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Perceived Sources of Academic Stress among Undergraduates in a Nigerian University

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Abstract. The present study investigated the perceived sources of stress among undergraduates in a Nigerian University. Three Faculties were purposefully selected from the fourteen Faculties in the University. 427 undergraduates were randomly selected to participate in the study. A descriptive research design was adopted for the study. Data on perceived sources of academic stress were collected using the Perceived Academic Stress Scale (PASS) which was adapted from Bedewy and Gabriel (2015). The instrument was validated. One research question was raised and three hypotheses were formulated to guide the study. Data collected were analysed with descriptive and inferential statistics. The hypotheses were tested at 0.05 level of significance. The perceived sources of stress among the respondents were compared on the bases of course of study/Faculty, age and level of study. The results revealed that the major perceived source of stress among the undergraduates was workload and examinations. Undergraduates in Physical Sciences had significantly higher perception of workload and examinations and academic self-perception as sources of academic stress than undergraduates in Social Sciences. Undergraduates in Physical Sciences also had significantly higher perception of parental expectation as a source of stress than undergraduates in Faculties of Education and Social Sciences. There were no significant differences in the perception of sources of academic stress among the undergraduates based on age and level of study. It was recommended that the Students' Guidance and Counselling centre should design intervention strategies that target at helping students learn to cope with academic stress. It was also recommended that good study habits and skills should be specifically taught to help students cope with work load and examination.

Keywords: Academic Stress, Sources, Faculties, Undergraduates, Level of Study, Age.

1. Introduction

Stress is a normal phenomenon in everyday life. It is an emotional feeling that makes a person uncomfortable and unhappy with the situation he or she has to overcome. In small amounts, stress can help individuals to be more active and productive. However, very high levels of stress experienced over a prolonged period can cause significant mental and physical problems (Alsulami et al 2018). While a little stress can motivate an individual, pushing him or her to meet challenges that result in increased productivity, the stress levels may sometimes get out of control and lead to problems. In the university, there are more demands on students than happens in the secondary school. Though there is much more academic pressure in the university, there is less supervision than obtains in the secondary school. This can lead to stress associated with management of time, finances, relationships, the environment and academics. Academic stress is stress experienced within the educational environment. It is stress associated with students in relation to the burdens of scholastic pursuit. Kadapatti and Vigayalaxmi (2012) defined academic stress as a demand related to academics that exceeds the available internal and external resources or the cognitive abilities of the students involved. Academic stress sometimes reflects the individual's perception of academic frustrations, academic conflict, pressure and academic anxiety. It can also arise from an individual's disposition to circumstances around him or her. Depression, anxiety, behavioural problems and irritability are among the many problems reported in students with high academic stress (Deb, Strodl &Sun, 2015). When not properly handled, academic stress can degenerate to complex situations of depression, dropout and even suicide. Circumstances that disrupt or threaten to disrupt individuals' daily functioning or cause people to make adjustments are referred to as stressors or

sources of stress. While responses to stress may be identical, the sources reported by individuals vary. Bataineh (2013) measured academic stressors experienced by undergraduates and found that excessive academic workload, lack of time to study, high family expectations and low motivation levels are some of the reasons for stress experienced by the undergraduates. Academic stress may therefore arise due to internal factors such as academic self-perception and the inability to manage time or from external factors such as workload and examinations, and parental expectations. Situations such as heavy course load, poor study habit, meeting up with assignment deadlines, preparing for examinations, internet addiction, finances among others promote and aggravate academic stress in students. Common sources of academic stress reported include poor time management and poor social skills, academic self-perception, academic expectation of teachers and parents, peer competition among others. Compelling need to excel in studies can also be a source of stress, failure and breakdown. The present study investigated university students' perception of Workload and Examinations (WLE), Time Management (TME), Parental Expectations (PEX) and Academic Self-Perception (ASP) as sources of stress.

