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NEAR EAST UNIVERSITY

INSTITUTE OF GRADUATE STUDIES

DEPARTMENT OF PSYCHOLOGICAL COUNSELLING AND GUIDANCE

**DIFFERENCE IN PERCEIVED STRESS LEVEL AS FUNCTION OF ACADEMIC FIELD
OF STUDY IN NORTH CYPRUS**

MASTER'S DEGREE OF PSYCHOLOGICAL COUNSELING AND GUIDANCE

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JANUARY, 2021

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DECLARATION

I hereby declare that all information, documents, analysis and results in this thesis have been collected and presented according to the academic rules and ethical guidelines of Graduate School of Educational Sciences, Near East University. I also declare that as required by these rules conduct, I have fully cited and referenced information and data that are not original to this study.

Name, JaraElemaHede

Signature

Date 25, 1, 2021

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To my parents...

ABSTRACT

Difference in Perceived Stress Level as Function Academic Field of Study in North Cyprus

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Stress is a universal problem that, everyone can face at some point in our daily lives. Students are a unique group of individuals who face stress at certain point of academic lifetime. The aim of this study was to assess the difference in the extent of stress as function of academic field of study by comparing students in different departments. Comparative descriptive approach with inferential statistics and random sampling method were used as tool of study. Data has been collected by using questioner. The research data were analyzed quantitatively using statistical package for social sciences. Medical students, Civil engineering, English language, Architecture, International relations and tourism management students report a high level of perceived stress level. The study result shows that there is no statistical difference in perceived stress level among different academic field of students. This indicates that different academic field of students experience almost the same level of stress. The finding of study indicate that academic of study has low effect on the perceived stress level of students; environmental source of stress were most common stressors in the seven different department study and intrapersonal stressors were the least source of stress among the seven department students. The researcher therefore recommends that, implementation of comprehensive stress management program as most of students experience high level of perceived stress and university administration; counselors need to explore strategies to improve the campus environment.

Key words: Academic stress; perceived stress levels; stress; stressors

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CHAPTER 1:INTRODUCTION

1.1 Statement of Problem

Stress is the body's reaction to a change that involves a physical, mental or emotional adjustment. Stress can come from any situation or thought that create a state of tension or treat and requires change or adaptation, which is called "stressor". Stressor could also be events that the individual perceive endangering his or her physical and psychological well-being (Cohen, Kessler & underwood-Gordon 1997).

Stress is a common problem that, all of us face at some point in our lives. We generally use the word "stress" when we feel that everything seems to have become too much - we are overloaded and wonder whether we really can cope with the pressures placed upon us. Although stress can be challenging and have certain health risks, an optimal level of stress is also useful to a certain degree (Selye,1976) which is characterized by high energy, mental alertness, high motivation, calmness under pressure, thorough analysis of problems, improved memory and recall, sharp perception, and a generally optimistic outlook (Rachel, 2004). The famous researcher in stress(Hans and Seyle, 1976) said, "To be totally without stress is to be dead". It is, therefore, an essential part of life and any normal individual exercises a reasonable amount of stress.

Everyone experiences stress at times — adults, teens, and even kids;but the stress level differs across population (Morgan, 1986). College students are more prone to stress which can be explained by environmental and individual factors. Among these college students, stress has been linked to substance abuse, lower self-esteem, academic problems, depression, and many other ailments. American College Health Association (2004) conducted a lot of national survey to assess the impact of stress on college students. The findings show that almost half reported being so depressed that they had difficulty functioning, and almost all reported feeling overwhelmed by the variety and number of tasks they had to do. Students use harmful health behaviors as a means to manage stress, such as binge drinking, substance abuse, and risky sexual activity (Weschler, Lee, Kuo, Nelson, & Lee, 2000; Kelly, Rollings, & Harmon, 2005).

Many other risk behaviors are endemic to college-aged students, since college students often feel stress from being overpressure due to academic, social, and financial pressures, they may turn to substance abuse to alleviate the stress. As a result of the harmful consequences of stress in this population, a lot of research have been conducted on the source and coping mechanism of stress in university students. However, it has been widely recognized that so farthere is inconsistency in the research findings across different universities. So, further research seems essential.

Comparing people according to certain variables is part human behavior(Fiske, Gilbert, &Lindzey, 2010). This research will also be conducted from comparative perspective to show if there is significant differences among students in different academic units related to the level of stress they experience. In addition to this, from established beliefs and personal experience, differences across different faculty students are prevalent in various ways. For examplethe method of teaching learning, style of studying and academic life. These facts haveprompted the requirement to conduct further research on the comparison of the level of stress in different faculty students is important.

Therefore, the issue of determining whether there are differences in stress level among students in different academic fields of study is an issue that needs investigation, particularly in identifying which department or faculty students are more prone to high stress and identifying the common stressors among students in different academic fields of study.

1.2 Research Question

With the aim of comparing the perceived stress level among students of different fields of study, the following leading research questions areformulated.

1. Is there statistically significant difference between among students in different academic fields of study in perceived stress level?
2. What are the common stressors among students in different academic fields of study?
3. Are there specific stressors that are more prevalent among students in specific field of study than other fields of study?

1.3 Purpose of the study

The overall objective of this study is to investigate the differences in the extent of stress as a function of academic fields of study by comparing students in different faculties.

From this general objective, this research has the following specific objectives.

- Ñ To assess the prevalence of stress among Near East University undergraduate students, both native and international, at different academic fields of study.
- Ñ To compare perceived stress level of students in different faculties encountered because of their individual status.
- Ñ To investigate the common sources of stress among students in different faculty
- Ñ To investigate specific stressors which are more prevalent in certain faculty students than others

1.4 Significance of the study

The study will have both theoretical and practical importance. Theoretically, the research findings will provide necessary empirical evidence about the influence of academic field of study on stress. The findings are also expected to have practical implication in contributing ideas that are directed towards helping university students.

Firstly, students in various faculties will be benefited because understanding the current stressors faced by university students, particularly those included on the study, is a crucial step in taking action to minimize stress. It is also helpful for the University administration to maintain a well-balanced academic environment conducive for better learning, with the focus on the students' personal needs.

Additionally, it helps teachers and counselors to recognize the main sources of students stress and the influence academic field of study has on stress. Such knowledge enables them to take various measures to help students. It also enables other related bodies and the students themselves to be aware of the reality and take necessary action relevant to the conditions.

