Academic Stress in Relation to Resilience among College Students

Dr. Manoj Kumar Sethi[1], Kiranmayee Jena[2]

[1]HOD, Assistant Professor of Psychology, Maharaja Purna Chandra Autonomous College Maharaja Sriram Chandra Bhanjo Deo University,Odisha, India

[2]Research Scholar, P.G. Department of Psychology F.M. University, Vyasa Vihar, Balasore, Odisha, India

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ABSTRACT

Academic stress permeates the life of students and tends to impact adversely on their mental and physical health. To perform well in academics, adolescent students face an enormous amount of pressure from their families and colleges. The thing that can release the pressure and foster easily within the college environment is resilience. It is the process of adapting well in the face of adversity, trauma, tragedy, threats or significant sources of stress. The present study examined academic stress in relation to resilience among under graduate college students and to investigate the relationship between academic stress and resilience as well as gender differences if any. A total of 120 under graduate college students were selected randomly from costal region of Odisha. Student Academic Stress Scale (SASS) originally developed and standardized by Kim (1970) and adopted to Indian conditions by Rajendran & Kaliappan (1990) and Rao (2012) and Resilience Assessment Scale (RAS) developed and standardized by Kukreja (2014) were used for the collection of the data. The data were analysed using both descriptive and parametric statistics. It was found that 70.00% and 15.83% of students were having an average and high level of academic stress respectively and 72.50% and 11.67% students were having an average and high level of resilience respectively. Results indicated that a negative and significant relationship was found between academic stress and resilience among under graduate college students. Further, though the result revealed a significant difference in academic stress, but there is no significant difference was found in case of resilience with respect to gender.

Keywords:- Academic Stress, Resilience and Under graduate college student

INTRODUCTION

In the past decade, the world has witnessed developments in different fields like industry, politics, information technology, media, medicine and education. As a result of these changes, every area has undergone a process of transformation. One of the areas where this massive change occurred is the educational sector. In general, educational sector is becoming progressively more dynamic in the global age. But in the current scenario, the development of children around the world is threatened by a number of factors such as poverty, lack of positive parental skills, poor emotional support, pandemics, political violence, and natural disasters that bear life-altering consequences for individuals, families, and the future of all societies. In the face of threats to child development, an integrated and global science of resilience by evidence-based research is very much needed to inform government and international policymakers to mitigate risks and build resilience in children. The resilience of a child to maintain wellness in academics and academic related aspects can be termed as academic resilience.

Raising children to be successful is a priority for many parents and guardians. This involves regularly planning their future and doing what it takes to get there academically. While this can be productive and encourage kids to aim high, the cycle of always looking ahead in one's academic life can be harmful. Many young adults go through a tremendous amount of academic pressure to get good grades, get into a prestigious college, and prepare for a successful career. Here, we'll examine academic stress on the form of pressure, its causes and effects, and some of the most effective coping strategies.

The terms '**STRESS**' has been derived from 'stringere', is a Latin word which means 'to draw tight' (Cox, 1978). It has today become a very commonly used term in every context whether school, workplace, day to day

life and so on. We often come across people who say that they are stressed or experiencing stress in their lives. We ourselves experience stress often. The origins of stress can mainly be traced to physical sciences (Schafer,1998). During the 17th century it was exceedingly used to denote affiliations and hardships experienced by individuals and during the 18th century it came to be described mainly in terms of pressure, strain or force (Cartwright and Cooper, 1997). The initial conceptualisation of stress mainly focused on stress as an external stimulus. Though later it came to be described as a response of an individual to certain disturbances. The study carried out by Cannon can be mentioned in this context, where he mainly studied the fight and flight reaction. The focus of the study by Cannon was on the effect that stress has on animals as well as humans. Cannon also observed physiological changes in the participants of his study and he attributed these changes, as displayed by individuals, to stress.

Hans Selye (1974) described stress as a response of the body to certain demand that is made on it and he further stated that this response was nonspecific. Baum et al. (1981) have defined stress as a "process in which environmental events or forces, called, stressors, threatens an organism's existence and wellbeing".

Schafer (1998, pg. 6) defined stress as "arousal of mind and body in response to demands made on them".Both the above definitions focus on the demand and an individual's response to the same. Thus, the onus here is on the response of the individual. Though the first definition focuses only on body the second definition brings in the important aspect of mind, implying that stress is a response of both body as well as mind.

Yet another definition of stress was given by Lazarus and Folkman (1984, pg. 19). They define stress as "a particular relationship between the person and the environment that is appraised by the person as taxing or exceeding his/ her resources and endangering his/ her wellbeing". This definition emphasises the relationship between person and the environment, though here the stress is presented in a negative light, stress is not always negative and may have its own advantages. Lazarus and Folkman put forth the transactional model of stress and coping that focuses on how an event is interpreted or appraised by an individual, which in turn will determine the tress experienced by the individual. This model highlights that stress and coping with stress as being interrelated processes.

Nature of Stress:

Stress as such is like salt and pepper and a life without stress would be without motivation, as stress often motivates us to work in certain direction. Thus, without any stress in life, any individual will not be motivated to perform or carry our varied activities. As, more salt than required can make food taste bad. In a similar manner, stress beyond optimal level can have a negative effect on the individual and will interfere with his/ her day

today functioning. When stress experienced exceeds the optimal level of an individual, the individual may find it exceedingly difficult to cope with it and it can have detrimental effects on the wellbeing (both psychological and physiological) and performance and productivity of the individual. Stress is not altogether negative and does have numerous advantages. It is therefore important that stress is managed and is kept below the optimal level.

Types of Stress:

Stress can be categorised into different types as follows:

1. **Eustress:** Stress can be good stress that is explained as 'Eustress'. Eustress can be defined as "good stress, caused by a positive response to a desired stressor, such as a wedding or a new job" (Truxillo et al. 2016, pg. 441).
2. **Neustress:** When stress is not helpful nor harmful, it can be described as 'Neustress' (Schafer (1998, pg. 7).
3. **Distress:** This is the third category of stress that most people commonly relate stress with. 'Distress' occurs when the arousal experienced by the individual is very high or very low (Schafer 1998, pg. 8). Distress can also be categorised into acute and chronic stress. Acute stress can be termed as stress that is intense but does not last for a prolonged period of time. Whereas, chronic stress may not be as intense but may exist for a prolonged period of time.
4. **Hyper-stress:** Excessive stress is termed as 'Hyper-stress'.
5. **Hypo-stress:** Insufficient stress is termed as 'Hypo-stress'.