Workload and examinations (WLE) refers to the amount of work assigned to a student in a specified period in the academic setting. This includes assignments, tutorial classes, tests and examinations, quizzes, reports and practical work. Heavy workloads can cause feelings of nervousness, frustrations, anger and anxiety. Kausar (2010) found a significant positive relationship between academic workload and perceived academic stress. In the same vein, Ganesh et al (2012), working on factors contributing to stress found that examination stress had the highest percentage (63%) compared to psychological problems (50%) and other issues. Similarly, heavy academic workload was found to be the most prominent factor affecting the stress levels of undergraduates in Sri Lankan public universities ((Weerasinghe et al,2012).
Time management (TMG) is a non-academic skill that impacts academic success. Time management is the ability to prioritise, schedule and execute personal responsibilities (Kaur,2016) It implies taking active role in choosing how time is spent and not just letting things happen. Many students find it difficult to regulate both their study and their extracurricular lives (Vander, Mere, Jansen &Torenbeek,2010) and this may lead to poor time management, poor academic performance and increased levels of stress. Misra and Mackean (as cited in Adams and Blair 2019) identified time management as having a buffering effect on stress. Scherer, Talley and Fife (2017) also found that time management perspectives are effective predictors of academic outcomes because students' inability to plan their work may result in agitation towards the end of the course when they are likely to be assessed. Poor time management or inability to manage time has been associated with poor academic achievement and anxiety. Yanik, Yan, Kaul and Ferguson (2016) found that when students were asked to write journal entries in which they expressed their fears and anxieties, time management was a prominent theme.

Academic self-perception is the perception that a student has about his or her own academic abilities. A student's academic self-perception determines academic performance because an individual's perception of self will determine the effort it will take to learn something new and persist in difficult academic tasks. Sahu et al (2016) found that students' self-concept correlated significantly negatively with academic stress. When a student feels good about his or her academic abilities, he is more likely to be relaxed and less anxious than when he/she feels otherwise. Hassan et al (2021), working with university students taking virtual classes during COVD-19 pandemic in Saudi Arabia found that positive academic self-perception correlated positively with course satisfaction which signifies low academic stress.

Parental expectations have also been identified as sources of stress among students. Parental support is needed by every student to achieve success. Parental expectation(PEX) helps to develop the individual's ability and talent and increase academic achievement. However, parents may sometimes set unrealistic high goals for their children and this expectation may lead to academic stress in the children. Parental expectation consistently higher than a child's ability can demotivate the child when he or she fails to meet these expectations. Also, students may feel pressured by unhealthy comparisons made by parents and teachers. Jones (2015) found that excessive parental expectation causes stress which negatively impacts on the child's academic achievement. Subramani and Venkatachalam (2019), however, found no significant correlation between parental expectation and academic stress of students. Academic stress can be related to the course of study undertaken by a student. Some course areas are more demanding of students' time, more abstract and tasking, thus leading to higher academic stress than other courses. Bataineh (2013) found no significant difference in academic stress among students from different areas

of specialisation. However, statistically significant differences in level of stress according to faculty / course/streamline profile have been reported (Aihie & Ohanaka, 2019, Reddy et al, 2018 & Anitei et al ,2015). Anitei et al (2015) found that students in Faculty of Chemistry had significantly higher levels of stress than students in Faculty of Psychology, Reddy et al (2018) also found significant streamline differences in academic stress. Students studying Commerce reported the highest levels of stress compared to students in Management Science and Humanities. Students in Humanities reported the least level of stress. In the same vein, Aihie and Ohanaka (2019) found that students in Physical Sciences had significantly higher levels of stress than students in the Faculties of Education and Social Sciences.

Age may also influence academic stress. While Onolemhenhen and Abel (2020) found that stress levels decline with increasing age, Aihie and Ohanaka (2019) and Chemutai and Mulambula (2020) found no significant influence of age on levels of stress among university undergraduates in Nigeria and Kenya respectively. Level of study of students have been found to influence stress levels. In this regard, Aihie and Ohanaka (2019) found that final year (4th year) students had the highest level of stress compared to first year and middle years' (200 and 300 levels) students. Chemutai and Mulambula (2020) found that year three students had higher levels of stress than those in other years. In the study by Onolemhenhen and Abel (2020), students' level of stress was high in the first year, declined in the middle years and rose in the final year.

1.1 Rationale for the Study

Sources of stress differ despite common responses to it. In order to be able to assist students in coping with academic stress, counsellors need to understand the sources. Understanding the sources of stress among students will help in developing interventions to reduce stress levels so that appropriate coping mechanisms can be learnt leading to the development of individuals that are well adjusted. The present study was designed to investigate the perceived sources of stress among undergraduates and to determine the influences, if any, of course of study, level of study and age on the perceived sources of academic stress among the students.