1.5 Definition of key Terms

- Ñ **Academic stress:** Mental and emotional pressure, stress that occurs due to the demands of college life (Angola and Ongori, 2009).
- Ñ **Perceived stress levels:** the awareness or consideration of life events as stressful events (Cohen, Kessler& Underwood -Gordon, 1997, pp 3).
- Ñ **Stress:** Will be defined according to a definition by Lazarus and Folkman (1984), as a condition or feeling experienced when a person perceives that “demands exceed the personal and social resources the individual is able to mobilize.”
- Ñ **Stressors:** the source or factors causing stress, or the stressful events or condition, such as workload, conflict, noise etc.

1.6 Limitation of the study

This study takes place at one university in North Cyprus, which will affect the generalizability to other institutions. Consequently, the results will only be applicable to similar institutions in similar settings. The study was limited to undergraduate students; will not address postgraduate students and other students. The study does not take into account faculty characteristics or teaching styles, which could have an effect on students perceived stress levels.

CHAPTER 2:Literature Review

Researchers have often addressed perceptions of stress and the effects of these perceptions have on college students. Review of the related literature give the general view of the research conducted. The first part of the review will deal with the definition and different concept of stress. What do we mean by stress? What are common consequences of stress? The second part of review will summarize with source of stress. The final part of the review will show the research findings on the impact of academic field of study on student's level of stress.

2.2 Stress

2.1.1 Definition of stress

The word stress means different things to different people. Some people define stress as events or situations that cause them to feel tension, pressure, or negative emotions such as anxiety and anger. Others view stress as the response to these situations. This response includes physiological changes-such as increased heart rate and muscle tension-as well as emotional and behavioral changes. However, most psychologists regard stress as a process involving a person's interpretation and response to a threatening event(Marks et al., 2000).

The first type of definition of stress concentrates on the physical and psychological feeling of "being stressed" or "completely stressed out" with symptoms such as anxiety, poor concentration, insomnia, tension and fatigue. Theorists who develop response models of stress (Marks et al., 2000) take this position. (Hans and Selye 1950), who defines stress for the first time, supports the response model of stress.

The definition of stress used by (Selye 1976) is "the non-specific response of the body to any demand". Selye's theory supports that some stress is necessary to maintain life, but if the non-specific response places increased demands for adaptation, the effects on the individual may be damaging or excessive.In his formulation in the stress of life, Selye pointed to stressors as being

stimuli, which, because of their great magnitude, lead to the reaction he termed the General Adaptation Syndrome. Conversely a person who manifests this syndrome is presumed to be in a state of stress (Burgess, Lana. 2017).

A second type of definition of stress focus on the situation, or the stimuli, defined independently of the reaction the person, even independently of the person's perceptions. Stress, while considered as stimulus, is defined as environmental event, the force, or stimulus acting on an individual that results in response of strain, where strain is pressure or deformation. It shows events external to the organism that put demands on it; the definition of stress in terms of response implies the organism's response to the events that challenge it (Corsini, 2002).

The third approach, the interactive, exemplified in the formulations of Lazarus (1976), and French (1973), goes even further in considering the individual's own response in dealing with a taxing situation. French have formulated this approach in its most general form as a poor fit between an individual's resources and the demands of one's environment. One extreme type of poor fit occurs when the demands of a situation may so undertax an individual that he or she is in state of stress because discrepancy between these demands and his or her own abilities(Corsini, 2002).

At the extreme, the situation may impose demands beyond the individual's capacity to meet them, even given the resources available in the situation. Obviously, the degree of stress is a function of the ability of a given individual to meet these demands in the situation. The poor fit between the person and the environment can also occur if relevant supplies in the environment (Ibid, 2002) do not satisfy the person's motives.

Furthermore, Lazarus and others have pointed out that some individuals may perceive high demands on them in positive light, as challenges, as opportunities to advance their esteem of themselves by attaining high goals (Lazarus 1976). When stress viewed as stimulus-response, as opposed to its stimulus and response definitions, stress is defined as the consequence of the interaction between an environmental stimulus and individual's responses. Here, stress is considered as both external and internal event emphasizing on the results of the interaction between the environment and individual's response (Ivancevich and Matteson, 1990).

Though these differences reflect the confusion in defining or conceptualizing stress, according to Ivancevich and Matteson (1990) these definitions offer important insight about the concept of stress and contribute a lot to develop a working definition by borrowing ideas from each definition.

Accordingly, Ivancevich and Matteson (1990: 219) define stress as “a non-specific adaptive response, moderated by individual differences and/or psychological process, that is a consequence of any internal as well as external experiences or environmental actions or events that create psychological and/or physiological imbalance within individuals which could be expressed in his feelings, actions, and reactions.”

Thus, stress refers, in part, to stressors, which are any physical or psychological events that range from daily hassle, to life events or strains, to catastrophic events or situations to which people must react because they cause the body to deviate from its normal function (Waleleign,1997).

In students’ life, stress is activated when the threat to security, self-esteem, or safety is perceived and is often triggered by environmental interaction that may be problematic for them in new and stressful conditions, especially of college life. In line with this, stress is conceptualized as a process that involves recognition of and response to threat or challenge or danger (Stone and Neal, 1984, as cited by Waleleign, 1997).

For the purposes of this paper, stress was defined in the context of a transactional model that acknowledges the interactions between individuals and their environment based on Lazarus (1984) definition of stress which is “Stress is a condition or feeling experienced when a person perceives that demands exceed the personal and social resources the individual is able to mobilize.”

2.1.2 The effect of stress

Stress is something that a person must learn to live with. It is generally agreed that a certain amount of stress is desirable; otherwise life can become boring and monotonous. Some stress has positive effect in the person life. It increase inspiration to live a better life and creativity;

stimulate to work harder, use resources wisely and effectively and complete work on time; and used as a self-motivation. However, there are negative effects from over and under stress. And most of the time this side of stress is seen widely in most people (Kreitner, R, & Kinicki, 2001).

Stress affects the body in many different ways. Some of these are obvious, but others may not be as noticeable or easy to detect until they become more severe. Different people are affected more or less intensely, and in different ways. The effect of stress often look like symptoms of other illnesses (partially due to the fact that stress lowers immunity and makes us vulnerable to many things), sometimes people mistake symptoms of illness for stress and vice versa (Griffin, R. M, 2010).

While stress affects everyone in a unique way, there are certain effects that are common. Stress can affect your body, your thoughts and feelings, and your behavior. Ivancevich and Mattenson (1990) categorize the various consequence or effects of stress into affective, behavioral, cognitive, physical and mental health, and organizational consequences of stress.

