This finding is consistent with previous study (Aspiras and Aspiras, 2014) which reported age of participants is influencing factor in

perceived stress, more age increase more stress. Another issue the monthly family income has significant association with perceived stress in this study. Usually, more income is expected by all individuals to meet their daily needs as well as cost of child's education. However, in this study this finding was revealed as different. This may cause due to students financial availability from solvent families may divert them away from routine academic activities. Involved with other issues more. When the need of academic course work feels may perceived them overload. In addition, personal relationship may involve with boyfriend or girlfriend which impact to increase mental pressure as well as academic stress. These findings also consistent with the study.

A student was trouble with boyfriend or girlfriend that becomes a major cause of stress, and depression which hampered their daily life and also their academic performance. On the other hand, by gender, religion, the type of family, and number of family members, their residence, educational background, and transportation had no significant relationship with perceived stress.

Studying college is stressful for students for adjustment in new environment with new friends. In this study, all the subscales of academic stressor, financial stressors, time management stressors, social stressors, and family stressors may decline students' academic goals and negatively impact on their psychological wellbeing.

CONCLUSION

The participants in this study perceived at moderate stress including its 5 subscales financial stressor, time management stressors, social stressors, academic stressors, and the family stressor. The students expressed highest stress because of managing time for academic activities. Similarly, the students perceived their societal and familial issues impact them to be stressed moderately. The demographic characteristics participants' age those were older than their friends' impact on stress. The monthly incomes were also associated with their perceived stress means the students those earn more, they were more stressed. The student those age is increasing has understood in-depth about academic activities

to submit timely that also consistent with previous study. Usually, more income is expected to rare up healthy status without being stress, however, in this study this finding was revealed as different. This may cause due to students financial availability may divert them away from routine academic activities that feel work load and stress. Stress mainly comes from academic fear, interpersonal relations and social adjustment. Therefore, strategies to be taken to minimize stress for college students psychological wellbeing.

Recommendations

This study has some strength which is noted as data collection by researcher from primary source, and using standard measures. Findings of this study may contribute in nursing education, practice, and in research as a source of data for any stress management initiatives. In spite of these strengths, some limitations were also found in this study noted as small sample size, only one setting, purposive sampling technique, and using structured questionnaire may flaw to generalize this findings. Further study may be recommended to study in large scale or qualitative approach.

REFERENCES

- Aspiras LS and Aspires ED (2014). Perceived stress factors and academic Performance of the sophomore IT students of QSU Cabarroguis Campus. *Science*, 10, 15-40.
- Hamaideh SH (2017). Alexithymia among Jordanian university students: Its Prevalence and correlates with depression, anxiety, stress, and demographics. *Perspectives in psychiatric care*, 54(2), 274-280.
- Heckman S, Lim H and Montalto C (2014). Factors related to financial stress among College Students. *Journal of Financial Therapy*, 5(1), 19-39.
- Islam T and Moonajilin MS (2018). A study on Stress among University Students, Bangladesh. *An International Journal of Academic Health and Medical Research*. 2(10)10-17.
- Kausar R (2010). Perceived Stress, Academic Workloads and Use of Coping Strategies By University Students. *Journal of behavioral Sciences*, 20(1).
- Klanecky AK, Wolman EO and Becker MM (2015). Child abuse exposure, Emotion Regulation and Drinking Refusal Self-Efficacy: An Analysis of Problem Drinking in College students. *The*

- American journal of Drug and Alcohol Abuse, 41(2), 188-196.
- Lee DH, Kang S and Yum S (2005). A Qualitative Assessment of Personal and Academic Stressors among Korean College Students: An Exploratory Study. *College Student Journal*, 39(3).
- Mason HD (2017). Sense of meaning and academic performance: A brief Report. *Journal of Psychology in Africa*, 27(3), 282-285.
- Ndahepele MR, Daniels ER, Nabasenja C and Damases-Kasi CN (2018). Factors Contributing to Stress Among Radiography and Nursing Students at University of Namibia. *South African Radiographer*, 56(1), 20-25.
- Orlans FB (1991). Prolonged water deprivation: a case study in decision Making by An Animal Care and Use Committee ILAR. *The Journal*, 33, 48-52.
- Pariat L, Rynjah A and Kharjana MG (2014). Stress Levels of College Students: Interrelationship between Stressors and Coping Strategies. *The Journal of Humanities and Social Science* 19, 40-46. *Journal Of Humanities And Social Science*.
- Rees CJ and Redfern D (2000). Recognizing the Perceived Causes of Stress—a training and development perspective. *Industrial and Commercial Training*. 32. 4, pp. 120-127.
- Sheikh B, Kahlo A, Kami M, Khalid H, Nawaz K, Khan N and Khan S (2004). Students, stress and coping strategies: a case of Pakistani Medical School. *Education for Health*, 17(3), 346-353.
- Yikealo D, Yemane B and Karvinen I (2018). The level of Academic and Environmental Stress among College Students: A Case in the College of Education. *Open The Journal of Social Sciences*, 6, 40-57.