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Influence of Stress to Achievement Motivation and SWB: Basis for a CBT-Based Program

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ABSTRACT

The college years are stressful for many students. Their sources of stress include pressure from academic, family problems, and social, emotional, and physical stressors. Lack of ability to withstand stress leads to new behavioral patterns, resulting in further stress and problems. Thus, the student's failure to resolve problems causes ongoing emotional conflicts that affect their wellbeing and reduce achievement motivation. This study investigated the relationship of stress on achievement motivation and subjective well-being among twenty-two student scholars from the De La Salle University in Manila and Laguna, Philippines. Using quantitative correlational research design, three assessment tools were used to measure the variables: Revised-Achievement Motivation

Scale, Satisfaction with Life Scale [SWLS], and Positive Affect-Negative Affect Scale [PANAS]. The Stress data was culled from the SAS1000 Course Module containing a Stress Test. Data analysis revealed a nonsignificant and positive relationship between stress and achievement motivation (r=.093; P=.681); a significant negative relationship between stress and satisfaction with life (r=-.474; P=.026), a nonsignificant negative relationship between stress and Positive Affect (r=-.056; P=.805); and a nonsignificant positive relationship between stress and Negative Affect (r= .178; P=.428). Findings showed that the student scholars' stress is significantly related to satisfaction with life which is the cognitive component of SWB. These data will serve as a basis for developing a Cognitive Behavioral Therapy-based program for the Student Scholars.

INTRODUCTION

Academic stress is a mental or emotional pressure, tension, or stress due to the demands. It is related to new challenges to the acquisition of academic knowledge of the students. In secondary and tertiary education, students are faced with a wide range of ongoing stressors related to academic demands. According to the researchers (Pascoe et al., 2020), stress related to academics can reduce achievement and decrease motivation. The students' lives and how they go about their academic work can be impacted by stress. The relationship between psychological stress and achievement was reported, i.e., higher psychological stress causes low achievement (Alasemy & Badria, 2017). Another study on the effect of academic stress on the achievement motivation of college students showed that a moderate level of stress leads to high achievement motivation (Ramaprabou & Dash, 2018). Stress is one of the most common problems in the university. Findings revealed that 32% of 97,357 college students' academic stress resulted in course dropout and poor academic performance (American College Health Association, 2006, cited in Alsulami et al., 2018). Other studies have also shown that stress is among other psychological issues common among undergraduate students worldwide (Mahmoud et al., 2012; Pan, 2017).

The undergraduate students revealed stress as having a significant positive impact on their academic and social life. This means that they go through some kinds of stress during their study. As an outcome, the researchers (Edjah et al., 2020) recommended that the university, through its Students' Affairs and Counseling Section, must empower the students to manage and deal with stress to enhance their academic life.

Subjective Wellbeing (SWB) has been the focus of recent research in

the educational context, which also plays a major role in students' lives and academic achievement (Steinmayr et al., 2018). In the study of Seligman (2009), the positive wellbeing of students related to school is important with its potential links to their higher life satisfaction and improved learning abilities. In one study, the SWB was investigated in a university community during pandemic. Results showed that the lockdown negatively impacted the academic world of the respondents. The reported detrimental effects among the students are crucial and needed to ensure policies and preventive measures for a healthy learning environment (Dinsuhaimi et al., 2022).

As a multidimensional construct, SWB consists of positive emotions, engagement, positive relationships, meaning, and accomplishments or achievements (Seligman, 2018). Similarly, other researchers define SWB as the ability to engage in life with determination and approach it as an exciting experience without the negative effects of distress, fear, and anxiety (Moore & Diener, 2019).

Based on the Organization for Economic Cooperation Development (OECD, 2017) report, the school is an important source of subjective wellbeing for adolescents. The report emphasized that children can only achieve optimal learning if they feel comfortable in school. Furthermore, the link between subjective wellbeing and academic achievement has been explored in several studies (Heffner & Antaramian, 2016). Some researchers from Thailand (Assana et al., 2017) investigated the status of quality of life (QOL), mental health, educational stress, and wellbeing among high school students in Northeast Thailand. Results of the investigation have shown low to moderate levels of QOL and educational stress, while several factors, e.g., wellbeing influenced the students' QOL.