2.1.2.1 Affective consequence of stress

The subjective or affective effect of stress indicate the emotional feelings of individuals that include anxiety, depression, low self-esteem, aggression, apathy, frustration, loss of temper, irritability etc. An employee with the above mentioned stress effect will have a very low working attitude and is not motivated to work, thus the organization will not be productive (Ivancevich and Matthewson, 1990).

As one of the commonly cited stress symptoms for individual, anxiety is a vague subjective feeling of fear, seen as general emotional response to any situation (stress) that threatens both the physical and psychological survival of the individual (Plutchick, 1980 as sited by Walelign, 1997). Anxiety represents a reaction resulting from inability to cope with an overwhelming stress that is seen as consequences of repression of emotion and is a sign of some underling conflict. Therefore, various stressful events could be the cause for anxiety occurrence at different severity level.

In students' life, anxiety shows the extent to which one feels tense, anxious, worries, etc., in connection to work, to test, and any other situation, such as experiences with people and environment (Walelign, 1997).

2.1.2.3. Behavioral effect of stress

Excessive stress usually develops over a period of time and often goes unnoticed by the individual until a physical or emotional toll has been exacted. Stress has also a behavioral effect if it does not manage properly. The behavioral effect of stress include the individual actions and reactions in response to stress, such as alcoholism, drug abuse, smoking, emotional out bursts, excessive eating, Social withdrawal and the like. These effects of stress lead to physically not be able to perform well as they affect the employee health (Kreitner and Kinicki, 1992).

2.1.2.4. Cognitive effect of stress

Cognitive effect of stress include the mental reactions of individual during stress, such as inability to make sound decisions, poor concentration, hypersensitivity to criticism, etc. The cognitive stress reactions are one group of the components of the psychological stress responses which include distortions of thinking, lowered intellectual functioning, unproductive and anxiety generating patterns of thinking and indecisiveness (Kreither and Kinicki, 1992).

Various stress reaction could be categorized into catastrophizing thoughts and disruptions in the ability to think clearly, remember accurately, and solve problems efficiently. Catastrophizing thoughts, as one of the most common cognitive stress response, imply the dwelling on and overemphasizing the potential consequences of negative events and the act of engaging in unproductive thoughts that interfere in cognitive reactions or with task focused thinking (Sarason, 1984 as cited by Walelign, 1997).

An individual student may fail to learn because he/she is too emotionally up set to pay attention to what is going in the classroom. Such emotional problems that result in obstacle to cognitive reactions may also stem from various difficulties. Some students encounter learning stress and other stressful situations in individual students' life in which case the school and out-of- the school conditions become negative experience for individual students that lead to cognitive distortions (Walelign, 1997).

2.1.2.5 Physical effect of stress

Stress is a physical and psychological reaction to events emanating from one's environment. It is no secret that psychological stress and physical illness are related as there is relationship in mind and body. Stress triggers physiological and chemical (hormones) changes in the body. Physical effects are commonly accompanied with excessive stress.(Graham , 2006; Lupien, 2009)

The physical effect of stress is any symptom of stress in the body that is connected with health of the individual. It includes muscle tension, pains in shoulders or neck and chest, stomach/abdominal pain, skin irritations, 'Pounding' or 'racing' heart, sweaty palms diarrhea, unable to sleep or excessive sleep, holding breath and shortness of breath and the like (Ivancevich and Mattewson,1990). These often lead to mental and physical exhaustion and illness. Too much stress can cause problems and affect our health.

2.1.2.6. Institutional consequence of stress

Institutional consequence of stress refers to both the actions and feeling of individual in relation to the institutes in response to stress, such as the act of absenteeism, dissatisfaction with life, sense of alienation etc. These effects occur due to the individual hate for work, dissatisfaction in profession, satisfaction with the management or personal problems whatever the reason these effects totally destroy an organization and lead to failure (Ivancevich and Mattewson, 1990).

2.3. Stress in University Students

In university students, the term stress has commonly been used to describe subjective responses to an experience or situation. Homesickness and worries associated with meeting course requirements are good examples, although nonacademic worries are often included. The term has also been used to refer to life events and difficulties such as bereavement or financial hardship that may be considered universally threatening without the proviso in assessment that the event caused stress, upset, or worry (Encyclopedia of Stress, 2016).

Stress in college students is increasing. Sax (1997) found that 9.7% of college freshmen report frequent depression. Additionally, only 48% of female students and 59.3% of male students were confident in their mental health. May, R.W & Casazza, S.P (2012) found that students reporting

high stress levels will exhibit more unhealthy behaviors. This includes poor diet, lack of exercise and sleep patterns. They found that highly stressed students perceive themselves as less healthy, are prone to less healthy habits and report a lower level of self-esteem.

There are many sources of stress in college students. These are most commonly identified by students in surveys worldwide include the academic, financial, and relationship domains, although it should be noted that student reports are constrained by the areas initially defined by the investigators. Ross, Niebling and Heckert(1999) used the Student Stress Survey (SSS) to identify the major sources of stress in this population.

The researchers surveyed 100 undergraduate students at a mid-sized Midwestern university. The survey consisted of 40 items that were divided into four categories of potential sources of stress. These categories included interpersonal sources of stress, intrapersonal sources of stress, academic sources of stress and environmental sources of stress.

Other researcher Burge (2009) developed University student stress (USS). USS has 22-items that are grouped into three factors (Academic-related Stress, Time-related Stress and Social/Environmental-related Stress). After rating a 22-item academic stressor checklist, students were asked "What other university-related factors contribute to your stress?". Urges add the other six factors basedthe responses participants given to open-ended question about other university stressors. Generally, there are nine proposed factors in USS which were derived from content analysis of open-ended responses. These are academic, time/Balance, work, intrapersonal/Self, Interpersonal/Social, Family, teaching quality/Relations with teachers/Support from teachers, financial and environmental/Campus/Administrative/TransitionBurge (2009).

To evaluate the existing evidence of the source of stress in student life, only four stressors (intrapersonal, Interpersonal, academic, and environmental)are discussed here which are related to the researcher instrument. These sources have been selected because they are specifically related to the student experience and have been the main focus of investigations. The questionnaire used in this study also addresses only these factors as source of stress.

2.2.1 Interpersonal/Social sources of stress

The interpersonal sources of stress are the result of interactions with others such as a fight with a girlfriend or boyfriend or trouble with an individual's parents. Interpersonal relation could create stress for individuals when there is intra group conflict, dissatisfaction and lack of cohesiveness with the group/individuals (Ivancevich and Matteson, 1990).