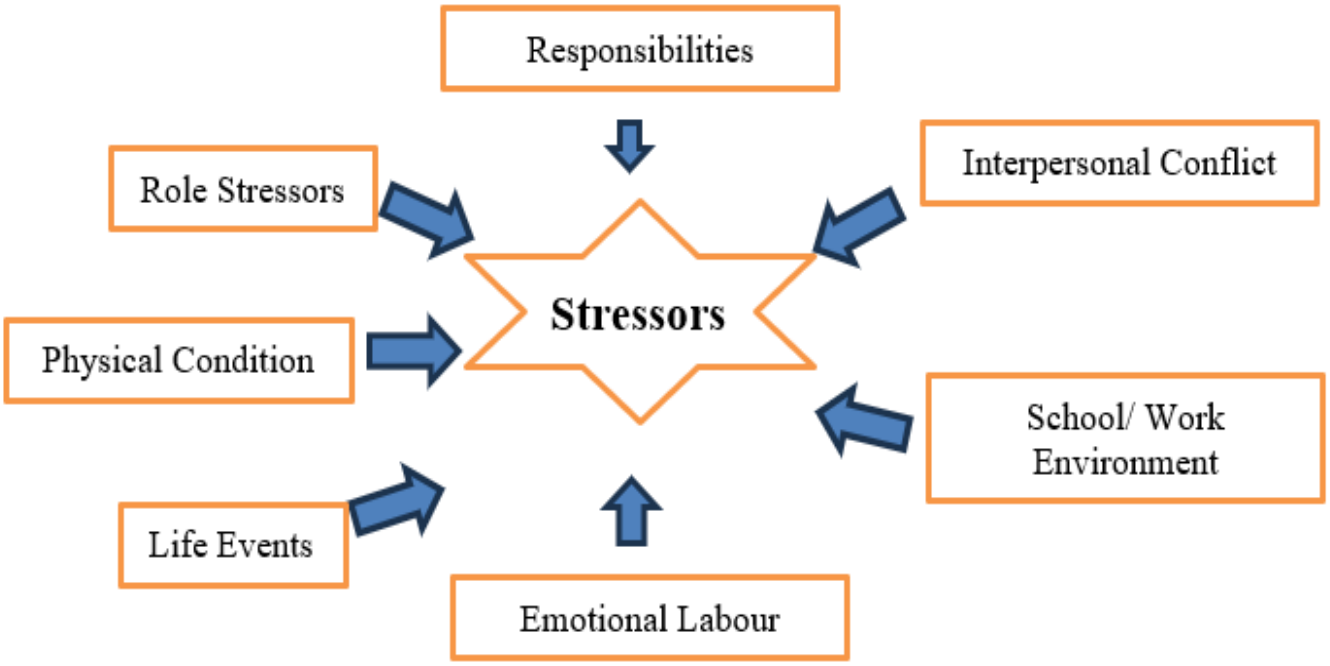
Symptoms of Stress:

Stress can have an impact on various aspects of life that include behaviour, cognition, emotions as well as physical health. Though stress will have a different effect on different individuals and each individual will react to stress in a different way, there are certain symptoms that can be related with stress. These are discussed as follows:

a) **Physical symptoms:** The physical symptoms of stress include low levels of energy, stomach upset, headaches and migraines, pain and aches, chest pain, rapid heartbeats, lack of sleep, dryness in mouth, experiencing tension in muscles, frequent infections and so on.
b) **Emotional symptoms:** The emotional symptoms include, displaying frustration, getting irritated or agitated easily, feelings of worthlessness, feeling lonely and even depressed.
c) **Psychological symptoms:** The cognitive symptoms related to stress include worrying constantly, experiencing racing thoughts, lack of organisation in thinking, forgetting, not able to focus, lack of judgement or poor judgement and also pessimism.
d) **Behavioural symptoms:** The behavioural symptoms of stress include deterioration in performance effectiveness, indulgence in substance use, prone to accidents, nervous mannerism, poor time management, displaying checking rituals, changes in appetite, procrastination, eating faster, even talking or walking faster, impaired speech and so on.

Thus, the symptoms of stress can be categorised into the above main four categories, but it is to be remembered that individual differences do exist in the symptoms displayed by different individuals. Some of the stressors that an individual may have in one's life are shown in figure 1.1.

Fig. 1.1: Showing various Stressors



Sources of Stress:

As such, the sources of stress can be categories in to three main sources, namely, Frustration, Conflict of motives and Pressure (Coleman, 1970).

- **Frustration:** Frustration can be described as occurring when a goal-oriented behaviour of an individual is thwarted. As stated by Mangal (1984, pg. 46) "a wide range of environmental obstacles, both physical and social and the internal factors in the form of personal limitations, biological conditions and psychological barriers may lead to frustration of our needs, motives and efforts". For example, Ravi expected his promotion, however, when he did not receive the same, he experienced frustration.

- **Conflict of Motives:** The next source is conflict of motives that can cause stress as an individual has to choose between alternatives and decision making in this regard can lead to stress. Conflict of motives can be of four different types, approach - approach conflict, avoidance - avoidance conflict, approach - avoidance conflict and double approach - avoidance conflict.

1. **Approach-approach conflict:** In this type of conflict the individual has to choose between two goals that are positive and are similar. For example, an individual may have to choose between two similar job opportunities.
2. **Avoidance- avoidance conflict:** The next type of conflict of motives is avoidance- avoidance conflict. Here again there are two goals that are similar but as opposed to approach- approach conflict, the goals here are negative. For example, an individual may have to take decision whether he/ she wants to remain unemployed or take up a mediocre job that he/ she is not interested in.
3. **Approach- avoidance conflict:** Here there is a single goal which is both positive and negative. For example, an individual taking up a job abroad may be excited about the opportunity but also has to face the fact that he/ she will have to stay away from the family. Thus, this goal has both negative and positive consequences and thus the individual may experience stress.
4. **Multiple approach-avoidance conflict:** It may so happen that the conflicts faced by us are quite complex and they are combinations of approach and avoidance conflicts. In this conflict the individual has to choose between the options that have both positive and negative consequences. For example, a student may have to choose between two educational opportunities, one of pursuing music that he/ she is interested in which will make his/her parents unhappy and the other of pursuing engineering, which will make his/ her parents happy but he/ she is really not interested in it.

What is Academic Stress?

Academic stress is "the tension, discomfort, and other emotions caused by the pressure from school, family, and society in the learning process." From an early age, children are highly encouraged or sometimes even required by parents, guardians, or educators to think ahead and achieve academic milestones. This pattern of constantly anticipating the next step can be stressful for students, thus resulting in tension, discomfort, and other negative emotions.

While it is common for young students to be motivated by mild academic pressure, many also have negative experiences with such pressure, especially if it is in excess. Part of a young person's development through adolescence is learning how to balance the demands of life, and academic pressure can end up hindering one's growth.

Academic stress refers to the emotional and psychological stress and strain students experience due to the demands and pressures of academic life, including pressures to perform well, competition for grades, and expectations from peers, family, and society. Academic stress is defined as the transient experience of pressure, anxiety, or distress related to achieving academic goals.

According to Bisht (2005) academic stress reflects subject's perception as Well as his way of coping with academic events; it reflects subjective feelings of distress or Interpersonal perceptual responses; at it consists of the components of (a) Frustration (b) Conflicts (c) pressure and (d) anxiety.