Managing stress is an important key to students' success and happiness, which will improve their quality of life. According to Brobbey (2020), learning how to manage stress can be very helpful in a student's personal and academic life. Managing stress can increase their patience and quality of work, gain a better immune function, more relaxation, good mood, and positive energy. The same study showed that educating students on managing their stress, staying focused, having enough rest time, and exercising greatly enhances their academic performance. As presented in a Study (Datu, 2017), limited literature has explored the benefits of low-arousal affective states in the educational setting, such as the links of peace of mind (POM) to academic motivation and academic achievement among Filipino high school students. Data revealed that POM had a negative association with motivation, whereas autonomous motivation and academic achievement were found to be positively associated. On the other

hand, findings of a recent study (Imperial et al., 2023) revealed a significant relationship between mental health and academic motivation among college graduating students, suggesting that the students' having good mental health helps them to be well-motivated.

This study is significant because it addresses a society segment with much stress. These are the student scholars in the university who do not often have objective strategies to handle their stress. Therefore, the primary aim of this work is to develop a Cognitive Behavioral Therapy Program (CBTP) that will prevent the effects of stress on achievement motivation and enhance the SWB among student scholars. In addition, there has been a gap in the literature that includes reports on using a particular intervention or program that the students can use to improve their academic performance and their subjective wellbeing amidst stress. The program to be developed in this study will serve as a therapy framework based on some behavioral and cognitive skills to decrease stress, tension, and anxiety and to enhance effective functioning further, i.e., affecting the future positively and overall, to improve the subjective wellbeing (SWB) specifically among the student scholars of DLSU.

FRAMEWORK

Students live in a competitive world today and face different academic problems, such as stress in examinations, no interest in attending classes, and inability to understand the subject (Ghatol, 2017). Consequently, students suffer from anxiety, which affects their academic performance.

Academic stress was studied by Chen (2017), and results showed that high levels of academic pressure and mental health problems were associated. There are many ways to reduce stress. Different counseling theories provide tools and techniques useful to decrease high-stress levels. An evidence-based Cognitive behavioral therapy or CBT, described as a therapeutic intervention derived from Beck's basic principles of cognitive theory and behavioral theory, has been reported as an effective tool for stress (Dobson et al., 2021). The CBT approach to stress ranges from Cognitive therapy focusing on identifying and modifying dysfunctional thoughts to mindfulness-based cognitive therapy focusing on an increase of the present moment. The CBTP, in its theoretical framework, will include both behavioral and cognitive techniques. The program will have a set of systematic actions and trainings using the therapeutic methods (Murad, 2021). It is the aim of the CBTP, to be developed in this research, to increase the achievement motivation of the student scholars in DLSU as a consequence of reducing stress. The development of the CBTP is to enhance the student scholars' subjective wellbeing or SWB.

This study's independent variable is stress, a general condition at all levels, ages, and cultures. It includes unpleasant emotions and negative thoughts causing disordered behaviors. The dependent variables in this study are achievement motivation and subjective wellbeing or SWB (measured in satisfaction with life, positive affect, and negative affect).

