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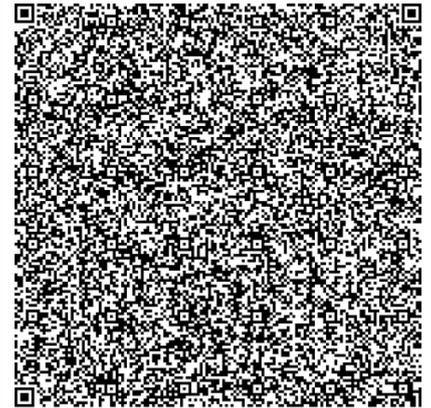
Academic Stress among Rural College Students

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Abstract

Academic stress is the strain that students feel, which leads to a state of suffering that frequently presents itself as a variety of psychological and behavioral issues. The widespread problem of academic stress among college students is the subject of this study. Underlining its effects and gender disparities for students. Using a comprehensive mixed-methods approach, the research employed a structured questionnaire to conduct a quantitative evaluation of the academic stress levels experienced by a chosen group of students at a university. The Academic Stress Scale for Rural College Students (ASSRCS), which had 16 questions, was used. The results revealed a significant gender gap in academic performance. Stress levels, emphasizing the need to address social causes rather than individual ones. Inherent gender differences. Female students reported more stress, highlighting the necessity of tackling things like pressure, worry, conflict, and irritation in order to get better their psychological well-being. The study urges collaboration between academic institutions, parents, and policymakers in order to address this problem. Schools, parents, and teachers to lower workloads and introduce creative teaching methods, encouraging creative thinking, and accommodating a wide range of skills. It serves as a call to action for institutions to make students' mental health a priority and establish a supporting a comprehensive approach to a more well-rounded and supportive academic experience in order to tackle the numerous issues related to academic stress.

Keywords: Academic Stress, Rural Students, College Education, Mental Health, Coping Strategies.



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Introduction

Stress is a typical and organic phenomenon that occurs as a result of a wide range of circumstances. A wide range of circumstances. Any situation that causes bad ideas and emotions in a person is considered stress. person. Not everyone finds the same circumstances to be frightening or evocative, and not everyone behaves the same way experience the same unpleasant ideas and emotions when under pressure. Stress is seen as a negative emotional, cognitive, behavioral, and physiological process that takes place within a person attempts to manage or adapt to stressors, which are events that interrupt or threaten to disrupt, individuals' daily functioning and cause people to adjust (Auerbach & Grambling, 1998).

The term "academic stress" refers to the burden, pressure, anxieties, and concerns that students experience in relation to their education. scholastic achievement. In education today, students encounter a fresh challenge that demands increased pupil effort. An individual life has several sources of academic stress, including: peer pressure, the atmosphere at home and school, academic pressure, the parental pressure assessment system academic pressure is mental suffering caused by an expected setback in school, etc. related to academic failure or perhaps unawareness of the potential for such failure. Students are subjected to a variety of academic challenges, such as school tests,

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answering questions, etc. asking questions in class and demonstrating improvement in academic topics. comprehending the teacher's questions is it meeting the academic expectations of teachers and parents while simultaneously teaching and competing with classmates' expectations. The resources available to the pupils may be strained or surpassed by these needs. As a result, they may experience stress because the need is connected to attaining academic success. Therefore, academic is connected to the attainment of an academic aim. Adolescence is a period of change a transition period from childhood to adulthood that marks significant shifts in every aspect of functioning. Children and teenagers may experience a wide range of life challenges, from the worst to the best daily annoyances, ongoing stress, and traumatic life experiences (Hess & Copeland, 2006).

College students experience academic pressure for a number of reasons. To begin with, there are monetary concerns. The weight of tuition costs and living expenses are significant pressures for many students' costs, and other financial commitments. In addition, the ongoing comparison between the This stress may be exacerbated by the cost of their education and their academic achievement (Hossain et al.) Peer pressure from friends and family members also plays a role (al., 2022) a major contributor to academic strain. Questions about family and community members are common grades of pupils and compare them to those of their classmates. This ongoing examination puts a lot of pressure on students. pressure on pupils, as they feel forced to maintain a certain position in their social environment circles (Moldes et al., 2019). Third, the weight of parental expectations and concerns about the future the range of job prospects might be intimidating. Parents frequently have high hopes for their children. children's academic accomplishments, in the hopes that they will succeed and become leaders in their selected sectors. The persistent anxiety about unemployment and the desire to find a job after graduation are two factors. The stress that students feel is also exacerbated by graduation (Wahi, 2023). And lastly, the academic setting itself might be a cause of stress. The overall atmosphere of college, characterized by a demanding workload and intense academic rivalry, may foster a demanding and stressful atmosphere for pupils.

