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University Students' Stress Levels, Causes and Relationship with Academic Achievement

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Abstract

Stress as a feeling of mental press works to motivate the individuals to response to environment along with its negative consequences. In higher education institutes this feeling of pressure appears in students due to their changed role and several novel academic and assessment functions. It is important to explore presence of stress with its determinants, and itsassociation with academic performance in university students.This study examined stress level, its causes and its relationship with academic achievement in university students. Thepopulation of study was all the male and female students studying in university level. A self-developed questionnaire was used to gather data from 210 respondents. Descriptive statistics, frequencies, percentage, mean, standard deviation, along with t-test, ANOVA and Pearson r were used to analyze data. The study concludes that university students have moderate and high level of stress on environmental, financial and academic targets. No significant relationship was found between stress level and academic achievement. Training on study habits and carrier counselling for university students is recommended.

Key Words: University Students, Stress Levels & Causes of Stress, Stress and academic performance

Introduction

In all areas of human life, depressive moods or stress is an unavoidable condition. Stress is generally defined as a feeling of mental press and tension. It is taken as an important element to motivate the individuals for accommodation, and response to environment (Shahsavarani et al., 2015). Stress is connected to the internal conceptions and socioeconomic and operational context in which they function, and also described as the response to inappropriate pressure levels. It is a pressure response and not the pressure itself (Wetherell, 2006). Stress represents an unexpected reaction to situations externally and internally, which implies a positively or negatively response to environmental cues. Throughout this context, it's how body responds to adjustments and new circumstances.

Stress is therefore a felt response by a person and it may result in a pressure arising from an uncontrolled stress that occurs when a person is unable to handle a threat or the strain personally experienced in a problem. Many individuals have significant effects which mean that they can handle stress while others have enormous effects and adverse effects. Most of the financial constraints or force emerges from the atmosphere but most often comes from within a person's head in the form of depression, anxiety, feel guilty, rejection and low trust (Arroba & James, 2002). Conclusively it can be said that stress is worldwide phenomena so it needs more research about reasons and causes of stress in studentsAmong students, stress develops for many reasons, such as tests, exams and activities, competitiveness throughout the field of the choice or financial concerns about universities, academics and future job employment opportunities. It has already been found that students of the college and university feel more stress than school age students (Shah, et al. 2010). They are dreamy and ambitious for their future carrier. Mostly individuals have stress, but unnecessary stress can cause anxiety and it is detrimental to health and can have physical and psychological consequences (Epel et al. 2018). Life span in higher education demands a different social and academic role by the students as compared to time in school education, hence this level of education teenagers and young students are always confronted with challenges in trying to adapt to different stresses (Trucco, & Ullmann, 2016). Students also face problems in studying, career management and problems in addressing social and personal issues. Students shift from a life dependent on others to a life that requires them to start taking on their own responsibilities (Pourrajab et al., 2014). Stress refers to a dynamic individual-environmental interaction. In this interaction, labor-related demands, limitations and opportunities may be

perceived as threatening to exceed the resources and skills of the individuals (Khan, et al., 2015). Most young adults consider university as a stressful place for them being moved through the adjustment process to the current social and educational environments (Pierceall&Keim, 2009). Because of the transition period nature of university life, they must adapt to be away from home for the first time, maintaining a high level of professional improvement and adapt to the new social situation. They struggle with pressure to find a career or a potential partner in life (Nyamwange, 2016).

This research finds out the different level of stress and causes of stress and its relationships with academic achievement in university students.During studies, students face some difficulties and hard time; they feel difficulty in handling study pressure and maintain their academic progress. Sometime this whole scenario pays negative or positive impact on students. So it is necessary to check out the reasons which create the stress. University and college students have different reasons for stress so this study aims to investigate the stress level, causes of stress and their relationship with academic achievements among university students.

Objectives of the study

The objectives of the study were to:

- Explore the levels of stress among university students.
- Investigate the causes of stress among university students.
- Find out the relationship between stress and academic achievement of university students.

Research Questions

Following research questions were formulated for this study.

i. What are the levels of stress among university students?
ii. What is the difference between stress level of male and female students?
iii. What are the causes of stress among university students?
iv. Is there any relationship between stress and academic achievement?

