

**Relationship between Perceived Stress and Academic Performance of Students at
Mirpur University of Science and Technology (MUST) AJ&K**

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Abstract

The purpose of this study is to ascertain the relationship between perceived stress and students' academic performance at Mirpur University of Science and Technology. The study's population consisted of 2570 students from the faculty of natural and applied sciences and 2865 students from the faculty of social sciences and humanities at Mirpur University of Science and Technology. After getting exact population, sample size was calculated using Yamane's Formula and 190 students from the faculty of natural and applied sciences and 210 students from faculty of social sciences and humanities were taken as sample. Data was collected using an adopted questionnaire PSQ by (Levenstein et.al.,1993). The scale had thirty items, and likert scales with five points were used to score the responses. For academic performance CGPA of the student were gathered. Descriptive statistics and correlation test was used to analysis data by using SPSS. According to the results of the correlation analysis, students' academic achievement at Mirpur University of Science and Technology and their perception of stress are positively correlated. There is a strong correlation between pupils' academic achievement and their reported stress. These findings indicate that there must exist some mediating factors that explain why the relationship between students' perceived stress and academic performance turned positive. This opens up a new line of inquiry for researchers in the future to pinpoint the mediating factors that explain why students' perceived stress is improving their academic performance.

Keywords: Perceived Stress, Academic Performance

Introduction

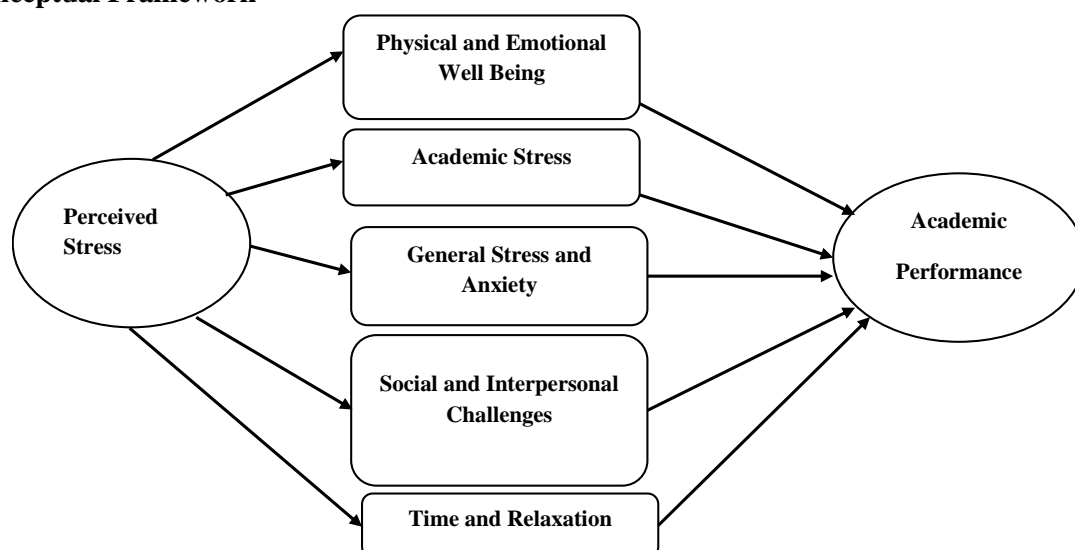
Stress is a common experience characterized by emotional and physical strain in response to various demands and pressures. It can originate from multiple sources such as work, personal life, and academic obligations. Stress biologically sets off the body's fight-or-flight reaction, which raises blood pressure, heart rate, and releases stress chemicals like cortisol. Stress can psychologically lead to anxiety, depression, and other mental health issues (Aslan, Ochnik, & Cinar, 2020). The current higher education landscape is marked by multitude off challenges that impact students' academic inspirations. The higher education sector has undergone significant transformations characterized by an increasing emphasis of interdisciplinary research and the provision of comprehensive educational options (Smith et al., 2019). Students enrolled in demanding courses face obstacles outside of the classroom, such as a psychological problem that could affect their general well-being and academic performance. Higher education can be particularly stressful for students because of the intense competition in the classroom, the difficult tasks, and the high standards. Since academic excellence is an important objective of higher education, it represents a major achievement for students, who achieve it through many hours of vigorous study, absorption of information, and great adaptation skills (Richardson et al., 2012). It is critical to recognize the nuanced relationship between students' subjective perceptions of stress and their objective academic achievement in order to give them the greatest assistance possible in reaching success and building support systems. Perceived stress is a multifaceted notion that is closely associated with individual experiences and includes an individual's subjective assessment of stressors and coping strategies during a specific time period. It reflects an individual's perceptions and interpretations of the stressors they encounter, highlighting the intricate interplay between external pressures and internal resources. This subjective appraisal is influenced by many factors, ranging from personal circumstances to psychological resilience. Academic