Everyone experiences stress in their lives. It can regulate our behavior based on the degree of stress. There are numerous pressures placed on people by society that are difficult to escape.

students are expected to complete a variety of tasks, the majority of which have unclear and unattainable requirements. The fact that pupils are occasionally caught in the middle of decision-making also causes them stress which means that in order to be free and learn the world as they should, they must adhere to laws and commands. Students must contend with a variety of academic demands as they learn and pursue higher education. Examples include demonstrating improvement in school, taking school exams, and answering questions in class.

Students should be able to comprehend the material the teacher is presenting, engage in healthy competition with their peers, and meet their academic obligations parents' and teachers' expectations. This all contributes to the strain placed on pupils, which may also result in covering both the mind and the body, including heart illness, depression, and nervous breakdown day-to-day life activities, exam performance, and inability to handle anything.

Thus, academic pressure causes a significant issue in the student's life, which hinders their life, prospects, and educational standing. The students may comprehend the article's ideas, but the

The author employed a variety of question formats to achieve the purpose of the piece, such as: What are the What are the reasons for academic stress among university students? How prevalent is academic stress in males and female. This assisted in analyzing the factors contributing to academic pressure among undergraduates. To evaluate the amount of academic stress between male and female students. It seeks to comprehend the the causes and consequences of academic stress on these pupils. Additionally, the study looks at how male Furthermore, as they work to lessen and manage academic stress, girls face it every day. manage its adverse effects on their academic achievement. The results of this study might offer valuable insights for future research into the impact of different stress variables on students' well-being academic achievement. This study focuses solely on third-year students at K & K. International College. Therefore, the findings of this study may or may not be relevant to students at other universities, making it hard to generalize.

Life is full of stress, and its effects can be significant, frequently affecting our college students, in particular, are under tremendous social pressure to lead their lives in a certain way manage a range of difficult assignments and frequently run into ambiguous and impossible situations

expectations. Maintaining a balance between the want for independence, self-discovery, and the necessity to abide by Students may experience tension as a result of regulations and responsibilities. Academic and knowledge pursuit Students are subjected to a wide range of academic requirements, such as examinations, classroom participation, and excellence. understanding the topic, competing with classmates, and the pressure from instructors to live up to their



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expectations of the expectations of instructors and parents. This academic pressure might manifest as physical or mental symptoms mental disorders like depression and nervous breakdowns, as well as heart disease, which affect not only one's health not just classroom performance but also everyday tasks.

Objectives of the Study

This study seeks to fulfil the following objectives:

1. To investigate the underlying causes of academic stress among the rural college students
2. To assess and compare the levels of academic stress between male and female students.

This research article aims to explore and understand the prevalence, causes, and effects of academic stress among male and female college students. It sheds light on how students cope with stress in their daily lives while striving to minimize its negative impact on their academic performance. The findings of this study may serve as a valuable resource for future research on the influence of various stress factors on students' academic achievements. It is important to note that this research is limited to third-year students at K & K International College, and therefore, its findings may not be universally applicable to students at other institutions. The sample size is relatively small due to time constraints, and generalizations should be made cautiously.

In the context of psychological events, stress is any circumstance that triggers a response.

a person's negative ideas and feelings. It covers a broad spectrum of scenarios as well as challenges that might cause feelings of stress, worry, or unease. Academic stress, to be more precise, it's a subset of this larger idea that includes the responsibilities, stresses, fears, as well as worries about one's academic achievement. The strain might be brought on by this. the pressure of finishing projects and exams on time, as well as the concern, in order to succeed academically concerning obtaining acceptable grades. Academic pressure is especially pertinent throughout adolescence, which represents a transition between childhood and maturity. The characteristics of adolescence include major shifts in many aspects of life, such as the physical, emotional, and social. growth. Academic pressure can be a significant and influential factor during this crucial stage of development affects a young person's life in ways that impact their general growth and well-being. It is vital to comprehend and address academic stress in order to foster a student's healthy development and adolescent development.