In the instructional setting, the social stressors or the interpersonal stress for students include the poor relationships of the individual students with their peers, teachers, and other school personnel. Here, poor relationship implies the lack of appropriate recognition and support from concentrated bodies which could also be expressed by lack of cohesiveness, dissatisfaction with others including intra-group conflict (Linn and Zeppa, as cited by Walelign, 1997).

College students stressed out in making new friends. Giving up or changing new friendships and developing new ones is often a stressful activity associated with college life. It can be stressful for some students to try and find someone they can share things with for the support they used to have. The process of developing new friendships, while integrating themselves into a new social network, is an important step in the developmental process for students. New friends require a period of testing to see how much they can self-disclose to that person and feel comfortable at the same time. Going through these processes can be a stressful (Rachel, 2004).

Family can also be a source of stress for college students. Some families place a great deal of stress on college students by telling them that they need to acquire good grades. There are some students who are the first to attend college in their families, which can place a great deal of pressure on an individual. Families will remind the student of this often, especially if they are not thriving in their courses (Ibid, 2004).

The interpersonal sources of stress that are related to measures of stress in this study include Trouble with parents; Trouble with boyfriend/girlfriend; Friendship conflict; Not having enough support from others; and Competing with other students Presnall (2008).

2.2.2 Intrapersonal/Self sources of stress

The intrapersonal source of stress indicated a change within the individual, which make the individual to feel distress. These events are situation, action, and ideas that are related to the overall feeling of the individuals (Niebling and Heckert, 1999).

There are many students who have to work while they are attending college(Gittins, 2007). Being a first-year student can cause adjustment to college to be even more difficult. Some students have to work in order to cover their own expense. This can pose a number of hazards for students. There are many times when students have to work late at night and then do not have the time to study. This can then reflect on their academic work and on their grades.

Worrying about their financial issues and their grades can be an immense stressor in their academic life (May, R. W., & Casazza, S. P., 2012). More time spent at work can encroach on time otherwise available for studying. As one can see, one stressor can cause another stressor to occur. The intrapersonal source of stress which included in this study are Change in eating habits; New responsibilities; Financial difficulties; Decline in personal health; Fear of failing; and change in sleeping habit (Archer 2003).

2.2.3. Academic sources of stress

Academic sources of stress identified school related activities such as an increase in workload, difficulty in assignments and examinations or transferring schools(Agolla and Ongori, 2009; Agolla, 2009). The university years are a time of continuous assessments for students in most countries, and as such they can put a considerable amount of pressure to achieve on even the hardest of students. Academic sources of stress identified school related activities such as an increase in workload, difficulty in assignments and examinations or transferring schools(Kadapatti and Vijayalaxmi, 2012). The effect of studying for, taking examinations (Baldwin et al, 2009) and poor time management has been demonstrated in a recent longitudinal study of undergraduates carried out by Surtees and colleagues at the University of Cambridge in England. Levels of anxiety and depressive symptoms peaked during examination periods, although this suggests that the negative impact is likely to be short-lived for them a majority who pass successfully (Encyclopedia, 2002).

A frequently reported source of stress that college students encounter is receiving a lower grade than they expected (Saipanish, 2003). Some students link their self-worth or future with their grades. Students may start doubting their capability or competency in their future careers (Silver and Glick, 1990). The academic workload requires that students face a series of peak periods such as finals; there is a relatively constant underlying pressure to complete an upcoming assignment (Agolla and Ongori, 2009; Awino and Agolla, 2008). Course overload that means shaving too many courses in a given semester can also cause students a great deal of stress (Talib and Zai-ur-Rehman, 2012).

The academic source stress that are related to measures of stress in this study include Increased class workload (Krishan (2014), Lower grade than anticipated and All forms of assessment - exams, assignment (Baldwin et al., 2009). Lack of support from Instructors, presentations, Having difficulty understanding academic material (Robot ham, 2008), Accessing learning materials, Instructors-lack of teaching skill and Learning context – full of competition (Sinha et al., 2001).

2.2.4. Environmental/Campus sources of stress

Environmental sources of stress were related to problems in the school area that demand change and adaptation (Burge, 2009). The environmental factors of a campus that are related to measures of stress include Change in living environment; Adjusting to the campus environment; Lack of campus facilities and equipment; Lack of helpfulness of administrative staff; Lack of communication; and Lack of recreational activities on campus.

2.4. Academic field of study and stress

Stress is an unpleasant state of emotional and physiological arousal that people experience in situations that they perceive as dangerous or threatening to their well-being. The awareness of the stressfulness of events seems necessary for stress response to occur and the emphasis is on the interaction of the stressful agents and human system of appraisal and evaluation (Lazarus, 1966). So difference on stress among different groups is seen and a lot of studies conducted to compare different groups stress level.

Misra and Castillo (2004) conduct study on compared academic stressors and reactions to stressors between American and international student (non-Americans) using Gadzella's Life Stress Inventory. The sample consisted of 392 international and American students from 2 Midwestern universities. American students reported higher self-imposed stressors and greater behavioral reactions to stressors than international students. The findings emphasize the need to recognize cultural differences in stress management.

Walton (2002) conducted study to determine is there a difference in the perceived stress levels and the coping styles of junior and senior students in nursing and social work programs. Data was obtained through self-reported survey procedures. Responses indicated that social work students have significantly higher perceived stress levels than nursing students. Nursing students identified more reliance on approach coping responses, while social work students identified more reliance on avoidance coping responses. No significant differences were identified between the two groups based on age, gender, marital status, employment status or class.

Murphy et al., 2009 conducted study involving a group of 290 medical and dental students to directly compare perceived stress levels encountered during their education. A modified questionnaire based on Garbee et al.'s Dental Environmental Stress survey was provided to the students by either email or paper. The purpose of the investigation was to determine if the sources of stress reported by medical and dental students, both male and female, were due to common factors.

The overall findings show that dental students had greater levels of stress than medical students in three of the five categories. The only category in which medical students demonstrated greater stress levels than dental students was in professional identity. Stress levels related to clinical work varied significantly between the type of professional student and his or her year in school.

CHAPTER 3: METHODOLOGY

3.1. Research Design

The purpose of the study was to compare the stress level of students in different faculties. Comparative descriptive research design was used to explore and describe the stress levels experienced by different faculty students. It is appropriate to answer the research question in the study.

3.2. Sampling Techniques

The target population of the study was undergraduate students from university of North Cyprus at different academic units. Academic unit at the Near East University consist of program units, departments, faculties, schools, institutes and research institutes. Near East University has the following academic units: 8 graduate schools, 20 faculties, 3 high schools and 220 departments.

