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RESEARCH ARTICLE

FACTORS OF STRESS IN THE STUDENTS OF PUNJAB UNIVERSITY LAHORE

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ABSTRACT

The primary goal of the current investigation was to see "Factor that reasons for worry in understudies" The universe of our examination comprised of understudies of Punjab College Lahore. An example of 275 was drawn; the strategy of advantageous examining was utilized for this reason. Poll is use as an instrument for information assortment and vis-à-vis technique was utilized as study strategy. For testing theory the subjective information was evaluated by offering codes to reaction of the respondent. The Chi-Square Test, Mann Whitney U Test and Kruskal Wallis H Test are applied.

INTRODUCTION

Therefore, individuals have gotten busier in documenting their every day objectives or all consuming purpose nobody have the opportunity to go through with one another's or to know the torment of other, so in this circumstance stress is a characteristic marvel. We can say stress is a confusion circumstance of brain that impact not just our wellbeing it additionally influence our idea, day by day exercises, day by day schedule, mind, temperament just as our conduct nonetheless, overemphasize make issues upset our wellbeing and uneasiness our life's. Albeit an ideal degree of stress can upgrade learning ability (Sadok, 2007) a lot of stress can cause physical and emotional wellness problems (Niemi & Väniömäki, 1999). University understudy endured more worry as contrast with school and undergrads they generally experienced money related issue, scholastic responsibility time the executives on the grounds that because of semester framework they experienced short planning of scholarly schedule when stress is seen adversely or gets unnecessary, it can influence both wellbeing and scholastic execution (Campbell, 1992). Stress is otherwise called a downturn. There are numerous reasons of discouragement and worry in a people. Understudies life is as everybody state is an ideal and upbeat timeframe where there is no issue with respect to useful life however this isn't correct, in actuality, is a basic time of life where a for documenting an all consuming purpose or getting a best future understudies stages many solidifies many stress makes factor file them. Worry in not just a solitary word is can influence scarcely on life it impact understudies mental

level, their idea, execution their outcome and so forth understudies that are experiencing this stress can't get their objectives. There are numerous elements that cause worry in understudies it very well may be study trouble, individual's mentality, monetarily circumstance of their folks, their parent's weight and their substantially more desire and so on. These issues may cause mental difficulties.

Sorts of stress

Intense stress: Intense stress is most normal kinds of stress that all practically every individual confronted. This kinds of stress is caused because of the some danger, desire and requests of others, weights of something that was happening in past or would in future. Case of these kinds of worry in understudies is particularly stresses over tests, racing to meet a task and so on. This sort of stress might be spring up in anybody's life. It tends to be dealt with or reasonable. Intense stress is brief timeframe stress.

Ceaseless stress: Ceaseless stress is certifiably not a brief stress like an intense stress. It is consistently wears on individuals. This stress is cause in a circumstance when an individual can't figure out how to dispose of a terrible circumstance. This sort of stress is typically occurred in relationship issue, monetary issues and wellbeing related issue.

Incoherent stress: This sort of stress is normally creates when an emergency are constantly in a method of individual. At the point when an individual needs to satisfy the objective yet the person in question can't satisfy the objective because of some undesirable thing abrupt. It is generally create when there are a few issues for which an individual can't communicate their feelings.

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Factor that cause worry in understudies

Scholastic stress: Scholastic stress is a psychological trouble concerning some secured dissatisfaction related with scholarly disappointment, misgiving of such disappointment or even an attention to the chance of such disappointment (Gupta and Khan, 1987). (Zeidner, 1992) study detailed that understudies had all the earmarks of being under high by stress beginning from course over-burden and scholarly assessment techniques and least worried by close to home recognizable and social variables.

Parental burden: A few families place a lot of weight on understudies by requesting from them that they have to get passing marks. Absence of parental assistance, friendly assessment framework, satisfying parental hope, demeanor of educator, dread of assessment were the stress causing factor (Kohln's1983). The strain to procure passing marks and to win a degree is high (Hirsch and Ellis, 1996).

Monetary Issues/Work: Budgetary issue is issue of each man. There are various understudies who have budgetary issues with respect to their investigation. A few understudies do low maintenance employment to pay their expenses and change their financial plan because of this difficult they have absence of time to take rest which result is in type of wellbeing related issue and can't have the opportunity to do their examinations appropriately this can ponder their scholarly advancement and grades. Agonizing over their monetary issue can prompt reason for stress and melancholy. The aftereffects of earlier examinations propose that money related weights could be a potential stress factor for understudies which add to low scholastic execution (Andrews, 2004 & Geist, 1993).

