

See discussions, stats, and author profiles for this publication at: <https://www.researchgate.net/publication/318392952>

# Impact of Stressors on Academic Performance among Female Students' in Saudi Arabia

Article · April 2017

---

CITATIONS

0

READS

477

1 author:



[Wasantha Rajapakse](#)

Sri Lanka Institute of Information Technology

32 PUBLICATIONS 39 CITATIONS

[SEE PROFILE](#)

Some of the authors of this publication are also working on these related projects:



Strategic Management [View project](#)



THE RELATIONSHIP BETWEEN INTERNSHIP PROGRAMS AND EMPLOYABILITY [View project](#)



**International e-Journal For Management And Research-2017**

# *Impact of Stressors on Academic Performance among Female Students' in Saudi Arabia*

Wasantha Rajapakshe

Senior Lecturer, Faculty of Business, Sri Lanka Institute of Information Technology (SLIIT), Sri Lanka  
E-Mail: wasantha.r@sliit.lk

## **Abstract:**

This study examines the impact of stressors on academic performance among female students' in Saudi Arabia. The problem was interpreted through the female students who are currently studying in a private colleges. The main objectives of this study were; to develop a causal model to identify the relationship between causes of stressors and its impact on academic performance among Saudi female students; to identify the type of stressors on undergraduate students' academic performance and to test the develop model empirically to determine whether there is a relationship between stresses among undergraduate students with their academic performance. This study is a survey research, mainly relying on the collection and analysis of primary data through a questionnaire. Descriptive statistics especially mean and standard deviation used to identify level of the stressors and multiple regression model has used to analyze effects of stressors on academic performance. This study has fulfilled all these objectives as specified. The developed model has statistically tested and modified. Two hypotheses among three were accepted and third hypothesis was rejected. However, some variables have been eliminated from the models as a result of the lack of significance with the dependent variable, the students' performance.

**Keywords:** Stress, academic performance, acute stressors, episodic stressor, chronic stressor.

## **1. INTRODUCTION**

Higher education policies in Saudi Arabia encourages female students to proceed for a higher education. As a result, today there are thousands of female students are taking admission in universities and colleges. This trend helps these countries to reduce the female unemployment rates and support for Saudization program. They are helping government to reduced outflow of money for education in foreign countries. In addition they also help high school graduates to enter into higher education in their own country. But beside of these benefits, it has been recognized that students dropout rate and poor students performance common among university students.

Most of the female students deal with stress in universities, which can be a significant factor in these dropouts and poor academic performance. As a result many students unable to complete their studies and graduate on time or some of them never complete their studies [7]. One of the major causes of academic stress is work load, and it comes with less support from parents and teachers [10]. With challenging classes, scheduling issues to coordinate, difficult tests and other academic obstacles, coupled with the more independent academic atmosphere, many freshman students find themselves studying long, hard hours [8]. In addition to the academic stress they are struggling with many social, personality, students' expectations and other stresses. Expectations of parents as well as finding out good job also make them high depression. Employers believing that graduates with high GPA



## International e-Journal For Management And Research-2017

will become more successful and willing to pay high salaries and benefits. Because of these factors, students are directly as well as indirectly suffering from academic related stress and impair their performance accordingly [12], [15].

### 2. Literature Survey

In 1979, Dr. Albrect has identified four main types of stress; time, anticipatory, situational and encounter [1]. Time stress concerns about time or time management. Freshman students who are new to college are experiencing lots of stress due new academic atmosphere. It can be high work load as well as text books, new teaching methods or can be a professors teaching style. Especially with many assignment in different modules make them busy their life and who could not able to manage their time often leave the college. These type of stress may cause prolonged over a long time [1].

Second type of stress is anticipatory stress. Major cause for this type of stress is concerns about the future. Some students who thinking about upcoming test, deadlines for assignment or project as well as presentation etc. will cause for anticipatory stress. Due to their personality traits especially lack of confidence or fear to fail may be a cause for anticipatory stress. Final year students may experience anticipatory stress due to fear to failure and thinking their career path. Anticipatory stress also may be affected long period of time in their academic life [1].