Causes of Academic Stress:

There are several causes of academic pressure on students, including the following:

- **Pressure from parents or guardians:** Though this is usually well-intentioned, it is quite common for parents and guardians to be one of the sources of a student's academic pressure. Parents and guardians often want the best for their children and, in turn, place extra pressure on them to excel in school.
- **Pressure from heavy coursework:** A student may also feel academic pressure from heavy coursework. It can be stressful to handle many difficult assignments from different classes all at once. The demands of each class may vary but can contribute to academic stress and pressure.

- **Pressure from poor organization and time management:** Students are still honing their skills in adolescence, so it is not uncommon to find teenagers who cannot manage their time or organize their priorities very well.
- **Pressure from exams:** Tests, exams, and any kind of assessment can put a lot of pressure on young people to perform well.
- **Pressure from the self:** Living in a culture focused on performance also creates intense competition, which can manifest as academic pressure in adolescents who internalize it.
- **Pressure from other external sources:** Many external factors can influence how much academic pressure a student experiences, such as the increasingly competitive nature of getting accepted into a good university. For instance, a student may observe that their friends excel in their studies, which can pressure them to perform well academically.

However, academic stress can be caused by many different sources that are specific to each person. Consequently, the symptoms of academic stress may include many different types. There are four facets of academic stress: **physiological, cognitive, behavioural, and social**. Not every learner will exhibit symptoms from all of these categories. For example, it is possible that someone may experience physiological and cognitive symptoms without ever experiencing any behavioural symptoms. Learning to identify the differences between the symptoms of academic stress can help to determine what management techniques work best to manage your individual stress.

Physiological Symptoms: *Physiological* symptoms of stress are physical symptoms that are felt in the body. Academic stress can often cause parts of the body to have a nervous or fearful reaction. These symptoms can include: A fluttering, nervous sensation in the stomach ("butterflies"), Nausea, Elevated heart rate, Fidgeting, feeling "antsy", Headaches, dizziness, Nervous sweating, Shortness of breath, Muscle tension, difficulty relaxing. One of the most effective ways to reduce these physical manifestations of stress is to practice relaxation techniques. If stress or anxiety is causing a fear response in the body that interferes with the ability to focus, then learners can prioritize calming the body to manage these responses. Relaxation techniques can include practicing mindfulness, other meditation techniques, or muscle relaxation exercises.

Cognitive Symptoms: *Cognitive* symptoms of academic stress involve unhelpful thoughts that interfere with performance. Symptoms in this facet of stress don't manifest in the body, but in the way a student thinks. A student experiencing this has worries that prevent them from being able to focus on schoolwork. Some examples are as follows:

- Thoughts stray from the content of study toward worry over performance (cognitive distraction)
- Inability to maintain attention/stay on task (attentional control)
- Intrusive thoughts impact ability to remember/process learning (cognitive overload)
- Trouble accessing the right memories or applying appropriate knowledge (retrieval errors/barriers)
- Memories are blocked from retrieval while testing or studying—occurs only in limited conditions (anxiety blockage)
- Negative internal self-talk impacts motivation and performance—ex. "I can't do this, I'm never going to pass."

Fortunately, relaxation techniques are also an effective method to manage cognitive symptoms. This is because relaxation techniques help to calm both the body and the mind. Reframing the stress or anxiety, setting proper goals, and fostering skills and abilities vital to self-regulated learning can also be effective in combating academic stress. Time-management skills, organization, and study habits help to reduce the stress and worry associated with schoolwork by helping the student feel more competent, motivated, and prepared. Mindfulness is another great tool for helping students conquer intrusive thoughts. Mindfulness training is a type of meditation that directs attention from unhelpful cognitions to the present environment. Engaging in these exercises can help to lessen issues in attentional focus and keep students "in the moment" during studying or exams.

- **Behavioural Symptoms:** *Behavioural* symptoms of stress manifest in a student's habits and behaviour. An academically anxious person may take behavioural measures to avoid situations that evoke those feelings of worry. This can occur in several ways:

- Avoidance or procrastination of anxiety-inducing task
- Intentionally putting low effort into task due to fear of failure (perfectionistic avoidance)
- Working on an unrelated (not anxiety-inducing) task
- Giving up or saying "I don't know" instead of persevering through anxiety-inducing task

Along with relaxation and reframing techniques, an effective intervention to reduce task avoidance would be to restructure the student's environment to make it more conducive to learning. Self-regulated learning techniques (preparedness, organization, etc) aid this in addition to setting aside consistent study time, using a planner, and setting up a dedicated space to study.

Social Symptoms: Social academic stress isn't established as a universally agreed-upon *type* of stress. Some researchers believe instead that it is better described as a *cause* of academic anxiety or stress. This is also not the same as Social Anxiety Disorder. Social Anxiety Disorder is a type of general anxiety disorder and must be diagnosed by a professional. Social academic anxiety, in contrast, is limited to academic situations and can be experienced in varying degrees by varying students.

Social academic stress involves the fear of a negative reaction from other people (peers, parents, teachers, etc.) after poor academic performance. Students who feel social academic stress may be motivated by important people in their lives to perform well in school, and fear of not meeting these expectations can cause avoidant behaviours or feelings of dread or worry. These students may be especially sensitive to embarrassment in a school environment.

Signs that a student is Experiencing Excessive Academic Stress:

Academic pressure is not necessarily a bad thing. It can be beneficial in pushing students to rise to challenges in the academic world. However, it can be detrimental in excess. Here are the signs that a student is experiencing excessive academic pressure: Extreme competitiveness, Obsession with grades, Anxiety, working constantly, Changes in appetite, Difficulty sleeping, Inability relaxing, abusing stimulants (e.g., caffeine, prescription medications, etc.), Refusal to socialize, Loss of interest in previously enjoyed pastimes.

Effects of Academic Stress: Exactly how does academic stress affect students? Here are the various ways:

Physical Health: A student may notice the following changes in their physical health following bouts of academic pressure: Loss in appetite, Frequent headaches, Fatigue, Gastrointestinal issues. These physical symptoms indicate excessive stress and should be addressed immediately.

Mental Health: Academic pressure can also affect one's mental health. Excessive academic pressure can cause the following: Depression, Anxiety, Poor sleep quality, Substance use, High levels of stress and burnout, Depersonalization.

Social and Relationships: Studies have found that academic stress significantly affects adolescents' problem behaviour through parent-child conflict while also affecting subjective well-being. This results in deviant behaviour such as disruptions in sleep cycles, experimenting with sexual activity, and substance use. Too much academic pressure may also lead to detrimental effects on students' relationships. Some develop a highly competitive nature, which may cause friction with peers. Isolating oneself to strive for academic excellence may also lead to feelings of loneliness.

Academic stress is becoming increasingly common and widespread among adolescents. According to a study, students have reported issues related to school like heavy academic workloads and pressure for success as one of the major sources of pressure (Feld, 2011). Studies indicate that from the various types of stress a student faces, academic stress leads to major mental health problems (Rangaswamy, 1995). Common problems faced by students suffering from academic stress are weak performance, depression, sleep disorder, somatic complaints and lack of concentration which are due to without knowing how to deal with them (Sinha, 2000). Stress is a

physiological and psychological imbalance. Academic stress pervades the life of students and tends to impact adversely their mental and physical health.