performance encompasses the outcomes of educational activities, usually measures through grades, test scores, and overall academic achievements. It is influenced by various factors including cognitive abilities, motivation, study habits, and the learning environment (Rafidah et al., 2009). Effective measurement of academic performance is crucial for evaluating student success and educational interventions (Jacob & Einstein, 2017). Numerous studies that have examined the connection between perceived stress and academic accomplishment have found that stress can have an impact on students' academic performance. Academic achievement depends on focus, memory, and general cognitive functioning, all of which are impacted by stress (Gustems-Carnicer, Calderon, & Calderon-Garrido, 2019). Prior studies have indicated that adolescents who experience a sufficient amount of perceived stress frequently report performing well academically. (Rucker, 2012; Rafidah et al., 2009). Theoretical frameworks like the Yerkes-Dodson Law indicate that while extreme stress can be harmful, moderate stress can improve performance.

Theoretical Framework

Developed in 1908 by psychologists Robert M. Yerkes and John D. Dodson, the Yerkes-Dodson Law is a cornerstone theory in the study of the connection between arousal (or stress) and performance. It asserts that there is an inverted U-shaped curve that represents the ideal degree of arousal for peak performance. Performance typically performs suboptimally at low arousal levels because of a lack of motivation or alertness. As arousal rises, performance improves until it reaches an optimal point; however, once this is reached, additional increases in arousal can cause performance to decline, usually as a result of stress, anxiety, or overstimulation. The Yerkes-Dodson Law states that a tiny amount of perceived stress can help students focus, become more involved in their education, and give it their all in the classroom. But stress may become crippling when it rises above this ideal threshold, which can cause anxiety, a decline in cognitive function, and ultimately worse academic results. A theoretical foundation for investigating how perceived stress affects academic performance is provided by the Yerkes-Dodson Law. Individuals' subjective experiences of stress, or perceived stress, differ depending on their coping strategies, personality types, and environmental circumstances. Stress in the classroom can stem from a number of things, such as the amount of work assigned, social constraints, and test anxiety. As per the Yerkes-Dodson Law, students may not feel adequately challenged at low perceived stress levels, which could result in procrastination, low motivation, and subpar performance. Students may become more efficient, motivated, and concentrated when their perceived stress level rises to a reasonable degree, which will enhance their academic performance. This phase denotes the ideal level of arousal at which students are most engaged and productive. Perceived stress can cause excessive worry, mental exhaustion, and cognitive overload, which can impair memory, focus, and problem-solving skills, if it exceeds this ideal threshold. The decline in cognitive function can lead to a notable decline in scholastic achievement. Consequently, the Yerkes-Dodson Law helps to explain the non-linear link between perceived stress and academic performance and emphasizes the importance of maintaining stress within an optimal range in order to optimize educational achievements.

Conceptual Framework



The purpose of the proposed study is to investigate the complex relationship that exists between various forms of perceived stress and students' academic performance. Five essential components are included in the independent variable, perceived stress: general stress and anxiety, academic stress, social and interpersonal obstacles, time and relaxation, and physical and emotional well-being. Through examining these connections, the research hopes to offer insightful information about the ways in which various stressors affect academic performance, which will ultimately help develop solutions to improve students' academic performance and well-being.