For the purpose of this study only seven academic units (Faculty of Social Art and Science, School of Medicine, faculty of Engineering, faculty of Economics and Administrative Science, Faculty Tourism, Faculty of Architecture) are selected. Using purposive sampling or judgmental sampling helps the researcher to identify each faculty students easily.

These seven faculties were used as a sampling frame, from which the sample is drawn. The researchers were use regular students, rather than distance students, because these subjects are more available to complete the questionnaire. The researcher also used students across the same school year (undergraduate students) using random sampling to minimize the stress effect on academic year.

The sample for the study has been selected by using stratified random sampling technique to observe existing relationships between academic fields of study and stress level. As stratified random sampling involves dividing the population into subgroups, the researcher divided the entire sampling frame into different subgroups or strata based on departments.

-) Department of Medicine students from Faculty of Medicine;
-) Department of Political Science and International Relations from Faculty of Economics and Administrative science;
-) Department of Civil Engineering from Near East University Engineering facultyand
-) Department of English language and literature from faculty of Art and Science
-) Faculty of Architecture
-) faculty of Truism

Each department selected randomly as one stratum. Each stratum then sampled as an independent sub-population, out of which individual elements selected randomly.

The researcher selects a stratified random sampling method because it identifies subgroups for comparing them on the stress level they experience. It is also leads to more efficient statistical estimates because strata will be selected based upon relevance to the criterion in question (academic fields of study), instead of availability of the samples.

Forty individual subjects from each department were selected using disproportionate stratified random sampling from each stratum or subgroups, which mean the researcher, took the same number of students (thirty students) from each stratum. This permits greater balancing of statistical power of tests of differences between strata by sampling equal numbers from strata varying widely in size. It also makes the comparison work easy and clear.

3.3. Data collection instrument

To gather relevant information regarding how different faculty students vary in the stress levels they experienced, and for the comparison purpose, a structured questionnaire used as a tool. This helps the collection of reliable and reasonably valid data relatively simply, efficiently and in short period of time.

The structured comprises three parts; first was a demographic tool developed by the researcher. This tool was mainly design to identify general characteristics that help the researcher to differentiate each department students. The tool identifies the independent variable, which is the

program in which the student enrolled– Medicine, Political Science and International Relations, Civil Engineering and English language and literature, faculty of Truism.

The researcher would design second part for collecting information on the source of stress. This Survey on source of stress will be adopted by the researcher integrating Student Stress Survey, SSS (Ross et al., 1999) and University Student Stress, USS (Burge, 2009). Even though these stress measures were designed and more used in Europe and United States, they contain more items that are common to all students. Ten items from SSS and fifteen items from USS would be utilized and it will be modified to the context of the participants.

The third part used in the study would be the Perceived stress scale developed by (Cohen Kessler & Gordon 1997), the most widely used psychological instrument for measuring an individual's perception of stress. In PSS items will be designed to identify how unpredictable, uncontrollable or overload respondent will find his or her life to be within preceding completion of the instrument. The items on this scale will be based on psychological stress theory, which states that a person interacts with his or her environment, and in turn, appraises stressors in light of available coping resources (Walton, 2002).

3.4. Procedure for Data Collection

First of all, the questionnaire Perceived of Stress and Source of Stress Questionnaire will be elaborated for this study according to stress scale and the research objectives. After establishing the final version of the questionnaire, contact was made with the seven identified department heads in order to explain the research objectives and get the permission to conduct the survey. The department heads issued with a small information pack, containing a sample questionnaire and personal statement to the students. Therefore, after the researcher gate the willingness of the department, distribute the questionnaire for participant, and finally collected the questionnaires.

3.5. Data analysis method

The next step was the analysis of the collected data. The data analysis will focus on perceived stress levels and the source of stress according to the research objectives. The researcher scored responses from the PSS and Survey on source of stress. The data gathered by the questionnaire will be quantitative data; the Statistical Package for Social Science (SPSS) used to analyze the

result data. Descriptive and inferential statistics was generated. Based on the content analysis of the data collected, the responses in each areagrouped into categories.

Responses from the perceived stress scale (PSS) have been hand score by the researcher. The higher total PSS score indicates that the participant has a higher level of perceived stress than participants that indicated a lower total PSS score.

The result from the measure of source of stress has been also hand score by the researcher. Raw scores, based on the participant's responses, were determined for each scale e.g. Interpersonal, Intrapersonal, academic and Environmental source of stress. The scales with higher scores suggests increased source of stress on the respondent.

Total scores on the PSS and source of stress measurewassummarizedby using descriptive and inferential statistics. Analysis of Variance (ANOVA) will be used to calculate the differences in perceived stress levels of the students from different departments as well as the differences in source of stress. ANOVAs used to compare the means of two or more groups. In conclusion, this study allows the researcher to determine if academic fields of study have been a significant influence on stress level across any of the groups under study (academic unit).

CHAPTER 4: RESULTS AND DISCUSSIONS

This descriptive comparative study was conducted in University of North Cyprus. The study determined the perceived stress level among different academic field of study students. The results of this study and its discussion will be presented in this chapter.

The chapter consists three sections. The first section presents the results of the study. The results are presented in three parts; general characteristics, source of stress and perceived stress level. The second section is about discussion-analyzed data in relation to the research question.

4.1 General characteristics of the participants

The sample of this study consisted of students in different academic field of study in University of North Cyprus. The participant was undergraduate students, enrolled in seven academic field of study (departments) in the 2020 academic year. The total number of respondent was 206 consisted of 26 Medicine students, 30 civil Engineering, 30 English language and literature, 29 international relations, 30 Tourism management, 28 Architecture and 30 law.

The sample was predominantly male, with 111 (54%) male and 94 (46%) female. The sample of department medicine contained 16 (8%) male and 10 (5%) female. Most of the respondents were male in civil engineering department 19 (9%) male, with only 11 (5%) female respondents. Department English language contained 18 (9 %) female Respondents and 12 (6%) male. Department of Tourism management contained 17 (8%) females and 13 (6%) male. Department Architecture contained 16 (8%) male and 13(6%) females. Department of Law contained 18 (9%) male and 12 (6%) female. In international relations department, 17 (8%) male students and only 12 (6%) female respondents were taken as a sample size.