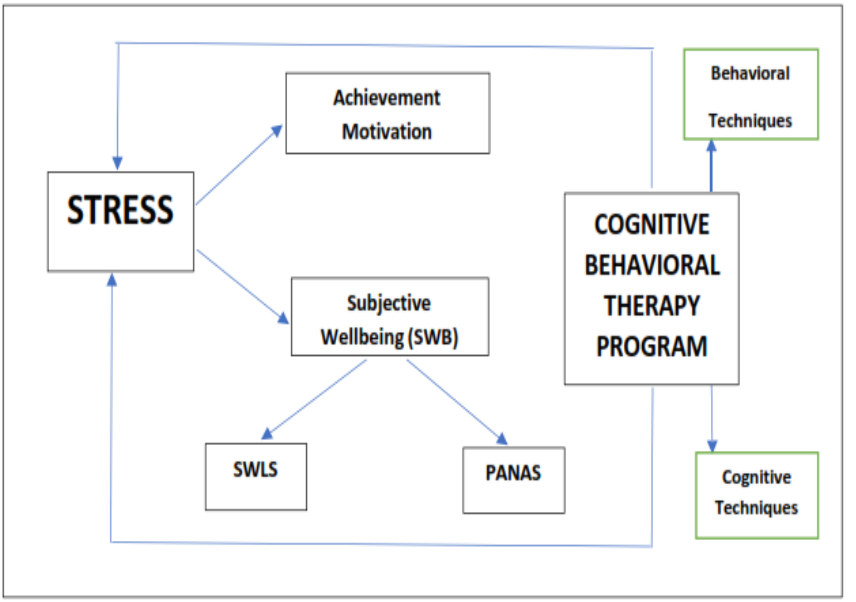

Figure 1. The Conceptual Framework of CBTP for the DLSU Student Scholars' Subjective Wellbeing

OBJECTIVES OF THE STUDY

The objectives of carrying out this study are as follows: (1) to determine the levels of stress of the Student Scholars, (2) to discover the effects of stress on the student scholars' achievement motivation, (3) to discover the effects of stress on the student scholars' subjective wellbeing (SWB), and (4) to develop a Cognitive Behavioral Therapy Program for the Student Scholars' Subjective Wellbeing or SWB as an outcome of the current action research.

METHODOLOGY

Research Design

This is a quantitative study that simultaneously investigated an issue and took action to solve the issue. The specific aim of this study was to investigate how stress can affect the achievement motivation and subjective wellbeing of the Student Scholars of De La Salle University (DLSU), which will lead to the development of a Therapy Program for the scholars.

The quantitative data were culled from the Revised Achievement Motivation Scale (AMS-R), Satisfaction with Life Scale (SWLS), Positive Affect and Negative Affect Scale (PANAS), and the Stress Tests. The Student Scholars' data on their stress tests were culled from the SAS1000 (SAS means Student Affairs Services) Course online Modules. Specifically, the first Module provides an activity for the students to take a Stress Test. The data was available for analysis in this study.

Participants

The research participants were the student scholars of De La Salle University student scholars, both from the Manila and Laguna campuses, who enrolled in the SAS1000 Course during their first year of studying there. These students have been enjoying a type of scholarship upon entering the university. A random sampling of 22 student scholars with ages 17-21 years of age were the respondents of this study. These student scholars responded to the invitation of the researcher and signed the Informed Consent Form. Although there was a great number of scholars invited to participate in the current study, the majority of them did not show up during the Orientation program due to some academic and personal reasons. Thus, even with the small sample size, the researcher pursued to undertake an initial run of the study.

Table 1 shows the Distribution of the Respondents by Age. Data reveal that among the 22 student scholars, there are: 18.18% (f=4) 18 years old, 59.09% (f=19) 19 years old, 18.18% (f=20) 20 years old, and 4.55% (f=1) 21 years old. Overall, the mean age of the respondents is 19.09 years old (SD=0.75).

Table 1

Distribution of Respondents by Age (N=22)

	Age	N	%
	18	4	18.18%
	19	13	59.09%
	20	4	18.18%
	21	1	4.55%
Mean	19.09		
SD	0.75		

Table 2 shows the Distribution of the Respondents by Gender. Data reveal that 2.73% (f=16) are female and 27.27% (f=6) are male among the 22 respondents.