Problem Statement

Stress is thought to be a normal part of student life and could affect how well they perform in a classroom setting. It is true that academic study necessitates ongoing stressful tasks. Students experience significant levels of academic stress at regular intervals during each semester, which they attribute to the pressure of studying for and sitting for tests, rivalry for class rankings, and having to quickly become proficient in a vast amount of material. On the other hand some researches proved that an sufficient amount of stress is significant for students' performance. Despite the well-established research on perceived stress of students at different levels, there is a notable lack of research on the relationship between students' academic achievement and their perception of stress at Mirpur University of Science and Technology. This study intends to fill the gap and provide vital information for individualized interventions of perceived stress on academic performance of students at Mirpur University of Science and Technology.

Objectives of Study

Objectives of the study are:

1. To determine the level of perceived stress among the students at Mirpur University of Science and Technology.
2. To identify the academic performance of the students at Mirpur University of Science and Technology.
3. To examine the relationship between perceived stress and academic performance of the students at Mirpur University of Science and Technology.

Significance of Study

Stress is an inevitable and essential aspect of daily life. Stress is vital because without it, we would be lifeless, indifferent creatures. It is inescapable since it correlates with every external event, whether it be joyful or anxiety-inducing. An individual's response to stress depends on whether they perceive an incident as a challenge or a threat (Berjot & Gillet, 2011).

It is crucial to comprehend how Mirpur University of Science and Technology's natural and social science students' perceived stress and academic performance relate to one another. The findings of this study will help academic institutions, career and counseling services, teachers, students, and administrations at universities put all the techniques that can lessen stress's detrimental impacts on students into practice. The finding provides readers with insight into the true causes of academic stress and poor performance, and it stimulates conversations on academic stress among college students in academic forums.

Research Questions

1. What is the level of perceived stress among the students at Mirpur University of Science and Technology?
2. What is the academic performance of the students at Mirpur University of Science and Technology?
3. What is the relationship between perceived stress and academic performance of the students at Mirpur University of Science and Technology?

Hypothesis

H01: There is no significant relationship between perceived stress and academic performance of the students at Mirpur University of Science and Technology.

H01.1 There is no significant relationship between physical and emotional well-being and academic performance of the students at Mirpur University of Science and Technology.

H01.2 There is no significant relationship between academic stress and academic performance of the students at Mirpur University of Science and Technology.

H01.3 There is no significant relationship between general stress and anxiety and academic performance of the students at Mirpur University of Science and Technology.

H01.4 There is no significant relationship between social and interpersonal challenges and academic performance of the students at Mirpur University of Science and Technology.

H01.5 There is no significant relationship between time and relaxation and academic performance of the students at Mirpur University of Science and Technology.

Literature Review

According to Siyu Lu, Fang Wei, and Guolin Li (2021), the notion of stress in biology is currently applied broadly in a variety of domains, including environmental science, social science, psychology, and physiology. In addition to stress, the term "stress" has also been used to refer to components of the stress system such as stressors and reactions. Furthermore, Scott (2020) states that the term "stress" refers to any kind of change that results in pain on the physical, emotional, or psychological levels. Stress is your body's reaction to anything that demands your attention or action. We are all impacted by stress in different ways. Conversely, your general health and well-being are greatly impacted by how you handle stress. Stress is the body's reaction to an individual's feelings. Both happy and negative experiences in life can cause stress. Authors on Staff (2014).

