

Exploring Major Stressors and Coping Dimensions of Zimbabwean University Female Students: A Qualitative Study

Moyo A.

Gender Institute Midlands State University, Gweru, Zimbabwe

Abstract: The study investigated stress and coping mechanisms amongst female university students in Zimbabwe. Many female students in universities have to handle various stressors caused by personal, academic, social, and sometimes work lives. Students with inadequate stress handling skills can face difficulties in trying to balance these responsibilities. The study was aimed at assessing stress and stressors amongst the female students, and also the coping strategies that can be used to handle stress. Female university students from the Midlands State University were interviewed as the respondents of this study, and the data received was qualitatively assessed to determine the stressors, stress levels, and coping mechanisms. Overall, the students indicated that the key stressors they experienced were disadvantaged social backgrounds, menstruation and menstrual disorders, sexual harassment, information overload, peer competition, transition from adolescence to adulthood, personal inadequacy, and lecturer-student relationships. It was observed that the students apply four main coping strategies namely venting, instrumental support, emotional support, and self-distraction. The study concluded by recommending that additional studies are warranted to look into reduction of student stress for both genders and developing coping mechanisms.

people how to cope with stress. Evidence from existing literature and other surveys shows that there is a rapid increase in stress cases in Zimbabwean universities and a dearth of literature dealing with key stressors in the universities especially amongst female students. This paper investigates the discernment of educational stress amongst female university students in Zimbabwe looking at the Midlands State University as the case study. The study is looking at exploring how the female university students perceive stress and how they experience the effects of stress in their academic journey. The study also looks at the coping strategies used by the students. Educational stress has become a topic of interest in many countries around the world. Misra, McKean, West, and Russo, (2020), claimed that university students experience higher stress levels at specific times during the semester due to inadequate time management skills, financial pressure, and academic commitments. As a result of these, the student's academic performance, emotional state, and health. Therefore, it is imperative that students develop effective coping strategies to handle stressful situations.

I. INTRODUCTION TO THE STUDY

Tertiary education scholars especially students in universities are challenged to keep up with the high demands needed to succeed in the university environment. For them to satisfy the demands, university students must have the capacity and ability to function and work under pressure (Graves et al., 2021). Generally the stressors are derived from the classroom environment, emotional concerns outside of the classroom, academic load, illness, and faculty interaction (Misra and Castillo, 2004). According to previous surveys carried out by researchers such as John and Frazer (1986); Misra and McKean (2000); Agolla and Ongori (2009); and Kuraswamy (2013), females and males tend to handle these stressors in a different way and often the different lifestyles of females and males in universities lead to higher stress levels. Furthermore, university students transition from adolescence to adulthood, which in most instances can be challenging and leave them more prone to stress and mental health issues.

Stress and its respective manifestations such as burnout, depression, and anxiety had been constantly regarded as a common issue amongst people in various occupations and professions. Lately there has been a growing call to teach

II. BACKGROUND TO THE STUDY

Educational stress is a common problem that is encountered by university students in Zimbabwe and it affects both the male and female students differently. Female and male students cope differently to educational stress and educational stress has a negative psychological and social impact on university students and it affects learning and overall academic performance. Understanding prevalence of educational stress, the underlying contributing factors, and the coping mechanisms will facilitate academic development and professional success. University going students in Zimbabwe comes from different and diverse backgrounds which contributes to stress and affects their coping strategies. Stress can be increased when students leave their parents' home to attend university in different parts of the country.

Stress is an over-arousal condition which occurs in psychological and physical facets due to assessment of external and internal factors and deem them as harmful or dangerous. Stress in an academic set up or in educational environment is usually termed educational stress or academic stress. Educational stress is usually associated with anxiety and discomfort that is caused by different challenges of the

academic learning experience. Educational stress lowers performance of the students, causes physical and mental health problems, and poses threats to student's wellbeing. Other adverse problems derived from stress includes negative sense of self, suicide ideation, somatization disorders, and lack of self-confidence. As a result the researcher hypothesized that gender influenced educational stress levels amongst university female students and use of explicit coping approaches. Though there are studies that looked at academic stress in universities in developed countries, there is lack of studies that explored academic stress in relation to gender and also seek to find the coping strategies in the developing countries let alone in Zimbabwe. Against this background the study seeks to assess perceived educational stress and coping strategies among female undergraduate students at the Midlands State University in Zimbabwe.