Table 2

Distribution of Respondents by Gender (N=22)

Gender	N	%
Female	16	72.73%
Male	6	27.27%

Table 3 shows the Distribution of the Respondents by College/ Department and Year Level. Data reveal that 13.64% (f=3) are student scholars from BAGCED, 9.09% (f=2) from CCS, 13.64% (f=3) from CLA, 36.36% (f=8) from COS, 9.09% (f=2) from GCOE, 9.09% (f=2) from RVRCOB, AND 9.09% (f=2) from SOE enrolled in De La Salle University. The table also shows the Year Level of the respondents. Data reveal that there is 0% (f=0) first-year, 45.45% (f=10) second-year, 50.00% (f=11) third-year, and 4.54% (f=1) fourth-year student among the respondents.

Table 3

Distribution of Respondents by College / Department and Year Level (N=22)

College	N	%	Year Level	N	%
BAGCED	3	13.64%	1st year	0	0%
CCS	2	9.09%	2nd year	10	45.45%
CLA	3	13.64%	3rd year	11	50.00%
COS	8	36.36%	4th year	1	4.54%
GCOE	2	9.09%			
RVRCOB	2	9.09%			
SOE	2	9.09%			

Table 4 shows the distribution of Respondents by the Type of Scholarship. Data reveal that 4.54% (f=1) of the Last Mile Scholarship and DOST-SEI, 4.54% (f=1) of BASAP, 4.54% (f=1) of DOST-RA, 13.64% (f=3) of DOST-Merit Scholarship, 9.09% (f=2) of Archer Achiever, 22.73% (f=5) of St. La Salle Financial Assistance Grant, 4.54% (f=1) of Military Scholarship, 9.09% (f=2) of Star Scholarship, 4.54% (f=1) of Brother President Scholarship Program or BPSP, 9.09% (f=2) of Vaugirard, 9.09% (f=2) of DOST Undergraduate Scholarship, and 4.54% (f=1) of the Child of Employee Scholarship.

Table 4

Distribution of Respondents by the Type of Scholarship (N=22)

Type of Scholarship	N	%
Last Mile Scholarship / DOST-SEI Undergraduate Scholarship	1	4.54%
BASAP	1	4.54%
DOST RA	1	4.54%
DOST - Merit Scholarship	3	13.64%
Archer Achiever	2	9.09%
St. La Salle Financial Assistance Grant	5	22.73%

Military Scholarship	1	4.54%
Star Scholarship	2	9.09%
Brother President Scholarship Program (BPSP)	1	4.54%
Vaugirard	2	9.09%
DOST Undergraduate Scholarship	2	9.09%
Child of Employee	1	4.54%

Sample size: N=22

Instrumentation

The research instruments for this current study include the following: The revised-Achievement Motivation Scale (AMS-R), the Satisfaction with Life Scale (SWLS), and the Subjective Wellbeing Scales (SWBS), namely the Positive Affect and Negative Affect Scale (PANAS.

Revised Achievement Motivation Scale (AMS-R)

The 22-item Achievement Motives Scale (AMS) is a well-established and frequently used scale to assess hope of success and fear of failure. The revised scales provided adequate reliability, lower inter-scale correlations, and criterion-related validity concerning typical criteria of achievement-related behavior. (PsycINFO Database Record (c) 2012 APA, all rights reserved).

Subjective Wellbeing (SWB) SCALES

Positive and Negative Affect Scale (PANAS). The PANAS is a self-report questionnaire comprising two subscales measuring positive and negative affect (Watson et al., 1988; Medvedev & Landhuis, 2018). Each scale includes 10 adjectives that relate to different affective states, such as "hostile," "alert," "jittery," and "proud." Using a 5-point Likert scale, where 1 is "Not at all/Very slightly," and 5 is "Extremely," participants rate the extent to which they feel each emotion.

Satisfaction with Life Scale (SWLS). Diener et al. (1985) Satisfaction with Life Scale is a compact questionnaire for measuring global life satisfaction. It

looks specifically at the life satisfaction construct. With good internal consistency and temporal reliability, it consists of five statements where participants can indicate a level of agreement on a 7-point scale, where 1 = "Strongly Disagree" and 7 = "Strongly Agree;" a higher score indicates higher life satisfaction.