4.2 Survey on source of stress

Survey of source of stress was used to measure source of stress. This survey consists 25 items divided in four main categories of potential stressors: 5 items (20%) representing interpersonal/social stressors, 6 items (24%) representing environmental/campus stressors, 8 items (32%) representing academic stressors, 6 items (24%) representing intrapersonal. The

analysis was done by calculating the mean scores of respondents who rate their response according to the five likert scale. The results are presented in seven parts as follow:

4.2.1 Department of English language and literature

In English language students, different categories of source of stress that is interpersonal, intrapersonal, academic and environmental almost had approximate effect in causing stress as shown in table 2 below. However, intrapersonal source of stress were the most common source of stress in the research samples.

Two of the top five source of stress listed by participants were intrapersonal sources. From table 1, the five most frequently stressors were financial difficulties (2.83), competing with other students (2.33), all forms of assessments (2.3), new responsibility (2.17), and lack of recreational activities on campus (2.16).

4.2.2 Department of civil Engineering

The result for civil engineering students indicates that there was difference in the four categories of source of stress (interpersonal, intrapersonal academic and environmental). Academic sources were the most common stressor and interpersonal sources were least identified stressor in the study (Table 2). The most frequently listed sources of stressors were as follow, increase class workload (2.77) and financial difficulties (2.43), lack of helpfulness of administrative staff (2.37) and lack of recreational activities on campus (2.3) were also frequently reported stressors as shown in table 1.

4.2.3 Department International Relation

Department of international relations data indicates that students were more stressed because of environmental source specially lack of recreational activities on campus (3.2). However, academic sources were also most frequently reported source. Among the five top sources of stress, three of them are academic sources that are increased class workload (3.03), learning context-full of competition (2.87) and all forms of assessment (2.83). Interestingly, four of the least five source of stress listed by the participants were interpersonal sources. The five least frequently reported stressors were; trouble with parents (1.1), fear of failing (1.23), friendship

conflict (1.3), trouble with boyfriend (1.4), and not having enough support (1.67) as shown in table 1 below.

4.2.4 Department of law

Department of law result shows main source of most students stress is interpersonal stressors and academic source. Among these sources of stress;having difficulty with understanding academic materials (1.65), inadequate learning materials (2.35) and increase in class workloads (2.61) as shown in table 1 below.

4.2.5 Department of Medicine

As table 2 reflects, environmental sources (2.18) were the most contributing factor to stress in medicine students in the study. Intrapersonal sources were the second most stressors and interpersonal sources were least stressor for medical students.

4.2.6 Department of Tourism and Hotel Management

As the collected data, result indicates department of tourism and Hotel management student the most source of stress was environmental stress and interpersonal stress. Not having enough support from others (1.61), friendship conflict (1.62), lack of recreational activities on campus (2.67), lack of facilities and equipment (2.06), change in living environment (1.64).

4.2.7 Department of Architecture

As participant response mean score indicate in table two, the main source of stress for architecture student was academic stressor. Inadequate learning materials (2.05), increase class workload (2.61), lower grade than anticipated (1.67), all from of assessment (2.15) and lack of support from instructors (1.87) are among the top source of stress.

Table 1, Source of stress: mean score for seven departments in each item.

Note

1. DEL stands for department of English language and literature.
2. DCE stands for department of Civil Engineering
3. DIR stands for department of International Relations
4. DLW stands for department of Law
5. DMD stands for department of medicine
6. DTHM stands for department of Tourism and Hotel Management
7. DARC stands for department of Architecture

Table 1. Source of stress: mean score for seven departments in each item.

No	Source of stress	Mean	Mean	Mean	Mean	Mean	Mean	Mean
		score	score	score	score	score	score	score
		DEL	DCE	DIR	DLW	DMD	DTH	DARC
							M	
1	Trouble with parents	1.63	1.33	1.47	1.1	1.27	1.63	1.41
2	Trouble with boy/girlfriend	1.6	0.7	1.63	1.4	1.67	1.21	1.33
3	Competing with other student	2.33	2.07	1.93	2.7	1.87	1.68	2.01
4	Friendship conflict	1.57	1.43	1.17	1.3	1.01	1.62	1.78
5	Lack of enough support from others	1.73	1	1.4	1.67	1.31	1.61	1.03
6	Change in sleeping habits	1.76	2.47	2.23	1.9	1.81	1.43	1.14
7	Change in eating habits	1.87	2.17	1.97	2.6	1.73	1.83	1.41
8	New responsibilities	2.17	2.43	2.53	2.63	1.99	2.01	2.31
9	Financial difficulties	2.83	1.6	2.43	2.4	1.34	2.42	2.56
10	Decline in personal health	1.6	1.47	1.4	1.93	1.02	1.88	1.67
11	Fear of failing	1.73	1.7	1.27	1.23	1.24	1.13	1.5
12	Increased in class workload	2.13	2.87	2.77	3.03	2.21	2.56	2.61
13	Lower grade than anticipated	1.53	2.33	1.93	2.07	1.4	1.36	1.63
14	All from of assessment (exams, assignments, presentation)	2.3	2.4	2.76	2.83	2.04	2.47	2.05
15	Lack of support from instructors	1.5	1.63	2.1	2.33	2.31	1.82	1.87
16	Having difficulty understanding academic material	1.8	1.3	1.4	1.87	1.66	1.79	1.65
17	Inadequate learning materials	2.07	1.26	1.8	1.7	1.32	1.52	2.35
18	Lack of teaching skills of instructors	1.7	1.33	2.6	1.83	1.6	1.43	1.2
19	Learning context full completion	1.9	1.6	2.27	2.87	2.12	1.8	1.4
20	Change in living environment	1.77	1.7	1.97	2.07	1.81	1.64	1.53
21	Adjusting to campus environment	1.78	2.1	2	1.18	1.91	1.71	1.31

22	lack of campus facilities and equipment	1.77	2.31	2.2	2.43	2.26	2.06	1.99
23	Lack of helpfulness from administration staff	2.01	2.29	2.37	2.6	2.33	2.15	2.43
24	Lack of communication from university	2.03	2.89	2.27	2.3	2.21	2.34	2.59
25	Lack of recreational activities on campus	2.17	2.36	2.3	3.2	2.87	2.67	2.92

Table 2: source of stress survey: Mean scores for seven departments in four cluster group of stressors

NO	Source of stress group	Mean score of DEL	Mean score of DCE	Mean score of DRI	Mean score of DLW	Mean score of DMD	Mean score of DTHM	Mean score of DARC
1	Interpersonal stressors	1.73	1.14	1.52	1.61	1.32	1.61	1.34
2	Intrapersonal stressors	1.99	1.97	1.97	2.12	1.67	1.93	2.02
3	Academic stressors	1.87	1.83	2.2	2.32	2.03	2.14	2.14
4	Environmental stressors	1.87	2.18	2.18	2.4	2.28	2.02	2.21

4.3. Perceived stress scale (PSS)

The perceived stress scale (PSS) measured the stress level of participants. The Perceived stress level is a 10- question liker type scales the measures the degree to which one's life situations and circumstances are perceived as stressful by using the participants' responses to items. These 10 items are individually rated on a numerical scale from 0 (never experienced) to 5 very often experienced. Scores are obtained by reverse scoring the positively stated questions (items 4, 5, 7 and 8) and summing all items; they can range from 0-5 with higher scores indicating a higher level of perceived stress.

