WOLKITE UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIRAL SCIENCE

DEPARTMENT OF PSYCHOLOGY

STRESS, COPING MECHANISM AND ACADEMIC ACHIEVEMENT AMONG WOLKITE UNIVERSITY STUDENTS: THE CASE OF COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE

A SENIOR ESSAY SUBMITTED TO THE DEPARTMENT OF PSYCHOLOGY IN PARTIAL FULFILMENTS FOR THE REQUIREMENT OF BACHELOR OF ARTS DEGREE IN PSYCHOLOGY

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ABSTRACT

The objective of the study is to assess the relationship among Stress, coping and academic achievement among college of EBS students in wolkite University. The total was composed of 28 female and 38 male students. Data collected through stress questionnaire by using simple random sampling method. The table and percentage were used in data analysis.

The study further tries to make an in-depth investigation into each interpersonal source of stress, and , problem faced and emotional faced coping strategies.

The result indicate that the interpersonal source of stress having less acceptance by peer or teacher is slightly stressful than other. the researcher recommend that as an institution the university gives training for students to avoid stressful situation, having more acceptances with their peer and teachers to make good relationship and Minimize inadequate feedback about performances and enhance institutional setting that are not convenient for learning.

CHAPTER ONE

1. INTRODUCTION

1.1 Background of the study

Almost every individual experiences stressful life events that can result in negative psychological and physical consequences. A considerable time has elapsed since psychologists started studying stress and consequences of stress resulting from stressful life events

Stress among undergraduate and graduate students is multi-factorial, especially during tests and examination periods

Stress frequently refers to anything that disrupts the normal persons physical or mental wellbeing that can result from the interaction between persons and their environment (quyen,2007).

Coping refers to cognitive and behavioral efforts made by individuals in order to meet the requirements and overcome the difficulties created by their internal and external world to keep these under control and reduce tensions.

Academic factors were the by predominant cause of stress in most students, followed by physical, social, and emotional. Majority of students with stress reported high scores of poor self-esteem, and about half scored high on depression scales (Baste and Gadkari, 2014). Results from the literature suggest that higher level of stress to be associated with poor academic performance (Sohail, 2013).

Stress and coping among university students has received considerable treatment in research in the past decade but very little study has been undertaken from a comparative perspective. Thus and coping strategies among university students with respect to gender, school and academic year level. .

Stress is a necessary and unavoidable concomitant of daily living-- necessary because without some stress we would be listless and apathetic creatures, and unavoidable because it relates to any external event, it pleasurable or anxiety producing. Challenging stimulus can lead to positive outcomes such as motivation and improved task performance while threatening ones or distress can result in anxiety, depression, social dysfunction and even suicidal intention.

Along with the improvements during the scientific era and the rapid development of information, competitiveness among people has become increasingly intense, as a consequence, people have become busier and, therefore, stress is a natural consequence. Even though appropriate stress is a juncture for self-growth, it is also a motivation for people to progress actively. It not only affects our thoughts and feelings but our behavioral models, as well. However, overstress causes problems and discomfort, and can have serious effects on people. Specifically, student faces the stress when they enter a completely new world of professional education. Stress has become an important topic in academic circles. Many scholars in the field of behavioral science have carried out extensive research on stress and its outcomes and concluded that the topic needed more attention (Agolla, 2009). Stress in academic institutions can have both positive and negative consequences if not well managed (Stevenson & Harper, 2006). Academic institutions have different work settings compared to nonacademic and therefore one would expect the difference in symptoms, causes, and consequences of stress (Chang & Lu, 2007). It is important to the society that students should learn and acquire the necessary knowledge and skills that will in turn make them contribute positively to the development of the general economy of any nation. It is important for the institutions to maintain well balanced academic environment conducive for better learning, with the focus on the students' personal needs. Students have different expectations, goals, and values that they want to fulfill, which is only possible if the students' expectations, goals, and values are integrated with that of the institution (Goodman, 2003).

Due to the above facts the research was be intended to stress coping and academic achievement among university students in wolkite university specifically psychology ,EDPM, pedagogical science department 2nd and 3rd year students.

1.2. Statements of the problems

The effects of stress on college and university students have been well documented. Whitman (2001) stated that excessive stress can be harmful to a student's academic performance. Additionally, students who perceive their stress levels as very high often will become depressed. This depression can lead to other mental health problems such as excessive drinking or indiscriminate use of other substances. High stress levels can lead to attrition as well.