In addition, stress is the state of being tense, either physically or emotionally. Numerous events in people's life can give rise to unfavourable feelings like rage, impatience, and anxiety, this can all result in the emergence of stress. The body's reaction to a challenging or demanding circumstance is stress. While there are times when stress may be advantageous, stress that lasts a long time can be bad for your health. The degree of stress varies according to an individual's reaction to a particular circumstance. Some individuals simply do not give a damn, viewing stress as a small setback and going about their everyday lives as if nothing had occurred. Singhai & Jain (2017). Stress is a natural aspect of life and something that everyone has to deal with. While a certain level of stress is beneficial since it sets off our fight-or-flight response, which can come in handy in an emergency, too much stress can be detrimental to one's physical well-being and attractiveness. Since everyone responds to stress differently, it's critical to comprehend what triggers stress in the first place and develop appropriate coping mechanisms. Lin and associates (2020). According to Phillips (2013), Perceived stress is the term used to describe how someone feels or perceives the level of stress they are under at any one time or for a predetermined period of time. Perceived stress includes beliefs about the unpredictable and inevitable nature of life, the frequency with which one must deal with bothersome situations, the extent to which an individual's circumstances are evolving, and the reliability of one's ability to overcome obstacles. It looks at how people perceive the total stress of their current circumstances and their capacity to manage it, rather than evaluating the kind or frequency of difficult situations that have occurred in a given person's life. People may encounter nearly identical unfavourable life situations, but based on their dispositions, coping mechanisms, and social support, they may assess the impact or seriousness of such events differently. Students in college believe that stress has many different aspects and underlying reasons (Reddy et al., 2018; Karyotaki et al., 2020). Higher education can be stressful for certain individuals due to the sudden transition from secondary school to a university setting. Higher education students are thought of as the future's leaders. Their main objective is academic success. The achievement of this goal necessitates commitment, selflessness, selfcontrol, drive, and a friendly rapport between students and instructors. At this level, students have a great deal of responsibilities and challenges, which can occasionally lead to stress (Imonikebe, 2009). Academic performance is the product or outcome of a student's work in a structured learning environment. Performances from all extracurricular and curricular activities make up this category. The academic success of the students was impacted by several factors. It is frequently measured through assessment or testing. These days, it serves as both a barometer of efficacy and a key predictor of young people's future. The researcher believes that in the current period, the connection between stress and academic achievement has grown in importance. As a result, the researcher will try to ascertain how academic stress impacts academic performance in relation to gender and different academic disciplines, including the humanities, social sciences, and engineering.

Understanding the variables that may help define, predict, enable, and cause differences in academic achievement is essential since academic performance is a core criterion for evaluating students' academic progress. The results of various tests and exams are the main indicator used to evaluate academic achievement. Undergraduate students said that, out of all health problems, stress continued to be the most common factor hurting their academic performance. This is due to the

detrimental effects that stress has on one's physical and mental well-being. The Person Environment model is a helpful paradigm for comprehending stress in college students. This paradigm suggests that people perceive stressful situations as difficult or unsettling. Understanding that learning objectives are difficult leads to stress, and stress increases learning competency and proficiency. On the other hand, viewing school as a concerning source of stress leads to a depressing sense of failure and lower academic performance. Academic performance, which is frequently evaluated based on test results, is the comprehension of the knowledge and abilities acquired via learning. Academic success is influenced by various key aspects, including environment, psychology, and physiology (Syah, 2013). According to studies like Woun (2003), Ongori (2007), Erkutlu and Chafra (2006), stressors include an excessive amount of assignments, competition with other students, academic failures, lack of "pocket money," poor relationships with other students or lecturers, family or home problems, housing, and packed lecture halls. Students become confused, disoriented, and very challenging to handle as a result of these tensions. However, most students reported that their course load is the source of their stress, which affects their GPA (Talib and Zai-ur-Rehman, 2012). Researchers found that responders' academic performance increased with increasing stress levels. Additionally, according to the Labrague et al. (2018) study, students experienced moderate levels of stress as a result of their heavy workloads, scarcity of resources, and financial obligations. According to Campbell (2006), stress is the reverse reaction, where pupils experience intense pressure or other demands because of them. It happens when someone finds a posture in which they are comfortable or find it impossible to struggle with. Stressful events are positively correlated with university students' poor academic achievement. Erkutlu & Chafra (2006) claim that time management and the pressure to do well on tests raise students' stress levels. Stress shows up in a student's academic life as a coping mechanism for its constraints. One must constantly aim for achievement under duress in the academic world. Students look forward to their affiliated universities greatly, seeing them as a platform that opens doors to career opportunities. Only in a setting where individuals may work, grow, develop, and seize opportunities with prospects rather than being restricted by management to rigid methods of learning and task completion can they be happy. Numerous previous studies' presumptions suggest that stress levels at university have a significant impact on variables determining students' academic performance. Levenstein et al. (1993) developed the Perceived Stress Questionnaire (PSQ), a tool that is widely used to assess how stress is subjectively perceived. It examines the extent to which people consider certain happenings as stressful. The PSQ studies both the cognitive and affective aspects of stress, so that it can give invaluable insight into how a person judges his or her degree of exposure to pressure or one's ability to withstand being coerced. The scale has been revised and adapted for use in a few cultural settings, including the Arabic version produced by Ali et al. (2021), so that it can be used with students ranging from different nationalities to ages; making it all the more helpful regardless of on what kinds of demographics social workers are working at any one point in time.. Numerous research have examined the connection between academic achievement and stress perception using PSQ. Denovan et al. (2019) investigated the PSQ's applicability to student stress assessment and control from the angle of its suitability in a university context. Understanding the PSQ 'psychometric properties is essential for making sure that results on studies of how stress affects academics are consistent and accurate.

