Faculty of Cognitive Sciences and Human Development

TOPIC: ACADEMIC STRESS AND THE STUDENTS MENTAL

HEALTH

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Bachelor of Psychology (Honours)

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UNIVERSITI MALAYSIA SAWARAK

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ACADEMIC STRESS AND THE STUDENTS MENTAL HEALTH

MANISHAA RREDDY A/P SREERAMAMURTHY

This project is submitted
in partial fulfilment of the requirements for a
Bachelor of Psychology with Honours

Faculty of Cognitive Sciences and Human Development
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(2022)

The project entitled **'Academic Stress and the students Mental Health'** was prepared by **Manishaa Rreddy A/p Sreeramamurthy (70291)** and submitted to the Faculty of Cognitive Sciences and Human Development in partial fulfillment of the requirements for a Bachelor of Psychology with Honours

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ABSTRACT

Majority of students tend to experience academic stress which is emotional distress due to their frustrations of potential academic failure and a high level of stress may affect the student's mental health. This research is aimed to investigate the relationship of academic stress and students' mental health at Universiti Malaysia Sarawak. A quantitative research method was used to collect and analyse the data from a sample size of 150 Unimas students, 75 male and female students, respectively. The instruments used are the Perception of Academic Stress Scale (PASS) and Depression Anxiety Stress Scale (DASS-21). The results show that there is a weak positive correlation between academic stress and mental health. Also, there is a significant gender difference of academic stress and mental health between male and female students. Thus, students should understand academic stress and mental health better, to promote overall health by taking important measures to cope and to live a healthier lifestyle.

ABSTRAK

Majoriti pelajar cenderung mengalami tekanan akademik yang merupakan tekanan emosi kerana kekecewaan mereka terhadap kegagalan akademik yang berpotensi dan tahap tekanan yang tinggi boleh menjejaskan kesihatan mental pelajar. Kajian ini bertujuan untuk menyiasat tekanan akademik dan kesihatan mental pelajar di Universiti Malaysia Sarawak (Unimas). Kaedah penyelidikan kuantitatif digunakan untuk mengumpul dan menganalisis data daripada saiz sampel 150 pelajar Unimas, iaitu 75 pelajar lelaki dan perempuan masing-masing. Instrumen yang digunakan adalah "Perception of Academic Stress Scale" (PASS) and "Depression Anxiety Stress Scale" (DASS-21). Keputusan kajian menunjukkan bahawa bahawa terdapat korelasi positif yang lemah antara tekanan akademik dan kesihatan mental. Terdapat juga, perbezaan jantina yang signifikan dari tekanan akademik dan kesihatan mental antara pelajar lelaki dan perempuan. Justeru, pelajar wajarlah memahami tentang tekanan akademik dan kesihatan mental dengan lebih baik, untuk mempromosikan kesihatan secara keseluruhan dengan mengambil langkah-langkah penting untuk mengatasi dan menjalani gaya hidup yang lebih sihat.

Kata kunci: Tekanan Akademik, Kesihatan mental, Jantina

<div align="center">**CHAPTER ONE**</div>

<div align="center">**INTRODUCTION**</div>

1.0 Introduction

The research topic of this study is academic **s**tress and the students mental health. This chapter serve as a brief introduction and overview about this researchThe background of study, problem statement, research objectives, questions, hypothesis, the conceptual framework, the significance of the study, the definition of terms, as well as the summary included in this chapter was discussed.

1.1 Background of Study

Stress is an unavoidable natural response to a human body and can be faced by many individuals, irrespective of their age, race, religion, profession, background, or environment (Esia-Donkoh & Yelkpieri, 2011). Stress is also the worry or pressure faced by students due to school and education (Suresh, 2015). University students face many challenges to succeed and fulfil various obligations, such as schoolwork, examinations, extracurricular activities, assignments, presentations, and catching on deadlines. Academic pressure, adapting to an unfamiliar setting, fear of failing, and low self-esteem leads to higher dissatisfaction for university students (Pariat, Rynjah, & Kharjan, 2014). These stressors were the various sources of academic stress that may affect the students' academic performances due to their busy schedules and lifestyle in university. It is specifically tougher for students that are staying far away from their homes (Suresh, 2015).

As a result, stress has become one of the major health problems and has a high percentage of the students facing stress which affects their mental health, leading to students facing anxiety and depression. Mental health is the basis of the well-being and efficient function of a person (World Health Organization, 2020). It influences the way we think, feel, and act, as well as the way we cope with stress, interact with people, and make decision. Every human has mental health, and it is vital at every stage of life. According to the Institute for Public Health (2015), it was found that one over three Malaysians are dealing with mental illnesses due to the stress faced as a university student. There was also a high increase in suicide levels. Referring to the five-year statistics from the Ministry of Health Malaysia's Health Informatics Center (2010-2014), 338 deaths in the hospitals were due to suicide attempts. Thus, this research was conducted to help in sharing knowledge and raising awareness among students about academic stress and mental health.

1.2 Problem Statement

Although they are researchers that have done the study of correlation between academic stress and mental health before, the existing literature on this dimension remained unclear. After high school years, there are many students that attend colleges or universities who have lived through various hardships and tough times, such as lack of social support from their family, financial difficulty, and feeling lonely (Paulynice, 2019). Due to this, university students may have high rates of experiencing mental health issues, such as anxiety, depression, eating disorder, or suicidal thoughts, which may affect their overall health in daily life.

Most students that faced stress had a high level of poor self-esteem, and nearly 50% of the students experienced a greater level of depression (Baste & Gadkari, 2014). Previous studies revealed that a greater level of stress is related to the worsening of academic performance (Sohail, 2013). As a result, the students mental health has recently become an increasing concern over the years because many students might face a high level of stress due to busy university schedules and the current ongoing Covid-19 pandemic has caused a huge impact on the students. These vital concerns should be discussed for students to critically think and prevent them from worsening (Hafis, 2018). Stress can be developed among students due to the constant phase of their hectic lifestyle. Thus, it is crucial to spread awareness about the relationship between academic stress and the students mental health for students to find an effective measure to learn to cope with their mental distress in daily life.

1.3 Research Objectives (RO)

RO1: To investigate the relationship between academic stress and the students mental health.

RO2: To identify the gender differences in academic stress and the students mental health.

1.4 Research Questions (RQ)

RQ1: Is there a significant relationship between academic stress and the student's mental health?

RQ2: Is there a significant difference in academic stress and mental health between male and female students?

1.5 Research Hypotheses

H1: There is a significant relationship between academic stress and the students mental health.

H2: There is a significant difference in academic stress and mental health between male and female students.

1.6 Conceptual Framework
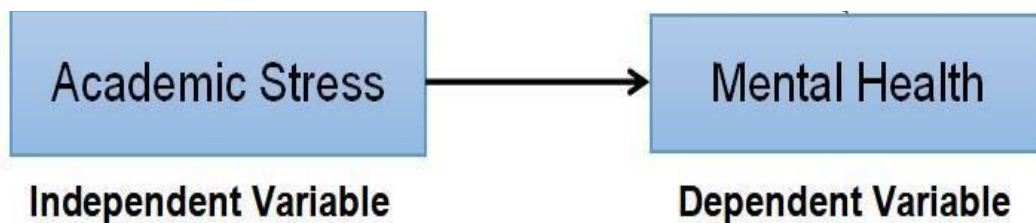
Figure 1. Conceptual framework of the study

The Independent Variable (IV) is the academic stress and the Dependent variable (DV) is the UNIMAS students mental health. The research aims to investigate the relationship between academic stress and the mental health of UNIMAS students .

1.7 Significance of Study

This study is conducted to help raise or spread awareness to students, lecturers, and parents about the importance of academic stress and mental health. The results of this study will be a huge help to the students, lecturers, and parents in several ways. It will surely benefit the students to gain knowledge and understand better the factors of stress and how stress affects their mental health. So, the students are able to take precautions, know the

coping strategies to cope with stress and mental health more efficiently, to prevent it from worsening in the future. Besides, lecturers can determine the good and bad effects of stress on their academic performance and guidance counselling. Through this, the students can share their worries or concerns to relieve their stress. Also, parents can identify the stress levels of their children and know the measures to help lessen the stress or mental health issues. Thus, students are able to live a healthier lifestyle and learn how to cope with stressful events in their daily life better with this awareness.