Academic factors were the predominant cause of stress in most students, followed by physical, social, and emotional. Majority of students with stress reported high scores of poor self-esteem, and about half scored high on depression scales (Baste & Gadkari, 2014). Results from the

literature suggest that higher level of stress to be associated with poor academic performance (Sohail, 2013).

This research designed to address the following research questions.

1. What are level of stress among students in college of Education and behavioral studies?
2. What is the relationship between stress, coping, and academic achievement?
3. What are the impacts of stress on academic achievement?

1.3 Objective of the study

1.3.1. General objective

The general objective of this study is assess the relationship among stress coping, and academic achievement among students in college of EBS in Wolkite University.

1.3.2. Specific objectives

- To assess the level of stress among students in college of Education and behavioral science .
- To explore the impacts of stress on academic achievement
- To examine the relationship among stress, coping and academic achievement

1.4. Significance's of the study

The study was contributing new knowledge to the existing body of knowledge on strategy of stress and copy mechanisms as predictor variable for academic faced by students in the study area. Future scholars can use this research as a basis for further research in the area of adoption of strategy stress and copy mechanisms as predictor variable for academic. University policy makers was able to get insights on areas that need more attention in terms of successful strategy and copy mechanisms as predictor variable for stress in academic in the university sectors for enhancement of better learning process. The study will helpful in giving insights to the copy mechanism of the various stress on the students behaviors that challenges and provides them with possible solution to these stress. The knowledge gain was thus useful in improving the performance of students in the university..

1.5. Scope of the Study

- The study has both geographical content and methodological scope.

- Geographically the study was conducted in Wolkite university
- Methodologically it was focused on quantitative method of data collection and analysis.

1.6 Limitation of the study

To conduct this research, the researchers faced the following constraints.

Financial problem-as being students the researchers were faced financial problem to study more about the problem.

Time limitation- the researchers were faces shortages of time to accomplish each and every stage in research process appropriate.

1.7. Organization of the paper

This research proposal was organized in to five chapters. The first chapter consist the introductory part, which comprise the background, statement of the problem, objectives of the study, significance of the study, and scope of the study and organization of the proposal, definition of key words. The second chapter presents the review of literature. The third chapter focuses on the research methods and methodology which briefly discusses description of the research design, study area, data collection procedures, sample techniques, source of data, Instrument of data collection, method analysis and ethical consideration.

Chapter four contains description of result and discussion, chapter five consist summary, conclusion and recommendation based on the finding.

1.8 Operational Definitions of Terms

Stress:- In this study, it is defined as levels of chronic non-specific arousal which include difficulty relaxing, nervous arousal, and being easily upset/agitated, irritable/over-reactive and impatient social, financial, legal and relationship problems.

Coping strategies:- cognitive and behavioral efforts made by an individual to deal with stress.

Academic achievement:- The students specified their university grade-point average and the number of academic credits they had successfully completed. The formal curriculum was meant to be completed in four years; however, the system was somewhat flexible and a number of students took longer to complete their studies. Grade-point average was considered as an indicator of academic achievement.

CHAPTER TWO

2 .Review of Related Literature

2.1. Concepts of stress

Stress has been conceptualized from a variety of theoretical perspectives. Current leaders in the field (e.g., Grant et al., 2003). Advocate for use of the environmental model whereby stress is defined as objective occurrences of stressful life events and conditions independent of varying individual cognitive appraisals.

Stress is the process involving perception, interpretation, response and adaptation to harmful thereatening events (Rajata,2001).

Stress is a frequently used term, often used to describe an individual's internal state, an external event, or the complex interaction between a person and his or her environment. Although all individuals experience some degree of stress throughout their lifespan, the stimuli that provoke stress and corresponding emotional, biological, or behavioral responses that occur are not universal. Stress responses are in part determined by an individual's perception of the threat a stimulus poses to his or her well-being. Because stress is not an isolated element, rather a process, it is critical to consider the various components that contribute to its development. Three distinct theoretical frameworks have been used in conceptualizations of stress: the medical, environmental, and psychological models (McNamara, 2000).

This chapter presents a review of related literature pertinent to the topic under the study. It begins with definitions and concepts of variables in this study on the section 2.1 followed by different theories that support the underling relationship between the variables in this study on section 2.1.1.