Comfort: Because of the entire day timetable of college understudies can't get time to take rest that is the reason they experienced wellbeing related issue. Factor that is identified with wellbeing is to take sustenance. In college cafeteria understudies take unfortunate food that influences their wellbeing. Associations with loved ones, eating and dozing propensities, and forlornness may influence a few understudies antagonistically (Wright, 1967).

Stipulation: There are numerous issues in condition that cause stress. As a rule a few understudies that are for getting instruction join inn. They can't alter with the earth of inn faces some issue from their flat mates this is bothering and turning into the reason for stress. A few understudies are originating from towns they can't modify in nature of college and some time when there is no plate structure for understudies for compositely about their issues.

Financial status: This is issue of pretty much every individual. In this everyday issue individuals incline toward the cash above on an individual so in understudy life understudies experienced this issue when they can't managed costs of study they get agitated and it cause stress.

Literature Review: Thawabieh (2012) lead an exploration evaluating worry among college understudies the essential watchword of the examination was Pressure, Understudies, Appraisal, School, Brain research. The pointed of this examination was to recognize the degree of stress that the college understudies experienced and the factor related with pressure.

Quantitative methodologies have been utilized because of restricted assets the information was comprised of 471 understudies from Tafila Specialized College through all around organized survey. The member of this examination were enlisted from a populace of 1st,2nd,3rd,and fourth year (TTU) understudies and haphazardly chose poll was comprise of 35 things. MANOVA and connection examination procedures were utilized .The outcomes or finish of this investigation is college understudies experienced moderate degree of stress. Sohail (2013) direct an exploration on Stress and Scholastic Execution among Clinical Understudies the pointed of this examination was to distinguish the connection between the pressure and scholarly execution of first year clinical understudies and furthermore to discover the factor that cause the pressure and level of pressure. In this investigation the blended technique consecutive examination configuration was utilized. The respondent of this work was 120 first year understudies of Allama Iqbal clinical undergrads, Lahore from spring to December 2010. Overview was comprised of 220 understudies however just 120 were taken as respondents data was gathered through meeting and poll. Non-likelihood purposive inspecting was locked in for the two sorts of information assortment. SPSS variant 20 was utilized. This investigation infer that 7.5% low level pressure were found , moderate level was 71.675 and elevated level was discovered 20.83% .The examination uncovered an assortment of stress causes and a significant level of worry in the clinical understudies. The outcomes additionally show that more elevated level of pressure is related with helpless scholastic execution.

Ahmed (2009) lead an investigation on appraisal of stress and stressor: an examination on the executives understudies. The reason for this examination was to discover the entertainer that causes the pressure, level of pressure, wretchedness in the board understudies. Presently a day's pressure and wretchedness is a typical issue of understudies in all degree of training. This work attempts to assess the conditions that become the reason for worry in understudies, for example, families issues, addresses related issues, medical issues that create the pressure and sadness, visit tasks, loathe with different understudies, disillusionment, disappointments and helpless associations with different understudies, schedule and guidance, collaboration related issues, evaluation, and position, to distinguish the issues that are causing pressure. Irregular testing was utilized to gather the information from various college of the executives' understudy that comprised of 300 members. Poll basically comprises of four sections that are socioeconomics, manifestations of stress, wellsprings of stress and one open finished inquiry. The finding of this examination shows that the significant reason for worry in understudies are uneasiness, apprehension, pressure, neck agony or shoulder torment, to accomplished various errands. Misra (2000) directs an exploration on understudy's scholastic pressure and its connection to their tension, time, and the board and recreation fulfillment. The principle target of this was to examine the connection between acidic pressure, apprehension, time the board and level of unwinding fulfillment among understudies undergrad by their age and sexual orientation. Denise Pfeiffer (2001) conducts an examination on scholarly and ecological worry among undergrad and graduate understudies. The reason for this examination was to explore the degree of worry in graduate and college understudies and furthermore to discover the distinctive stressor that cause the pressure. The member of this examination comprised of two populace that was

graduated and college understudies of various schools. Kai-Wen (2010) lead an examination on an investigation of stress sources among understudies in Taiwan. The fundamental target of this examination was to sources or reasons for worry in undergrads. Information of this investigation was gathering through poll 230 survey was circulated just 201 were substantial reactions. Poll comprised of two segments, containing essential information and wellsprings of stress. 50 thing were in survey with 5 liker's scale poll 230 survey was arbitrarily circulated to four diverse school from them two school was public school situated in north Taiwan and other was tuition based school situated in southern. The finding from this investigation show that the male understudy feel more worry from family factor as contrast with females, higher evaluations understudies stages more physical and mental pressure additionally that understudies who take understudies advances feel significant level of worry when contrasted with the individuals who don't take credit.