1.8 Definition of Terms

1.8.1 Academic Stress

Conceptual Definition: According to Dr. Suresh (2015), the definition of academic stress is the worry or pressure experienced by students due to school and education. When getting a degree or education, there may be a heavy burden, such as studying, homework, examinations, experiments, and assignments. Due to a hectic school schedule, students are under stress to complete all of their assignments, manage their time well, and enroll in extracurricular activities.

Operational Definition: The symptoms of academic stress can be measured through scores from the PASS questionnaire created by Bedewy and Gabriel (2015). It includes 18 questions with a 5-point score scale of (1) strongly disagree, (2) disagree, (3) neutral, (4) agree, and (5) strongly agree.The higher the score of PASS, the greater the level of stress faced by the individual.

1.8.2 Mental health

Conceptual Definition: According to the World Health Organization (2020), mental health is the basis of the well-being and efficient function of a person. Mental health includes our emotional, psychological, and social well-being. It influences our thinking, emotions, and actions, as well as the way we cope with stress, interact with people, and make decisions. Every human has mental health and it is vital at each phase of life.

Operational Definition: The Depression Anxiety Stress Scale (DASS-21) created by Lovibond and Lovibond (1995) is a self-report assessment that is reliable to measure the three axes of mental health, including depression, anxiety, and stress that consists of 21-items. Students were required to grade the items on a scale from 0 (Never) to 3 (Almost always) based on their feelings over the past week. Scores on each axes will identify the cut-off scores of the severity labels of their symptoms such as normal, mild, moderate, severe, and extremely severe. The higher the DASS-21 score, the symptoms of a person will be extremely severe.

1.8.3 Gender

Conceptual Definition: Gender produces male and female identities culturally, instead of biological distinctions between men and women (Aslan, 2009). Gender can be a determining factor in our mental health.

Operational Definition: In the initial part of the survey, students were needed to fill in the demographic information, such as their gender.

1.9 Summary

To summarise, the research background, the problem statement, research objectives, and research question were discussed and stated as above relating to the study of academic stress and mental health. Also, the research hypothesis, the conceptual framework, the significance of study, and the definition of terms has been shared.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

In Chapter Two, the relevant literature, theories related, the previous findings about the relation of academic stress and the students mental health was reviewed and discussed. The improvement of the recent studies was also emphasised in this chapter.

2.1 Academic Stress

2.1.1 Background of Academic Stress

According to Mental Health Foundation (2021), academic stress is defined as the feeling of frustration and unable to cope with emotional distress due to academic challenges. Stress is a mental condition that occurs in response on a person's interaction with the environment and is activated by the presence of a distressing situation (Lazarus & Folkman, 1984). A stressor is something that affects one's mentality due to environmental, biological, and social factors. Academic stress is a major factor of student stress, involving mental distress due to academic challenges or potential academic failure (Magill, Flack, Garcia, & Edwards, 2017). It may appear at any moment in the student's educational life.

Kouzma and Kennedy (2004) stated that university lifestyles such as assignments, examinations, results, pack schedules of classes, desire to perform well in studies, poor time management, and peer pressure are the main sources of academic stress. It is related to the decline of our health, dietary, addictions, and hygiene, which affects the quality of life.

Students face academic stress at certain times each semester due to the preparation for examinations, competitiveness among other students, and a vast amount of subjects to study in a short period (Rawson, Bloomer, & Kendall, 1999). There are four parts of academic stress. Firstly, academic frustration is a phase in which academic goals cause harm. The second type of conflict is academic conflict, which occurs when two or more crucially compatible respondents' academic goals collide. Thirdly, academic pressure occurs to achieve academic goals and when a student is under time constraints. Lastly, academic anxiety occurs when academic goals trigger fear of failure. Thus, academic stress can severely affect achievement because academics, environment, extra-curricular activities, and parental pressure are crucial sources that affect the academic performance of students in university and also contribute to major mental health hazards (Hirsch & Ellis, 1996).

Moreover, teachers expect students to finish their tasks on time, but students may neglect the time taken to finish reading, submit assignments, and meet deadlines. Academic stress in students has been studied since before and stressors are identified, including having too many assignments, competition with classmates, fear of failing, financial issues (Fairbrother & Warn, 2003), poor semester plan, bad ties with classmates, lecturer's, family or personal issues at home. According to Erkutlu and Chafra (2006), when such events occur, the student becomes disorganised and unable to cope, arising in mental health issues. The pressure to do well in examinations or tests, as well as the time constraints, make the learning very challenging (Erkutlu and Chafra, 2006). An extreme level of distress can lead to potential risks of having suicidal thoughts, anxiety, and depression.

Mckean, Misra, West, and Tony (2000) stated that stressful event does not cause anxiety or depression, by itself; rather, stress is caused by the interaction of stress factors and the individual's view and response to these stress factors. When stress turns to an extreme state, it will harm students physically and mentally. The coping measures for student stress are by planning a daily schedule or managing time wisely, having social support from their friends or family, proactive revaluation, doing meditation, and exercising (Misra & McKean, 2000). This is likely to reflect on social interactions both in and out of the university, which may have an impact on the students life in terms of dedication to achieve their aims (Fairbrother & Warn, 2003).

2.1.2 Theory Related Academic Stress

2.1.2.1 Transactional Model of Stress

The Transactional Model of Stress founded by Lazarus and Folkman (1984) is a model of the psychological process engaged in stress. A person's cognitive understanding of possibly stressful situations is perceived as stress. It is proposed that stress is a relationship between environmental pressures and the ability to adapt to them, rather than external stimuli or a psychological reaction. These are two crucial processes that reflect the action of psychological appraisal and coping. The psychological appraisal is defined as a person's continuous assessment and the resources required to deal with it (Lazarus & Folkman, 1984). However, when people are confronted with a stressful event, it determines the level of possible threat and resources needed to deal with the threat.

Moreover, academic stress occurs when the danger surpasses presumed accessible supplies to manage it. Lazarus (1978) viewed coping as an individual's cognitive and behavioural activity, which they use to cope with a stressful condition. Stress is a complex phase that involves both humans and the environment (Lazarus & Folkman, 1984). The environment is the primary source of information, but how a person views the surrounding and the ways they utilise the coping skills available to deal with it are the key aspects of stress. This model was ideal for my research since university students have a stronger link between them and their surroundings in terms of stress viewpoint and responses.

2.1.2.2 Achievement Goal Theory

Achievement Goal Theory was the most recent manifestation of the desires as goal patterns among students to thrive (Dweck, 1986, & Urban, 1997). The objective of achievement goal theory was based on achievement goals, which affects academic success by modifying the worth of the cognitive self-regulation process. The cognitive self-regulation process includes students actively involved with their study, such as assessing the requirements of university assignments, preparing and organising resources to satisfy these needs, and observing their progress on completing assignments. As a result, academic achievement and self-efficacy were learned to be key determinants. Lecturer's efforts are critical to enhance and sustain student self-efficacy. Having gradable tasks, giving feedback on positive outcomes, and reducing students' stress and anxiety about academic work, exams, and presentations enables cognitive processes and thus, enhances self-efficacy (Stock and Cervone, 1990).

2.2 Mental Health

2.2.1 Background of Mental Health

According to the World Health Organization (2014), mental health is defined as the degree of the well-being of a person discovering their ability, being able to handle the common challenges of life, able to work effectively and successfully, and can contribute to the community. Mental health can be a complex condition of optimal balance which enables individual to utilize their abilities in line with primary society's norms (Galderisi, Heinz, Kastrup, Beezhold, & Sartorius, 2015). The vital socio-cognitive skills are the ability to recognize, describe, control their own feelings, feel empathy with everyone, learn to deal with challenges, and have a good relationship between mind and body are essential parts of mental health that result to the state of internal balance to various levels.