III. OBJECTIVES OF THE STUDY

The main objective of the study was to assess perceived educational stress and coping strategies among female undergraduate students at the Midlands State University in Zimbabwe. To achieve this main objective the following specific objectives were formulated:

1. Determining the key stressors amongst female undergraduate university students at the Midlands State University.
2. Determining the major coping mechanisms that can be applied by female undergraduate university students at the Midlands State University.

Research Hypothesis

- H_0 : Female university students in Zimbabwe encounters a number of key stressors in their academic life.
- H_1 : There are a number of coping mechanisms that can be applied to counter the key stressors.

IV. ACADEMIC STRESS CONCEPTUAL FRAMEWORK AND THEORY

Conceptual Framework

Bernstein, (2008), defines stress as a negative emotional, psychological, cognitive, and behavioural process that happens as an individual tries to handle stressors. Hamaideh, (2011), explained stressors as conditions that threaten to disrupt or disrupt a person's daily functioning, hence cause people to make adjustments. O'Connor, Thayer, and Vedhara, (2021), considered stress as an unpleasant condition of psychological and emotional arousal that one experience in situations which they perceive as threatening to their wellbeing or dangerous. Nonetheless, Eisenbarth, (2019), argued that stress is perceived in different ways between genders and means different things to different genders. Stress is conceived as situations or events that cause a person to feel negative emotions such as anger and anxiety, pressure, or tension (Bernstein, 2008). Stress is all the time considered as a

psychological process that comprises of one's personal interpretation and response to a threatening event.

Educational or academic stress is the body and mental response to education related demands that exceed and surpass the adaptive qualities of students (Deatherage et al., 2014). Nakalema and Ssenyonga, (2014), said that the level of educational stress experienced is subjective and influenced by the resources available to the student in order to deal with the situation. Perceived stress vary due to different variables such as socio-economic factors, cultural differences, and gender (Arslan, 2017). The most common causes of educational stress in universities includes but not limited to high competition, limited opportunities, unrealistic ambitions, academic pressure, information overload, and high expectations. In the first year of study in university, students face challenges with assimilating a lot of information that is given in a short space and are required to develop studying techniques in order to cope with the huge volume of material that is given to them. Pool and Qualter, (2012), claimed that introduction of university students to the highly bureaucratic university procedure is also stressful due to the need to make necessary adjustments to the social environment. Other factors that stress the university students includes trying to adjust to the university social network and interpersonal relationships with their peers.

Sharma et al., (2009), pointed out that the level of stress that is experienced by students in university differ from one school to another and also from gender. Kendler et al., (2005), corroborated with Sharma et al., (2009) that gender differences contributes in stress response and stress reactivity. Female students are sometimes unprepared to counter additional stressors related to financial, academic and social burdens particular to this population (Wright, Peterson, and Chen, 2005). Stress also impacts female students by adversely impacting the student's concept of self, for example general health, self-worth and immune factors. The spring 2019 Health Assessment carried out by the ACHA (American College of Health Association) finds out that 35% of undergraduate female students had highlighted the top obstruction to their learning was stress with 46% of them having reported greater than average stress which shows that the student can be susceptible to certain accidents and illness. The stressful university environment is leaving university students both female and male vulnerable and prone to mental health issues like depression, anxiety, suicidality, and self-harm (Vidic and Cherup, 2019).

Ng and Jeffery, (2013), found out in their study that female students have a tendency to experience greater levels of stress which is in congruency with Quaisy and Thawabin, (2012). Furthermore, female university students reported other stress related cases like depression, sexual harassment, pressure from exams, family background, and low self-esteem. Also greater levels of educational and general stress were indicated to be higher in female students than their male colleagues. A study carried out by the American Institute of Stress (AIS,

2011), showed that gender is a very significant determinant of various physical and mental disorders, and there is a clear pattern in the response to stress by the female and male sex highlighting that stress response is related to manifestations of different psychotic and psychiatric disorders in both females and males.