Ethical standards are maintained during the entire study process. The researcher makes sure that ethnicity or group does not affect the research and stays conscious of their own prejudices. The material is gathered in a reliable way, and the references are cited in every segment. Crucially, respondents are not forced to take part in surveys or interviews, and field data collection is conducted in a confidential manner.

Literature Review:

The research paper's literature review delves deeply into college students' stress levels, with a particular emphasis on Chapra Bangalji Mahavidyalaya. In order to recognize the development of an awareness of the stress levels of various college students, we must avoid taking a chance on promoting expertise from various groups. Education College at The Eritrea Institute of Technology has examined numerous aspects of stress, including environmental, psychological, social, and academic stress levels and triggers experienced by college students. The review includes important research, such as the study on stress associated with academic and healthy lifestyles was conducted by Whakaari et al. (2013). Identification of a high incidence of psychological stress by Bhat et al. (2018), and other variables. Particularly among students in the arts and engineering. The piece highlights the presence of prior studies have produced contradictory findings, highlighting the need for more empirical research into the psychological issues experienced by university students. In particular, it highlights the few relationships between stress levels and demographic variables like grade and gender average. This literature review provides a solid basis for a research paper on academic stress among college students, which gives important insights and understanding into this phenomenon a major problem in the particular setting of the Eritrean Institute's College of Education Technology that has supported additional investigation.

Academic stress encompasses the adverse psychological conditions arising from educational pressures, including expectations from parents, teachers, peers, and family members, the relentless pursuit of academic success, the structure of the current educational and examination systems, and the weight of homework assignments (Ang & Huan, 2006). Extensive research has delved into the phenomenon of academic stress among students, with scholars pinpointing various stressors such as an overwhelming workload, fierce competition among peers, setbacks, and strained relationships with fellow students, or protracted lectures. Among these stressors, academic challenges stand out as the most prevalent source of stress for students, often resulting from the combined pressure to excel from both the students themselves and the expectations imposed by their parents and teachers.



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Academic stress refers to the strain experienced by students, resulting in a state of distress that often manifests itself as various psychological and behavioral challenges. Researchers in both Korea (Lee & Larson, 1996, 2000) and Japan (Hill, 1996; Lock, 1988; School land, 1990) have extensively examined and identified the prevalence of academic stress among adolescents. Mental health experts have recognized academic pressure as a significant stressor that can lead to mental anguish and, in severe cases, even suicidal tendencies. Psychologist Dr. Matthew Kurian emphasizes the burden placed on children, citing the pressures associated with excelling in school and the demands of competitive exams (Iype, 2004). In essence, academic stress underscores the emotional and psychological challenges students face due to the intense demands of their educational pursuits, which can have serious consequences for their mental well-being.

Bowers (1983) discovered a connection between stress and a notable turnover of personnel within academic institutions. This study primarily explored the association between stress and an individual's academic performance, employing a research framework that was both predictive and methodologically rigorous to establish the link between stress levels and an individual's academic achievements. Campbell and Severson (1992) posit that students encounter significant pressures related to financial responsibilities, alterations in personal routines, effective time management, and the quest for potential life partners, regardless of their academic year or gender. They assert that stressors, in themselves, do not inherently lead to anxiety, depression, or tension; rather, these emotional outcomes result from the interplay between stressors and an individual's perception and response to them. Additionally, family related stressors contribute to stress in adolescents, affecting their functioning (Rex Forehand et al., 1991).

Similarly, research conducted in Australia reveals that among high school students, stress primarily originates from school-related circumstances. The most frequently cited stressors include concerns about exams and academic performance, feeling overwhelmed by a heavy workload, anxiety about future prospects, the challenge of making career decisions, the extensive amount of material to learn, external pressures to excel, and self-imposed expectations for high achievement (Kouzma & Kennedy, 2004). Academic stress, as defined by Bisht (1980), refers to the academic demands placed on students that strain or exceed the cognitive resources available to them, encapsulating an individual's perception of academic frustration, conflict, pressure, and anxiety. Research carried out in both Korea and Japan has revealed that students grappling with academic stress exhibit their distress through various manifestations, including symptoms such as depression, anxiety, and somatic complaints (Lee & Larson, 1996; Schoolland, 1990).