After high school years, there are many students that attend colleges or universities who have lived through various hardships and tough times, such as overwhelming workloads, lack of social support, financial burden, feeling lonely (Paulynice, 2019). In these conditions, it's predictable that university students may have high rates of facing a mental health issue, as it can lead to mental illness, such as anxiety, depression, bipolar disorder, and suicide. This happens when our mental health is disrupted and it is induced not just by stress but also by genetic and environmental factors.

Moreover, mental health is the key to the well-being and ability to perform efficiently, which affects how we think, feel, or act. The severe academic stress experienced by the students raises some issues, such as depression, anxiety, and suicidal behavior (Deb, Strodl, & Sun, 2015). Depressed and stressed students are unable to focus in class well, dread failing, uncertain about the future, poor eating, and sleeping habits (Busari, 2012). The pressure on the students to succeed is so extreme that suicide attempts have soared five-fold. The stress response incited by each person is the same regardless of the cause. For instance, relationship stress, exam anxiety, and job stress all elicit the same physical response of the body. This is due to the adreno-medullary system, which is an element of our nervous system's sympathetic pathway (Reddy, Menon, & Thattil, 2018) resulting in the "fight or flight" reaction.

According to the National Health and Morbidity Survey (2015), 12 percent of Malaysians aged 18 to 60 suffer from mental illness in some way. Every year, 1 out of 4 individuals would be impacted by mental health problems, and between 8 to 12% of the population experiences depression, yet only a minority was seeking treatment, while others are afraid or anxious to get help. Anxiety & depression has become the most common mental illness faced by students in Malaysia. Thus, it is significant for students to find an effective treatment, take prevention, and take good care of their mental health before it is too late. As the old saying goes, prevention is better than cure. Having good mental health, individuals can live a meaningful life, have good relationships with others (e.g., friends, family), have life satisfaction, have an effective self-perception towards one's self, ability to control one's behaviour, and have a true perception of the world.

2.2.2 Theory Related to Mental Health

2.2.2.1 Cognitive Theory

Aaron Beck (1960) founded the Cognitive Theory or Cognitive therapy, which is the cognition about how an individual tends to perceive or have thoughts on the influence of emotional and behavioral reactions in a situation. Our perception of view influences the reality of our life events. The primary problem of mental illness treatment is altering negative feelings about the future to cope with mental health problems. Individuals' emotions and behaviors will enhance as they learn to think realistically (Beck, 2001). Butler, Chapman, Forman, and Beck (2006) stated that Generalized Anxiety Disorder (GAD), panic disorder, eating disorder, specific phobias, Post-Traumatic Stress Disorder (PTSD), and depression are all treated using Cognitive Behavioral Therapy (CBT), which is a widely known, accepted, and successful therapy method. This is due to its observable features and scientific data of its efficiency in the prevention and treatment of several mental health disorders.

Psychological problems are caused by spontaneous thought processes, faulty beliefs, and negative thoughts about ourselves. According to Karahan, Yalcin, and Erbas (2014), their CBT-based anger management program was successful at decreasing the students level of stress and anxiety. From this viewpoint, CBT is an effective intervention for most mental health issues. Cognitive restructuring is a basic therapeutic thread that runs across all types of cognitive therapy. For instance, 1) reorganizing irrational beliefs such as intrusive thoughts, dysfunctional assumptions, and automatic thoughts; 2) self-instructional training; 3) solving problems; 4) mental coping mechanisms; 5) relaxation methods; 6) model-based approaches;

and 7) specific cognitive processes, such as replacing of thoughts and conditioning are some of the more specific approaches (Karahan, Yalcin, & Erbas, 2014).

2.3 Previous Findings

2.3.1 Academic Stress and Mental Health

There has been several research that has examined the relationship between academic stress and mental health and other correlations of the student. Firstly, in Malaysia, Hamaideh (2011) research identified the academic stress and examined the correlations with mental health. The results showed that academic surges, constrained time management, assignments, examinations, lack of motivation, fear of failing, and high hopes from their family are all linked to higher academic stress levels among students. This excessive stress may result in mental health problems such as depression and anxiety among students. The study identified a positive relationship between religiosity factors and academic stress (r=0.300*, p=0.00). As a result, there are no significant differences in academic stress of students with diverse levels of education and specialties (Hamaideh, 2011).

Secondly, Wong, Cheung, Chan, and Tang (2006) did an online survey on depression, anxiety, and stress on the first-year university students in Malaysia, and the findings show that 27.5% of the sample (7915 students) suffered moderately severe depression, anxiety, or stress due to academic pressure. Moreover, the Malaysian Youth Development Research Institute found that 4.8% (288 over 5792 people) of the total students who took part in the study had suicidal behavior due to the stress faced in university (Indeks Belia Malaysia, 2015). This study shows students are not exempt from stress and mental disorder, which can

lead to suicidal behaviors. Another research conducted on Taylor's University students by Deb (2015) found that academic stress, family pressure, and mental illness are highly associated. Exam-related anxiety was proven to have a greater positive relationship with mental illness among students. This study emphasizes that academic stress is a major problem affecting an estimate of two-thirds of university students.

From previous research in India, academic stress has a strong negative correlation with academic success and the mental health of teenagers, but academic success has a strong positive correlation with mental health (Subramani & Kadhiravan, 2017). They also show the association of academic stress and mental health among students, which stated the link between academic stress and mental health, as well as how institutions overwhelm students with class works (Subramani & Kadhiravan, 2017). Parents and lecturers tend to put a lot of pressure on students to achieve higher academic achievement, which burdens them as there is less support from them. Thus, from this study, we can see how stress has a detrimental effect on mental health.

In China, Chen, Wong, Ran, and Gilson (2009) conducted a study to examine the correlation between academic stress, coping strategies, and mental well-being, with a sample size of 342 students from 6 universities. This study found that mental health has a negative association with academic stress and having a good coping technique has a huge strong influence on mental issues. They discovered that male students have higher stress levels, but lower mental health issues, and are less likely to use positive coping strategies, which is a

contrast for the female students. Thus, there was a significant gender difference in the link between academic stress, coping strategies, and mental health of students.

2.3.2 Gender

According to the World Health Organization (2014), gender shapes males and females varied or unequal power over the socioeconomic factors of their mental well-being and lifestyles, their social role, identity, treatments in the society, and exposure to certain mental health hazards. Gender is a variable that influences mental health. The risk of mortality is linked with mental disorders, which has gained more attention than gender-specific processes and variables that preserve and improve overall health and encourage resilience to stresses and challenges (Anand, 2020). Gender disparities are most evident in the prevalence of specific mental illnesses, such as depression, anxiety, phobias, eating disorders, and emotional problems, which are more prevalent in females. It is a severe health issue that affects nearly one in every 233 individuals in society. By 2021, depression is expected to be the second major health problem worldwide, and it is twice as common in females (UNICEF, 2013; WHO, 2012).

According to Kaur (2014), academic stress influences the students mental health. When the academically pressured female students are compared to male students, their mental state was found to be worse, vulnerable, and emotional. As per research, this is because parents have high expectations and frequently put a lot of pressure on their children, as they want them to perform well in their education, resulting in their mental health declining. Moreover, the study of Yikealo, Yemane, and Karvinen (2008) indicated that the distinction between male and female students are not statistically significant. University students showed greater

degrees of stress because of the increasing class workloads, the pressure from their parents, having long hours of lectures, financial problems, and even stressful computer issues. The gender disparity occurs mainly due to a few stressors. Female students tend to suffer a greater level of stress than their male classmates because of the high amount of class works, long hours of studies, stress, financial difficulties, relationship issues, lack of social support, low university support, skipping a few classes, lack of semester breaks, and health issues (Yikealo, Yemane, & Karvinen, 2018).

2.4 Improvement in Present Study

This literature review indicates that there has been limited discussion in the literature of academic stress and the students mental health. To minimize the high increase of mental health issues among students all over the world, this research about the correlation between academic stress and the students mental health was studied to promote a better lifestyle and overall health for students. Most of the previous studies were based in Asian and Western countries, which has been done a long time ago. It can be seen that based on different countries, the results are different due to the influence of their culture, environmental factors, and time zone. Besides, stress can be a broad topic, which most of the researchers have done. However, for a specific type of stress, such as academic stress there was a lack of studies done on this topic with the correlation of mental health. Hence, this current study in 2022 was conducted to investigate the relationship between academic stress and the students mental health, as well as the gender differences to close the gap from the past studies. From this, the researcher was able to observe if there is any difference in the findings based on the years or if the findings will remain the same.