Resilience

Think of people around you who, according to you have led a 'difficult' life. That is, they have faced adverse situations which have threatened their existence, development, or well-being. Such adversities may include natural calamities, unemployment, financial loss, violence, or physical illness. Usually, individuals are not expected to successfully recover from these extreme challenges However, some of us are more likely than others to not only overcome but also thrive in the aftermath of such events. Besides the examples of adversities cited above, individuals commonly face challenges stemming from novel situations such as the move from school to college or getting promoted at work. These events are not necessarily adverse, however, the transition from a familiar situation to a new one does require some level of resilience for healthy adaptation. If we observe people around, we will notice that some of us handle changes better than others. For instance, students who move to a hostel in a new city for higher education are perhaps moving away from the security and comfort of their homes for the first time. In such situations, some students are able to adapt to their new surroundings better and quicker, as compared to others. Resilience researchers have defined this phenomenon as the ability to display adaptation despite significant challenges.

In 1998, when Professor Martin Seligman became the President of the American Psychological Association, he drew attention to the fact that while it is important to study suffering, understanding how people thrive is also imperative (Refer to Unit 1 where you have already studied about the rise of positive psychology). The increasing popularity of the positive psychology movement led by Professor Seligman, encouraged researchers to shift their attention from why people fail to why people succeed. The idea was to employ a balanced approach that targets alleviation of symptoms along with enhancing strengths.

Resilience research follows both quantitative as well as qualitative approach. Some of the most popularly used resilience measures are Connor–Davidson Resilience scale (Connor & Davidson, 2003), The Resilience Scale by Wagnild & Young (1993), and The Brief Resilience Scale by Smith et al. (2008). However, for an in-depth information about the personal process of adaptation, qualitative approaches are more useful. Interview, focus group discussions, arts-based techniques etc. can be used for understanding individual differences and unique adaptation strategies in the resilience experience. Some arts-based techniques explored in resilience research include dramatization, drawing, painting, and photography. Since a major part of the resilience experience is subjective in nature, it is important to employ methods that investigate personal contexts. Exploration of cultural and contextual factors is vital in the understanding of resilience. A mixed method approach also offers a comprehensive understanding about the whole resilience experience. Further, resilience research benefits from an interdisciplinary approach as it has implications for various disciplines such as social work, education etc.

Research on Resilience in India the multicultural aspect of the Indian society makes it a fascinating but complex area for resilience research. Specific features of the collectivistic culture such as familial and societal attachments may function as protective factors. But in certain scenarios, high expectation to conform to sociocultural and traditional norms could function as risk factors. In India, resilience has been explored after large-scale adversities such as cyclones and earthquakes. It has also been studied among varied populations such as students, individuals diagnosed with mental illness, and adults with a history of childhood adversity. Resilience researchers in India have explored protective factors (Herbert, Manjula, & Philip, 2013) and developed resilience measures and interventions (Singh, Junnarkar & Kaur, 2016).

- ❖ Reflect and list out certain culture-specific determinants in adaptation in the context of India.

- ❖ How various religions of India and spiritual approach/practices in India help develop resilience among individuals?

Four Waves of Resilience Research: Investigators have suggested that resilience research may be understood in four waves that was elaborated by Wright, Masten and Narayan (2013). They presented the four waves in

resilience research. The focus of investigation in each of these waves is depicted in Figure 1. 2 below.