Research design

The nature of this quantitative research was correlational and data was collected through survey technique. According to feasibility of time, resource and financial constraints this study was delimited to only graduate level students of University of Sargodha (UOS).

Population and Sampling

The population was all the second semester male and female undergraduates of University of Sargodha, as second semester students are newly exposed to university learning environment and they are able enough to externalize their experience of stress and anxiety in their first semester.

Multi sage sampling technique was adopted to select representative sample form 7 faculties which adopt semester system for instruction and assessment. Overall 12 departments were selected randomly; two (2) departments from large and one (1) from faculties small number of departments, programs and student enrollment.Thirty (20) students from each department were selected conveniently

Research instruments

To collect the data from the students, a questionnaire was developed after review of related literature. The questionnaire consisted of two major domains. First component included five factorsi.e. worry, burnout, fear, anxiety, and distress to measure level of stress; while the second component having three factors i.e. environmental causes, academic pressure and financial difficulties, exploredcauses of stress in the target population. Each factor comprised of 5 items with response format ranging from strongly disagree to strongly agree onfive point rating Likert scale. The questionnaire was discussed with five experts, PhD in Education with plenty of research and teaching experience to check the content and face validity. The instrument was pilot tested on 100 students apart from the sample and reliability was estimated, Cronbach's Alpha value was .833 which was good.

DataAnalysis and Results

To collect data 240 questionnaires were distributed out of which 210 completely filled questionnaires were received, reaching response rate at 87.5%. Data were analyzedthrough descriptive techniques i.e. mean, frequencies, percentage and inferential techniques i.e. t-test, ANOAV and Pearson ‘r’.

Table 1

Analysis of worry factor of stress

S#	Statement	SDA F / %	DA F / %	UNC F / %	AG F / %	SAG F / %	Total	Mean	SD

1	Uneasy when thinking about my academic career.	28 13.3%	32 15.2%	1 5%	98 46.7%	51 24.3%	210 100%	3.53	1.36
2	Unhappy due to unexpected assignments.	24 11.4%	36 17.1%	4 1.9%	88 41.9%	58 27.6%	210 100%	3.57	1.35
3	Uncomfortable due to boring teaching method.	15 7.10%	30 14.3%	5 2.4%	82 39%	78 37.1%	210 100%	3.85	1.26
4	I get disturb when my attention is diverted from studies.	30 14.3%	23 11%	5 2.4%	88 41.9%	64 30.5%	210 100%	3.63	1.38
5	I feel ill-fated due to a surprise test/quiz	30 14.3%	34 16.2%	7 3.3%	76 36.2%	63 30%	210 100%	3.51	1.42
Factor of worry Total		127 12.1%	155 14.7%	22 2.1%	432 41.14%	314 29.9%	1050 100%	3.62	1.35

Table 1 shows that 71% students with supportive mean score 3.35 and SD=1.36 agreed and strongly agreed that they feel uneasy when thinking about academic career. Similarly 69.5% students with supportive mean score 3.57 and SD=1.35 agreed and strongly agreed that they feel unhappy due to unexpected assignments. Moreover 76% students with supportive mean score 3.85 and SD=1.36 agreed and strongly agreed that they feel uncomfortable due to boring teaching methods. Like wise 72.4% students with supportive mean score 3.63 and SD=1.38 agreed and strongly agreed that they get disturb when their attention is diverted from studies. With little difference 66.2% students with supportive mean score 3.51 and SD=1.42 agreed and strongly agreed that they feel ill-fated due to a surprise test/quiz.

Overall trend is that71% students with supporting mean 3.62 and SD= 1.35 agreed that they feel worried.