Through this study, it can spread awareness to students and gain knowledge on the importance of academic stress and mental health, as a high level of stress can lead to mental illness. This research not only benefits students, but also the lecturers and parents. For instance, the lecturers are able to determine the good and bad effects of stress on the students academic performance and provide them a counselling session with the university's counsellor. Also, parents are able to identify the stress levels of their children and know the measures to help lessen the stress or mental health issues. Thus, by taking proper care and knowing the coping measures, students can manage their stress and mental health effects to prevent it from worsening.

2.5 Summary

In summary, the literature review of research, the related theory, and discussion on past findings were reviewed and discussed as above to investigate the relationship between academic stress and students mental health.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

The methodology that was used in this study such as the research design, population, samples of study, instruments used, procedures, as well as the ethics of study was described and discussed in this chapter. Then, the data collection and data analysis procedures were conducted.

3.1 Research Design

A quantitative research method was used, as it was a more convenient and suitable approach for research with large samples. The quantitative method was based on the collection and analysis of numerical data where the researcher looks into the relationship between variables and visualizes it in terms of hypothesis and result (Creswell, 2013). The research design was a correlational research to investigate the relationship between academic stress and the students mental health. Moreover, a cross-sectional design was used for this study by conducting a survey. The relevant data was able to be collected and have a deeper understanding of the objectives above. The independent variable of this study is the academic stress, while the dependent variable is mental health.

3.2 Population and Sample

The population was the individuals listed for research participants or the entire collection of all observations of the study. The target population for this research was university students, specifically from Universiti Malaysia Sarawak (UNIMAS). The sample

size of this research was 150 UNIMAS students of 75 male and female students respectively. The sampling procedure used for this research to recruit participants was non-probability sampling such as convenience sampling. A convenience sampling is a group of people who are accessible for research and willingly participate in this study to help to respond to the questionnaire (Fraenkel, Wallen, & Hyun, 2012). Thus, the questionnaire was shared with the participants through online platforms by having flexible timing and a deadline to submit their responses.

3.3 Instruments

3.3.1 Instrument Structure

3.3.1.1 Section A: Demography

It consisted of the respondent's demographic information, such as their age, gender, faculty, CGPA. Nominal and ordinal scales were used in this section.

3.3.1.2 Section B: Perception of Academic Stress Scale (PASS)

It was developed by Bedewy and Gabriel (2015), which was used to measure the level of stress that the respondents feel or perceive. There were three main parts of PASS to distinguish the origin of academic stress among university students: (1) the academic expectation (four items), (2) workload and examination (eight items), and (3) the students academic self-perceptions (six items) (Bedewy & Gabriel, 2015). It consists of 18 items with 5-point scores, such as (1) strongly disagree, (2) disagree, (3) neutral, (4) agree, and (5) strongly agree. A higher score of PASS indicates a higher level of stress experienced by the individual. The internal consistency and Cronbach's alpha reliability of the instrument were 0.70.

3.3.1.3 Section C: Depression Anxiety Stress Scale (DASS-21)

It was developed by Lovibond and Lovibond (1995). A self-report assessment that was reliable to test the three axes of mental health, such as depression (e.g., depressed and low self-esteem), anxiety (e.g., fear), and stress (e.g., hard to relax, impatience, and nervous arousal). The DASS instrument include 21 questions based on a person's feeling of the three axes over the past week. Rating scale scores are: 0 (Did not apply to me at all or Never), 1 (Applied to me to some degree or Sometimes), 2 (Applied to me to a considerable degree or Often), to 3 (Applied to me very much or Almost always).

Each of the axes shows partial scores of 0 to 18-24 depending on the questions of the axes assigned, Besides, scores for each axes would identify the cut-off scores of the severity labels of their symptoms such as normal, mild, moderate, severe, and extremely severe. Each of the axes with 7-items was multiplied by two, to calculate the final score of DASS-21. A higher DASS-21 score would indicate the symptoms of a person were extremely severe. The validity of the DASS-21 instrument had an overall internal consistency of 0.94 and the Cronbach's alpha ranges between 0.86 to 0.90 (Lovibond & Lovibond, 1995).

3.4 Procedure

The questionnaire was shared through online social media platforms such as WhatsApp, Twitter, Facebook, or Instagram to gather data or responses from the sample of UNIMAS students (S=150), including male (s=75) and female (s=75) students. Initially, the participants were asked to fill in the informed consent before answering the survey to ensure the privacy and confidentiality of their responses. There were three sections of the questionnaire that the

participants were needed to fill in. Firstly, Section A was about the demographic information of students (name, age, gender, race, faculty, CGPA). Secondly, Section B consists of 15 items about their perceptions of academic stress, and Section C was about mental health. The questionnaire consists of close-ended questions, so the students only need to choose the Likert scale which best describes their feelings, thoughts, and behavior based on their academic stress and mental health. The average time taken to fill in the survey is five to ten minutes. After the data or responses from the questionnaire were collected, the data was analyzed and performed using descriptive statistics (e.g., means and standard deviation) and inferential statistics (e.g., Independent t-Test and Pearson test).

3.5 Ethics of the study

Throughout the research, the guidelines, principles, and ethics of this study were followed. For data collection, the questionnaire was distributed with a consent letter (refer to Appendix A) attached before answering the survey. The consent letter aimed to inform participants about the objective of the research and ensure that it was used for research purposes only. The questionnaires that were shared online also conformed to ethics, where all the information or responses of the student would remain private and confidential.

3.6 Data Collection Procedures

The data and information were obtained from primary and secondary sources to achieve the objective of my study. The sources of primary data were through the questionnaires that were administered for this study while sources of secondary data were through books, journals, newspapers, and the internet. A quantitative research method was used to collect

data through the use of a cross-sectional survey. The questionnaire was shared among the UNIMAS students through various social media platforms, such as WhatsApp, Twitter, Facebook, or Instagram to get responses of their perception towards this research.

3.7 Data Analysis Procedures

3.7.1 Descriptive Data Analysis

The descriptive statistical analysis was used to describe and summarize the information from the collected research data of the large samples of UNIMAS students. Descriptive data analysis measures the central tendency (e.g., means) and dispersion (e.g., standard deviations) from the participant's responses on the questionnaire of Section A (e.g., gender,age, faculty). The information of data is presented in the form of a bar chart, pie chart, or in table forms.

3.7.2 Inferential Data Analysis

The Inferential statistical analysis was performed by using the software called IBM Statistical Product and Service Solutions (SSPS) to obtain statistics. From the data collection of participants' responses on the research, the data would then be analyzed by conducting an independent t-Test and Pearson Test to investigate the gender differences and the relationship of academic stress and students mental health respectively. The inferential data analysis was also conducted to test the hypothesis of the research, whether it was accepted or rejected. The summary of the research hypothesis and the test used for this study was shown in Table 1 below respectively.

Table 3.1 Summary of research hypothesis and test used for the study.

Research Hypothesis	Test
1. There is a significant relationship between academic stress and the students mental health.	Pearson Correlation Test
2. There is a significant difference in academic stress and mental health between male and female students.	Independent t-Test

3.8 Summary

In summary, the research was able to perform efficiently by knowing the samples of study, the instruments used, the data collection by using a questionnaire, and data analysis procedure by using the Independent T-test and Pearson Correlation test. Relevant data was able to be collected and have a deeper understanding of the objectives above, so the results or data to be analyzed can perform well.

CHAPTER FOUR

FINDINGS AND DISCUSSION

4.0 Introduction

This chapter discuss the results or findings of the research, data analysis and the discussion of study. The demographics of the participants in this study such as their gender, age, cgpa, and faculty was discussed, including the analysis of the inferential data by using the SPSS software to conduct an independent t-test and Pearson test.