People are affected by stress differently, however it can cause negative experiences and illness. Coping with stress is thus a significant issue, it has an impact on how and whether people seek social support and medical care. The transactional model of Stress and Coping is a coping strategy for evaluating the processes of coping in stressful situations. The external stressors play an important role in stress transactions. There are two significant categories of these transactions which are: appraisal of the stressor by the individual, and appraisal of the stressor in terms of cultural and social resources accessible to the individual. The primary appraisal which is termed the first appraisal results from an individual appraising the probable threat when encountering a stressor. The first appraisal is pronounced as a person's assessment of the main effects of an incident, as irrelevant, challenging, controllable, positive, and stressful. The second appraisal is the investigation of the accessible options and resources accessible to an individual so as to cope with the real stressor. It is the suitable action taken by an individual to discover a solution.

Theoretical Framework

The study was based on the Lazarus and Folkman, (1984), Transactional Model of Stress and Coping as the theoretical framework which formed the basis of the research. The model contended that one's ability to adjust and cope to problems and challenges is a consequence of interactions and interactions that occur between the individual and the environment. The emphasis of the model depends more on how the events are observed rather than the objective events themselves. The use of the model was justified since it has been argued that stress is not a psychological response nor an environmental stimulus, rather stress is about the association between environmental demands and the capacity to deal with them. Due to stress being usually perceived as a transaction between a person and the environment, two important processes occur that constitute this transaction namely the psychological appraisal and coping respectively which are the fundamentals of this study hence the model was a perfect fit for the attainment of the objective of the study. Lazarus and Folkman, (1984) defined the psychological appraisal as one's constant assessment of the situation and the resources available so as to deal with the situation, and coping as one's behavioural and cognitive response in dealing with a stressful situation.

According to Lazarus and Folkman, (1984), stress is defined as a dynamic process connecting individuals and environment. Nonetheless, the environment delivers the initial stimulus, however the key elements of stress are the way one recognises the environment and how they use the coping resources obtainable to deal with stress. This approach is suitable to this

study, due to the dynamic relationship between the individual and the environment in stress discernment and reaction is particularly enlarged in the first year.

V. RESEARCH METHODOLOGY

Since the aim of this study is to identify and assess the key academic stressors, which may have significant impacts on the performance and overall mental health of the female university students, it was essential to craft an interview that would effectively take in account university female students environment, economic, social, and studies related sources of stress. For coping the study used a self-report questionnaire established to examine an extensive range of coping responses called Brief-COPE (Coping Orientation to Problems Experienced). The interviews were split into four classes of possible sources of stress comprising the sources related to the female students' relations with others, academic factors, internal factors, and environmental factors. Relations with each other students are the sources of stress ensuing from the female students' relations with their peers for example their colleagues, roommates, neighbours, parents, and disagreements with their boyfriends. Academic factors include stress stemming from issues linked to learning, such as too much school work, or difficulties to obtain good grades, and hard exams. Environmental stressors are associated with moving and living in a new place or city.

Study Area

The study was carried out at the Midlands State University (MSU) in Gweru, Zimbabwe. MSU is a government owned university. The university has nine faculties offering a variety of courses and a number of specialist courses. The university has an enrolment of 28,000 parallel and conventional undergraduate students and it has 3,000 postgraduate students. MSU has a multi campus system and has a satellite campus in Zvishavane.

Participants

It was necessary to define the target population which characterizes the study. The target population for the study are female undergraduate students registered at the Midlands State University. The researcher ensured that the target population was heterogeneous with respect to its relevant characteristics. To understand the perspective of the female undergraduate students regarding stress, stressful experiences and the coping strategies, The study used purposive sampling to identify the female respondents of the study and a saturation point of 36 respondents were achieved when no new responses were forthcoming.