1.2 Purpose of the study

The purpose of this study was to investigate the perceived sources of academic stress among undergraduates in a Nigerian University. The study investigated the major perceived source of academic stress among the undergraduates and the influence, if any, of course of study, age and level of study on the perceived source of academic stress.

1.3 Research Question

What is the perceived major source of stress among the undergraduates?

1.4 Hypotheses

There is no significant difference in the perceived sources of academic stress among undergraduates of different Faculties.
There is no significant difference in the perceived sources of academic stress among the undergraduates based on levels of study.
There is no significant difference in the perceived sources of academic stress among the undergraduates based on age.

2. Methodology

2.1 Design of the Study

The study is a descriptive research. The survey method was employed in gathering data for the study. No variables were manipulated. The study sought the opinions of the participants regarding their perceptions of time-management, parental expectation, academic self-perception and workload and examinations as sources of academic stress.

2.2 Sample of the Study

The sample of the study consisted of 427randomly selected undergraduates from three Faculties in a Nigerian University. The students were located in the lecture halls at the end of the second semester, just before the examinations. The Faculties were purposively selected. First the three Faculties offer four years' degree programmes, then students in the Faculty of Education take some courses in the Faculty of Social Sciences and Physical Sciences. The sample was made up of 142 (33.3%) undergraduates in Faculty of Education, 126 (29.5%) in Faculty of Social Sciences and 159 (37.2%) in Faculty of Physical Sciences.128 (30% of the sample) were aged 16-19years while 229(70%) were aged 20years and above. Three levels of study were considered in the present study thus: 100 level, made up of 140 students (32.8%), middle level -200 and 300 levels made up of 172 students (40.3%) and final year/400level made up of 115 students (26.9%)

2.3 Instrument for the Study

A 20-item questionnaire titled Perception of Academic Stress Scale (PASS) adapted from Bedewy and Gabriel (2015) was validated and used to gather data for the study. The original instrument is an 18-item instrument designed to measure the perceived sources of academic stress, with responses on a 5-point likert scale ranging from strongly agree (5) to strongly disagree (1). The face, content and convergent validity of the instrument were established and its internal consistency reliability was 0.70 (Bedewy & Gabriel, 2015). Two more items were added to make the present instrument a 20-item scale and the responses were on a 4-point scale ranging from strongly agree (4) to strongly disagree (1). The internal consistency reliability of the present instrument was 0.81 (Crombach's alpha). The instrument had two sections. Section A sought demographic information about the respondents while section B was the 20-item Perception of Academic Stress Scale (PASS).

2.4 Method of Data Collection

After due consent was obtained, the instrument was administered to the respondents and the completed forms retrieved. The researcher explained the purpose of the study and assured respondents of confidentiality in handling their responses. They were not required to write their names on the instrument.

2.5 Method of Data Analyses

Data collected were collated and analysed using descriptive statistics (means and standard deviation) and inferential statistics (ANOVA). Alpha level was set at 0.05. The independent variables of the study were Faculty/course of study which had three levels (Education, Physical Sciences and Social Sciences), level /year of study which had three levels (100level. 200 and 300 levels and 400level) and age which had two levels (16-19 years -younger students) and 20years and above – older students) The dependent variable of the study was respondents' perceived sources of academic stress.

3. Results

Research Question: what is the perceived major source of academic stress among the undergraduates?

Table 1 Means and Standard Deviation of perceived sources of academic stress among the undergraduates

Sources of stress	N	Mean	Standard Deviation
WLE	427	18.3091	3.42294
TMG	426	9.8545	2.28601
PEX	426	10.3756	2.43016
ASP	426	15.3888	2.05298

Key – WLE= Workload and Examinations, TMG= Time Management, PEX= Parental Expectations, ASP = Academic Self-Perception

The results on table 1 show that the undergraduates perceive Workload and examinations(WLE) (mean score =18.3091) as the greatest/major source of academic stress.