4.1 Descriptive Statistic

4.1.1 Demographic Data

4.1.1.1 Gender

Table 4.1.1: *Frequency and Percentage of Participants' Gender*

Gender	Frequency *(n)*	Percentage (%)
Female	75	50
Male	75	50
Total	**150**	**100**

Table 4.1 shows the participants demographic information, such as their gender. From the table, there are 75 male and female participants respectively which each constitutes 50% of the total participants. Overall, the number of male and female respondents is equal.
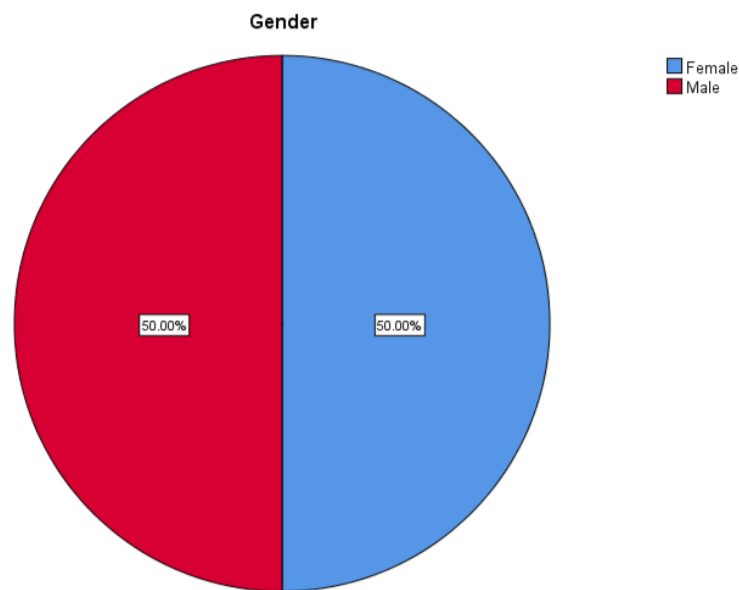
Figure 4.1.1.1 Pie Chart of Participants' Gender

The pie chart above shows the number of male and female participants of the questionnaire. The pie chart shows that the number of male and female respondents is 75 (50%) and 75 (50%) respectively. Overall, the number of female respondents is the same as the number of male respondents.

Table 4.1.1.1 and *Figure 4.1.1.1* shows the frequency and percentage of participants Gender

4.1.1.2 Age

Table 4.1.2 *Frequency and Percentage of Participants' Age*

Age	Frequency (n)	Percentage (%)
19	4	2.7
20	8	5.3
21	23	15.3
22	69	46.0
23	44	29.3
27	2	1.3
Total	**150**	**100**

Figure 4.1.2 Bar Chart of Participants' Age

Table 4.1.1.2 and Figure 4.1.1.2 indicate the frequency and percentage of participant's age. Majority of the respondents are 22 years old which is 69%, while the lowest age of respondents is 27 years old with 1.3%. The second most number of participants are the age of 23 years old 44 (29.3%), followed by 23 (15.3 %) of the 21 years old, then 8 (5.3 %) of 20 years old, and 4 (2.7%) of 19 years old.

4.1.1.3 Faculty

Table 4.1.1.3 *Frequency and Percentage of Participants' Faculty*

Faculty	Frequency (n)	Percentage (%)
Faculty of Applied and Creative Art	4	2.7
Faculty of Cognitive Science and Human Development	95	63.3
Faculty of Computer Science and Information Technology	9	6.0
Faculty of Economics and Business	4	2.7
Faculty of Engineering	4	2.7
Faculty of Language and Communication	4	2.7
Faculty of Resource Science and Technology	3	2.0
Faculty of Medicine and Health Sciences	19	12.7
Faculty of Social Science and Humanities	8	5.3
Total	**150**	**100**

Figure 4.1.1.3 Bar Chart of Participants' Faculty

Table 4.1.1.3 and *Figure 4.1.1.3* indicate the frequency and percentage of participants from each faculty in UNIMAS. The table and pie chart shows that the majority of the participants are from the Faculty of Cognitive Sciences and Human Development (FCSHD), which is 95 (63.33%). On the other hand, the lowest number of participants are from the Faculty of Medicine and Health Sciences, which is 3 (2.00%). The second most participants come from the Faculty of Resource Science and Technology 19 (12.67%), followed by Faculty of Computer Science and Information Technology 9 (6.00%), Faculty of Social Science and Humanities 8 (5.33%). Also, Faculty of Applied and Creative Arts, Faculty of Economics and Business, Faculty of Engineering, Faculty of Language and Communication have an equal number of participants, which is 4 (2.67%).