Procedure

The study utilized a descriptive design which is flexible in terms of data gathering and it is critical in collecting information in its unaffected setting and also finding attitudes from a huge population. Open ended interviews were utilized to collect information from undergraduate female students at Midlands State University in Gweru and the merits for using

interviews was the ability to bring about both a conscious and an unconscious thinking process on the respondents. Face-to-face interviews were most suitable because they afforded the researcher a lot of information through both verbal and non-verbal responses like hand gestures and facial expressions. Interviews also offered a chance and space for explanation sequentially giving rise to more accurate information being obtained.

The study permitted the participants to testify the uncontrollability and unpredictability of their lives considering compounding and personality events. The study interviewed three groups of students namely: students staying in compass residence; students renting by themselves in nearby neighbourhoods; and students coming from their family homes to gain an understanding of the circumstance in each scenario. The stress levels were grouped into three classes namely severe, moderate, and mild.

To determine the coping skills applied to manage stress amongst the female students at the University, the Brief COPE questionnaire, which is a twenty eight question self-report questionnaire developed to determine ineffective and effective ways to handle and cope with stressful events in life was applied. The Brief COPE subscales were classified into three different coping strategies namely: Avoidant, Emotion-focused, and Problem focused coping. The responses given on the Brief COPE were reported qualitatively. The responses given in the interview were assessed across the cut-off points each representing severe, moderate, and mild stress. The assessments again were performed for coping style endorsement and also the main coping dimensions.

Validity

The paper considered validity and reliability in emerging search engines. Validity is the capacity of a research instrument to determine what is intended to measure (Chen, 2020). On the other hand, according to Cohen (2021), reliability is concerned with the consistency of measure. The validity of the interviews was created in close control by the objectives of the study. Validity within a phenomenology is intended to prevent omission of subjectivity but to try and explain the duty of subjectivity when correct data pertaining the study is collected (Girogi et al. 2021).

Ethical Consideration

On top of the importance of choosing an appropriate methodology, Flemming (2018), emphasized on the importance of ethical consideration around carrying out a research study. Flemming highlighted certain ethical dilemmas that are frequently encountered while conducting a research including relationships with respondents and participants, and power differential. It is however, important to regard the fundamentals of ethical research involving participants. It is important that research ethics consent has been obtained prior to commencement of data collection from respondents. In carrying out this research study, contribution of respondents was voluntary and any subjects that was found

to have diminished autonomy were protected. The research did not cause any harm to the participants and strived to have positive outcomes for the subjects. Participants were also informed on why the study was being conducted.

VI. FINDINGS AND DISCUSSION

Overall, the stress levels amongst the female students across the three backgrounds (students staying in compass residence; students renting by themselves in nearby neighbourhoods; and students coming from their family homes) was established to be very high and it was the same towards the end of the semester when students prepare for exams. Furthermore, the majority of female students who participated in the study reported moderate levels of stress. In the study the female students were asked about their coping strategies and the most common endorsements were the following four coping strategies namely: venting, instrumental support, emotional support, and self-distractions. Also on the dimensions of coping the female students used more emotion focused coping approaches, avoidant coping strategies, and problem focused.

The main causes of stress amongst the university students were ascribed to different and broad reasons from academic load to their social backgrounds. They also pointed out gender issues that affects the way they interact, differences in access and use of university resources, the way they react to changes, their activities, and other university ordinances. Majority of the females respondents pointed out that disadvantaged backgrounds is one of the stressors in female university students and almost all of the students who were coming from their family homes were in congruence with this. They argued that gender roles in disadvantaged backgrounds is greatly different with the bulk of roles falling to the females for example in most societies the social roles of girls like house chores take up their time for study, preparing for lectures and working on assignments resulting in academic stress. The students said that combining academic work with home apprenticeship does not only leads to educational stress alone but also may lead to family tensions and cause severe mental health issues such as depression, anxiety, suicidality, and self-harm.

The majority of the respondents in this study pointed out that menstruation and other female health related issues also adds to the educational stress. The respondents argued that menstruation leads to poor emotional wellbeing. Some of the students interviewed pointed out the relatively poor hygiene supporting infrastructure at the university as another stressor during their menstrual periods. All these factors caused the students to lag behind in their studies, failing to meet deadlines, lead to poor preparation of exams, and in some instances resulting in them missing school altogether. Other respondents stated that there are cases of different menstrual disorders that disrupts and distracts the students in their studies and leads to academic and emotional stress. Among those who confessed to menstrual disorders being stressors, the menstrual disorder prevalence amongst them was 65% which is a significant amount. The most common menstrual

disorders which was stated was menorrhagia which accounted for 40%, pre-menstrual syndrome (PMS) 30%, oligomenorrhea 15%, and the rest were accounted for various other menstrual disorders. A simple analysis of the responses given indicated that of those that confessed to experience menstrual disorders were twice as much to experience educational stress.