Table 2

Analysis of Burnout factors of stress

S#	Statement	SDA f/%	DA f/%	UNC f/%	AG f/%	SAG f/%	Total	Mean	SD
6	I feel exertion due to brain storming in class.	19 9%	35 16.7%	6 2.9%	96 45.7%	54 25.7%	210 100%	3.62	1.15
7	I often get fed up due to lot of	15 7.10%	30 14.3%	4 1.9%	99 47.1%	62 29.5%	210 100%	3.59	1.18

	assignments.								
8	I become confused when teacher inquire about my assignments.	59 28.1%	69 32.9%	6 2.9%	54 25.7%	22 10.5%	210 100%	2.89	1.25
9	I lose my concentration due to working on multiple tasks at a time in class.	19 9%	39 18.6%	6 2.9%	88 41.9%	58 27.6%	210 100%	3.33	1.27
10	I feel uncomfortable when my class fellows say that i am not working well.	30 14.3%	35 16.7%	4 1.9%	82 39%	59 28.1%	210 100%	3.13	1.38
Burnout factors Total		142 13.52%	208 19.8%	26 2.47%	418 39.9%	255 24.28%	1050 100%	3.31	1.24

Table 2 shows that 71.4% students with supportive mean score 3.62 and SD=1.15 agreed and strongly agreed that they feel exertion due to brain storming in class. Similarly 76.6% students with supportive mean score 3.59 and SD=1.18 agreed and strongly agreed that they often get fed up due to lot of assignments. But 61% students with supportive mean score 2.89 and SD=1.25 disagreed and strongly disagreed that they become confused when teacher inquire about any assignment. While 69.5% students with supportive mean score 3.33 and SD=1.27 agreed and strongly agreed that they lose concentration due to working on multiple tasks at a time in class. However 67.1% students with supportive mean score 3.13 and SD=1.38 agreed and strongly agreed that they feel uncomfortable when any class fellow is not working well.

Overall trend is that overall 64.18% students with supporting mean 3.31 and SD = 1.24 agreed that they feel burnout.

Table 3

Analysis of Fear factor of stress

S#	Statement	SDA f/%	DA f/%	UNC f/%	AG f/%	SAG f/%	Total	Mean	SD
11	I feel drastic fear of failure.	25 11.9%	45 21.4%	27 12.9%	56 26.7%	57 27.1%	210 100%	3.02	1.31

12	I feel too worried due to competitive situation in class.	23 11%	53 25.2%	3 1.4%	81 38.6%	50 23.8%	210 100%	3.08	1.28
13	I feel unmanageable due to unavailability of required material for assignments.	19 9%	57 27.1%	7 3.3%	70 33.3%	57 27.1%	210 100%	2.98	1.18
14	I feel nervous while sharing ideas in class because my class fellow makes fun of me.	77 36.7%	61 29%	5 2.4%	42 20%	25 11.9%	210 100%	2.75	1.34
15	I feel panic due to my lengthy course work.	16 7.6%	46 21.9%	1 .5%	93 44.3%	54 25.7%	210 100%	3.36	1.21
Fear factor Total		160 15.23%	226 24.95%	43 4.09%	342 32.5%	243 23.14%	1050 100%	3.03	1.26

Table 3 shows that 53.8% students with supportive mean score 3.02 and SD=1.31 agreed and strongly agreed that they feel drastic fear of failure. Similarly 62.4 % students with supportive mean score 3.08 and SD=1.28 agreed and strongly agreed that they feel too worried due to competitive situation in class. Moreover 60.4% students with supportive mean score 2.98 and SD=1.18 agreed and strongly agreed that they feel unmanageable due to restructure the required material for assignments. But 65.7 % students with supportive mean score 2.75 and SD=1.34 disagreed and strongly disagreed that they feel nervous while sharing ideas in class because other class fellow make fun of them. While 70% students with supportive mean score 3.36 and SD=1.21 agreed and strongly agreed that they feel panic due to lengthy course work.

Trend is that overall 55.64% students with supporting mean 3.03 and SD= 1.26 agreed that they feel fear while many students 40.18% students did not feel fear.