4.1.1.4 CGPA

Table 4.1.1.4 *Frequency and Percentage of Participants' CGPA*

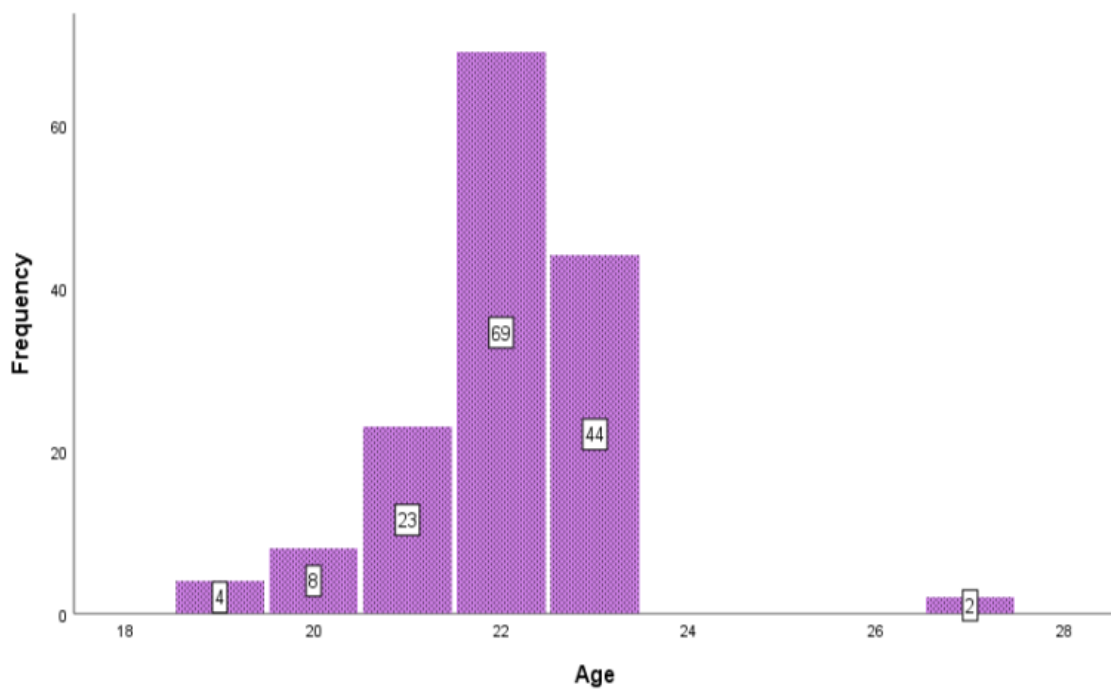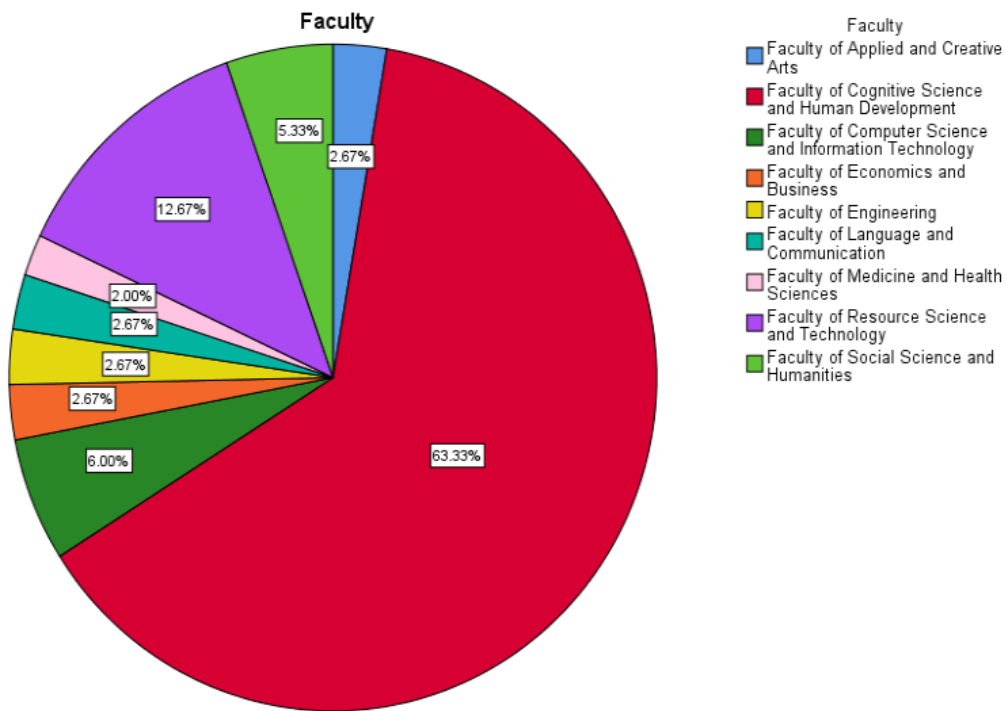| CGPA	Frequency *(n)*	Percentage (%)
2.50-2.99	1	0.7
3.00-3.49	29	19.3
3.50-4.00	120	80.0
Total	**150**	**100**
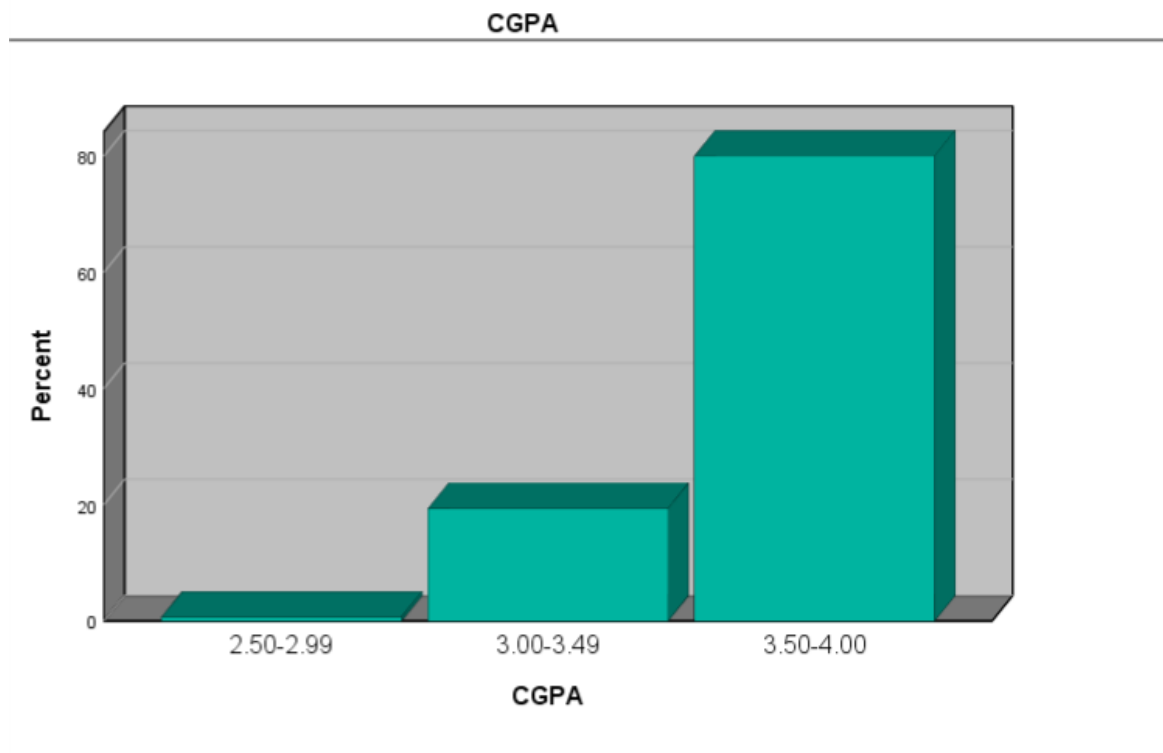
Figure 4.1.1.4 Bar Chart of Participants' CGPA

Table 4.1.1.4 and *Figure 4.1.1.4* indicated the frequency and percentage of participants CGPA.

Based on the table and bar chart above, participants that had a high range of 3.50-4.00 CGPA is 120 (80%), followed by 29 (19.3%) participants having a 3.00-3.49 CGPA and the participants that had a low range of 2.50-2.99 CGPA is 1(0.7%).

4.2 Inferential Data (Main Findings)

4.2.1 Independent Sample T-Test

Hypothesis 1: There is a significant difference of academic stress and mental health between male and female students.

Table 4.2.1(a): *Mean and Standard Deviation of Academic Stress and Mental Health*

Variables	Gender	n	M	SD	t	p
Academic	Male	75	2.986	0.26021	1.754	0.082
Stress	Female	75	2.9215	0.21343	1.754	
Mental	Male	75	3.3858	0.43359	3.618	0.001
Health	Female	75	3.0775	0.6230	3.618	

The independent sample t-test was used to compare the mean scores for male and female students of academic stress and mental health. According to Samuels (2015), Independent Samples t-test helps to examine the mean differences in two sets of independent variables. From the results of table 4.2.1(a), the findings of the independent sample t-test indicates that the mean score of academic stress in male students is 2.986 and the standard deviation is 0.26021 while in female students, the mean score is 2.9215 and the standard deviation is

0.21343. With reference to the mean scores, the male students scored higher which shows that they are more prone to high academic stress level, as high mean scores show greater stress level. Besides, for mental health, the mean score in male students is 3.3858 and the standard deviation is 0.43359 while in female students, the mean score is 3.0775 and the standard deviation is 0.6230. With reference to the mean scores, the male students also scored slightly higher than female students which shows that their mental health are more affected.

Table 4.2.1(b): *The results of independent sample t-test of academic stress and mental health between male and female students.*

		Independent Sample t-test			
		Academic Stress		**Mental Health**	
		Equal variances assumed	Equal variances not assumed	Equal variances assumed	Equal variances not assumed
Levene's Test for Equality of Variances	F	3.324		9.025	
	Sig.	.070		.003	
	t	1.754	1.754	3.518	3.518
	df	148	142.546	148	132.060
	Sig. (2-tailed)	.082	.082	.001	.001
t-test for Equality of Means	Mean Difference	.06815	.06815	.30838	.30838
	Std. Error Difference	.03886	.03886	.08765	.08765
95% Confidence Interval of the Differences	Lower	-.00865	-.00867	.13518	.13500
	Upper	.14494	.14497	.48158	.48176

From the results of table 4.2.1(b) above, the significance value of academic stress is p≥.082, which is (p > .05) and results show there are no significant differences in academic stress between male and female students. This shows that both male and female students experience the same factor of academic stress. Thus, the hypothesis was rejected. Secondly, the significance value of mental health is p≥.001, which is (p < .05) and results show there are significant differences in mental health among male and female students which mean the mental health of students tends to be affected and they may be experiencing mental health issues. Thus, the hypothesis was accepted.

4.2.1.1 Discussion

Based on past research, Yikealo, Yemane, and Karvinen (2008) stated that the distinction of academic stress and mental health between male and female students are not statistically significant. University students showed greater degrees of stress due to the increasing class workloads, the pressure from their parents, having long hours of lectures, financial problems, and even stressful computer issues. The gender disparity occurs as female students tend to suffer a greater level of stress than their male classmates because of the high amount of class work, long hours of studies, stress, financial difficulties, relationship issues, lack of social support, low university support, and health issues. Another research conducted by Chen, Wong, Ran, and Gilson (2009), indicated that there was a significant gender difference in the correlation between academic stress, coping strategies, and mental health of students. The study found that mental health has a negative association with academic stress and having a good coping technique has a huge strong influence on mental issues. They

discovered that male students have higher stress levels, but lower mental health issues, and are less likely to use positive coping strategies, which is a contrast for the female students.