Another stressor that this study demonstrated as a significant cause of academic stress amongst female university students was sexual harassment. The majority of the respondents stated that sexual harassment was another key stressor amongst the university female students. They pointed out various enabling features of sexual harassment in the university environment such as lack of active leadership, a culture of silence, toxic academic masculinities, normalization of gender based violence, hierarchical organizations, and precarious learning conditions. The participants revealed that sexual harassment in universities is faced by all groups (students at all levels and staff) but they further added that there are specific groups that are more exposed to sexual harassment than other groups. All the respondents acknowledged that sexual harassment has severe consequences in the female students in terms of psychological, physical, and even professional long term impacts leading to both emotional and academic stress. The respondents posited that over half of the female students that are experiencing sexual harassment does not report the matter to the responsible authority and ended up suffering from mental health issues such as depression, anxiety, suicidality, and self-harm.

The respondents acknowledged that although stress response can be identical, the sources of the stress differs. About 45% of the respondents pointed out that the academic setting including excessive assignments and information overload were a stressor. They argued that when given excess information and aiming to make a decision or finish a task impeding their decision making process hence yielding poor decisions and sometimes no decision being made not all. The respondents were adamant that information overload causes real feelings of mental fatigue, feeling powerless and overwhelmed, and anxiety. They further added that information overload also causes cognitive problems such as challenges in making decisions and/or making hasty and often bad decisions. It was clear from the study that information overload does not only slow down productivity, it also brings confusion, frustration, and emotional stress.

Another critical stressor that was raised often from the respondents was peer competition. According to Chen, (2018), peer competition is a type of social interaction in which two or more individuals of a peer group endeavour to achieve a specific goal or attain a limited resource. The respondents opines that competitive behaviour between the female students themselves and also between female students and their male counterparts results in anxiety, depression, and stress and self-harm. They argued that the motivation to avoid inferiority and the nature of the competitive behaviour leads to a lot of pressure on the student yielding in emotional and

academic stress. Other stressors that were pointed out to affect the female students in the university but not deliberated further were the transition from adolescents to adulthood which the respondents argued created a vulnerability in the female students, personal inadequacy which they say involve a general sense of lacking and self-doubting, lecturer student relationship which was explain as difficult in certain instances with male lecturers being sexual predators and female lecturers being mean for no reason, and the fear of failure with many of the respondents acknowledging that their fear of failure puts a heavy burden on themselves thereby resulting in emotional stress.

Eisenbarth, (2019), interpreted coping with stress as mental behaviours and processes which persons use in order to handle stressful conditions externally and internally. The Brief COPE that was used in this study comprised of twenty eight dimensions that included coping strategies like religion, humour, acceptance, positive reframing, planning, active coping, seeking instrumental and emotional support, and maladaptive coping techniques like self-blame, behavioural disengagement, substance use, venting, denial, and self-distraction. On the problem focused category, there were active planning, and instrumental support and the emotion focused were self-blame, positive reframing, religion, venting, emotional support, humour and acceptance.

Over 75% of the respondents endorsed four particular coping approaches namely: venting, instrumental support, emotional support, and self-distraction. With gender being the important component of the study, the study was mindful of considering females only in university student stress reduction. The respondents perceived self-distraction as an effective coping strategy amongst the female students. They argued that the student feels relief in the form of a temporal escape away from the stressor. The respondents said that they use self-distraction coping mechanism to offer an immediate relief and that reinforces the application of this mechanism. Due to the lack of alternative positive coping methods, the students adopts this coping strategy to manage their stress. Other respondents said they use emotional coping mechanism precisely to manage their stress and to seek emotional support. When these female students are in undesirable or stressful situations they look to shift the blame to external or other internal sources hence these coping mechanism proved to be popular among the female students. The female students in this study greatly showed a great tendency of using instrumental support as another emotional support coping strategy. Instrumental support has been regarded a positive support strategy with respect to perceived stress and is associated to the subject of wellbeing. Another coping mechanism that the respondents used was venting. The respondents emphasized that this coping mechanism permit one to express her anger and result in a cathartic relief from the effects of stressful situations. According to Visker et al., (2017), although it is acceptable to deliberate personal feelings about stressing situations and stress, venting (use of excessive voice) should be discouraged. Nonetheless the study