According to the Albrect [1], college students can be suffered from situational stress too. This type of stress can be occurred suddenly and overwhelmingly. Especially when students is feeling lack of control, it will lead to situational stress. These are sudden conflict because of making mistakes in front of others while presenting and they think those mistakes cannot be correct again. Another type of causes may be failing quizzes or test, fighting with friends or getting scary call from home.

Encounter stress occurred sometime because of extroverts. Dealing with unfriendly colleagues, harsh professors or unreasonable parents' expectations can

lead to encounter stress. Students who work during their studies may also feel stress over interacting with an office staff or customers, while also trying to balance their studies. This type of encounter stress is called as "contact overload", start with contact different type of people due short time of period [1].

Another three forms of stressors can be identified which are causes for stressful situation; Acute, episodic and chronic [5]. *Acute stressors* occurs within short time of period with sudden incidents can threatens them. Final year dissertation presentations and viva test can bring too much stress. When it take long hours, students may be in much more acute stress, such as shivering, vomiting, tension headaches etc. [5].

*Episodic stressors* are the result of experiencing lots of acute stressors in a short period of time. This type of stressors is usually seen in students who have unreasonable demands such as short deadlines, financial issues, etc., which bring too much stress. *Chronic stressors* are the most extreme type, encountered during the course of living, because they are constant and unrelenting, having a long-term effect on the body, mind, and spirit. This type of stress is brought about by prolonged time exposure to stressors, such as exams, assignment deadlines, unfriendly professors, relationship conflicts, and dysfunctional families. [5].

What is the impact of these stressors among college students? In 2010, a national survey of college students was conducted in the American Psychological Association to gain insight into stress levels and how those were affecting them both academically and personally [14]. It has identified that these type of stresses and be affected students in different ways. It can be physical, emotional, cognitive or behavioral. *Physical Stress* affecting the body can make a serious problem. Some of the most physical symptoms of stress include skin issues; heart disease; body pains in the back or neck; stomach-related pains such as ulcers, nausea, or digestion problems; and sleep issues or headaches.

*Emotional stress* can make students' feel helpless to control their feelings and things begin to spiral.



## International e-Journal For Management And Research-2017

Emotional stress can come as anxiety, depression, weight gain, sadness, headaches, and gastrointestinal problems. *Cognitive stress* can lead to trouble their mind. They may feel irritable, helpless, frustrated, or restless, easily confused, lost their control or make trouble for their sleeping. While *behavioral stress* depend on the person, some of the most common symptoms include being absent or withdrawn; showing up late to class; being exhausted; eating unhealthily; fighting with others; addicting to alcohol or drugs; getting into accidents; or contemplating suicide [14].

Moreover, another study states that level of stress among college students are depend on adjustments to college life, the pressure of studies, housing arrangements and changes in lifestyle. In addition, students in college experience stress related to academic requirements, support systems, and ineffective coping skills [14].

In addition to these studies, the survey related to Saudi nursing students, revealed that 72.0% students reported feeling nervous or stressed; 61.0% students reported being angry because of things that were outside of their control, 50.0% students reported with upset because of thing happened unexpectedly [4]. A study related to Saudi dental students showed that 53% high level of perceived stress among them. This study further reveled that female students had higher mean overall problem scores compared to male students [3]. Another survey was concluded that perceived stress is alarmingly high (44.4%) among Saudi students entering universities. The prevalence of this score was higher in women than in men (49.7% versus 40.7%) [2].

These studies alarming that most of the students are suffering from academic stress are lead to poor academic performance. However, most colleges and universities have not paid attention to find out real causes for students stress and their well-being [13]. If institutions do not pay attention to students' stress, it will lead to impede quality of education. In Saudi Arabia, most of the stress related studies are focused on medical, nursing and dental students. There is lack of research related to stress among Saudi students who

are studying social science. Therefore, the study is to be examining stressors on academic stress and its impact on academic performance among female undergraduates' in Saudi Arabia.