The mean normal score for females on the PSS is 13.7 with a standard deviation of 6.6, and the mean normal score for males is 12.1 with a standard deviation of 5.9 (Cohen & Williamson 1988; Dr. Cohen’s scales, 2015). The mean PSS scores of the entire sample were 20.27. The finding of the study reflects that, most of the students were experiencing high stress in their daily life. This indicates students experiencing high stress in their daily life. This indicates students experience a lot of pressure from table 3, analysis of the distribution revealed significantly higher stress in students (60.8%).

Table 3: PSS among seven-department student

Department	Mean in PSS score	Standard deviation in PSS
DEL	20.73	4.04
DCE	19.67	4.7
DIR	20.23	5.78
DMD	20.43	3.65
DLW	20.32	5.95
DTHM	19.98	5.01
DARC	20.56	4.42

4.4 Discussion

This section elaborate the research findings, examined how the research question were addressed and discussed the implications of the results. The major findings of this study are presented in relation to the previously identified research questions in chapter one. The findings of these questions are indicated below.

Research questions one is there statistically significant difference in the perceived stress levels among students in different field of study?

This research question was answered using an analysis of variance (ANOVA) with all outcomes response. Table3 presents descriptive statistics on the means of the four department’s respondents. An alpha level .05 determined the level of significance.

As shown in table4, there is no significance difference in perceived stress level among different departments in the study. An ANOVA yielded an F-ratio of 0.28, which means that students from different academic field of study experience the same level of stress at same level of stress at 5% level of significance. This indicates that academic field of study has low effect on the perceived stress level of students.

This result is not consistent with other study that has been conducted by (Walton, 2000) comparing two different academic fields of study students. Walton found out a significant difference in the perceived stress of nursing and social work students. The social workers identified a significantly higher level of perceived stress than did the nursing students the research reveals no difference in perceived stress level may be because of the time the research conducted or the sampling techniques as the sample have taken only undergraduate students in specific departments. So, further research is needed to clarify the influence of academic field of study on stress considering these limitations of study.

The research is not also support a general belief that medical students are more stressed than other students in other departments. However, the results of this study report the opposite that medical students have the least mean score in the perceived stress level and most of them experience moderate stress. Most people think that medical students stressed, as they are work with patients, but the tool that measure the source of stress does not include stressor that are related to patients. This may underestimate the PSS scores of medical students. Future study of stress in medical students would be conducted using instrument that specifically developed for medical students.

Even if there is no significant difference among the seven department students, the mean scores for each group is not the same. The PSS mean of English language and literature (20.27) students was the highest compared to other departments students. Interestingly, medicine students PSS mean scores (19.67) were the least scorers in the PSS as shown in Table3. These findings give strong support to the notation that university student's experience higher level of stress.

Table 4: Analysis of variance data for perceived stress scale.

Source	DF	SS	MS	FS
Between groups	3	18.19	6,06	0.28
With groups	117	2553.28	21.82	
Total	119	2571.47		

Research questions two: what are the common stressors among students in different academic field of study.

As shown in table 5, environmental source of stress were most common stressors in the seven departments students' academic stressors were also the most frequently reported stressor. However, intrapersonal stressors were the least source of stress among the respondents of the study.

The most frequently listed sources of stressors were; increased class workload (2.72), all forms of assessment (2.58), lack of recreational activities on campus (2.5), new responsibilities (2.44) and financial difficulties (2.33). Interestingly, stressors were; trouble with boyfriend/girlfriend (1.34), friendship conflict (1.36), trouble with parents (1.28) not having enough support from others (1.45), and fear of failing (1.47) as shown in Table5.

These findings do not correspond with the other studies conducted on source of stress by (Ross, S.E.B, Niebling& Heckert, T.M. 1999). They found out that intrapersonal source of stress are the most common source of stress. According to the five most frequently stressors were change in sleeping habits, change in eating habits, new responsibilities and increased class workload.

The difference between this study findings and ross et al. finding is may be because of the difference in respondents that was students from different backgrounds and developed countries. The second reason may be, because of instrument used. This study integrates students stress survey (SSS) and University Students stress (USS). But Ross et.al, 1999 study used only SSS.

Research question Three: are there specific stressors that are more prevalent among students in the specific field of study than other fields of study students.

As there are common stressors in different academic field of study (departments), there are also specific stressors that are more related with high stress levels in the different academic field of study. From table 1, competing with other students, change in eating habits, decline in personal health, learning context- full of competition, lack of helpfulness of administrative staff, and lack of recreational activities on campus related with IRL students.

English language and literature students experience high stress level because of financial difficulties and accessing learning materials stressors compared to other departments. Change in sleeping habit and lower grade than anticipated were more related to medicine students. However, medical students experience high stress because of increased class workload. Civil Engineering students show high stress on instructor lack of teaching skill compared to other academic field of study as shown in table 1.

This finding supports the general belief held by university student's population that each department students are more prone to different specific stressor. For example, it is believed that engineering students are more stressed because of difficulty of commuting different mathematical equations. The results for this study also show that closer finding, that is, instructor lack of teaching stress them more. However, the result also reveals stressor for civil engineering students.

As previous studies (Dyrbye, Thomas and Shanafelt, 2005) found out, the results of this study also reveal that medical students have high-class workload. This happen as result of patient responsibility and the credit hour they learn in one semester. Change in sleeping habit and lower grade than anticipated were also reveals by the study as high stressor for medical students as they have more class workload and they spend much time in the library.