subscribe that venting an individual's frustrations is related to cathartic relief hence venting was an acceptable coping mechanism. Amongst the main coping dimensions that was used by the females in this study, emotion focused mechanisms were more popular amongst the respondents. Typically emotion focused mechanisms delivers short term stress relief but often it does not yield situational change. Normally, university female students tend to rely on emotion focused mechanisms more since females feel they need this support.

VII. CONCLUSION

The information collected for this study was based on the respondents self-report which might be vulnerable to causes of bias like individual's attentiveness, memory, and societal attraction. An additional reflection was that every respondent who participated in this study was female.

The study's outcomes delivers pertinent data and information in order to minimize stress more specific to female students in universities in Zimbabwe. Thoughtful consideration requires top be given as to how female and male university students will separately be able to improve lifelong successful coping skills and manage stressful situations. The information obtained from this study showed that female students have almost uniform preferences in the way that they cope with perceived stress and the coping mechanisms. The majority of the female university students experienced medium to high levels of stress in the university. Further studies are required to continue exploring specific differences in gender stress level and the respective coping strategies concerning university students. This will be imperative to university administrations, faculties and departments in order to device stress reduction mechanisms in universities. The study focused of female students alone but since gender disparities appear to exist in actual and perceived stress levels, additional studies are warranted to look into reduction of student stress for both genders and developing coping mechanisms.

The findings of the study will be useful in providing a solution to university going female students in identifying their key stressors and also to determine the major coping strategies. The study carried out a primary survey meaning the findings represents the situation encountered by female students on the ground and also constant comparative method was used to further validate the results.

REFERENCES

- [1] Bandura, A. (2017). *Self-efficacy: The exercise of control*. New York: W.H. Freeman and Company.
- [2] Choi, S., Kluemper, D. H., & Sauley, K. S. (2013). Assessing emotional self-efficacy: Evaluating validity and dimensionality with cross-cultural samples. *Applied Psychology*, 62(1), 197-123.
- [3] Deatherage S, Servaty-Seib H, Aksoz I. Stress, coping, and internet use of college students. *J Am Coll Health*. 2014;62(1):40-46. PMID:24313695
- [4] Deckro GR, Ballinger KM, Hoyt M, Wilcher M, Dusek J, Myers P, et al. The evaluation of a mind/body intervention to reduce psychological distress and perceived stress in college students. *J Am Coll Health*. 2002;50(6):281-287. PMID:12701653