Khan (2014) direct an examination on effect of worry among understudies of an open segment college and the primary target of this investigation was to see the connection between the pressure and understudies' capacities ,, for example, scholarly execution their psychological and state of being. This investigation was direct in open part college Lahore the information depended on the individual perspectives and observation gathered through well-structure semi center gathering through meeting. The number of inhabitants in this examination comprised of 1800 understudies that were tried out various degree program. Levels of worry in understudies were checked through poll created by universal pressure the executive's affiliation. Anxiety was gentle, moderate and elevated level pressure discovered to be existent in test. The consequence of this investigation was presume that 79.6% understudy have the elevated level pressure and were at high danger of physical and socio-scholastic disappointment.

Scholastic worry among understudies of all level, all establishments and all projects is a typical issue. It impact straightforwardly their lives, exhibitions, wellbeing ,mind channel, and so forth so worry among school is additionally a the present enormous issue when an understudies got affirmation in first year they not thought about the school life ,courses and by any means. Kadapatti, (2012) lead an investigation on stressor of scholastic pressure an examination on pre-college understudies. The reason for this examination was to look at and discover the factor that cause worry in scholastic field of understudy. The device for information assortment comprises of well-structure poll. Populace of this examination comprised of four co-instructive schools where young men and young ladies both were the enthusiasm of this investigation. 360 members were chosen through arbitrary examining. Distinctive investigation structures were utilized to see the wellspring of worry in first year and second year understudies of both male and female. Mazumdar (2012) direct an examination on which proclamation was relative investigation on stress and its contributing components among the Alumni and Post-graduate understudies. Understudies pressure is a marvel that we can't overlook it which is found in their everyday life. Stresses straightforwardly focus on the post graduate understudies as contrast with the alumni understudies. Physical, mental and family, work, relationship and budgetary were the miniaturized scale wellspring of worry in understudies. There is consistently an extraordinary undertaking for understudies to getting passing marks in

assessment and to make sure about great job. Rafidah et al (2009) direct an examination on the effect of apparent pressure and stress factors on scholarly execution of pre-certificate science understudies: A Malaysian Report" the primary target and reason for this investigation was to explore the effect of weight on scholastic execution of understudies.

METHODOLOGY

Whole the students of University of Punjab were the target population of this study. The individual member or part of the population under studying are called sample. My sample size is 275. In this research convenient sampling as a sampling technique has been applied. Our objective was to obtain the demographic data of the student and to determine the opinion of the respondent Factor that causes of stress in students Hence each group comprising faculties was considered as units and total population of Punjab University was our population size (N). The researcher used the formula provided by the Yamane's to determined sample size for data is

$$n = N / (1 + N * e^2)$$

Where N: is the population size, n: is the sample size, e: is the level of precision which is 6% Sample size at 0.06 level of precision is, $n = 32050 / (1 + 32050 * 0.06^2)$, $n = 275$. The questionnaire is the source of gathering of information from the respondent. The questionnaire has total 52 questions. First 5 are used to collect the personal information, and the remaining is about the views of people Factor that causes of stress in students. The topic is entirely covered by the questions asked. As this study involves human participants, therefore unforced permission has been taken from students of the Punjab University. Furthermore, it has been taken on top priority that, no question should be against the moral and cultural values of the students. Before the collection of actual data, questionnaire tool will be pre-test from 50 respondents from the population.

Objectives of study: The objective of this study was to identify the factor(s) or cause(s) those produce the stress in university students. This stress affects their academic performance as well as their health and physical condition.