Table 5: Source of stress survey: Mean scores for four departments in each item

No	Source of stress	Mean of Seven departments Respondents
1	Trouble with parents	1.38
2	Trouble with boy/girl friends	1.34
3	Competing with other students	2.28
4	Friendship conflict	1.36
5	Lack of enough support from others	1.45
6	Change in sleeping habits	2.09
7	Change in eating habits	2.15
8	New responsibility	2.44
9	Financial difficulties	2.33
10	Decline in personal health	1.64
11	Fear failing	1.47
12	Increase in class work load	2.72
13	Lower grade than anticipated	1.97
14	All from of assessment (exams, assignments, presentation)	2.58
15	Lack of support from instructors	1.89
16	Having difficulty understanding academic material	1.63
17	Inadequate learning materials	1.71
18	Lack of teaching skill of instructors	1.9
19	Learning context full completion	2.16
20	Change in living environment	1.77
21	Adjusting to campus environment	1.95
22	Lack of campus facilities and equipment	2.18
23	Lack of helpfulness from administration staff	2.32
24	Lack of communication from university	2.22
25	Lack of recreational activities on campus	2.5

Table 6: Source of stress survey: Mean scores for seven departments in four cluster group of stressor

No	Source of stress group	Mean of seven departments
1	Interpersonal stressors	1.53
2	Intrapersonal stressors	2.02
3	Academic stressors	2.068
4	Environmental stressors	2.157

CHAPTER 5: SUMMARY CONCLUSION AND RECOMMENDATION

5.1 Summary

The purpose of this study is to investigate the difference in the extent of stress as a function of academic fields of study by comparing students in different departments. The study of this phenomenon can have important implications for administrators in higher education as perceptions of high stress levels can lead to poor academic performance, attrition, depression and even serious health problems in college and university students. It also helps teachers and counselors to recognize the main sources of students stress.

The population for this study consisted of 206 students from seven departments at Near East University during the 2020 academic year. These sample consisted of 26 medicine students, 30 Civil Engineering, 30 English language and literature, 29 international relations, 30 Tourism and Hotel management, 28 Architecture and 30 law students. The researcher used three instruments to collect information. The first tool was demographic questionnaire, which was developed by the researcher. The tool identified the program (department) that the student is enrolled in and the gender of the respondents. The researcher was designed a second tool that is survey on source of stress to collect information about source of stress. The third tool used was perceived stress scale (PSS) developed by Cohen to identify the stress level.

Each of these tools was placed in a packet by the researcher along with cover letter. After obtaining permission from the faculty, the researcher starts to distribute questionnaires online using data collection tool. Responses from the PSS and survey on source of stress were hand scored by the researcher. Then data was analyzed using Comparative descriptive and inferential statistics method. An alpha level of 0.05 was used to establish statistical significance.

The finding from demographic of questionnaire showed that the population was predominantly male, with 111(54%) and 94 female students (46%). The sample of English language and literature male 12 (6%) and 18 female (9%). Most of respondents were male 19(9%) in civil Engineering department, with only 11 (5%) female respondents. More than half of medicine students 16(8%) were male and 10(5%) female. In department of tourism and Hotel management consists 13 (6%) male and 17 (8%) female students. School of law contained 18(9%)

male and 12(6%) female. Architecture department contained 16(8%) male students and 13 (6%) females. In international relations department most of the respondent was male students 17(8%) and only 12(6%) female students where participated in the study.

The first research question asked if there was statically significant difference in the perceived stress levels among students in different field of study. The finding reflects no significant difference in perceived stress level among different departments in the study. This indicates that academic field of study has low effect on the perceived stress level of students. The findings of survey on source of stress used to answer the second and third research questions. The result reflects environmental source of stress were most common stressors in the seven department students.

However, there are specific stressors that are more related with each department. English language and literature students, Law department students more stressed due to interpersonal source of stress. Both medical students and International relations department students were more prone to environmental stressors this were also same in tourism and hotel management department. Academic source were the most common stressor in Civil Engineering students and Architecture.

5.2 Recommendation

The researcher suggests the following recommendations:

1. Near East University administrator should implement comprehensive stress managements program as most of the students experience high level of perceived stress.
2. The stress management programs should be implemented to all departments fairly and equally no need to give special advantage to specific department, because different department students report almost the same level of perceived stress.
3. As environmental sources are the most prevalent stressors in different academic field of study, campus administrators and counselors need to explore strategies to improve the campus environment. Administrator need to encourage and prepare different recreational activities and develop trusting and supportive relationship with students to enhance to enhance the student's academic, self-esteem and feelings of competence.

4. Departments should attempt to decrease the class workload and different form of assessments such as presentation, exams and assignments. Many students reported this as the highest stressor in the questionnaire.
5. Specific stress management program for each department students be design as intervention mechanism. There are specific stressor, which is related to each department students.
6. Further research should be conducted on perceived stress level of different department students according to gender, year level and age. This research should be also expanded using students in other university and departments from different academic unit.

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Questionnaire filled by students

Part one: purpose of the study

The main purpose of this study is to assess the difference in perceived stress level as a function of academic field of study by comparing students in different faculties. Hence, the questionnaire is prepared to gather information about the difference in perceived stress level as a function of academic field of study through comparing students in different faculties. There is no right or wrong answers to the questions; we are just interested with your ideas and opinions. Your response will remain strictly confidential and no one will be able to trace. Your honest response is very essential for the success of this study.

Part two: Background information

The following items are about your personal information please read carefully and write answers on a given place.

1. Sex _____
2. Department _____
3. Academic year _____

Direction: The following list of statements investigate the perceived stress level as a function of academic field of study by comparing students in different faculties. Below in the table there are statements require how often you find yourself experiencing such common symptoms of stress. Please after carefully reading each statement tick () the answer you consider most appropriate.

Mark 1 if you never experience

Mark 2 if you experience almost never

Mark 3 if you experience some times

Mark 4 if you experience fairly often

Mark 5 if you experience very often

No	Statement	Scale				
		1	2	3	4	5
1	Trouble with parents					
2	Trouble with boy/girlfriend					
3	Competing with other student					
4	Friendship conflict					
5	Lack of enough support from others					
6	Change in sleeping habits					
7	Change in eating habits					
8	New responsibilities					
9	Financial difficulties					
10	Decline in personal health					
11	Fear of failing					
12	Increased in class workload					
13	Lower grade than anticipated					
14	All from of assessment (exams, assignments,					

	presentation)	
15	Lack of support from instructors	
16	Having difficulty understanding academic material	
17	Inadequate learning materials	
18	Lack of teaching skills of instructors	
19	Learning context full completion	
20	Change in living environment	
21	Adjusting to campus environment	
22	lack of campus facilities and equipment	
23	Lack of helpfulness from administration staff	
24	Lack of communication from university	
25	Lack of recreational activities on campus	