Academic stress among college students has garnered increasing attention among researchers. Factors such as academic commitment, financial burdens, and inadequate time management skills have contributed to heightened stress levels, often occurring predictably during certain periods each academic year. The intensity of stress experienced can vary among students and across different school years. In their initial year at college, students grapple with the challenge of assimilating a substantial amount of academic content within a short timeframe, while striving to develop effective study techniques to manage the assigned workload, leading to stress. Additionally, interpersonal relationships with peers and teachers can be a source of stress, particularly when students find it challenging to adapt to the university's social environment. This adjustment difficulty is often considered a primary issue for students and can result in feelings of frustration, anxiety, and depression as potential consequences of high levels of stress (Keinan & Perlberg, 1986).

The research paper investigating academic stress among college students reveals a significant research potential that warrants attention for a more comprehensive scholarly understanding. While the study seeks to examine academic stress, its consequences, and gender-based disparities, it overlooks several critical aspects. At first, there is a notable space in the contextualization of academic stress. While it acknowledges the influence of societal pressures, parental expectations, and educational structures as contributors to stress, it falls short in providing a nuanced analysis specific to Chapra Bangalji Mahavidyalaya. A deeper exploration of these factors within this institution's unique context is necessary to grasp the full spectrum of stressors that students there may encounter. Second, the research predominantly relies on quantitative data collected through structured questionnaires. Although this quantitative approach offers valuable information on the prevalence of academic stress and gender differences, it does not capture the nuanced qualitative dimensions of student experiences. Employing qualitative research methods, such as interviews or focus groups, would enable a richer understanding of how students perceive, cope with, and navigate academic stress. Last, while the study advocates for urgent action and collaboration among educational institutions, parents, and educators to address academic stress, it lacks specificity in terms of recommended intervention strategies. A research gap exists in the absence of a detailed exploration of evidence-based interventions and policies that could effectively mitigate academic stress. In summary, this research paper provides important information on academic



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stress and gender disparities among college students, but it fails to provide a comprehensive analysis of root causes, qualitative aspects, and actionable intervention strategies. Addressing this research space is imperative to foster a more profound understanding of academic stress and to provide practical guidance for creating a supportive and stress-free educational environment. This research space analysis serves as a foundation for future research endeavors and informs the development of evidence-based interventions to enhance the well-being of college students.

Sample

The present study is aimed to explore the academic stress of Chapra Bangalji Mahavidyalaya, Nadia, West Bengal. This research was carried out among college students of bachelor's 4th Semester. The study sample consists of 50 students. To make this study access and worthy, the respondents were directly asked the question by the researcher through visit at Chapra Bangalji Mahavidyalaya, and required information from the respondents were collected. The research is based mainly on primary data. The research design followed a purposeful nature as it will try to find the level of academic stress among college students.

Sampling Design

The researcher has collected 50 sample from 4th semester students. 25 male students and 25 female students.

Data Collection Tools:

The data collection for this research on college students' academic stress utilized a questionnaire method. The structured questionnaire consisted of specific questions aimed at gathering quantitative data. Respondents for the study were selected through purposive sampling. The survey procedure involved providing a brief introduction to the purpose of the survey and ensuring confidentiality. Subsequently, the selected students were given the questionnaire and requested to complete it. The questionnaire served as the primary tool for gathering specific information from the respondents. Functioning as a tool to collect and record data on the particular issue of academic stress, the questionnaire comprised a list of questions, accompanied by clear instructions and space for answers. The design of the questionnaire incorporated aspects such as the causes, effects, and levels of academic stress. To measure academic stress among college students, the research employed the "Jindong Sun Academic Stress" tool. This tool consists of 16 items, each offering six choices for respondents, ranging from "strongly disagree" to "strongly agree." The six choices pertain to pressure from study, workload, worry about grades, self-expectation, and study dependency.

Approach of the Study and Data Analysis Procedures:

Quantitative and qualitative approach was used for finding the academic stress in rural college students. Mixed method has been used in this research. The way of collecting information about different phenomenon and situation in a descriptive form and presented a result in analytical narrative form is a qualitative approach. It gathers information from various people and situations by assessing their ideas, views, and opinions. The way of collecting information about different phenomenon and situations in a numeric form and result presented in statistical way, information is collected in numbers accordingly. Qualitative data procedures are used to analyze the obtained data because study conducted on academic stress among college students tries to obtain the quantitative information from the respondents simple table, frequency, and percentage were adopted in the presentation and analysis of data generated of the study.