Data Gathering

The researcher contacted the Office of Admission and Scholarship (OAS) and the Lasallian Scholarship Society (LSS) officers to inform them about the current study and to be assured of their support. The latter recommended the names of the student scholars invited to become the respondents.

The researcher sent invitations to the 22 student scholars via email with the assistance of the Lasallian Scholars' Society President. The invitation was to gather the student scholars for an online Orientation about the Research. During the Orientation Program, the researcher discussed the Informed Consent Form and sent the link to the respondents in Google form. As soon as the student scholars expressed their interest to be research participants, the Informed Consent Forms were signed by each one. The researcher assured the participants to receive a soft copy of the Informed Consent Form, i.e., in Google Form.

The participants answered all three assessment tools [e.g., Revised-Achievement Motivation Scale (AMS-R), Satisfaction with Life Scale (SWLS), and Positive Affect and Negative Affect (PANAS) Scale in Google form. The links of each assessment tool were sent in the following order: first, the Revised-Achievement Motivation Scale (AMS-R); second, the Satisfaction with Life Scale (SWLS); and third, the Positive Affect and Negative Affect (PANAS) Scale. The researcher checked that the participants submitted their responses to all three assessment tools. Finally, the researcher asked the participants to report their stress results culled from the SAS1000 Course online module # 2 (e.g., Module on Stress Test).

Research Ethics Protocol

The student scholars were provided with the Informed Consent Form. Those who agreed and signed the Informed Consent Form were invited to join the current study. The participants who were 18 years old and above signed directly on the Informed Consent Form. The parents/guardians of the participants who were below 18 years old, signed the Informed Consent Form,

to represent their children and allowed them to participate in the study. All the participants of the Study were assured of confidentiality. This study received an ethical clearance from the Research Ethics Review Committee of the De La Salle University.

Statistical Analysis

The quantitative data were gathered, initially encoded to the MS Excel worksheet, and then exported to SPSS for analysis. The demographic characteristics of the respondents, such as age, gender, college course, year level, and type of scholarship, were analyzed using frequency counts and percentages. The Revised Achievement Motivation Scale (AMS-R) measured the achievement motivation variable. The subjective wellbeing (SWB) variable was measured using the Satisfaction with Life Scale (SWLS) and Positive Affect and Negative Affect Scale (PANAS). Subjective wellbeing was measured by SWLS and PANAS scores, while the data on the stress scores were culled from Stress Tests in the SAS1000 Course Module. Students' AMS-R, SWLS, PANAS, and Stress scores were presented and analyzed using descriptive statistics (mean and standard deviation). The relationships between stress, achievement motivation, and subjective wellbeing (e.g., Satisfaction with Life Scale, Positive Affect, and Negative Affect or PANAS) were defined using Pearson product-moment correlation.

RESULTS AND DISCUSSION

Data reveal that all four variables in the table with skewness lower than -1 (negatively skewed) are skewed to the left, as evidenced by the negative skewness (see skew column).

Table 5

Descriptive Statistics of the Variables

	Minimum	Maximum	Mean	Sd	Skewness
Stress	10.00	29.0	19.77	4.36	-0.83
Achievement Motivation	6.0	18.0	12.73	2.78	-0.33
SWLS	2.60	6.0	4.40	1.25	-0.43
Positive Affect	1.33	4.37	2.73	0.90	-0.37
Negative Affect	2.0	4.36	3.23	0.64	-0.26

Table 6 shows the Reliability Coefficients of the Variables: Achievement Motivation, Satisfaction with Life Scale (SWLS), Negative Affect, and Positive Affect. Data reveal that Achievement Motivation (r=.80) has 80% accuracy of the test score while 20% consists of standard error; SWLS (r=.81) has 81% accuracy of the test score while 19% consists of standard error; Negative Affect (r=.90) has 90% accuracy of the test score while 10% consists of standard error; and Positive Affect (r=.85) has 85% accuracy of the test score and 15% consists of standard error. Overall, the reliability coefficients of the variables are all high, which means that the accuracy of all the tests has a high reliability.