Scoring Scheme of the Study: Question 1 to 5 is the socio-demographic. We ranked them according to various categories and coding scheme is given as under

| Age | Code assigned |
|----------|---------------|
| 18 to 20 | 1 |
| 20 to 22 | 2 |
| 22 to 25 | 3 |

| Qualification | Code assigned |
|---------------|---------------|
| BS | 1 |
| MASTER | 2 |
| M. Phil | 3 |
| OTHER | 4 |

Method used for data analysis: There are three methods used for the data analysis. The primary use of the Chi-square test of independence is to determine whether two categorical

INFERENCE ANALYSIS

Chi-Square test with grouping variable Gender

| Hypothesis | Chi-Square | P-value | Result |
|--|------------|---------|---------------|
| Ho: There is no association between gender and more expectations from parents cause stress H1: There is association between gender and more expectations from parents cause stress | 13.22 | 0.004 | Significant |
| Ho: There is no association between gender and less available time to study cause stress. H1: There is association between gender and less available time to study cause stress. | 9.153 | 0.057 | Insignificant |
| Ho: There is no association between gender and lack of self confidence that cause stress. H1: There is association between gender and lack of self confidence that cause stress. | 19.769 | 0.001 | Significant |
| Ho: There is no association between gender and difficult paper pattern cause stress. H1: There is association between gender and difficult paper pattern cause stress. | 6.268 | 0.18 | Insignificant |
| Ho: There is no association between gender and full day schedule of university effect the health H1: There is association between gender and full day schedule of university effect the health. | 6.749 | 0.08 | Insignificant |
| Ho: There is no association between gender and bad attitude of people cause stress. H1: There is association between gender and bad attitude of people cause stress. | 10.062 | 0.039 | Significant |
| Ho: There is no association between gender and personally daily dressing cause stress. H1: There is association between gender and personally daily dressing cause stress. | 40.243 | 0 | Significant |

Chi-Square test with grouping variable Age

| Hypothesis | Chi-Square | P-value | Result |
|--|------------|---------|---------------|
| Ho: There is no association between age and more expectations from parents cause stress H1: There is association between age and more expectations from parents cause stress | 6.706 | 0.349 | Insignificant |
| Ho: There is no association between age and less available time to study cause stress. H1: There is association between age and less available time to study cause stress. | 24.385 | 0.002 | Significant |
| Ho: There is no association between age and lack of self confidence that cause stress. H1: There is association between age and lack of self confidence that cause stress. | 25.434 | 0.001 | Significant |
| Ho: There is no association between age and difficult paper pattern cause stress. H1: There is association between age and difficult paper pattern cause stress. | 5.418 | 0.712 | Insignificant |
| Ho: There is no association between age and full day schedule of university effect the health H1: There is association between age and full day schedule of university effect the health. | 5.821 | 0.444 | Insignificant |
| Ho: There is no association between age and bad attitude of people cause stress. H1: There is association between age and bad attitude of people cause stress. | 12.635 | 0.125 | Insignificant |
| Ho: There is no association between age and personally daily dressing cause stress. H1: There is association between age and personally daily dressing cause stress. | 17.738 | 0.023 | Significant |

Chi-Square test with grouping variable

Area of residence

| Hypothesis | Chi-Square | P-value | Result |
|--|------------|---------|---------------|
| Ho: There is no association between area and more expectations from parents cause stress H1: There is association between area and more expectations from parents cause stress | 1.821 | .610 | Insignificant |
| Ho: There is no association between area and less available time to study cause stress. H1: There is association between area and less available time to study cause stress. | 5.389 | .250 | Insignificant |
| Ho: There is no association between area and lack of self confidence that cause stress. H1: There is association between area and lack of self confidence that cause stress. | 1.488 | .829 | Insignificant |
| Ho: There is no association between area and difficult paper pattern cause stress. H1: There is association between area and difficult paper pattern cause stress. | 4.581 | .333 | Insignificant |
| Ho: There is no association between area and full day schedule of university effect the health H1: There is association between area and full day schedule of university effect the health. | .437 | .932 | Insignificant |
| Ho: There is no association between area and bad attitude of people cause stress. H1: There is association between area and bad attitude of people cause stress. | 3.089 | .543 | Insignificant |
| Ho: There is no association between area and personally daily dressing cause stress. H1: There is association between area and personally daily dressing cause stress. | 2.152 | .708 | Insignificant |