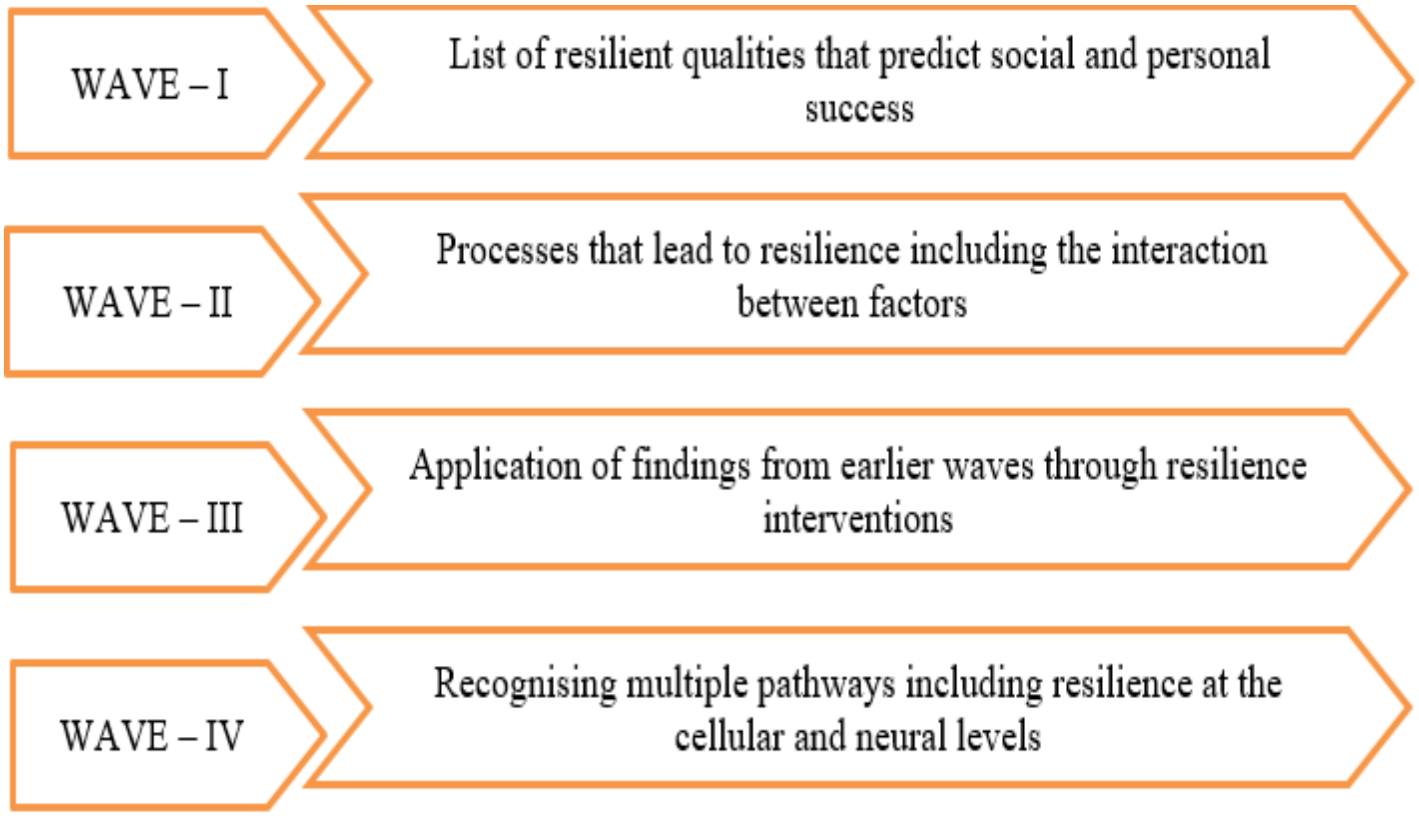
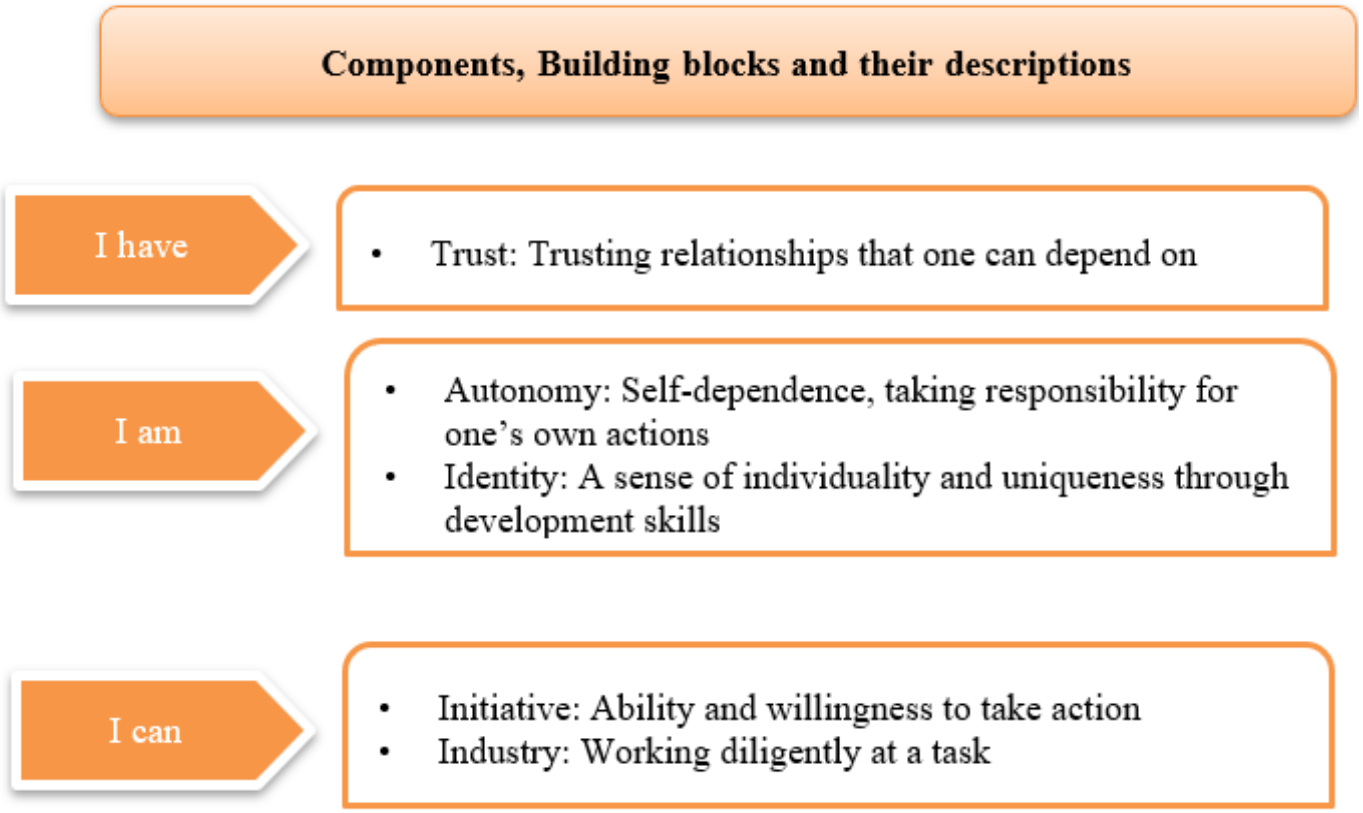


Figure 1. 2: Four Waves of Research in Resilience

The first wave of resilience research identified a list of factors that contributed to competence considered as a marker of resilience. These included factors specific to the individual such as internal locus of control and self-efficacy. The second wave focused on the interaction between the person and the environment in the process of reintegration after disruption. Waves I and II helped to establish descriptions of the phenomenon of resilience, provide clarity to related concepts and explore methodologies. Initially, the primary focus of researchers was on the individual and later it also emphasized on the system. In the third wave, researchers attempted to understand how resilience may be developed from this interaction. Wave III researchers started exploring the ways in which findings from Waves I and II may be implemented to enhance and promote resilience through resilience interventions. Finally, the fourth wave was directed at understanding resilience at multiple levels involving cellular and neural factors. This also led to a multidisciplinary approach to resilience research involving neuroscience, sociology, social work and related areas.

Theoretical Models of Resilience:

Resilience has been explained with the help of several theoretical models. Unlike psychopathological models, these frameworks expect the individual to succeed and even thrive despite the presence of adversity. The following resilience models focus on internal strengths and the protective resources in their environment. **Grotberg's Paradigm of Resilience** (1999) was constructed with the aim of enhancing strengths to deal with adversities that typically tend to result in depression among the youth. This model uses three components namely I have, I am, and I can to present five blocks of resilience. I have included trusting relationships that provide support. I am referring to the building blocks of autonomy and identity which contribute towards building internal protective factors such as responsibility and self-esteem. I can refer to the building blocks of initiative and industry which contribute towards building skills such as interpersonal and problem-solving skills. Figure 1.3 below displays the three components of resilience, building blocks and their description as presented by Grotberg (1999). Grotberg (1999) recommends that these building blocks can assist in facing, overcoming, being strengthened, or transformed by adversity.



Other resilience models such as those proposed by Kumpfer (1999) and Richardson (2002) illustrate individuals' journeys from being faced with disruptions to displaying resilient reintegration. In 2020, Ungar and Theron presented a **dynamic multisystemic model of resilience**. This model acknowledges the role of biopsychosocial ecological systems in resilience. It proposes that addressing cultural and contextual processes ranging from rituals to community activities is important in resilience research. These models have been widely used by researchers in designing their research, interpretation of data and application of findings.

Resilience is what gives people the psychological strength to cope with stress and hardship. It is the mental source of strength that people are able to call on in times of need to carry them through without falling apart. Psychologists believe that resilient individuals are more equipped to handle adversity and reconstruct their lives after a struggle. According to Richardson et al., (1990), resilience is the process of coping with disruptive, stressful, or challenging life events in a way that gives the person extra protective and coping skills than prior to the disruption that results from the event.

Academic resilience indicates that the students attain good academic outcomes even though they face adversity. It refers to academic achievement in spite of a challenging or difficult circumstance in the educational process (Mihir K. Mallick and Kaur 2016). In general, Resilience in an academic context is identified as a student's ability to successfully deal with impediments, pressure and challenges in the school settings. Also, it may be defined as the heightened probability of emerging out as a winner in various life undertakings, even in the presence of negative circumstances that are brought by early traits experiences and conditions. Such students show improved performance even after being confronted with stressful conditions as well as events due to which they fall under the probability of performing poorly at the school level or consequently leaving the school. (Alva, 1991).