Table 6

Reliability Coefficients of the Variables

Variables	Number of Items	Cronbach's Alpha
Achievement Motivation	22	.80
Satisfaction with Life Scale (SWLS)	5	.81
Negative Affect	9	.90
Positive Affect	11	.85

Table 7 shows the relationship between variables. Data reveal the effects of Stress on Achievement Motivation, SWLS, Negative Affect, and Positive Affect.

Effect of Stress on Achievement Motivation

Analysis of the data in Table 7 reveals that Stress insignificantly and positively affects achievement motivation (r = .093). This means that there is a positive correlation between stress and achievement motivation. Both variables, stress and achievement motivation, move in tandem, that is, in the same direction. This positive correlation exists when stress increases with achievement motivation among the student scholars. However, the correlation of these two variables is not statistically significant, which means that the effect of stress on achievement motivation is not strong enough given the small sample size of twenty student scholars. With small data, the current study will need a very large effect to achieve significance.

The findings of this study are not consistent with several researchers' findings showing how high-stress levels affect students and present poor academic

achievement and low self-efficacy, among others (Park et al., 2020). Findings of this study do not support other studies on how psychological stress is related to achievement (Alasemy & Badria, 2017). Individuals with low achievement motivation were those who felt depressed. Accordingly, achievement motivation is important in enhancing performance in various fields, particularly in academics.

Effect of Stress on Satisfaction with Life (SWL)

In the same Table 7, the Effect of Stress on SWL is shown. Analysis of the data reveals that stress significantly and negatively affects satisfaction with life (r = -.474). This finding indicates that those student scholars who report high stress are expected to have low satisfaction with life. Conversely, those student scholars low on stress are expected to have high satisfaction with life. In other words, if the student scholars experience low levels of stress, then they show high satisfaction with life. The effect of stress on satisfaction with life is statistically significant. These data are consistent with other previous studies.

Studies have shown that stress is one of the strongest known predictors of poor health and overall satisfaction with life (McKnight et al., 2002) in adolescence (Seiffge-Krenke, 2019; Slavich, 2016, 2020; Stewart et al., 2019). According to Diener et al. (1985), life satisfaction is the cognitive component of subjective wellbeing reflecting the overall quality of life-related to various health outcomes. Consistent with some studies conducted by Compas et al. (2017) and Mahmoud et al. (2012), findings have shown that acute and chronic stress predict poor life satisfaction. In a study (Ryan & Deci, 2019), the researchers mentioned that SWB is built on moods, feelings, and attitudes.

Effect of Stress on Negative Affect

Data analysis reveals that Stress insignificantly and positively affects Negative Affect (r = .178). This data shows an insignificant correlation between stress and negative affect, meaning there is insufficient statistical evidence for this correlation. In other words, the correlation between stress and Negative Affect occurred because of chance coincidence in the sample and is not present in the entire population. However, the two variables, stress and Negative Affect, move in the same direction, but the relationship is not statistically significant.

These data are inconsistent with other studies (Lotz & Sparfeldt, 2017; Soares & Woods, 2020). Findings revealed the association between academic stress and negative psychological consequences, which include unpleasant emotional states, depression, tearfulness, and even self-harm and suicidal feelings in some cases. Likewise, previous studies revealed that psychological stress responses include negative emotions (Folkman, 2008; Lazarus & Folkman,

1984). When people face stressful events, they experience a complex array of negative emotions, e.g., depression, anxiety, distress, and anger. Consequently, these negative emotions may lead to poorer health outcomes and a decreased quality of life (Grigsby et al., 2002).