Hypothesis 1.-There is no significant difference in the perceived sources of academic stress among undergraduates of different Faculties

Table 2 Means and Standard Deviation of perceived sources of academic stress among undergraduates in the three Faculties

Sources of Academic Stress	**Faculties**	**N**	**Mean**	**Standard Deviation**
WLE	Education	142	18.2676	2.91223
	Physical Sciences	159	19.0440	3.54598
	Social Sciences	126	17.4286	3.60539
	Total	427	18.3091	3.42293
TMG	Education	142	10.0352	2.16160
	Physical Sciences	158	9.7595	2.25854

	Social Sciences	126	9.7698	2.45654
	Total	426	9.8545	2.28601
PEX	Education	142	9.8521	2.40256
	Physical Sciences	158	11.0633	2.37740
	Social Sciences	126	10.1032	2.34207
	Total	426	10.3756	2.43016
ASP	Education	142	15.3310	1.95235
	Physical Sciences	159	15.8239	2.13036
	Social Sciences	126	14.9048	1.96134
	Total	427	15.3888	2.05298

The results displayed in table 2 show that the mean scores for perception of the sources of academic stress among the undergraduates in the three Faculties, in descending order, are as follows: for workload and examinations(WLE) - Physical Sciences =19.0440, Education =18.2676 and Social Sciences =17.4286; for Time management(TMG)- Education =10.0352, Social Sciences =9.7698 and Physical Sciences =9.795, for Academic expectations of parents(PEX) – Physical Sciences =11.0633, Social Sciences=10.1032 and Education =9.8521 and for Academic self-perception(ASP) –Physical Sciences =15.8239, Education =15.3310 and Social Sciences =14.9048. Analysis of variance was carried out to determine if there were significant differences in the mean scores. The results are displayed in table 3.

Table 3: Summary of ANOVA of the perceived sources of stress among undergraduates in the three Faculties

		Sum of squares	**df**	**mean square**	**F**	**Sig**
WLE	Between Groups	183.814	2	91.907	8.106	.000
	Within Groups	4807.380	424	11.338		
	Total	4991.194	426			
TMG	Between Groups	6.966	2	3.483	665	.515
	Within Groups	2214.010	423	5.234		
	Total	2220.977	425			
PEX	Between Groups	122.986	2	61.493	10.894	.000
	Within Groups	2386.920	423	5.643		
	Total	2509.906	425			
ASP	Between Groups	60.096	2	30.048	7.342	.001
	Within Groups	1735.370	424	4.093		
	Total	1795.466	426			

α=0.05

The ANOVA on table3 reveal that there were significant differences in the undergraduates' perception of work load and examinations(WLE), parental expectation (PEX) and academic self-perception (ASP) as sources of academic stress in the three Faculties. The null hypothesis was therefore rejected. To determine the direction of the differences, a post hoc analysis was carried out and the results are displayed in table 4 below.

Table 4: Multiple comparisons (Post Hoc) of the differences in expressed sources of academic stress among undergraduates in the three Faculties

Dependent Variable	**(I) faculty**	**(J) faculty**	**Mean Difference (I-J)**	**Std. Error**	**Sig.**
WLE	Education	Physical Sciences	-.77642	.38879	.137
		Social Sciences	.83903	.41211	.127
	physical sciences	Education	.77642	.38879	.137
		Social Sciences	1.61545*	.40161	.000
	social sciences	Education	-.83903	.41211	.127
		Physical Sciences	-1.61545*	.40161	.000

TMG	Education	physical sciences	.27572	.26455	.581
		Social Sciences	.26537	.28000	.638
	physical sciences	Education	-.27572	.26455	.581
		Social Sciences	-.01035	.27325	.999
	social sciences	Education	-.26537	.28000	.638
		Physical Sciences	.01035	.27325	.999
PEX	Education	Physical Sciences	-1.21118*	.27469	.000
		Social Sciences	-.25106	.29073	.689
	physical sciences	Education	1.21118*	.27469	.000
		Social Sciences	.96012*	.28372	.004
	social sciences	Education	.25106	.29073	.689
		Physical Sciences	-.96012*	.28372	.004
ASP	Education	Physical Sciences	-.49291	.23359	.109
		Social Sciences	.42622	.24760	.228
	physical sciences	Education	.49291	.23359	.109
		Social Sciences	.91914*	.24130	.001
	social sciences	Education	-.42622	.24760	.228
		Physical Sciences	-.91914*	.24130	.001

α =0.05

The results of the Post Hoc analysis on Table 4 reveal that there is a significant difference between undergraduates in Physical Sciences and Social Sciences(α=0.000) in the perception of Workload and Examinations as a source of academic stress in favour of Physical Sciences which had a higher mean score (18.2676). The results also show statistically significant differences between undergraduates in Physical Sciences and Education (α=0.000) and between undergraduates in Physical Sciences and Social Sciences(α=0.004) in the perception of parental expectation as a source of academic stress. The undergraduates in the Physical Sciences have significantly higher perception of parental expectation as a source of academic stress than undergraduates in the other two Faculties. Regarding the perception of academic self-concept as a source of academic stress, the Post Hoc analysis reveal a significant difference between undergraduates in Physical Sciences and Social Sciences (α=0.001). The mean score of the undergraduates in Physical Sciences was also significantly higher.