Mann-Whitney U Test Grouping Variable Gender

| Hypothesis | Mann-Whitney Test | Z | P-value | Results |
|--|-------------------|-------|---------|---------------|
| Ho: gender and more expectations from parents cause stress are not identical. H1: gender and more expectations from parents cause stress are identical | 8538.500 | 1.072 | .284 | Insignificant |
| Ho: gender and less available time to study cause stress are not identical. H1: gender and less available time to study cause stress are identical. | 8903.000 | .470 | .635 | Insignificant |
| Ho: gender and lack of self confidence that cause stress are not identical. H1: gender and lack of self confidence that cause stress are identical. | 7906.000 | 2.170 | .030 | Significant |
| Ho: gender and difficult paper pattern cause stress are not identical. H1: gender and difficult paper pattern cause stress are identical. | 8660.500 | .859 | .390 | Insignificant |
| Ho: gender and full day schedule of university effect the health are not identical. H1: gender and full day schedule of university effect the health are identical. | 8437.000 | 1.437 | .151 | Insignificant |
| Ho: gender and bad attitude of people cause stress are not identical. H1: gender and bad attitude of people cause stress are identical. | 7742.500 | 2.370 | .018 | Significant |
| Ho: gender and personally daily dressing cause stress are not identical. H1: gender and personally daily dressing cause stress are identical. | 6757.000 | 3.890 | .000 | Significant |

Mann-Whitney U Test Grouping Variable Area of residence

| Hypothesis | Mann-Whitney Test | Z | P-value | Results |
|--|-------------------|-------|---------|---------------|
| Ho: area and more expectations from parents cause stress are not identical. H1: area and more expectations from parents cause stress are identical | 6111.000 | .201 | .841 | Insignificant |
| Ho: area and less available time to study cause stress are not identical. H1: area and less available time to study cause stress are identical. | 6054.000 | .309 | .757 | Insignificant |
| Ho: area and lack of self confidence that cause stress are not identical. H1: area and lack of self confidence that cause stress are identical. | 6181.000 | .065 | .948 | Insignificant |
| Ho: area and difficult paper pattern cause stress are not identical. H1: area and difficult paper pattern cause stress are identical. | 5730.500 | .935 | .350 | Insignificant |
| Ho: area and full day schedule of university effect the health are not identical. H1: area and full day schedule of university effect the health are identical. | 6165.000 | .110 | .912 | Insignificant |
| Ho: area and bad attitude of people cause stress are not identical. H1: area and bad attitude of people cause stress are identical. | 5416.000 | 1.577 | .115 | Insignificant |
| Ho: area and personally daily dressing cause stress are not identical. H1: area and personally daily dressing cause stress are identical. | 5973.000 | .465 | .642 | Insignificant |

Kusal Walis Test Grouping Variable

Qualification

| Hypothesis | Kruskal-wallis test | P-value | Results |
|--|---------------------|---------|---------------|
| Ho: qualification and more expectations from parents cause stress are not identical. H1: qualification and more expectations from parents cause stress are identical | 1.248 | .741 | Insignificant |
| Ho: qualification and less available time to study cause stress are not identical. H1: qualification and less available time to study cause stress are identical. | 8.935 | .030 | Significant |
| Ho: qualification and lack of self confidence that cause stress are not identical. H1: qualification and lack of self confidence that cause stress are identical. | 1.267 | .737 | Insignificant |
| Ho: qualification and difficult paper pattern cause stress are not identical. H1: qualification and difficult paper pattern cause stress are identical. | 5.885 | .117 | Insignificant |
| Ho: qualification and full day schedule of university effect the health are not identical. H1: qualification and full day schedule of university effect the health are identical. | .755 | .860 | Insignificant |
| Ho: qualification and bad attitude of people cause stress are not identical. H1: qualification and bad attitude of people cause stress are identical. | 2.705 | .439 | Insignificant |
| Ho: qualification and personally daily dressing cause stress are not identical. H1: qualification and personally daily dressing cause stress are identical. | 19.269 | .000 | Significant |

Kusal Walis Test Grouping Variable

Monthly income

| Hypothesis | Kruskal-wallis test | P-value | Results |
|--|---------------------|---------|---------------|
| Ho: income and more expectations from parents cause stress are not identical. H1: income and more expectations from parents cause stress are identical | 4.900 | .179 | Insignificant |
| Ho: income and less available time to study cause stress are not identical. H1: income and less available time to study cause stress are identical. | 5.714 | .126 | Insignificant |
| Ho: income and lack of self confidence that cause stress are not identical. H1: income and lack of self confidence that cause stress are identical. | 4.433 | .218 | Insignificant |
| Ho: income and difficult paper pattern cause stress are not identical. H1: income and difficult paper pattern cause stress are identical. | 1.143 | .767 | Insignificant |
| Ho: income and full day schedule of university effect the health are not identical. H1: income and full day schedule of university effect the health are identical. | 5.844 | .119 | Insignificant |
| Ho: income and bad attitude of people cause stress are not identical. H1: income and bad attitude of people cause stress are identical. | 5.332 | .149 | Insignificant |
| Ho: income and personally daily dressing cause stress are not identical. H1: income and personally daily dressing cause stress are identical. | 1.035 | .793 | Insignificant |