Effect of Stress on Positive Affect

Table 7 also shows the effect of stress on positive affect, which is an insignificant and negative correlation between the two variables. A negative or inverse correlation means high-stress levels are associated with low Positive Affect (PA). Conversely, if the student scholars experience low-stress levels, they tend to show high levels of positive affect. The insignificant correlation between these variables, stress, and positive affect, means that the correlation is not strong enough given the sample size. This cannot determine the correlation to be statistically different from zero. With small data, this study will need a large effect to achieve significance.

Table 7

Relationship between Variables

Pair of Variables	Pearson r	P-value	Interpretation
Stress vs. Achievement Motivation	.093	.681	Nonsignificant
Stress vs. SWLS	-.474	.026	Significant
Stress vs. Negative Affect	.178	.428	Nonsignificant
Stress vs. Positive Affect	-.056	.805	Nonsignificant

Sample size: n = 22

Findings of the current study do not support other previous studies. An article presents how Positive Affect (PA) reduces the harmful effects of psychological stress; thus, positive affect is associated with longevity (Okely et al., 2017). The association between positive affect and mortality risk will be most apparent among individuals who report higher stress.

CONCLUSION

According to Pascoe et al. (2020), the impact of stress on academic-related stress, such as achievement motivation and the wellbeing of students, has been studied. Although the literature on the links between stress and subjective wellbeing has been numerous, there exists a gap in the literature for the links among other variables that may be affected by stress, such as achievement motivation, satisfaction with life, Positive Affect, and Negative Affect, the latter being the components of subjective wellbeing.

Based on the results, the student scholars' stress increases at the same level as their achievement motivation increases and vice versa. It is important to note that as the Student Scholars are driven, inspired, and stimulated by achievements or successes, they tend to become more stressed. However, the relationship between stress and achievement motivation is not statistically significant.

On the effect of stress on satisfaction with life, the student scholars revealed that their satisfaction with life is low with moderate stress levels. However, if their stress is reduced, they may be highly satisfied with life. This means that their life is close to the ideal, the condition of their life is excellent, and they are getting what they want in life. There is a significant relationship between stress and satisfaction with life, the cognitive component of SWB.

Moreover, findings showed that the relationships between stress and the positive and negative affect of SWB, respectively, are not statistically significant among the student scholars. Data is inconsistent with many other studies discussing the relationship between stress and negative emotions (Du et al., 2018).

In conclusion, the data of this study confirms that only the relationship between stress and satisfaction with life is statistically significant. These findings show that stress can influence the SWB of the student scholars, whereas stress does not influence their achievement motivation. The satisfaction with life, which is the cognitive component of SWB, is relevant in attaining the purpose of this current study. With a CBT-based program, the inclusion of cognitive therapy and behavioral therapy will be highlighted. Thus, the results on the influence of stress on the SWB of the student scholars, specifically the cognitive component of SWB, will be incorporated into developing of a CBT-based program. CBT is an evidence-based therapy (EBT) that ensures clients receive the best psychological treatment (McGill, 2020). A CBT-based program will include cognitive therapy

and behavioral therapy.

Indeed, the present age is competitive. The student scholars face competition as the other groups of students in their daily lives at school. As an outcome, students' mental pressure is increased due to an increase in competition in the field of education. Both physical and mental fitness are the most important factors for academic performance (Gogoi & Sahoo, 2019).

TRANSLATIONAL RESEARCH

This study is an initial run on the Influence of Stress to Achievement Motivation and SWB among the student scholars of DLSU-Manila, a basis for CBT-based program. It is relevant to develop evidence-based programs to be utilized in counseling. Findings of this study reported a significant relationship between stress and satisfaction with life, the cognitive component of SWB among the student scholars. With the inclusion of both cognitive therapy and behavioral therapy in a CBT-based program, this will be translated into an intervention in the counseling services of the Office of Counseling and Career Services (OCCS) in DLSU-Manila. This study will also be translated into the guidance centers of other learning institutions, both public and private, that can benefit from the therapy program to be developed. Finally, the researcher will do a follow-up of the study with a bigger sample size and incorporate a qualitative study to explore the types of stressors and the coping styles during stress among the student scholars.

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