### 3. Research Objectives

- To develop a causal model to identify the relationship between causes of stressors and its impact on academic performance among Saudi female students.
- To identify the type of stressors on undergraduate students' academic performance.
- To test the develop model empirically to determine whether there is a relationship between stresses among undergraduate students with their academic performance.

### 4. Research Hypotheses

In order to achieve the objectives stated above, it is intended to test the validity of the following hypotheses which were derived from the literature.

H<sub>1</sub>: "There is a positive relationship with students' academic stress and academic performance."

H<sub>2</sub>: "There is a positive relationship with students' stressors related to the carrier path and academic performance."

H<sub>3</sub>: "There is a positive relationship with students' stressors related to the personality and academic performance."



## International e-Journal For Management And Research-2017

### 5. The Proposed Model

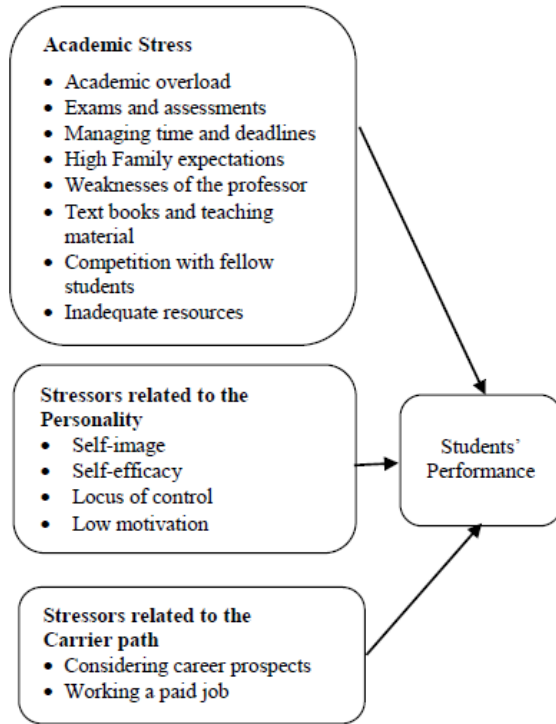


Figure 01: A Causal Model for Stressors on Undergraduate Students' Academic Performance

### 6. Research Methodology

A survey research method has used for this study mainly on the collection and analysis of primary data through a questionnaire. Survey research designs are procedures in quantitative research in which researcher manage a sample or the population in order to describe the perception, behaviors or characteristics of the population. [6]. Quantitative methods will be used to provide answers to the research questions. The questionnaire will be designed for self-administration and involves a large number of subjects. The unit of analysis is the individual students studying in female University Colleges in Saudi Arabia. For literature review, the material were collected by referring books, journals and reports from different libraries. Under primary data collection, a questionnaire was used to obtain data leading to measure academic stress.

Secondary data, which are relevant to the study, included published materials will be gathered by way of reference and will be used for the study.

#### Scope of the Research

The study will be covered the impact on undergraduate' academic stress on their academic performance in a sample of undergraduates in Saudi Arabia. After reviewing the literature, a conceptual model has been developed. The academic performance is considered as dependent variables. Academic related stressors, Stressors related to personality and stressors related carrier path have been selected as independence variables. This problem will be interpreted through the perceptions of students who are currently studying in female University Colleges in Saudi Arabia. The targeted respondents are considered suitable on the premise that the participants, university students, are primarily involving to the related issues and problems of the universities. Consequently, this research basically reflects the perspectives and perceptions of these participants. Quantitative methods: Cornbrash Alpha use to test the validity of the questionnaire and multiple regression model was used to analyze data.