Table 4

Analysis of Anxiety factor of stress

S#	Statement	SDA	DA	UNC	AG	SAG	Total	Mean	SD
16	I feel stress when I am not properly prepared for my examination.	21 10%	17 8.1%	4 1.9%	92 43.8%	76 36.2%	210 100%	3.8	1.26

17	My heart beat rate increases when I face any problem during class work.	24 11.4%	33 15.7%	4 1.9%	98 46.7%	51 24.3%	210 100%	3.37	1.26
18	I feel trouble whenever I have to do more work.	16 7.6%	29 13.8%	4 1.9%	105 50%	56 26.7%	210 100%	3.38	1.1
19	I become nervous when teacher does not give positive response while presenting my work in class.	17 8.1%	43 20.5%	3 1.4%	79 37.6%	68 32.4%	210 100%	3.39	1.25
20	I feel uncomfortable when somebody makes noise in class.	39 18.6%	34 16.2%	1 .5%	83 39.5%	53 25.2%	210 100%	3.14	1.38
Anxiety factor Total		116 11.04 %	176 16.76 %	15 1.42%	440 41.9%	303 28.8%	1050 100%	3.41	1.25

Table 4 shows that 80% students with supportive mean score 3.80 and SD=1 .26 agreed and strongly agreed that they feel stress when properly prepared for examination. Similarly, 71% students with supportive mean score 3.37 and SD=1.26 agreed and strongly agreed that their heart beat rate increases when they face any problem during class work.Moreover 76.5% students with supportive mean score 3.38 and SD=1.1 agreed and strongly agreed that they feel trouble whenever they have to do extra work. Likewise, 70% students with supportive mean score 3.39 and SD=1.25agreed and strongly agreed that they become nervous when teacher does not give positive response while presenting work in class. Similarly, majority of students 64.7% with supportive mean score 3.14 and SD=1.38 agreed and strongly agreed that they feel uncomfortable when somebody makes noise in class.

Trend is that overall 70.7% students with supporting mean 3.41 and SD= 1.25 agreed that they feel anxiety.

Table 5

Analysis of Distress factor of stress

S#	Statement	SDA f/%	DA f/%	UNC f/%	AG f/%	SAG f/%	Total	Mean	SD

21	I feel headache when I spend long time on class project.	32 15.2%	34 16.2%	4 1.9%	90 42.9%	50 23.8%	210 100%	3.19	1.3
22	I feel that i am suffering from severe depression when can't perform well in the exams.	30 14.3%	36 17.1%	4 1.9%	79 37.6%	61 29%	210 100%	3.18	1.29
23	I feel shivering during presenting my assignments in class.	35 16.7%	38 18.1%	6 2.9%	81 38.6%	50 23.8%	210 100%	3.09	1.32
24	I feel scare when taking part in academic discussion in class.	41 19.5%	37 17.6%	6 2.9%	85 40.5%	41 19.5%	210 100%	2.94	1.28
25	I feel sweating due to examination fear.	74 35.2%	58 27.6%	5 2.4%	46 21.9%	27 12.9%	210 100%	2.82	1.34
Distress factor Total		212 20.19%	203 19.3%	25 2.38%	381 36.28%	229 21.80%	1050 100%	3.04	1.30

Table 5 shows that majority of students 66.7% with supportive mean score 3.19 and SD=1.3 agreed and strongly agreed that they feel headache when they spend long time on class projects. Similarly, 66.6% students with supportive mean score 3.18 and SD=1.3 agreed and strongly agreed that they suffer from severe depression on not performing well in the exams. Like wise 62.4% students with supportive mean score 3.09 and SD=1.32 agreed and strongly agreed that they feel shivering during presenting assignments in class. Moreover 60% students with supportive mean score 2.94 and SD=1.28 agreed and strongly agreed that they feel scare when taking part in academic discussion in class. While 62.8% students with supportive mean score 2.82 and SD=1.34 disagreed and strongly disagreed that they feel sweating due to examination fear.

Trend appears that overall 58.08% students with supporting mean 3.04 and SD= 1.3 agreed that they feel distress.