Reliability and Validity

For reliability, the scale was administered to 27 randomly selected participants (who were excluded from the sample later). After entering the data into "SPSS v25," the Cronbach's Alpha value was computed to assess the scale's reliability. Without any items being removed, the result was 0.852, indicating that the scale was good and trustworthy when used with students enrolled in the targeted faculties at Mirpur University of Science and Technology (MUST). The validity of the questionnaire was confirmed by consulting it with supervisor, experts of field, and faculty members. As it was a pre-designed scale, so there were no concerns about its content and construct validity, however, the visual format of the questionnaire was changed on the recommendation of respected supervisor to ensure and enhance the face validity of the scale.

Methodology

This study was quantitative in nature. With the use of the correlation research design, this study was conducted to investigate the relationship between the perceived stress and the academic performance of students in a variety of fields of study at the Mirpur University of Science and Technology. For the

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present study all the students enrolled the faculties of Natural, and Social Sciences at Mirpur University of Science and Technology (MUST) were considered as the population of the study. the present study utilised simple random sampling technique to choose the participants The size of sample of this study was calculated using Yamane's formula (Yamane, 1973) and it comprised of 400 students, 190 from faculty of natural and applied sciences and 210 from faculty of social sciences and humanities. Students' perceived stress was gauged utilizing the "Perceived Stress Questionnaire (PSQ)" (Levenstein et. al., 1993). Individuals' perspectives on stress are assessed across 6 domains Physical and Emotional Well-being, Academic Stress, General Stress and Anxiety, Social and Interpersonal Challenges, Time and Relaxation) by means of the 30-item questionnaire. To rate their experiences, a 4-point scale was used that includes the phrases "Almost (1)", "Sometimes (2)", "Often (3)" and "Usually (4)". The acquired data was entered into SPSS v25 in order to accomplish the goal. The association between academic performance (CGPA) and perceived stress was assessed using Pearson's correlation test.

Results and Discussion

The association between students' reported stress and their academic performance across a range of programs at Mirpur University of Science and Technology is described by the data and its interpretation.

Table 1 indicates that there is a sufficient level of stress experienced by students from the social sciences and humanities faculty.