Resilience is a successful outcome of healthy adaptations during stressful life events (Rutter, 1990). Resilience is often viewed in the psychological context in so much as it refers to the cognitive capacity to avoid psychopathology despite difficulties (Tugade, Fredrickson, & Barrett, 2004). It is a psychological phenomenon as it is a perception of inner strength that allows for the physical manifestation of that strength, i.e., the quick recovery from disruptions in functioning and return to the previous level of functioning (Carver, 1998; Steinhardt & Dolbier, 2008). Individuals who are highly resilient exhibit adaptive coping skills and often convert stressors into opportunities for learning and development. Therefore, a student's level of resilience and the manifestations of that resilience are related to effective adaptive resources to academic stress.

STATEMENT OF THE PROBLEM

The present study designed to assess the academic stress in relation to resilience among under graduate college students.

Operational Definitions of the Key Terms Used:

Academic Stress: In the present study, academic stress refers to the scores obtained by the students through Students' Academic Stress Scale (SASS), originally developed by Kim (1970) and adapted by Rajendran and Kaliappan (1990) and Rao (2012).

Resilience: Resilience Assessment Scale (RAS) developed and standardized by Kukreja (2014) was used to measures the resilience of the students.

In the present study resilience is defined as achieving or maintaining positive developmental outcomes in the face of adversity or stress. It was assessed through Resilience Assessment Scale developed and standardized by Kukreja (2014)

Under Graduate College Students: Under graduate college students are those who are studying Arts, Science and Commerce streams in different under graduate colleges of Balasore locality.

OBJECTIVES OF THE STUDY

1. To study the Academic Stress of Under graduate college students.
2. To study the Resilience of Under graduate college students.
3. To find out the relationship between Academic Stress and Resilience among Under graduate college students.
4. To compare the Academic Stress between male and female Under graduate college students.
5. To compare the Resilience between male and female Under graduate college students.

HYPOTHESES OF THE STUDY

1. There exists no significant relationship between Academic Stress and Resilience among Under graduate college students.
2. There exists no significant difference in Academic Stress between male and female Under graduate college students.
3. There exists no significant difference in Resilience between male and female Under graduate college students.

REVIEW OF LITERATURE

Wubshet Estifanous Madebo et al (2016), in their study discussed that excessive stress causes physical and mental health problems, which may lead to either negative effect or reduction in the students' academic performance and their professional development. The period of shifting from school life to as health science rom from high school to higher education is a period of bearing and shouldering more demands and expectation from others as well as from self. This study was conducted with an aim to identify the stress level and stress causing factors. The researchers used cross sectional design of research both by adopting quantitative and qualitative methods. The data was collected through stratified random sampling technique with utilization of structured pre-tested questionnaire. The findings suggested that perceived stress level was 31.09 which exceeded the SD =8.91 and this was indicative of the stress level was significantly higher in the study samples. It further discussed that gender, pocket money, social support and relationship with their classmate, physical problems and substance use were the factors which contributed stress among study group.

Ajmal Majeed (2016), studied about salat offset the negative health effects of stress. His study findings concluded that the salat is acting as a very effective treatment on stress.it helps in giving more strength and in normal terms and helps in maintaining human psychology and physiology healthy.

Maj. Indira Das and Lt. Col Meena Chaco (2016), conducted a study with an aim to assess the stressors among Basic B Sc nursing students. This study was conducted on 150 samples from first year, second year, third year

and from fourth year. The result findings stated are that the major factors of stress among Basic B. Sc nursing students. Were clinical and academic stressors. The mean stress score was 5.96 among students who were in 17-20 age group and of 21-24 age group. The difference of mean stress score among samples whose fathers were working in the defence service was 8.57.it signifies that they had higher perceived stress score. The research recommendations were that for nursing teachers that they should take care for the keeping learning environment caring and supportive.

Anandhalakshmi T Swaminathan et al (2016), in their study, Perceived stress and sources of stress among first year medical undergraduate students in private medical college studied that the demographic factors and other factors such as the stage of learning of the students, the external environmental and country situations are stress factors among the stress situations.

Dr. Smritikana Ghosh (2016) conducted a study on academic stress among government and private high school students her study findings included that the students studying in private high school have higher stress than students studying in government high schools. Female also has more stress than male student.

Nadini Persaud and Indeira Persaud (2016), conducted study regarding the relationship between demographics and stress levels, stressors and coping mechanisms. The research findings of this study revealed that there was no significant difference in academic stress of average and low I.Q. students. There was significant difference in academic stress among male and female students. The findings were also suggestive of that there was no significant difference in academic stress among students from the institutions which were situated either in rural or urban areas and there was no significant difference among the students studying in government or private senior secondary. This study findings reveals that the financial problem and family problem were the common factors of stress.

Razia Sultana (2015), researched the academic stressors among 50 MBA students. She used self-administered questionnaire. The ANOVA and descriptive statistics were used. The fear of the failure was the major source of stress, while financial problems and high family expectations resulted in moderate stress and other factors like academic workload, meeting deadlines of course assignments, inadequate time to study etc resulted in low stress. The findings also revealed that there was no significant difference in academic stress among the different background of the students such as education and specialization.

Dr. G. M. Nagaraja et al (2015) stated in his study that prevalence of depression is highly prevalent among nursing students. It gives importance of broad screening and psychiatric counselling. The study findings also discussed about 18 girls had decided to harm themselves, which indicates they suffered highest degree of stress and needed immediate psychiatric attention. There was also a prevalence rate of sadness by having symptom of pessimism and depression from mild to moderate degree.

Manasa Godati et al (2015), in their study regarding Emotional intelligence and academic stress among adolescent boys and girls, stated that they selected 100 subjects to study the aspect by using non-experimental comparative study design. The study findings were indicative of that there was no statistically significant difference of emotional intelligence and academic stress. Also, further the study findings revealed that there was no statistically significant association between emotional intelligence and level of academic stress with demographic variables such as age, gender, area of residence, religion, medium of instruction and such others.

Generoso N. Mazo (2015), political science students conducted a study to find out causes and stress and coping mechanisms. The findings indicated that causes and levels of stress vary. It was observed that the causes and effects of stress between the male and female respondents were not different. School requirements/projects were exhibited as the most common cause of stress. Listening to music was the common stress coping mechanism.

Dr. P. Suresh Prabhu (2015) conducted a study to find out stress among Higher Secondary Students. The study findings revealed that the higher secondary students face moderate level of academic stress. The male students academic stress is higher than female students. The students from urban schools have higher stress than students studying in rural areas. The Government school students stress is less than private school students.

Kalagi Shah et al (2015), stated in their study that students stress is unavoidable. Factors as physical and mental; family; Job relation and social were the main source. The findings also conclusive of the most common factor

of stress was academic factors and the symptoms exhibited were greying of hair and headache was more. The other symptoms seen were insomnia, high blood pressure, sleep problems which needs to be cared for.