Referring to the past findings, the results of the researcher was not consistent and different from past research. Based on past research that I've found, the findings show that either both academic stress and mental health between male and female students has a significant difference or has no significant difference. However, the researcher found that there is no significant difference for academic stress among UNIMAS students while, there is significant difference for mental health among male and female UNIMAS students. This could be due to how they may have used coping strategies to cope with academic stress in their daily life. Also, there may be several factors that affect the UNIMAS students' mental health more than academic stress, such as personal issues, family problems, financial difficulties, health, or relationship issues can also be a major factor of experiencing depression and anxiety. Thus, my research findings indicated that there is no significant difference for academic stress among UNIMAS students while there is significant difference for mental health among male and female UNIMAS students. (chnage I to researcher, dotn state I or we)

4.2.2 Pearson Correlation Test

Hypothesis 2: There is a significant relationship between academic stress and students mental health.

Table 4.2.2(a): *The mean and standard deviation of the relationship between academic stress and students mental health*

Group	n	M	SD
Academic Stress	150	2.9556	.23962
Mental Health	150	3.2317	.55685

Pearson Correlation test was used to investigate the relationship between the academic stress and students' mental health in this research. From the above table 4.2.2 (a), the results of academic stress shows that the mean is 2.9556 and standard deviation is 0.23962 while mental health shows that the mean is 3.2317 and standard deviation is 0.55685.

Table 4.2.2 (b): *The results of Pearson Correlation test*

Correlations		Academic Stress	Mental Health
Academic Stress	Pearson Correlation	1	.113**
	Sig. (2-tailed)		.000
	N	150	150
Mental Health	Pearson Correlation	.113**	1
	Sig. (2-tailed)	.000	
	N	150	150

**. Correlation is significant at the 0.01 level (2-tailed).

From table 4.2.2 (b), the p-value is 0.000 which is less than 0.05 (p < 0.05). This shows that the relationship between academic stress and students' mental health have a weak positive correlation (r= .113, p < .05) which states that as academic stress increases, students' mental health problems also increase or vice versa. So, the null hypothesis is rejected, and the alternative hypothesis is accepted.

4.2.2.1 Discussion

Pearson Correlation Analysis is a test that is used to test the degree of relationship between four elements (Sigmund, 2003). Table 4.2.2 (b) shows that the value of r is 0.133. The r was shown to have a positive value, so the relationship between academic stress and students' mental health has a positive relationship. Since the r value is in the range of 0.01 to 0.40, the strength of the relationship between these two variables is considered weak. It may not show a strong relationship between academic stress and students mental health because this research used self-administered questionnaires to collect the primary data from UNIMAS

students. Thus, the results may not be accurate due to bias and participants not answering the questions properly, as they may not understand, or they might simply just choose the answer without answering the question honestly.

Based on the past researches, Hamaideh (2011) research indicated that there was a significant relationship between academic stress and mental health. The results showed that academic surges, constrained time management, assignments, examinations, lack of motivation, fear of failing, and high hopes from their family are all linked to higher academic stress levels among students. This excessive stress may result in mental health problems such as depression and anxiety among students. Another research conducted on Taylor's University students by Deb (2015) found that academic stress, family pressure, and mental illness are highly associated. Exam-related anxiety was proven to have a greater positive relationship with mental illness among students. This study emphasizes that academic stress is a major problem affecting an estimate of two-thirds of university students. Thus, this proves that the researcher findings for Pearson Correlation test are consistent with the past research findings and there is a significant relationship between academic stress and mental health. As academic stress among students increases, the mental health issues also increase.

4.3 Conclusion

To summarize, the demographic information of the participants and the results of the research statistical analysis was performed by the using the SPSS. The results show that there is a significant difference of academic stress and mental health between male and female students, as well as there is a significant relationship between academic stress and students'

mental health, which is consistent with the research hypothesis. Thus, the research objective, question, and hypothesis of the study was accepted.

CHAPTER FIVE

LIMITATION, IMPLICATION, RECOMMENDATION AND CONCLUSION

5.0 Introduction

This chapter served as a conclusion of this research, where the limitations of study, recommendations for a better future research, implications, and the conclusion of the research was discussed.

5.1 Limitations of Study

It is undeniable that in most research there are some limitations to it. Firstly, the limitations of the study were due to the Covid-19 pandemic where I am not allowed to meet others face to face and there was limited time for this research. So, this study could only focus or be carried out on one University only, specifically UNIMAS. Secondly, this research could only be conducted through online surveys. so, the validity of how precise and reliable the data or response from the students may be questioned. Also, the samples were collected through a non-probability sampling, such as a convenient sampling technique and not randomly chosen. So, the representativeness of the participants' willingness is questioned. Thus, these limitations should be considered for further research to ensure more valid and reliable findings in their research.

5.2 Implication of study

The main objective of this research is to investigate the relationship between academic stress and the student's mental health. As a result, from this research, it was found that there is a significant difference between academic stress and the students mental health, as well as

positive correlation between academic stress and the students mental health. From the results or findings above, academic stress tends to have a negative influence on many students' mental health, regardless of their gender, age, or race. Academic stress is one of the major factors that leads to many students all over the world experiencing mental health issues, such as depression, anxiety, eating disorder, and many more. As poor mental health care is associated with major negative consequences, further research is needed to address other and additional risk factors such as substance use, coping mechanisms, social support, family and peer relationships dynamics. It is significant for students to take good care of their mental health and make it their priority. This is because if their mental health is affected, it can affect their physical health and disrupt their daily life functioning too. Therefore, the findings from this study may be useful for further research and students are able to understand the relationship between academic stress and the student's mental health better to promote an overall health by taking important measures to cope stress or mental health issues and to live a healthier lifestyle.

5.3 Recommendations

There are several ways to reduce stress but students themselves play a crucial role to help themselves get better mentally. Students are humans too which face many difficulties and hardships in life which can affect their mental health and cause them extreme stress. By doing many activities or sports and being active in their daily life such as by exercising, jogging, playing badminton, cycling, yoga, reading books, and even playing instruments can help many students relieve their stress and mental health. Doing meditation, psychotherapy, or listening to music can be an effective remedy to calm ourselves mentally. When they are

studying, the students should plan their timetable to manage their time wisely, set realistic goals, and take regular breaks in between to help them relax, as they are able to focus better that way.

Besides, the school should conduct counselling sessions or programs for the students to gain knowledge about academic stress and mental health problems, as well as learn coping strategies to deal with our daily life concerns. The school should also conduct extracurricular activities for students to be active in school, provide social or emotional skills program, and essential support for the students in need. Not only that, but parents also play a huge role to help their children to be mentally healthy. Parents should provide love and emotional support they need since their children are young, so that they will feel loved and belong. It is significant for parents to spend some quality time with their children and be there for them if they want to share their concerns. Through this way, parents can recognize the signs that their children may be struggling in university due to academic stress and provide the support they need for their mental wellbeing.

For future researchers, it is suggested to carry out this research with a larger sample size. This is because the larger the sample size from the population, the more the accurate the results are. Secondly, researchers are encouraged to focus on how to design approaches to strengthen students' resilience and adaptation to face situations with similar crises in the future. For instance, researchers should utilize a mixed-method approach or large-scale case analysis in relation with other states to examine potential coping methods. Besides, findings

about the relationship between academic stress and the student's mental health among different ethnic groups should also be considered. To obtain more empirical evidence on the academic stress and students mental health, interviews or experimental research should be conducted, rather than just a survey. Thus, a better research outcome can be produced, if the future researchers take these suggestions into account.

5.4 Conclusion

In conclusion, the objective of the research project was summarized in this chapter. The limitations, implication, recommendations, and conclusion of the research was discussed as above.

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Appendices

Appendix A: Informed Consent/ Invitation To The Web-based Survey

Dear Sir/Madam,

Hello, I am a Year 3 Psychology student from the Faculty of Cognitive Sciences and Human Development of University Malaysia Sarawak. I am currently conducting research to collect data for the subject KMY 3103 Final Year Project 1 entitled "Academic Stress and the students Mental Health".