#### Population and Sample

The population for this study is comprised of female students from three private universities in Saudi Arabia. A total of 300 questionnaires distribute among female students in these universities. Approximately 249 students from 3 private universities (83.0 percent) were responded to the questionnaire. However, some respondents were not able to answer all the questions and some of them gave the same answer for all the questions. These questionnaires were eliminated from the total; hence, 189 questionnaires (or 63 percent) were selected for the statistical analysis.

#### Variable Measurement

Under primary data collection, a questionnaire used to obtain data leading to measure three variables; academic stress, stressors related to personality and stressors related carrier path. Students' Cumulated GPA has taken as a students' performance. The questionnaire was pre-tested with a small group of students. Further improvements on the wording and





## International e-Journal For Management And Research-2017

some additional clarifications were made. The questionnaire consists of 16 items relating to 3 basic dimensions and several demographic questions. A Likert rating scale has used to measure students' feelings towards these dimensions of stress. Each item carries a score of 5 for strongly satisfied/agreed and 1 for strongly dissatisfied/disagreed.

### Methods of Data Analysis

The data were analyzed by using descriptive statistics to examine mean value and standard deviation of the levels of agreement disagreement. The multiple regression analysis technique was employed to test the significance of the correlation between intention to quit and independent variables. For the purpose of the analysis, the reactions of all 189 respondents to each item were aggregated. Each of these aggregated scores has been used for the regression analysis. To test the hypothesis one, students' performance consider as the independent variable and academic stress consider as a dependent variable. To test the hypothesis number two, students' performance consider as a dependent variable while, stressors related to personality considers as an independent variable. To test the hypothesis number three, students' performance consider as a dependent variable while, stressors related to carrier path considers as an independent variable. A 0.05 level of significance was applied in testing the null hypotheses, which used the F ratio values with the appropriate number of degrees of freedom. The regression model assumes a linear relationship between dependent and independent variables in the analysis.

### Validity

The variables, which were included in the questionnaire, have been derived through the review of literature, which are related to academic stress theories and practices. A number of scholars have proved the content validity of the measurement, which has been selected for this study. Many variables in this study are concepts or factors with multiple attributes or qualities, and composite indexes have been used as measures of these variables. Therefore, some of the measurement scales have been adopted with modifications, while others are developed based on the

underlying concepts found in previous studies. It is important that the validity and reliability of these measurement scales be evaluated to determine the appropriateness.

*Table 01 Results of the Reliability Analysis*

Variables	Alpha	Standardized item alpha
Academic overload	.5898	.7035
Exams and assessments	.7434	.7480
Managing time and deadlines	.8339	.8356
High Family expectations	.9036	.9040
Weaknesses of the professor	.6866	.6842
Text books and teaching material	.6429	.6454
Competition with fellow students	.8671	.8725
Inadequate resources	.4440	.4118
Academic overload	.5918	.5920
Exams and assessments	.7007	.7774
Managing time and deadlines	.7481	.7683
Considering career prospects	.6081	.6156
Working a paid job	.7079	.7067
Self-image	.7517	.7542
Self-efficacy	.9111	.9116
Locus of control	.8436	.8436
Low motivation	.7256	.7290

The reliability of the variables in the questionnaire was tested by distributing the questionnaire to the selected number of students of the sample. The details of the reliability tests were presented in Table 01. Cornbach's Alpha coefficient of reliability of this study is ranging from .4440 to .9111. Therefore, all the variables in the study are reliable enough to be used.

## 7. Result of the Study

Table 02 shows clear differences in academic stress of the students through the mean and standard deviation. This finding reflects that, most of the students are experiencing stress in their daily academic activities differently. However, Table 02 indicates that managing time and deadline was moderate stress full with mean= 2.84 and std. deviation = 1.12, and high family expectations were low stressful with mean = 2.97 and std. deviation = 1.31. However academic overload indicate high effect which cause the academic stress with mean = 3.46 and std. deviation =



## International e-Journal For Management And Research-2017

.1.21 and exam and assessment were caused highest stress for the students. Inadequate resources also cause higher stress with mean =3.40 and std. deviation = 1.23.