Items	Stats Type	Responses				Mean	SD
		4	3	2	1		
You feel rested.	F	18	32	106	37	2.16	0.842
	%	9	17	55	19		
You feel calm	F	30	37	87	39	2.30	0.964
	%	16	19	45	20		
You are full of energy.	F	27	40	66	60	2.18	1.026
	%	14	21	34	31		
You feel safe and protected.	F	48	41	20	84	2.27	1.255
	%	25	21	10	44		
You enjoy yourself.	F	36	33	53	71	2.18	1.123
	%	19	17	27	37		
You are light-hearted.	F	34	33	60	66	2.18	1.091
	%	18	17	31	34		
You feel that too many work demands are being made on you.	F	20	38	91	44	2.18	0.901
	%	10	20	47	23		
You have too many things to do.	F	30	51	68	44	2.35	0.99
	%	16	26	35	23		
You have too many decisions to make.	F	31	62	53	47	2.40	1.026
	%	16	32	28	24		
You feel you're doing things because you have to, not because you want to.	F	32	46	81	34	2.39	0.963
	%	16	24	42	18		
You feel loaded down with responsibility.	F	20	44	84	45	2.20	0.916
	%	10	22	44	24		
You feel under pressure from deadlines.	F	20	59	70	44	2.28	0.934
	%	10	31	36	23		
Your problems seem to be piling up.	F	30	34	86	43	2.26	0.978
	%	15	18	45	22		
You feel you're in a hurry.	F	24	44	87	38	2.28	0.921
	%	12	23	45	20		
You have many worries.	F	35	42	62	54	2.30	1.067
	%	18	22	32	28		
You are afraid of the future.	F	35	34	67	57	2.24	1.069
	%	18	18	34	29		
You feel lonely or isolated.	F	34	41	79	39	2.36	0.966
	%	18	21	41	20		
You are under pressure from other people.	F	19	42	79	53	2.14	0.933
	%	10	22	41	27		
You feel discouraged.	F	24	46	73	50	2.23	0.974
	%	12	24	38	26		

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You feel criticized or judged.	F	26	50	78	39	2.33	0.948
	%	13	26	40	20		
You are irritable or grouchy.	F	28	52	78	35	2.38	0.945
	%	15	27	40	18		
You feel tired.	F	42	44	64	43	2.44	1.064
	%	22	23	33	22		
You feel frustrated.	F	37	46	72	38	2.42	1.013
	%	19	24	37	20		
You have enough time for yourself.	F	33	39	65	56	2.25	1.057
	%	17	20	34	29		
You feel you're doing things you like.	F	33	48	72	40	2.38	0.99
	%	17	25	37	21		
You fear you may not manage to attain your goals.	F	32	35	87	39	2.31	0.977
	%	17	18	45	20		
You feel mentally exhausted.	F	30	49	64	50	2.31	1.023
	%	16	25	33	26		
You have trouble relaxing.	F	21	50	77	45	2.24	0.934
	%	11	26	40	23		
You feel tense.	F	42	45	61	45	2.44	1.074
	%	22	23	32	23		
You find yourself in situations of conflict.	F	33	38	80	42	2.32	1.0
	%	17	20	41	22		

Table 2 presents evidence that students in the social sciences and humanities faculty are under a reasonable amount of stress.

Items	Stats. Type	Responses				Mean	SD
		4	3	2	1		
You feel rested.	F	30	56	195	87	2.08	0.843
	%	8	15	53	24		
You feel calm	F	46	75	167	80	2.24	0.931
	%	13	20	45	22		
You are full of energy.	F	41	88	139	100	2.19	0.961
	%	11	24	38	27		
You feel safe and protected.	F	73	65	71	159	2.14	1.177
	%	20	18	19	43		
You enjoy yourself.	F	69	66	110	123	2.22	1.104
	%	19	18	30	33		
You feel that too many work demands are being made on you.	F	32	68	153	115	2.05	0.919
	%	9	18	42	31		
You have too many things to do.	F	57	91	112	108	2.26	1.046
	%	15	25	30	29		
You have too many decisions to make.	F	57	93	111	107	2.27	1.045
	%	15	25	30	29		
You feel you're doing things because you have to, not because you want to.	F	51	72	148	97	2.21	0.986
	%	14	20	40	26		
You feel loaded down with responsibility.	F	35	80	157	96	2.15	0.916
	%	10	22	43	26		
You feel under pressure from deadlines.	F	49	101	128	90	2.30	0.983
	%	13	27	35	24		
Your problems seem to be piling up.	F	53	64	162	89	2.22	0.973
	%	14	17	44	24		
You feel you're in a hurry.	F	37	75	156	100	2.13	0.929
	%	10	20	42	27		
You have many worries.	F	56	79	131	102	2.24	1.022
	%	15	21	36	28		
You are afraid of the future.	F	51	62	121	134	2.08	1.041
	%	14	17	33	36		
You feel lonely or isolated.	F	52	74	149	93	2.23	0.984
	%	14	20	40	25		
You find yourself in situations of conflict.	F	55	82	150	81	2.30	0.976
	%	15	22	41	22		
You are under pressure from other people.	F	37	95	143	93	2.21	0.934