Hypothesis 2: There is no significant difference in perceived sources of academic stress among undergraduates based on levels of study.

Sources of Academic stress	Level of study	N	Mean	Std. Deviation
WLE	100level	140	17.8071	3.03670
	200l and 300 levels	172	18.4942	3.37777
	400level	115	18.6435	3.86662
	Total	427	18.3091	3.42293
TMG	100level	140	9.5643	2.46475
	200 and 300 levels	172	9.8779	2.04687
	400level	114	10.1754	2.37332
	Total	426	9.8545	2.28601
PEX	100level	140	10.3929	2.21732
	200 and 300 levels	172	10.1337	2.42782
	400level	114	10.7193	2.65246
	Total	426	10.3756	2.43016

ASP	100level	140	15.1143	2.01464
	200 and 300 levels	172	15.5988	2.09052
	400level	115	15.4087	2.02136
	Total	427	15.3888	2.05298

The results displayed on Table 5 show that there are differences in the mean scores for perceived sources of academic stress among the undergraduates of different levels of study. To determine if the differences are statistically significant, analysis of variance statistics was employed and the results are displayed on Table 6

Table 6: Summary of ANOVA of differences in perceived sources of academic stress among undergraduates in the different levels of study

Sources of Academic stress		**Sum of Squares**	**Df**	**Mean Square**	**F**	**Sig.**
WLE	Between Groups	54.025	2	27.012	2.320	.100
	Within Groups	4937.170	424	11.644		
	Total	4991.194	426			
TMG	Between Groups	23.628	2	11.814	2.274	.104
	Within Groups	2197.349	423	5.195		
	Total	2220.977	425			
PEX	Between Groups	23.571	2	11.786	2.005	.136
	Within Groups	2486.335	423	5.878		
	Total	2509.906	425			
ASP	Between Groups	18.184	2	9.092	2.169	.116
	Within Groups	1777.283	424	4.192		
	Total	1795.466	426			

$\alpha = 0.05$

The summary of ANOVA of the differences in Perceived sources of academic stress among undergraduates of different levels of study displayed on Table6 indicate that there is no statistically significant difference in the undergraduates' perception of sources of academic stress based on level of study. The null hypothesis is thus upheld.

Hypothesis 3: There is no significant difference in the perceived sources of academic stress among the undergraduates based on age.

Table 7: Means and standard deviation of perceived sources of academic stress of the younger and older undergraduates

Sources of academic stress	Age in years	N	Mean	Std. Deviation
WLE	16-19	128	18.6406	3.23790
	20 and above	299	18.1672	3.49479
	Total	427	18.3091	3.42293
TMG	16-19	128	9.7266	2.34341
	20 and above	298	9.9094	2.26268
	Total	426	9.8545	2.28601
PEX	16-19	128	10.4531	2.43614
	20 and above	298	10.3423	2.43092
	Total	426	10.3756	2.43016
ASP	16-19	128	15.2734	1.90612
	20 and above	299	15.4381	2.11388
	Total	427	15.3888	2.05298

The results on Table7 above show that there are differences between the mean scores of the younger and older undergraduates in their perceptions of the four variables (workload and examination-WLE, time management- TME, parental expectation-PEX and academic self-perception-ASP) as sources of academic stress. The mean differences were analysed using ANOVA and the results are displayed on Table 8.

Table 8: Summary of ANOVA of differences in perceived sources of stress between the younger and older undergraduates

Sources of academic stress		Sum of Squares	df	Mean Square	F	Sig.
WLE	Between Groups	20.087	1	20.087	1.717	.191
	Within Groups	4971.108	425	11.697		
	Total	4991.194	426			
TMG	Between Groups	2.993	1	2.993	.572	.450
	Within Groups	2217.983	424	5.231		
	Total	2220.977	425			
PEX	Between Groups	1.100	1	1.100	.186	.667
	Within Groups	2508.806	424	5.917		
	Total	2509.906	425			
ASP	Between Groups	2.431	1	2.431	.576	.448
	Within Groups	1793.035	425	4.219		
	Total	1795.466	426			

$\alpha = 0.05$

The summary of ANOVA of differences in perceived sources of academic stress among the undergraduates based on age, as displayed on Table 8 above shows that there is no significant difference between younger and older undergraduates' perception of the sources of academic stress. The null hypothesis is therefore accepted.