Table 6

Analysis of Environment factors of stress

S#	Statement	SDA	DA	UNC	AG	SAG	Total	Mean	SD

26	I feel uncomfortable due to hard weather condition during load shading times.	27 12.9%	33 15.7%	3 1.4%	67 31.9%	80 38.1%	210 100%	3.43	1.38
27	I feel uneasy when my schedule changes on daily basis.	20 9.5%	24 11.4%	2 1%	93 44.3%	71 33.8%	210 100%	3.55	1.23
28	I feel irritate when my class fellows gossip during class.	25 11.9%	53 25.2%	3 1.4%	64 30.5%	65 31%	210 100%	3.14	1.32
29	I feel confuse due to communication gap between me and my class teacher.	22 10.5%	31 14.8%	5 2.4%	94 44.8%	58 27.6%	210 100%	3.3	1.22
30	I feel bad whenever the sitting arrangement is not appropriate in class.	28 13.3%	33 15.7%	5 2.4%	76 36.2%	68 32.4%	210 100%	3.3	1.33
Environment factors Total		122 11.61%	174 16.51%	18 1.7%	394 37.5%	342 32.57%	1050 100%	3.34	1.29

Table 6 shows that majority of students 70% with supportive mean score 3.43 and SD=1.38 agreed and strongly agreed that they feel uncomfortable due to hard weather condition during load shading times. Similarly majority(78.1%) of students with supportive mean score 3.55 and SD=1.23 agreed and strongly agreed that they feel uneasy when schedule changes on daily basis. Likewise majority(61.5%) of students with supportive mean score 3.14 and SD=1.32 agreed and strongly agreed that they feel irritated when class fellows gossip during class. Moreover, majority(78.1%)of students with supportive mean score 3.30 and SD=1.22 agreed and strongly agreed that they feel confused due to communication gap between them and class teacher. Moreover majority (68.6%) of students with supportive mean score 3.30 and SD=1.33 agreed and strongly agreed that they feel bad whenever the seating arrangement is not appropriate in class.

Trend appears that overall majority (70.07%) of students with supporting mean 3.34 and SD = 1.29 agreed with factor of environment.

Table 7

Analysis of Academic pressure factor of stress

S#	Statement	SDA f/%	DA f/%	UNC f/%	AG f/%	SAG f/%	TOTAL	Mean	SD
31	I feel fear to maintain my previous GPA.	29 13.8%	30 14.3%	3 1.4%	80 38.1%	68 32.4%	210 100%	3.45	1.38
32	I feel pressure due to study competition with my class fellows.	27 12.9%	40 19%	3 1.4%	89 42.4%	51 24.3%	210 100%	3.21	1.27
33	I feel uncomfortable due to weekly class assignments.	24 11.4%	39 18.6%	6 2.9%	93 44.3%	48 22.9%	210 100%	3.26	1.26
34	I feel nervous due to surprise test.	13 6.2%	33 15.7%	4 1.9%	98 46.7%	62 29.5%	210 100%	3.49	1.16
35	I feel anxious when time is not properly managed during studies.	28 13.3%	25 11.9%	2 1%	95 45.2%	60 28.6%	210 100%	3.47	1.33
Academic pressure factors Total		121 11.52%	167 15.90%	18 1.7%	455 43.3%	289 27.52%	1050 100%	3.37	1.28

Table 7 shows that 70.5% students with supportive mean score 3.45 and SD=1.38 agreed and strongly agreed that they feel fear to maintain previous GPA.Similarly, majority(66.7%) of students with supportive mean score 3.21 and SD=1.27 agreed and strongly agreed that they feel pressure due to study competition with class fellows.Likewise 67.2% students with supportive mean score 3.26 and SD=1.26 agreed and strongly agreed that they feel uncomfortable due to weekly class assignments. Moreover, 76.2% students with supportive mean score 3.49 and SD=1.16 agreed and strongly agreed that they feel nervous due to surprise test.

Table 41 shows that 73.8% students with supportive mean score 3.47 and SD=1.33 agreed and strongly agreed that they feel anxious when time is not properly managed during studies.

Trend is overall 70.82% students with supporting mean 3.37 and SD= 1.28 agreed that they feel academic pressures.