Results and Discussion

The research paper's results reveal significant insights into academic stress among respondents. Examining the data, the study compared levels of academic stress based on gender, providing valuable information on potential variations in stress experiences between male and female participants. Additionally, respondents' perspectives on the major causes behind academic stress were explored, offering a comprehensive understanding of the factors perceived as significant contributors to stress in the academic context. Moreover, the research investigated respondents' views regarding the effects of academic stress on their overall academic performance, shedding light on the perceived impact of stress on educational outcomes. Together, these findings contribute to a nuanced comprehension of the multifaceted nature of academic stress, encompassing gender differences, identified stressors, and their potential repercussions on academic performance.

Comparison of Academic Stress by Gender

This a comparison of academic stress levels between male and female students. The data appears to be categorized into three stress levels: High, Moderate, and Low. In the study conducted 50 respondents were surveyed to assess academic stress levels. These respondents were evenly split between male and female students, with 25 in each group. For the "High" stress level, 5 male students and 5 female students reported experiencing high levels of academic stress, totaling 10 respondents. For the "Moderate" stress level, 22 male students and 18 female students reported experiencing moderate levels of academic stress, totaling respondents. There were no respondents in either the male or



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female group who reported "Low" academic stress. In summary, the table provides a comparison of academic stress levels between male and female students, categorizing them as High and Moderate, and indicates the number of respondents in each category.

Respondents View based on Major Cause behind Academic Stress

The viewpoints of 50 respondents regarding the major causes of academic stress. It categorizes their responses into four main factors: Assignment/Project, Exams, Practical work, and Grades. In a study a total of 50 respondents were asked to identify the major causes of academic stress. Their responses were divided into four categories; Assignment/Project, Exams, Practical work, and grades respectively. 10 respondents, which is equivalent to 20% of the total respondents, cited assignments or projects as a significant source of academic stress. 15 respondents, also representing 30% of the total, pointed to exams as a major contributor to academic stress. The majority of the respondents, 12 in total, accounting for 24% of the sample, identified practical work as the primary cause of academic stress. 13 respondents, or 26% of the total, mentioned that their stress was mainly related to concerns about their grades. The most frequently mentioned cause was exams, grades, practical work, playing a role in causing stress for some respondents.

Discussion

The research at Chapra Bangalji Mahavidyalaya addresses the prevalent issue of academic stress among college students using a combination of surveys and interviews. A purposive sample of 50 4th semester students, with an equal gender distribution, participated in the study. The findings reveal a noteworthy trend of high levels of academic stress among students at Chapra Bangalji Mahavidyalaya. This aligns with global patterns observed in higher education institutions. Notably, the primary stressors identified by participants were practical assignments and exams, indicating a need for a reevaluation of assessment methods and workload distribution. The study also underscores the substantial negative effects of academic stress, including low confidence, impaired memory, lower grades, and decision-making difficulties. These interconnected outcomes emphasize the imperative for proactive measures within the college. Recommendations include stress management workshops, counseling services, and revisions to curriculum and assessment practices. Creating a supportive and inclusive learning environment is crucial for helping students effectively cope with the demands of higher education. In conclusion, the research sheds light on a critical issue at Chapra Bangalji Mahavidyalaya, emphasizing the necessity for targeted interventions to address academic stress and enhance the overall well-being and success of students.

Conclusion

A significant difference in academic stress levels between male and female adolescents has been observed, with females experiencing higher levels of stress, possibly due to their innate sensitivity and seriousness compared to the more carefree nature often associated with males. To address this gender disparity, efforts should focus on managing and alleviating academic stress factors such as frustration, conflict, pressure, and anxiety. Reducing academic stress can lead to improved mental well-being among adolescents. This study's findings have implications for students, families, teachers, counselors, and researchers, highlighting the need for schools to implement strategies that create a stress-free and supportive environment for academic growth. Schools and parents should ensure students are not overwhelmed with excessive work, allowing room for innovation in teaching methods and accommodating students' diverse abilities and interests, ultimately fostering divergent thinking. Collaborative efforts between teachers, parents, and students are essential in combating academic stress effectively.

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