4. Discussion of findings

The results of the study revealed that generally, the undergraduates perceive workload and examinations as the major source of stress, followed by academic self-perception and parental expectation respectively. Time management is perceived by the undergraduates as the least source of stress. Workload and examinations involve the course content and how the students and the lecturers go about it. Excessive workload in the form of homework, assignments, projects as well as the fear of not performing well in the examinations can make students tense. This results regarding workload and examinations as a major source of stress is in consonance with Misrah (2018), Ganesh et al (2012) and Yanik, Yan, Kani and Ferguson (2012) among others, who made findings that indicate that workload and examinations is a major threat to students. The findings also show that undergraduates in Physical Sciences had a significantly higher perception of workload and examinations and academic self-perception as sources of academic stress than undergraduates in Social Sciences. Undergraduates in Physical Sciences also reported a significantly higher perception of Parental expectation as a source of academic stress than those in the Faculties of Education and Social Sciences. This is an indication that the students in Faculty of Physical science perceive work load and examination and parental expectation as more overwhelming compared to the students in the Faculties of Social Sciences and Education. Physical Science deals with the physical nature of the world such as rocks, weather, the stars, mathematical equations among others while Social Sciences and Education deal with issues that are closer to man such as history, economics, psychology, behaviour and related subjects. Stress is a subjective experience that is more likely to arise in some situations than others; this may be responsible for the differences observed among the undergraduates in the different Faculties. This finding is in consonance with Reddy et al (2018) who made findings that indicate streamline differences in level of stress. The findings also corroborate Aihie and Ohanaka(2019) and Anitei et al (2015). These studies found that students studying Physical Sciences had higher stress levels than students studying Social Sciences and Education (Aihie & Ohanaka, 2019) and that students studying Chemistry (which is a Physical Science) had higher stress levels than students studying Psychology (Anitei et al, 2015). The finding is however in contrast with Bataineh ((2013) who found no significant difference in stress levels among students from different areas of academic specialisation. There were no significant differences in the undergraduates' perception of time management as a source of academic stress. This result is in contrast with Yanik, Yan,,Kaul and Ferguson (2016) who made findings that identify time management as a prominent theme in students' expression of sources of fear and anxiety. Also, the results of the study reveal that there is no significant difference in the perceived sources of stress among

students of different levels of study in the three Faculties. This result is in contrast with Aihie and Ohanaka (2019) who found that Final year students had the highest level of stress compared to other levels of study, Chemutai and Mulambu (2020) who found that third year students had the highest levels of stress compared to students in other levels and Onolemhenhen and Abel (2020) who also made findings that showed that stress levels were high in first year undergraduates, declined in students in the middle years and rose in the final year students. The results of the present study also showed no significant difference in the perceived sources of stress between younger and older undergraduates. This may be because students perceive academic stress the same way.The result corroborates Chemutai and Mulambula (2020) who made findings that indicate no significant influence of age on levels of academic stress but contrasts Aihie and Ohanaka (2019) who found that levels of academic stress decreases with increase in age among undergraduates.

5. Conclusion

The study has shown that workload and examinations is the greatest source of stress reported among the undergraduates. Undergraduates in the Faculty of Physical Sciences appear to significantly perceive workload and examinations, academic self-perception and parental expectation more as sources of stress than undergraduates in the Faculties of Education and Social Sciences while level of study and age had no influence on perceived sources of academic stress among the undergraduates. It is therefore concluded that the volume of academic work is the major source of academic stress among undergraduates irrespective of the level of study and age of the students.

6. Recommendations

From the results of this study, it can be deduced that workload and examinations is the major source of academic stress among the undergraduates. The Students' Guidance and Counselling Centre should therefore develop and implement strategies that target at helping students learn to cope with academic stress. Good study habits and skills should be specifically taught to help students, especially those in Physical Sciences learn to cope with excessive workload and examination.

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