*Table 02 Mean and Standard Deviation of academic stress*

Items	N	Mean	Std. Deviation
Exams and assessments	189	3.78	1.25
Managing time and deadlines	189	2.84	1.12
High Family expectations	189	2.97	1.31
Weaknesses of the professor	189	3.27	1.05
Text books and teaching material	189	3.33	1.13
Competition with fellow students	189	3.34	1.22
Inadequate resources	189	3.40	1.23
Academic overload	189	3.46	1.21

*Table 03 Mean and Standard Deviation of Stressors related to Personality*

Items	N	Mean	Std. Deviation
Self-image	189	3.90	1.27
Self-efficacy	189	3.41	1.79
Locus of control	189	3.30	1.35
Low motivation	189	3.00	1.26

Table 03 shows clear differences in stressors related to their personalities through the mean and standard deviation. This finding reflects that, most of the students are experiencing stress due to differences in their personality. The results clearly shows that mean value of personality items vary from 3.00 to 3.90, indicate high effect which cause the stressor through their personalities.

*Table 04 Mean and Standard Deviation of Stressors related to Carrier Path*

Items	N	Mean	Std. Deviation
Considering career prospects	189	3.97	1.31
Working a paid job	189	2.75	1.05

Table 04 shows clear differences in stressors related to their carrier path through the mean and standard deviation. This finding reflects that, most of the students are experiencing high stress due to considering their career prospect with mean = 3.97 and std. deviation = 1.31. However working a paid job indicate low effect which cause the stress with mean = 2.75 and std. deviation = .1.05.

## 8. Results of Hypothesis Testing

H1: “There is a positive relationship with students’ academic stress and academic performance.”

Table 05 shows the results of Hypothesis one which was revealed that there is significant correlation between academic stress and students’ performance. If universities will not pay attention to students stress related to academic matters, in turn their performance will impede. However  $R^2 = .346$  indicated that there are many other factors other than academic stress would be caused for impede students’ academic performance.

H2: “There is a positive relationship with students’ stressors related to the personality and academic performance.”

The result of the multiple regression analysis of stressors and academic performance is presented in Table 06. The coefficient of determination,  $R^2$ , is .168. The interpretation is that stressors related to personality explains only 17 percent of the variance in students’ academic performance.

The F value is 63.834 at the .05 level of significance. Other than the self-image, all other significance t values of the variables are less than 0.05. Thus, other than self-image, all three personality factors are significantly correlated with students’ academic



## International e-Journal For Management And Research-2017

performance at the 0.05 level of significance. This means that self-efficacy, locus of control and low motivation positively correlate with the academic performance.

*Table 05 Regression Analysis of Academic Stress and students' performance*

Variables	B	T	Significance T
Academic overload	.282	4.605	.000
Exams and assessments	.328	5.250	.000
Managing time and deadlines	.278	18.754	.000
High Family expectations	.291	27.285	.000
Weaknesses of the professor	.068	19.010	.000
Text books and teaching material	.261	29.324	.000
Competition with fellow students	.156	12.206	.000
Inadequate resources	.214	14.086	.000
Academic overload	.908	22.833	.000
(Constant)	21.041	89.671	.000
<b>R = .588      R<sup>2</sup>= .346      Adjusted R<sup>2</sup>= .344</b> Std. Error = 5.1930    F = 149.204      Sig F = .000			

*Table 06 Regression Analysis of stressors related to personality and Academic Performance*

Variables	B	T	Significance T
Self-image	.017	.282	.778
Self-efficacy	.351	4.788	.000
Locus of control	.393	8.213	.000
Low motivation	.908	2.833	.000
(Constant)	20.181	7.334	.000
<b>R = .410      R<sup>2</sup>= .168      Adjusted R<sup>2</sup>= .164</b> Std. Error = 5.8722    F = 63.834      Sig F = .000			

H3: "There is a positive relationship with students' stressors related to the carrier path and academic performance."