The questionnaire consists of three (3) sections and the whole survey will take an average of 5 to 7 minutes to answer. The following questions ask about your thoughts, feelings, and behaviors that you may have related to academic stress and mental health. Please answer the following questions and choose the best scale which describes your perception. All the information received will be kept strictly private and confidential and ensure that it will be used for research purposes only. By answering this survey, you are constituted full and informed consent to participate in the study.

To start, please click the link below:

https://docs.google.com/forms/d/e/1FAIpQLScgyAViieuZfVTaV9Xf1xKIYsOsCfhickBtn-86wFus39LRaw/viewform?usp=sf_link

If you have any questions, please do not hesitate to contact me at email: 70291@siswa.unimas.my

Your time taken to participate is highly appreciated. Thank you so much.

Manishaa

Sincerely,

Manishaa Rreddy A/p Sreeramamurthy

Psychology Programme

Faculty of Cognitive Sciences and Human Development

University Malaysia Sarawak

Appendix B: Questionnaire

Section A (Demography)

1. Age

2. Gender

    a) Male

    b) Female

3. Faculty

    a) Faculty of Cognitive Science and Human Development

    b) Faculty of Social Science and Humanities

    c) Faculty of Computer Science and Information Technology

    d) Faculty of Medicine and Health Sciences

    e) Faculty of Engineering

    f) Faculty of Applied and Creative Arts

    g) Faculty of Economics and Business

    h) Faculty of Resource Science and Technology

    i) Faculty of Built Environment

    j) Faculty of Language and Communication

4. Latest CGPA

Section B

Please choose the scale which best describes your thoughts, feelings, and behaviors about academic stress.

1- Strongly disagree

2- Disagree

3- Neutral

4- Agree

5- Strongly agree

1. Am confident that I will be a successful student.

2. Am confident that I will be successful in my future career.

3. I can make academic decisions easily.

4. The time allocated to classes and academic work is enough.

5. I have enough time to relax after work.

6. My teachers are critical of my academic performance. D

7. I fear failing courses this year. D

8. I think that my worry about examinations is weakness of character.

9. Teachers have unrealistic expectations of me.

10. The size of the curriculum (workload) is excessive.

11. I believe that the amount of work assignment is too much.

12. Am unable to catch up if getting behind the work.

13. The unrealistic expectations of my parents stresses me out.

14. The competition with my peers for grades is quite intense.

15. The examination questions are usually difficult.

16. Examination time is short to complete the answers.

17. Examination times are very stressful to me out.

18. Even if I pass my exams, am worried about getting a job.

Section C

These questions are about your feelings and perceptions during the past week. Please choose the scale which best describes your thoughts, feelings, and behaviors about your depression, anxiety, and stress.

(1)   Did not apply to me at all – NEVER

(2)   Applied to me to some degree – SOMETIMES

(3)   Applied to me to a considerable degree – OFTEN

(4)   Applied to me very much - ALMOST ALWAYS

1. I found it hard to wind down.

2. I was aware of the dryness of my mouth.

3. I couldn't seem to experience any positive feelings at all.

4. I experienced breathing difficulty (e.g., excessively rapid breathing, breathlessness in the absence of physical exertion).

5. I found it difficult to work up the initiative to do things.

6. I tended to overreact to situations.

7. I experienced trembling (e.g., in the hands).

8. I felt that I was using a lot of nervous energy.

9. I was worried about situations in which I might panic and make a fool of myself.

10. I felt that I had nothing to look forward to.

11. I found myself getting agitated.

12. I found it difficult to relax.

13. I felt down-hearted and blue.

14. I was intolerant of anything that kept me from getting on with what I was doing.

15. I felt I was close to panicking.

16. I was unable to become enthusiastic about anything.

17. I felt I wasn't worth much as a person.

18. I felt that I was rather touchy.

19. was aware of the action of my heart in the absence of physical exertion (eg, sense of heart rate increase, heart missing a beat).

20. I felt scared without any good reason.

21. I felt that life was meaningless.

APPENDIX C: RAW SPSS OUTPUTS

a. Demographic data

Age

Age	Frequency *(n)*	Percentage *(%)*
19	4	2.7
20	8	5.3
21	23	15.3
22	69	46.0
23	44	29.3
27	2	1.3
Total	**150**	**100**

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	75	50.0	50.0	50.0
	Male	75	50.0	50.0	100.0
	Total	150	100.0	100.0	

Faculty

Faculty	Frequency (n)	Percentage (%)
Faculty of Applied and Creative Art	4	2.7
Faculty of Cognitive Science and Human Development	95	63.3
Faculty of Computer Science and Information Technology	9	6.0
Faculty of Economics and Business	4	2.7
Faculty of Engineering	4	2.7
Faculty of Language and Communication	4	2.7
Faculty of Resource Science and Technology	3	2.0
Faculty of Medicine and Health Sciences	19	12.7
Faculty of Social Science and Humanities	8	5.3
Total	**150**	**100**

CGPA

CGPA	Frequency *(n)*	Percentage *(%)*
2.50-2.99	1	0.7
3.00-3.49	29	19.3
3.50-4.00	120	80.0
Total	**150**	**100**

b. Statistical Analysis

Academic Stress

Cronbach's Alpha of Academic Stress

	Reliability Statistics	
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of items
.574	.600	18

Average Mean Score of Academic Stress

Statistics		
Average mean of Academic Stress		
N	**Valid**	150
	Missing	0
Mean		2.9556
Median		2.9444
Std. Deviation		.23962
Range		1.33
Minimum		2.39
Maximum		3.72

Mental Health

Cronbach's Alpha of Mental Health

	Reliability Statistics

Cronbach's Alpha	N of items
.955	21

Average Mean Score of Mental Health

Statistics		
Average mean of Mental Health		
N	Valid	150
	Missing	0
Mean		3.2317
Median		3.3333
Std. Deviation		.55685
Range		2.67
Minimum		1.33
Maximum		4.00

Independent T-Test: Academic Stress & Mental Health between Female & Male students

Group Statistics					
	Gender	N	Mean	Std. Deviation	Std. Error Mean
Academic Stress	Male	75	2.9896	.26021	.03005
	Female	75	2.9215	.21343	.02465
Mental Health	Male	75	3.3858	.43359	.05007
	Female	75	3.0775	.62303	.07194

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Academic Stress	Equal variances assumed	3.324	.070	1.754	148	.082	.06815	.03886	-.00865	.14494
	Equal variances not assumed			1.754	142.546	.082	.06815	.03886	-.00867	.14497
Mental Health	Equal variances assumed	9.025	.003	3.518	148	.001	.30838	.08765	.13518	.48158
	Equal variances not assumed			3.518	132.060	.001	.30838	.08765	.13500	.48176

Pearson Correlation Test: The Relationship between Academic Stress & Mental Health

Descriptive Statistics

	Mean	Std. Deviation	N
Academic Stress	2.9556	.23962	150
Mental Health	3.2317	.55685	150

Correlations		Academic Stress	Mental Health
Academic Stress	Pearson Correlation	1	.113**
	Sig. (2-tailed)		.000
	N	150	150
Mental Health	Pearson Correlation	.113**	1
	Sig. (2-tailed)	.000	
	N	150	150
**. Correlation is significant at the 0.01 level (2-tailed).			

APPENDIX D: TURNITIN

FYP 2 draft

ORIGINALITY REPORT

4%	3%	5%	1%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1   **Submitted to MiraCosta College**
Student Paper   1%

2   "Taylor's 7th Teaching and Learning Conference 2014 Proceedings", Springer Science and Business Media LLC, 2015
Publication   1%

3   Nathasha N. Cole, Camilla W. Nonterah, Shawn O. Utsey, Joshua N. Hook et al. "Predictor and Moderator Effects of Ego Resilience and Mindfulness on the Relationship Between Academic Stress and Psychological Well-Being in a Sample of Ghanaian College Students", Journal of Black Psychology, 2014
Publication   1%

4   repository.sustech.edu
Internet Source   1%