Dr. Abdullah et al (2015), conducted a study to explore the factors associated with stress among the nursing students. The study findings revealed that out of 50 subjects the third year showed the highest stress level. The commonest stressors included was lack of professional knowledge and skills. Here, the mean score of stress was 2.34 and the SD was0.63. This was followed by stress caused by assignments and workload, where mean score was2.21 and SD was0.61.the students used the strategies to cope with the stress where they occupied themselves with other leisure activities. The researchers recommended that the university should maintain a well-balanced academic environment conducive for students learning by focusing on students learning needs. Stress management workshops and counselling services should be made available to the students.

A.O. Busari, (2014), in his research studied about stress and the effects of stress inoculation techniques. The study identified stress and different stress factors in academic assignments. The finding supported that the stress inoculation techniques were effective and it showed the raise in adjustment to academic stress. the adjustment was better in second year student than first year students, their counterparts.

H. D.W.T. Damayanthi (2014), stated in her study in relation to perceived stressors among undergraduate students stated that the highest mean score of the symptoms of stress was having trouble concentrating on what they are doing and unable to stop thinking about their concern at night or on weekends long enough to feel relaxed and refreshed the next day. The importance of maintaining proper academic environment for better learning. Also, the university has the responsibility to address probable sources of stress effectively to promote health being of the students.

VJ Wilson et al (2015) in their study on Perceived stress among dental students the university of western cape, the stressors which were responsible for stress among dental students were very like findings stated in the still suffered with stress. International literature. The stressors increased and their intensity also increased during fourth year of their study. The researcher suggested for the need of interventions at faculty level which will help in adverse effects on student's academia performance.

Dr. A. R. Ranade (2015), in his study on stress among first MBBS students mentioned that the factors causing stress more frequently were not getting enough leisure time, academic performance, financial pressures and school attendance. The most common symptoms were poor concentration, headache, restlessness, sudden change in mood, lack of sleep, low energy and fatigue, these all symptoms may lead to various physical and mental illnesses if not controlled well.

Method of Study:

Subjects:

In view of the nature of the study descriptive survey method was used. The sample of the present study constituted 120 under graduate college students from different under graduate colleges of Balasore locality. Colleges were selected purposively and simple random sampling technique was used to select the sample.

Tools/ Instruments & its Procedures:

Student Academic Stress Scale (SASS): The 40 items composite scale was developed by Kim in the year 1970 was used in the present study. The scale was adopted to Indian conditions by Rajendran and Kaliappan (1990) by administering the adapted version of the Students' Academic Stress Scale of B. Rao, 2008. It is a five-point scale developed to measure the academic stress of the respondents of the study. The following points were assigned to the respondents depending on their responses:

Extreme Stress	**5**
High Stress	**4**
Moderate Stress	**3**
Slight Stress	**2**
No Stress	**1**

The overall occurrence of academics related stress among the respondents were calculated through excluded method of quantitative classification in which each was categorized into the following scores:

Sl. No.	Score	Category
1	161 – 200	Extreme Stress
2	121 – 160	High Stress
3	81 – 120	Moderate Stress
4	41 – 80	Slight Stress
5	40 & below	No Stress

The scale includes five components i.e., Personal Inadequacy, Fear of Failure, Interpersonal difficulties with teachers, Teacher-pupil relationship / Teaching methods, Inadequate study facilities. It is a five-point Likert-type scale in which option ranges from 'No Stress' to 'Extreme Stress'. Weightage of each response carries a score of '1', '2', '3', '4' and '5' respectively. Each factor has an equal number of items. The higher the value of the score, the more academic stress and vice-versa. It was determined to have a reliability of .82 drawn by test-retest method.

Resilience Assessment Scale (RAS): Resilience Assessment Scale (RAS) developed and standardized by Kukreja (2014) was used to measures the resilience of the students. The scale consists of 25 statements related to nine dimensions of resilience i.e., Self- concept, Personal Competencies, Adaptability, Organized, Problem solver, Interpersonal Competencies, Socially Connected, Active and Defense Mechanism. It was a five-point Likert- type rating scale with a weightage of 1, 2, 3, 4, 5 for all the positive statements ranging from Strongly Disagree to Strongly Agree. The maximum and minimum overall Resilience Assessment Scale (RAS) score was 125 and 25 respectively. It was determined to have a reliability of .80 and .88 drawn by split-half and test-retest method respectively.

Result:

To analyse the collected data, statistical techniques like Mean, Standard Deviation, Product Moment Coefficient of Correlation and t-test were applied.

Table-1: Categorization of Academic Stress of Under graduate college students

Scores	Number of Students	Classification
141 & above	19 (15.83%)	High Academic Stress
From 100 to 140	84 (70.00%)	Average Academic Stress
80 & below	17 (14.17%)	Low Academic Stress
Total	**120**	

It is observed from Table 1 that, out of 120 under graduate college students 17 i.e., 14.17% students have 'low academic stress' as they scored 80 & below. 84 i.e., 70.00% students have 'average academic stress', as they scored between 100 to 140 and 19 i.e., 15.83% students have 'high academic stress', because they scored 141 & above.

Figure 1: Graphical presentation of Academic Stress of Under graduate college students

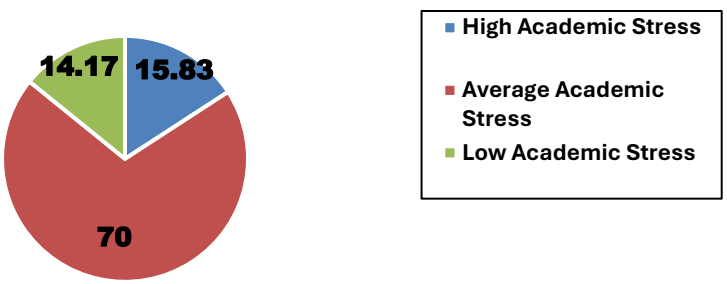


Table 2: Categorization of Resilience of Under graduate college students

Scores	Number of Students	Classification
From 106 to 125	33 (27.50%)	Very Resilient
From 76 to 105	58 (48.34%)	Resilient
From 51 to 75	28 (23.33%)	Some What Resilient
From 25 to 50	01 (0.83%)	Not Very Resilient
Total	**120**	

It is observed from Table 2 that, out of 120 under graduate college students 01 i.e., 0.83% students have 'not very resilient', as they have scored in between 25 to 50. 28 i.e., 23.33% students have 'somewhat resilient', as they have scored in between 51 to 75. 58 i.e., 48.34 % students have 'resilient', as they scored between 76 to 105 and 33 i.e., 27.50 % students have 'very resilient', because they scored between 106 to 125.