Table 07 shows that the result of Hypothesis three. Hypothesis three was tested in an attempt to detect any significant correlation between the specific aspects of the stressors related to career path and students' academic performance. As a result, all two factors, considering career prospects and working a paid job

was not significantly affect the students' academic performance.

*Table 07 Regression Analysis of stressors related to career path and academic performance*

Variables	B	T	Significance T
Considering career prospects	.021	.256	.798
Working a paid job	.150	-.208	.835
(Constant)	2.226	4.969	.000
<b>R = .527      R<sup>2</sup>= .278      Adjusted R<sup>2</sup>= .264</b> Std. Error = .62177    F = 4.512      Sig F = .085			

The statistical significance of the independent variables and dependent variable has been derived according to the results of hypothesis testing. This modified model is shown in Figure 02.

The statistical analysis shows those two major dominant factors among three, academic stress and stressors related to personality significantly affect students' performance. However, when we consider specific aspects of stressors related to personality, self-image factor does not affect the students' performance. Other than stressors related to the career path with all sub factors not significantly correlate with students' academic performance. Figure 02 shows the statistical significance between independent and dependent variables.

### 9. Discussion and Conclusion

#### Discussion

This study was designed to identify stressors on students' academic performance in Saudi female students. The problem was interpreted through the female students who are currently studying in a private colleges. Because it is conceptually and empirically evidence that issue of the issue of the stressors in the individual level can be successfully determined through existing students' attitude towards their stressors The main objectives of this study were; to develop a causal model to identify the relationship between causes of stressors and its impact on academic performance among Saudi female students; to identify the type of stressors on undergraduate





## International e-Journal For Management And Research-2017

students' academic performance and to test the develop model empirically to determine whether there is a relationship between stresses among undergraduate students with their academic performance. This study has fulfilled all these objectives as specified. The developed model has statistically tested and modified as shown in Figure 02. According to the literature review, three research hypotheses were formulated to achieve these objectives. These hypotheses were primarily tested by using quantitative such methods as descriptive statistics especially mean and standard deviation and multiple regression analysis. Among three hypotheses one and two were accepted, while third hypothesis was rejected. Moreover, some variables have been eliminated from the model as a result of the lack of significance with the dependent variable, the students' performance.

Research hypothesis one states, There is a positive relationship with students' academic stress and academic performance. The results of the regression analysis show that this hypothesis has a significant correlation at the 0.05 level of significance. The coefficient of determination,  $R^2$ , is 0.346 and all t values of sub domains were 0.00. Thus, the research hypothesis is accepted. Therefore all these sub domains have a significant correlation with students' academic performance.

Hypothesis two states, "There is a positive relationship with students' stressors related to the personality and academic performance." Overall Significant F values is 0.00 means there is a positive correlation between students' stressors related to personality with academic performance. Thus, the research hypothesis is accepted. However, significant t values of all sub domains were 0.00 other than self-image. Thus, other than self-image, all three personality factors are significantly correlated with students' academic performance at the 0.05 level of significance. This means that self-efficacy, locus of control and low motivation positively correlate with the academic performance.

Research hypothesis three states, "There is a positive relationship with students' stressors related to the

carrier path and academic performance." The hypothesis three is rejected. All the t values of sub domains as well as sign F value is over 0.05 at the 0.05 confidence level. As a result, all two factors, considering career prospects and working a paid job was not significantly affect the students' academic performance.