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	%	10	26	39	25		
You feel discouraged.	F	46	80	142	100	2.20	0.976
	%	13	22	39	27		
You feel criticized or judged.	F	49	92	138	90	2.27	0.976
	%	13	25	38	25		
You are irritable or grouchy.	F	61	97	138	72	2.41	0.989
	%	17	26	38	20		
You feel tired.	F	65	82	131	89	2.34	1.040
	%	18	22	36	24		
You feel frustrated.	F	58	91	142	77	2.35	0.982
	%	16	25	39	21		
You have enough time for yourself.	F	61	75	125	107	2.24	1.049
	%	17	20	34	29		
You feel you're doing things you like.	F	65	79	138	86	2.33	1.023
	%	18	21	38	23		
You fear you may not manage to attain your goals.	F	55	67	158	88	2.24	0.981
	%	15	18	43	24		
You feel mentally exhausted.	F	52	88	146	82	2.30	0.970
	%	14	24	40	22		
You have trouble relaxing.	F	44	86	149	89	2.23	0.950
	%	12	23	40	24		
You feel tense.	F	69	78	127	94	2.33	1.054
	%	19	21	35	26		
You are light-hearted.	F	71	62	119	116	2.24	1.096
	%	19	17	32	32		

Hypothesis Test

Table: 3

		Physical and Emotional Well Being	Academic Related Stress	General Stress and Anxiety	Social and Interpersonal Challenges	Time and Relaxation	CGPA
Physical and Emotional Well Being	Pearson Correlation	1	.307**	.130**	.100*	.159**	.129**
	Sig. (1-tailed)		.000	.006	.027	.001	.007
	N	368	368	368	368	368	368
Work Related Stress	Pearson Correlation	.307**	1	.381**	.261**	.388**	.155**
	Sig. (1-tailed)	.000		.000	.000	.000	.001
	N	368	368	368	368	368	368
General Stress and Anxiety	Pearson Correlation	.130**	.381**	1	.441**	.462**	.082
	Sig. (1-tailed)	.006	.000		.000	.000	.059
	N	368	368	368	368	368	368
Social and Interpersonal Challenges	Pearson Correlation	.100*	.261**	.441**	1	.522**	.036
	Sig. (1-tailed)	.027	.000	.000		.000	.244
	N	368	368	368	368	368	368
Time and Relaxation	Pearson Correlation	.159**	.388**	.462**	.522**	1	.089*
	Sig. (1-tailed)	.001	.000	.000	.000		.043
	N	368	368	368	368	368	368
CGPA	Pearson Correlation	.129**	.155**	.082	.036	.089*	1
	Sig. (1-tailed)	.007	.001	.059	.244	.043	
	N	368	368	368	368	368	368

Table 3 depict that there is a positive correlation between students' Physical and Emotional Well-being and their CGPA as the value of 'r' is .129. The relationship is significant because the value of sig. (1-tailed) is .007 which is smaller than 0.05. Furthermore it describe that there is a weak positive correlation between Work related stress and CGPA of students as the value of 'r' is .155. The relationship is significant because the value of sig. (1-tailed) is 0.001 which is smaller than 0.05. Moreover table express that there is a weak positive correlation between general stress and anxiety

and CGPA of students as the value of 'r' is .082. The relationship is not significant because the value of sig. (1-tailed) is 0.59 which is greater than 0.05. Likewise it depicts that there is a weak positive correlation between social and interpersonal challenges and CGPA of students as the value of 'r' is .036. The relationship is not significant because the value of sig. (1-tailed) is .244 which is greater than 0.05. Similarly it describes that there is a weak positive correlation between time and relaxation and CGPA of students as the value of 'r' is .089. The relationship is significant because the value of sig. (1-tailed) is .043 which is smaller than 0.05.