Table 8

Analysis of Financial difficulties factors of stress

S#	Statement	SDA	DA	UNC	AG	SAG	Total	Mean	SD
36	I feel stress whenever don't pay my fee timely.	26 12.4%	39 18.6%	2 1%	92 43.8%	51 24.3%	210 100%	3.16	1.26
37	I become tens due to financial constraint.	22 10.5%	47 22.4%	5 2.4%	88 41.9%	48 22.9%	210 100%	3.19	1.27
38	I feel worry whenever i think about my educational expenditures.	27 12.9%	28 13.3%	6 2.9%	90 42.9%	59 28.1%	210 100%	3.28	1.27
39	I feel burden whenever pay extra dues.	21 10%	34 16.2%	8 3.8%	95 45.2%	52 24.8%	210 100%	3.35	1.22
40	I feel trouble due to increase in transport expenses.	20 .50%	30 14.3%	3 1.4%	89 42.4%	68 32.4%	210 100%	3.45	1.25
Financial difficulties factors Total		116 11.04 %	178 16.95 %	24 2.28 %	454 43.23 %	278 26.47 %	1050 100%	3.28	1.25

Table 8 shows that 68.1% students with supportive mean score 3.16 and SD=1.26 agreed and strongly agreed that they feel stress whenever don't pay fee timely.Similarly, 64.8% students with supportive mean score 3.19 and SD=1.27 agreed and strongly agreed that they become tense due to financial constraint. Moreover, majority (71%) of students with supportive mean score 3.28 and SD=1.27 agreed and strongly agreed that they feel worry whenever they think about educational expenditures.Similarly majority(70%) of students with supportive mean score 3.35 and SD=1.22 agreed and strongly agreed that they feel burden whenever pay extra dues.However majority (74.8%) of students with supportive mean score 3.45 and SD=1.25 agreed and strongly agreed that they feel bother due to increase in transport expenses.

Overall trend is69.7% students with supporting mean 3.28 and SD = 1.25 agreed that they feel financial difficulties which cause stress.

Analysis of Stress Levels of University Students

The levels of stress and causes of stress among university students were analyzed on the basis of total scores according to following criteria.

If total score range = 40-72 = very low = 1

Total scores range =73- 104 = low = 2

Total scores range =105-136=moderate = 3

Totalscores range= 137- 168= high = 4

Totalscores range =169- 200=very high = 5

Table 9

Stress level of university students

Level	Range	Frequency	Percent
Very Low	40 - 72	4	1.9%
Low	73 - 104	2	1%
Moderate	105 - 136	78	37.1%
High	137 - 168	112	53.3%
Very High	169 - 200	14	6.7%
Total		210	100.0%

Table 9 shows that 90.4% students claimed for moderate or high level of stress whereas 6.7% students expressed very high level stress. The trend shows that most of the students have moderate or high level of stress.

Table 10

Analysis of overall causes of stress

Factors of stress	Environment pressure	academic pressure	Financial difficulties
Mean	18.1	17.9	17.8
SD	4.1	4	4.4

The table 9 shows that in causes of stress factors it is revealed thatmajority of students with mean score 17.9 and SD= 4, agreed that they feel academic pressure whereas students with mean score 18.1 and SD= 4.1 agreed that they faceenvironmental pressure and get stress. Similarly, student with mean score = 17.8 and SD = 4.4 feel stress due to financial difficulties.

Table 10

Gender based analysis of stress and factors

Factors	Gender	N	Mean	SD	t	df	Sig.
Worry	Male	104	17.30	4.15	-2.998	207	.003
	Female	105	18.84	3.21			
Burnout	Male	104	16.82	3.53	-1.033	207	.303
	Female	105	17.32	3.42			
Fear	Male	104	16.5	3.31	1.364	207	.174
	Female	105	15.83	3.78			
Anxiety	Male	104	18.05	3.49	-.594	207	.553
	Female	105	18.34	3.49			
Distress	Male	104	16.29	3.64	.992	207	.322
	Female	105	15.75	4.28			
Environment	Male	104	17.81	4.09	-1.061	207	.290
	Female	105	18.42	4.10			
Academicpressure	Male	104	17.92	3.98	-.138	207	.891
	Female	105	18	4.08			
Financialpressure	Male	104	18.46	4.20	2.078	207	.039
	Female	105	17.2	4.56			
Total Stress	Male	104	139.19	18.64	-.190	207	.850
	Female	105	139.71	21.07			