### Revised Model:

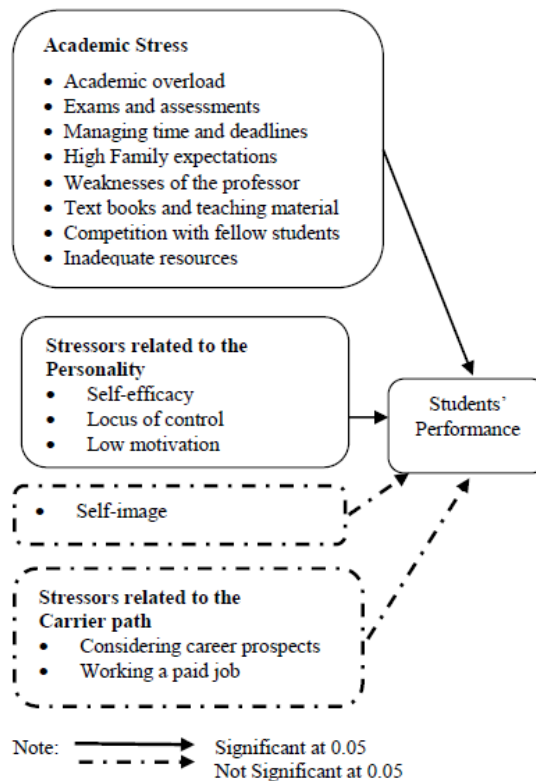


Figure 02 The Statistical Significance between Dependent Variable and Independent Variables



## International e-Journal For Management And Research-2017

### Conclusion

The main objective of this study was to examine the relationship between stress and students' performance among female students in Saudi Arabia and develop casual model to show the relationship between stressors and academic performance. The results of this study are not too different from findings of other researchers who studied the similar topics in different regions or institutions. The findings of this study indicated that the students' stressors related to academic matters and stressors related to personality has positive correlation with academic performance. Based on the empirical result, the new conceptual framework for students stressors related to academic performance is presented in Figure 02.

### 9. Implications for Practice

The results of this study can be applied to solve students stress related issues at the university level in several ways.

The stress caused by academic related stresses is very high. Exams and assessments and academic overload were reported with over 3.4 mean value citing this as a significant stress. While a certain level of stress is inherent in undertaking exams and assessments, institutions must be careful not to apply too much pressure to students, or unreasonable pressure and stress may negatively correlate with students' performance in their assessments.

To resolve this issues institutions require to reconsider the types of assessments used to impede academic performance, and consider ways in which students can be assessed without being overwhelmed and without having an assessment deadlines which adds unhealthy pressure. Institutions could be ensured that there is proper communication between departments to prevent overlap in exam and coursework submission dates, preventing students feeling high levels of pressure at one time.

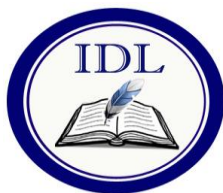
To overcome the stress relates to the personality institutions require to provide greater level of support to students to identify their weaknesses and develop

their personality traits. Students should be given advice about personality related issues and counseling them how to manage difficult situations. This can be done early in their orientations and ensure students are aware of their personality issues and how to divers them to advance their academic performance.

Students who found considering career prospects also make stress in their lives even though there is no significant relationship with academic performance. With the present economic condition, many students to struggle to find out a job upon graduation. To overcome this issue institutions need to provide proper guidance and support to find work after graduation. Institutions and make opportunities for students to network with prospective employers. Students should be given advice about the job market and how it will impact them. This should be done early in their orientation to manage expectations and ensure students are aware of the realities that they face upon graduation.