- [5] Eisenbarth, C. A. (2019). Coping with stress: Gender differences among college students. *College Student Journal*, 53(2), 151-162.
- [6] Ekpenyong CE, Davis KJ, Akpan UP, Daniel NE. Academic stress and menstrual disorders among female undergraduates in Uyo, South Eastern Nigeria - the need for health education. *Niger J Physiol Sci*. 2011 Dec 20;26(2):193-8. PMID: 22547190.
- [7] Emanuela Lombardo, Maria Bustelo. (2022) Sexual and sexist harassment in Spanish universities: policy implementation and resistances against gender equality measures. *Journal of Gender Studies* 31:1, pages 8-22.
- [8] Furman M, Joseph N, Miller-Perrin C. Associations between coping strategies, perceived stress, and health indicators. *Psi Chi J Psychol Res*. 2018;23(1):61-72. <https://doi.org/10.24839/2325-7342.jn23.1.61>.
- [9] Hamaideh, S. H. (2011). Stressors and reactions to stressors among university students. *International journal of social psychiatry*, 57(1), 69-80.
- [10] Hess, R.S. & Copeland, E.P. (2006). Stress. In: G. G. Bear & K. M. Minke (Eds.), *Children's needs III: Development, prevention, and intervention* (pp. 255- 265). Washington, DC: National Association of School Psychologists
- [11] Hudd,S.S., Dumlao, J., Erdmann-Sager,D., Murray,D., Phan,E., & Soukas,N. (2000). Stress at college: effects on health habits, health status and self-esteem. *College Student Journal*, 34(2), 217.
- [12] Kauts A, Sharma N. Effect of yoga on academic performance in relation to stress. *Int J Yoga* 2009;2(1):39-43. PMID:21234215
- [13] Kendler KS, Kuhn JW, Vittum J, Prescott CA, Riley B. The interaction of stressful life events and a serotonin transporter polymorphism in the prediction of episodes of major depression: A replication. *Arch Gen Psychiatry*. 2005;62:529-35.
- [14] Kirk, B. A., Schutte, N. S., & Hine, D. (2008). Development and preliminary validation of an emotional self-efficacy scale. *Personality and Individual Differences*, 45(5), 432-436.
- [15] Kizhakkeveetil A, Vosko A, Brash M, Phillips M. Perceived stress and fatigue among students in a doctor of chiropractic training program. *J Chiropr Educ*. 2017;31(1):8-13. PMID:27552030
- [16] Largo-Wight E, Peterson P, Chen W. Perceived problem solving, stress, and health among college students. *Am J Health Beh*. 2005;29(4):360-370. <https://doi.org/10.5993/ajhb.29.4.8>.
- [17] Lazarus, R. & Folkman, S. (1984). *Stress, appraisal, and coping*. New York: Springer.
- [18] Li, J., Feng, X., Mei, S., & Yao, D. (2007). Investigation of Study Pressure Effects on Mental Health of Junior High School Students in Changchun. *Medicine and Society*, 20(2), 56-57.
- [19] Mazzella Ebstein, A. M., Sanzero Eller, L., Tan, K. S., Cherniss, C., Ruggiero, J. S., & Cimiotti, J. P. (2019). The relationships between coping, occupational stress, and emotional intelligence in newly hired oncology nurses. *Psycho-oncology*, 28(2), 278-283.
- [20] Melanie McCarry, Cassandra Jones. (2021) The equality paradox: sexual harassment and gender inequality in a UK university. *Journal of Gender Studies* 0:0, pages 1-13.
- [21] Mayer, J.D., & Salovey, P. (1997). What is emotional intelligence? In P. Salovey & D.J. Sluyter (Eds.), *Emotional development and emotional intelligence* (pp. 3-31). New York: Basic Books.
- [22] McKay, M. T., Sumnall, H. R., Cole, J. C., & Percy, A. (2012). Self-esteem and self-efficacy: associations with alcohol consumption in a sample of adolescents in Northern Ireland. *Drugs: Education, Prevention and Policy*, 19(1), 72-80.
- [23] Misra, R., McKean, M., West, S., & Russo, T. (2000). Academic stress of college students: comparison of student and faculty perceptions. *College Student Journal*, 34(2).
- [24] Nakalema, G., & Ssenyonga, J. (2014). Academic stress: Its causes and results at a Ugandan university. *African Journal of Teacher Education*, 3, 1-21.
- [25] National Institutes of Mental Health. (2009). Research Shows How Chronic Stress May Be Linked to Physical and Mental Ailments. Retrieved from <http://www.nimh.nih.gov/science-news/2009/research-shows-how-chronic-stress-may-be-linked-to-physical-and-mental-ailments.shtml>.