Discussion

The fact that stress is a global phenomenon and that there are many stressful environments in the world may account for the increased interest in stress studies. It is now recognized as the price that each and every one of us must pay in order to survive and has grown to be a significant component of life (Abasimi et al., 2015). It is said that we are living in the stress period. People are under constant stress in all facets of their lives and at all times. Despite the fact that stress is considered a necessary state since it facilitates achievement, pressure can occasionally result from stress. Parents, educators, and even students place a high value on academic achievement. Since graduates of educational institutions are expected to have an impact on society's fortunes, the general public is aware of the long-term repercussions of academic success (Sajid, Idrees, & Hussain, 2018). The impact of stress on an individual is contingent upon their response to it. If the person handled the situation well accepting it as a regular part of life and coming up with coping mechanisms the stress will go away once they've moved past the experience. Conversely, the significance could be a source of ongoing emotional distress for the person. Beneficial stress, or just the right amount of stress, can improve learning. High levels of stress, however, can cause issues with both mental and physical health. It might affect students' self-esteem, academic achievement, and personal or professional development. The fact that stress has been identified as a global phenomenon and that there are a lot of stressful situations in our world is presumably the reason for the surge in interest in stress research. According to popular belief, stress is now a necessary part of life and the price we all pay for attempting to survive. The main objective of the study is to provide insight into how stress is perceived by Mirpur University of Science and Technology students in relation to their academic performance. The researchers' data collection and analysis produced some intriguing findings about the relationship between Mirpur University of Science and Technology students' academic achievement and their reported stress.

Conclusion

On basis of Null Hypothesis

- H01.1 is rejected as there is a significant relationship between students' Physical and Emotional Well-being and their academic performance.
- H01.2 is rejected as there is a significant relationship between academic stress and academic performance of students.
- H01.3 is accepted as there is no significant relationship between general stress and anxiety and academic performance of students.
- H01.4 is accepted as there is no significant relationship between social and interpersonal challenges and academic performance of students.
- H01.5 is rejected as there is a significant relationship between time and relaxation and academic performance of students.

On Basis of Objectives

First research objective sought to determine the degree of perceived stress among the students of Mirpur University of Science and Technology, that was measured by using "Perceived Stress Questionnaire (PSQ)" (Levenstein et. al., 1993). And it shows that students at Mirpur University of Science and Technology are experiencing a sufficient amount of perceived stress. Second research objective was about the academic performance of students studying at Mirpur University of Science and Technology, which was measured by their CGPA. And this shows good academic performance. Third research objective was about the relationship between perceived stress and the academic performance of the students, it has been revealed that, there is a positive correlation between students' Physical and Emotional Well-being and their CGPA, there is a weak positive correlation between Work-related stress and the CGPA, there is a weak positive correlation between general stress and anxiety and the CGPA, there is a weak positive correlation between social and interpersonal

challenges and CGPA, and there is a weak positive correlation between time and relaxation and the CGPA.

Recommendations

This study recommends that:

1. Future researchers can identify those mediating factors due to which perceived stress is playing positive role in academic performance.
2. Gender-based comparative research may be conducted to ascertain the real association between students' reported stress and their academic achievement in the Natural and Social Sciences at MUST.
3. This survey only included students who were enrolled in the Faculty of Social Sciences and Humanities and the Faculty of Natural and Applied Science. It may be possible to expand this study to include students studying in MUST from various faculties.
4. Many students were reluctant to disclose their percentages. This restriction can be circumvented by obtaining verification of their academic record from the relevant departments.
5. It is possible that students have falsified their answers, in which case counter questioning will help reverse the situation.
6. Inadequate time management techniques can also lead to academic stress, therefore knowing how much time students spend studying is important for evaluating their future study habits. It is necessary to employ any additional specific measure that may quickly and accurately assess their study habits.

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