Table 10 shows that female students showed significant difference of worry than male students as indicated by t-vale = -2.99, df = 207 and p-value = .003 < 0.05. Female students (with mean = 18.84 & SD = 3.21) feel more worried than male students (with mean = 17.30 & SD = 4.15). Similarly with respect to ffinancial pressure a significant difference was found between female and male students as indicated by t-value = 2.078, df = 207 & p-value = .039<.05. The higher value of mean = 18.46 & SD = 4.20 shows that male students feel more financial pressure than the female students with mean = 17.2 and SD = 4.56.Whereas no significant difference was found between male and female students in factors burnout (t = -1.033, df = 207 & p-value = .303>.05), fear (t = 1.364, df = 207 & p-value = .174>.05), anxiety (t = -.594, df = 207 & p-value = .553>.05), Distress (t = .992, df = 207 & p-value = .322>.05), environment (t = -1.061, df = 207 & p-value = .290>.05), and academic pressure (t = -.138, df = 207 & p-value = .891>.05)

Table 11

One way ANOVA w.r.t. Programs

	Sum of Squares	Mean Square	df	F	Sig.
Between Groups	.289	.145	2		
Within Groups	105.235	.508	207	.284	.753
Total	105.524		209		

In Table 11 one way ANOVA revealed that there was no statistically significance difference in the mean causes of stress of students with respect to program as showed by the value f=.284 and p-value =.753>0.05

Table 12

One way ANOVA w.r.t. subjects

	Sum of Squares	Mean Square	df	F	Sig.
Between Groups	4.707	2.354	2		
Within Groups	100.817	.487	207	4.832	.009
Total	105.524		209		

In Table 12 one way ANOVA revealed that there was statistically significance difference in the mean stress level of students with respect to subjects, as showed by the values f = 4.832 and p-value =.009<0.05.

Table 13

Post Hoc Tests to compare subject wise stress

(I) subject of the respondents	(J) subject of the respondents	Mean Difference (I-J)	Std. Error	Sig.
Sciences	Humanities	.316	.11	.007
Social Sciences	Humanities	.350	.127	.007

Table 13 shows only significant results and depicts that students of science subjects feel significantly greater than students of humanities subjects as indicated by mean difference = .316 and p-value = .007 <.05; similarly students of students of social sciences also feel more stress as compared to students of humanities subjects as reflected by mean difference = .350 and p-value = .007.

Table 14

Relationship between stress level and academic achievement of university students

S#	Statement	N	Pearson r	Sig (p-value)
1	Stress level of students			
2	Academic achievement of students	210	-.058	.406

Table 14 shows that Pearson 'r' value was -.058, at p-value .406 >0.05, which shows that there was no significance relationship between students' stress level and academic achievement in the selected sample. But the negative r-value= -.058 shows that when stress level increases the academic achievement may decrease.

Conclusion and Discussion

Conclusions drawn are as under.

1. Undergraduate students claimed for moderate or high level of stress as they feel worry, burnout, anxiety, distress and fear but handsome number of students did not feel fear. This in line with the findings of Marthoenis, Meutia, Fathiariani, &Sofyan, (2018) that stress and severe depression prevails among university students.
2. Students stated that inappropriate environmental, academic pressure and financial problems are the causes of stress. financial hardship to the feeling of emotional stress (Choi, 2009)
3. Female students feel more worried than male students but male students feel more financial pressure than the female students. Male and female students equally feel burnout, fear, anxiety and distress. Similar findings were of Yumba, (2008) female students reported higher degree of stress than male students did.
4. Students studying different subjects have different level of stress; students studying science and those studying social sciencessubjects feel more stress than students of humanities subjects. Similarly, Wani, et al. (2016) found that science students have high level of stress than students of other subjects.The reason may be teaching learning environment or cognitive demands of programs of study.
5. There was no significance relationship between students' stress level and academic achievement. But the negative value of Pearson 'r' shows that when stress level increases the academic achievement may decreases. Similar finding were of Ross, Neibling, Bradley &Heckart, Teresa, Hassan, Sapian, & Abdullah, 2009) that all people have minimum stress

but excessive stress may cause anxiety and health problems and may effect mentally and physically. The possible reason of no significant relationship may be that stress is linked to the perceptions of individuals and the organizational and structural context in which they work.

Recommendation

Teachers may develop the better learning environment and help the students to develop better study habits by giving them appropriate guideline to fulfil the demand of their course.

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