### References:

- [1] Albrecht, Karl. (1979). *Stress and The Manager*. Englewood Cliffs, N.J.: Prentice-Hall, 1979.
- [2] Al-Daghri ,Nasser M.; Al-Othman , Abdulaziz; Albanyan, Abdulmajeed; Al-Attas, Omar S.; Alokail, Majed S.; Sabico, Shaun and Chrousos ,George P., Perceived Stress Scores among Saudi Students Entering Universities: A Prospective Study during the First Year of University Life, *International Journal of Environmental Research and Public Health* 2014, 11(4), 3972-3981; doi:10.3390/ijerph110403972
- [3] Al-Saleh SA, Ebtissam MA, Nadia SA, Huda AA, Mohammed MS. Survey of perceived stress-inducing problems dental students in Saudi Arabia. *Saudi Dent J* 2010; 22: 83-8
- [4] Eswi , Abeer Saad; Radi Sahar & Yousri, Hanaa, Stress/ Stressors as Perceived by Baccalaureate Saudi Nursing Students, *Middle-East Journal of Scientific Research* 14 (2): 193-202, 2013 ISSN 1990-923
- [5] Greenberg Jerald, *Behavior in Organizations*, 10th Ed., 2011, Pearson publications



## International e-Journal For Management And Research-2017

[6] John, W.C. (2005). Educational Research: planning, conducting and evaluating quantitative and qualitative research, 2nd Ed. Pearson Education, New Jersey: Inc. Upper Saddle River.

[7] Kumar, S. & 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.

[8] Priya & Bisen V (2012) "An Assessment of Stress among M.B.A. Students: A study of Selected Colleges of G.B.T.U. in Lucknow (India)" International Journal of Business and Management Tomorrow Vol. 2 No. 2. Retrieved from <http://www.ijbmt.com/issue/195.pdf>

[9] Ross, S. E., Neibling, B. C., & Heckert, T. M. (1999). Sources of stress among college students. College Student Journal, 33(2), 312- 317.

[10] Safree, Yasin & Dzulkifli. (2010). The relationship between social support and academic achievement among students. International Journal of Business and Social Sciences, 1 (3): 110 – 116

[11] Samar A. Al-Saleh, Ebtissam M. Al-Madi ,Nadia S. Al-Angari , Huda A. Al-Shehri , Mohammed Mohammed Shukri , Survey of perceived stress-inducing problems among dental students, Saudi Arabia, The Saudi Dental Journal (2010) 22, 83–88

[12] Sreeramareddy, C. T., Shankar, P. R., Binu, V. S., Mukhopadhyay, C., Ray, B., & Menezes, R. G. (2007). Psychological morbidity, sources of stress and coping strategies among undergraduate medical students of Nepal. *BMC Medical Education*, 7, 26. Retrieved 11th May, 2012

[13] Talib N & Rehman MZU (2012) "Academic performance and perceived stress among university students", Educational Research and Review Vol. 7(5), pp. 127-132, DOI: 10.5897/ERR10.192 .Retrieved from <http://www.academicjournals.org/err/PDF/Pdf%202012/February/5%20Feb/Talib%20and%20Zia-ur-Rehman.pdf>

[14] The American Psychological association, Stress in America Findings (2010) Retrieved from [www.apa.org/news/press/releases/stress/2010/national-report.pdf](http://www.apa.org/news/press/releases/stress/2010/national-report.pdf)

[15] Zawawi D & Jye KS (2012) "Understanding the stressors and coping strategies among MBA students in Malaysia", The 2012 International Conference on Business and Management 6 – 7 September 2012, Phuket – Thailand.

Retrieved from [http://www.caalinteduorg.com/ibsm2012/ejournal/022HRM-DhaliaZ&KhoSJUnderstanding\\_The\\_Stressors\\_and.pdf](http://www.caalinteduorg.com/ibsm2012/ejournal/022HRM-DhaliaZ&KhoSJUnderstanding_The_Stressors_and.pdf)

### Author Profile:

Wasantha Rajapakshe, P.h.D. is a senior lecturer (Higher Grade), Faculty of Business, Sri Lanka Institute of Information Technology (SLIIT), Sri Lanka. Prior to joining the SLIIT, she served 26 years as a faculty member in Jubail University College, Saudi Arabia; St. Theresa (Inti) College in Thailand; Adjunct Faculty, Troy University USA (Thailand Program) and University of Sri Jayawardenepura, Sri Lanka. Her main teaching and research interests are in the field of HRM and organizational Behaviour.