- [26] Ng DM, Jeffrey RW. Relationship between perceived stress and health behaviours in a sample of working adults. *Health Psychol.* 2003;22(6):638–642. pmid:14640862.
- [27] O'Connor, D. B., Thayer, J. F., & Vedhara, K. (2021). Stress and health: A review of psychobiological processes. *Annual review of psychology*, 72, 663-688.
- [28] Palesh, O. G., Shaffer, T., Larson, J., Edsall, S., Chen, X. H., Koopman, C., ... & Parsons, R. (2006). Emotional self- efficacy, stressful life events, and satisfaction with social support in relation to mood disturbance among women living with breast cancer in rural communities. *The breast journal*, 12(2), 123-129.
- [29] Petrides, K. V., & Furnham, A. (2003). Trait emotional intelligence: Behavioral validation in two studies of emotion recognition and reactivity to mood induction. *European Journal of Personality*, 17, 39–57.
- [30] Pool, D. L. & Qualter, P. (2012). Improving emotional intelligence and emotional self-efficacy through a teaching intervention for university students. *Learning and Individual Differences*, 22, 306-312.
- [31] Pope, D., Roper, C., & Qualter, P. (2012). The influence of emotional intelligence on academic progress and achievement in UK University students. *Assessment and Evaluation in Higher Education*, 37, 907–918.
- [32] Reddy K. J, Menon K. R, Thattil A. Academic Stress and its Sources Among University Students. *Biomed Pharmacol J* 2018;11(1). Available from: <http://biomedpharmajournal.org/?p=19485>.
- [33] Stanislawski, K. (2019). The coping circumplex model: an integrative model of the structure of coping with stress. *Frontiers in psychology*, 10, 694.
- [34] Thawabien AM, Qaisy LM. Assessing stress among university students. *American Int J Contemp Res.* 2012;2(2):110–116.
- [35] The American Institute of Stress, (2011). Effects of Stress. Retrieved from <http://www.stress.org/topic-effects.htm>.
- [36] Tina Besley, Liz Jackson, Michael A. Peters, Nesta Devine, Cris Mayo, Georgina Tuari Stewart, E. Jayne White, Barbara Stengel, Gina A. Opiniano, Sean Sturm, Catherine Legg, Marek Tesar, Sonja Arndt. (2022) Philosophers and professors behaving badly: Responses to 'named or nameless' by Besley, Jackson & Peters. An EPAT collective writing project. *Educational Philosophy and Theory* 0:0, pages 1-13.
- [37] Verma, R., Balhara, Y. P., & Gupta, C. S. (2011). Gender differences in stress response: Role of developmental and biological determinants. *Industrial psychiatry journal*, 20(1), 4–10. <https://doi.org/10.4103/0972-6748.98407>.
- [38] Vidic Z, Cherup N. Mindfulness in classroom: Effect of a mindfulness-based relaxation class on college students' stress, resilience, self-efficacy and perfectionism. *Coll Stud J.* 2019;53(1):130–142.
- [39] Visker JD, Rider T, Humphers-Ginther A. Ministry-related burnout and stress coping mechanisms among assemblies of God-Ordained clergy in Minnesota. *J Relig Health.* 2017;56(3):951–961. pmid:27510527
- [40] Watson, J.C. & Watson, A.A. (2016). Coping self-efficacy and academic stress among Hispanic first-year college students: The moderating role of emotional intelligence. *Journal of College Counseling*, 19.
- [41] Wigelsworth, M., Qualter, P. & Humphrey, N. (2016). Emotional self-efficacy, conduct problems, and academic attainment: Developmental cascade effects in early adolescence. *European Journal of Developmental Psychology*.
- [42] Xie, L.N. (2007). Study on Learning Stress, Social Support and their relationship among Senior High School Students: An Investigation of Two Senior High Schools in Hennan Province. Unpublished Master Thesis, Huadong Normal University.
- [43] Zhang, L., Qin, S., Yao, Z., Zhang, K. & Wu, J. (2016). Long-term academic stress enhances early processing of facial expressions. *International Journal of Psychophysiology*, 109, 138–146.
- [44] Zhao, L.X., & Yuan, L. (2006). Investigation on the current status of academic stress among secondary school students. *Journal of Tianjin Academy of Educational Science*(2), 18-21, 67.
- [45] Zimmer-Gembeck, M. J., Skinner, E. A., Modecki, K. L., Webb, H. J., Gardner, A. A., Hawes, T., & Rapee, R. M. (2018). The self-perception of flexible coping with stress: A new measure and relations with emotional adjustment. *Cogent psychology*, 5(1), 1537908.