Figure 2: Graphical presentation of Resilience of Under graduate college students

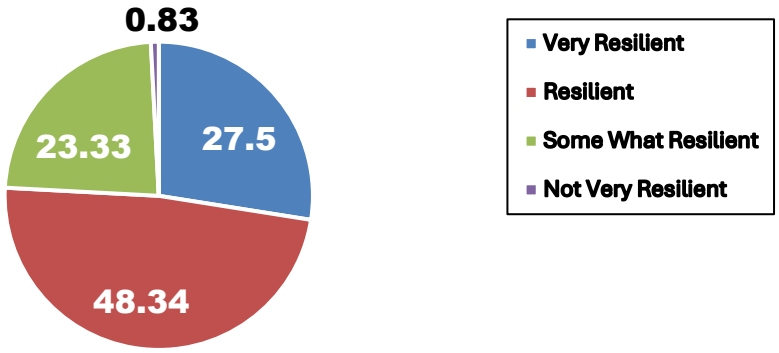


Table 3: Relationship between Academic Stress and Resilience scores of Under Graduate College Students (N=120)

Variable	Coefficient of correlation	Level of significance
Academic Stress		Significant at 0.01 level of Significance
Resilience	- 0.315	

Table 3 indicates a significant negative relationship between Academic Stress and Resilience of under graduate college students, which suggests, with the increase in Academic Stress scores, the Resilience scores of under graduate college students decrease to some extent and with the decrease in Academic Stress scores, the Resilience scores of under graduate college students increase to some extent. Thus, the earlier stated null hypothesis (Ho) i.e., there exists no significant relationship between Academic Stress and Resilience of under graduate college students was rejected.

Table 4: Significance of difference between Academic Stress score of Male and Female Under Graduate College Students

Variable	Group	N	Mean	S. D.	Sed.	t-value	Level of Significance
cademic Stress	Male	68	73.91	25.95	4.43	4.93	Significant at .01 level of Significance
	Female	52	52.03	21.36			

Table 4 shows significant difference between the mean scores of Academic Stress of male and female under graduate college students. Male students were found to be more academically stressed than their counterparts. Therefore, the result does not support null hypothesis (Ho) "there exists no significant difference in Academic Stress between male and female under graduate college students" and it stands rejected.

Table 5: Significance of difference between Resilience Score of Male and Female Under Graduate College Students

Variable	Group	N	Mean	S. D.	SEd.	t-value	Level of Significance
Resilience	Male	68	127.25	22.00	4.02	0.29	Not significant at .05 level of Significance
	Female	52	126.07	21.59			

Table 5 reveals no significant difference between the mean scores of Resilience of male and female under graduate college students. It means both the groups are equally resilient. Hence, earlier stated null hypothesis (Ho) "there exists no significant difference in Resilience between male and female under graduate college students" was retained.

DISCUSSION & CONCLUSION

Consistent with recent research Marhamah and Hamzah (2016) and wilks (2008), the current sample of under graduate college students reported a moderate level of academic stress i.e., 70% students have average level of Academic stress. It was also supported by Prabhu (2015) and Kaushal, Koreti and Gaur (2018), they have also found out moderate level of academic stress among students. In this study it was found that 48.34% students have resilient, which supported the results of Banerjee et. al. (2018) and Manijeh (2016). In the study of Banerjee, et. al. (2018), 37.7% of the adolescent school children were resilient and the findings of the study conducted by Manijeh et al. (2016) in Tehran where 46.6% participants were resilient. The finding revealed a negative and significant relationship between academic stress and resilience. This finding consistent with the results of other studies. Most of the study showed negative and significant relationship between resilience and academic stress (Wilks, 2008, Mathur & Sharma, 2015). Finding revealed significant difference in academic stress between male and female under graduate college students. Male students were found to be more academically stressed than their counterparts. This may be due to the fact that males were sensitive and sincere by nature and take everything very seriously whereas females are generally easy going. This finding is in line of the finding of Dhull & Kumari, (2015) that a significant difference was found between male and female adolescents on academic stress but female students were found to be under more academic stress as compared to their male counterparts. This finding also similar with the finding of Pathrose & Ramaa, (2020) who also revealed significant difference between girls and boys under graduate college students but the girl students have higher level of academic stress than boys. Further result revealed no significant difference in resilience between male and female under graduate college students, means both are equally resilient. This result was similar with the result of Latif & Amirullah, (2020) who revealed that there was no significant difference in academic resilience between female and male students. Kim and Yoo (2010) also found that there was no difference in resilience in children with cancer in Seoul, Korea, based on gender. The results of this study are also consistent with research conducted by Martin and Marsh (2006) in Australia, which showed that boys and girls do not differ substantially in academic resilience. On the other hand, the result contradicts with the result of Erdogana, Ozdoganb and Erdoganc, (2015) who depicted that male students showed significantly higher resilience level than did female students and results of a study by Lees (2009) indicated that the females in the study were more resilient than the males and had a slightly higher overall mean resilience score of 3.62 over the males who had an overall score of 3.44. The finding was also contradicting with the findings of Ratioran & Phlainoi, (2014) who examined the process of resilience promotion for secondary school students in urban slums in Bangkok. An analysis of the results by gender found that females showed a significantly higher level of resilience than male and further contradicting to the findings of Kyuper, (2014) who indicated that females tend to behave more resiliently than their male counterparts.

This study contributes to a better understanding of the relationship between academic stress and resilience among visually impaired secondary school students. By examining the relationship between academic stress and resilience, the study helped to future research. The results warrant implementing academic stress reducing and resilience-enhancing programs in schools. The information gathered from this study should help to improve services provided by social workers, educators and psychologists who work with adolescents by providing insight into how resiliency may affect adolescent's success. The findings of the study had its implication for parents, students, policymakers, curriculum framers and so many.

Scope for further research:

Despite some emerging insights, there remains a lack of comprehensive, large-scale, comparative research that clearly defines and observed the relationship between academic stress and resilience among college students. Future studies should adopt cross-sectional or longitudinal designs to better understand how academic stress and resilience affecting different level of educational setting, developmental stage, and psychosocial factors interact to influence academic stress and resilience.

Ethical approval information:

The author followed all ethical guideline applicable to this research. The entire study involving human participants were accepted after the approval of ethics committee and also prior consent was obtained from the participants of the study for necessary data collection.

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ORCID:

Dr. Manoj Kumar Sethi https://orcid.org/0009-0009-9860-6206

Ms. Kiranmayee Jena https://orcid.org/0009-0005-1131-3808

Author's Biographies:

Dr. Manoj Kumar Sethi, Ph.D. is currently working as a Assistant Professor of Psychology in the P.G. Department of Maharaja Purna Chandra Autonomous College affiliated to Maharaja Sriram Chandra Bhanja Deo University (MSCB University), Odisha, India. Dr. Sethi has more than 12 years of teaching and research experience in psychology and has published his research papers in reputed national and international peer reviewed journals. His research interests include mental health & wellbeing, academic stress, emotional intelligence, human resource management, leadership & employee empowerment, organizational climate, attitude measurement, change and development, personality development, conflict management, and interpersonal skills, etc.

Kiranmayee Jena is a Ph.D. Research Scholar at the P.G. Department of Psychology, Fakir Mohan University, Balasore, Odisha, India in the area of Psychology and its applications. She is currently working in the field of Nomophobia, Bullying and academic excellence. She can be contacted through email at

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