variables are independent or related. The Mann-Whitney U test is a non parametric alternative to the Student's two sample t-test which requires random sampling from normal population with equal variances. A nonparametric alternative procedure to a one way analysis of variances or the F-test for testing the equality of several means is the Kruskal Wallis test. This test is a generalization of the two-sample Mann-Whitney U test.

Conclusion

We observed that 27.3% respondents are study in BS, 47.3% are study in master, 17.1% are in masters' and 8.4% are study in other kind of class.

Most of the respondents are urban area. Most of the respondents are agree to poor transport cause stress. We observed that 4.7% respondents are strongly disagreeing, 38.5% are agreed and 32.4% are strongly agree. Most of the respondents are not sure to full day schedule university cause stress. Most of the respondents are not sure to less time to study cause stress. Most of the respondents are not sure to achieve the daily goals cause stress. Most of the respondents are agree to slow understanding cause stress. We observed that 5.5% respondents are strongly disagree 19.3% are disagree, 14.9% are not sure, 37.1% are agree and 23.3% are strongly agree.

Most of the respondents are agree to teacher favoritism with other students cause stress. Most of the respondents are agree to lack of self confidence cause stress. We observed that 12.0% respondents are strongly disagree 20.4% are disagree, 15.3% are not sure, 40.4% are agree and 12.0% are strongly agree. Most of the respondents are agree to student's disturbance during lecture cause stress. We observed that 4.4% respondents are strongly disagree 21.5% are disagree, 15.3% are not sure, 44.7% are agree and 14.2% are strongly agree. Most of the respondents are agree to frequent change in examination cause stress. We observed that 4.7% respondents are strongly disagree 4.4% are disagree, 10.2% are not sure, 66.5% are agree and 14.2% are strongly agree. Most of the respondents are agree to lack of time to rest cause stress. We observed that 18.1% respondents are strongly disagree, 5.5% are disagree, 12.7% are not sure, 49.0% are agree and 14.5% are strongly agree.

We observed that 9.8% respondents are strongly disagree 4.4% are disagree, 24.7% are not sure, 49.1% are agree and 12.0% are strongly agree. Most of the respondents are agree to lack of co-coordinator cause stress. Most of the respondents are agree to interaction other people cause stress. We observed that 18.1% respondents are strongly disagree, 7.6% are disagree, 16.4% are not sure, 43.2% are agree and 14.5% are strongly agree. Most of the respondents are agree due to low income cause stress. Most of the respondents are agree to affordance of computer accessories cause stress. There is significant difference between gender and more expectations from parents cause stress. So we conclude that is association between gender and more expectations from parents cause stress. So we conclude that is association between gender and bad attitude of people cause stress. There is significant difference between gender and personally daily dressing cause stress. There is insignificant difference between age and full day schedule of university effect the health. So we conclude that is no association between age and full day schedule of university effect the health. There is insignificant difference between area and full day schedule of university effect the health. So we conclude that is no association between area and full day schedule of university effect the health.

Using Mann Whitney U Test we find

There is insignificant difference between gender and more expectations from parents cause stress are not identical. There is insignificant difference between gender and less available time to study cause stress are not identical. There is insignificant difference between area and full day schedule of university effect the health are not identical.

Using Kruskal Wallis H test we find

Since the calculated value of $H = 1.248$ does not fall in the critical region and $p > 0.05$. Therefore we accept H_0 at 5%. Since the calculated value of $H = 8.935$ fall in the critical region and $p < 0.05$. Therefore we reject H_0 at 5%. Since the calculated value of $H = 1.267$ does not fall in the critical region and $p > 0.05$. Therefore we accept H_0 at 5%. Since the calculated value of $H = 5.885$ does not fall in the critical region and $p > 0.05$. Since the calculated value of $H = 19.269$ fall in the critical region and $p < 0.05$. Therefore we reject H_0 at 5%. Since the calculated value of $H = 4.900$ does not fall in the critical region and $p > 0.05$.

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