2.1.1. Theoretical Conceptualization of Stress

Stress in the current study is defined in alignment with the environmental model, which views stress as independent environmental events or chronic conditions that threaten adolescents' physical and/or psychological well-being (Grant et al., 2003). This description is consistent with the traditional stimulus-based definitions of stress, which posit that events and chronic circumstances may threaten an individual without leading to negative outcomes and hence allowing for resilience (Compas &Andreotti, 2013).

2.2. Sources of Stress Among Students

Stressors can take a variety of forms, including discrete life events, minor "hassles", and chronic

strain .Previous studies(Govender et al., 2015; Robotham,2008) have acknowledged that individual stressors encounterd by students consist of physical issues or hindrances, family troubles, money related challenges, resource accessibility, social problems, and the transition from adolescence to adulthood.

Some researchers assessed the ability of adolescents to adapt to daily hassles and major events and concluded that each source of stress acted independently. They also showed that daily hassles had a greater effect than life events on the way young people adapted to the expectations of family and school.

Researchers have identified the major academic stressors reported by college students as tests, grade competition, time demands, problematic professors and classroom environment, and concerns about career and future success. Among the major personal stressors identified were difficult intimate relationships, parental conflicts, and interpersonal conflicts with friends . Jackson and Finney (2002) investigated the importance of specific university-related stressors in different areas, including achievement of educational goals, establishment of new relationships, finances, sexual relations and deviant behaviors. Among the Institutional (university) level stressors are overcrowded lecture halls (Awino & Agolla, 2008), semester system, and in adequate resources to perform academic work.

Among the source of stress, academic work may reflect some of the high levels of stress that students have reported (Willks,2008). Most students in higher education experience grade pressures that cause students to have problems with stress and which then can interfere with a student's preparation, concentration, and performance, when its too much.

2.3. Stress in Academic Institutions

Stress has become an important topic in academic circles. Many scholars in the field of behavioral science have carried out extensive research on stress and its outcomes concluded that the topic needed more attention (Agolla, 2009). Stress in academic institutions can have both positive and negative consequences if not well managed (Stevenson & Harper, 2006). According to Chang & Lu (2007), one would expect the difference in symptoms, causes, and consequences of stress in academic institution than non academic institutions due to different settings.

2.4. Theoretical Conceptualizations of coping strategies

In a review of coping literature, Moos and Billings (1982) identified five theoretical perspectives through which coping have been investigated. The *psychoanalytic* perspective suggests defense mechanisms are the ways in which the ego wards off anxiety and regains control over impulsive behaviors. As such, coping mechanisms have little to do with the actual environmental stimulus, and are strictly used for emotional regulation and anxiety reduction.

2.4.1 Coping Strategies

Coping has been viewed as a stabilization view point that could help a person in psychosocial adjustment over the span of stressful occasions.

As indicated earlier coping strategies refers to the specific efforts, both behavioral and psychological, that people employ to master, tolerate, reduce or minimize stressful events (Shelley, 1998).

2.4.2. Types of coping strategies

Coping means to invest one's own conscious effort, to solve personal and interpersonal problems in order to try to master or minimize tolerate stress.

There are two types of coping strategies.

- Problem-focused coping and
- Emotion – focused coping

1. problem-focused coping. Implies the individuals' active efforts to modify or eliminate the sources of stress by dealing with the reality of the situation (Billing &Moos, 2009). Problem-focused coping features "direct action" or overt reactions designed to deal with the stressful situations attempts intended to alter or manage the troubled situation directly through information seeking and through problem solving strategies.

1.1 Information seeking: - denotes the activity of trying to find out more about the situation and obtaining guidance or information from social network members (Billing & moos, 2009). Obtaining information enhances the predictability of situations, and this is thought to help individuals avoid future difficulties, deal with present ones, and increase their sense of control and confidence.

1.2 problem solving; Denotes the activities taking specific action to deal directly with a stressful situation and negotiating towards resolution (Billing & Moos, 2009).

Problem-focused coping can be directed at the environment and at oneself (Folkman, 2007), for instance if a student has disagreement his or her instructor, he or she can attempt to get the instructor in an effort to achieve favorable outcome. However, students of various field had preferences in the use of the various forms of problem-focused coping strategies. For example, Walton (2002) identified that no significant difference was noted in the responses from problem solving coping style between social work and nursing students. Concerning Seeking Guidance and support coping response nursing students tend to be more than the social work students. On the other hand, Masten et al (2009) found that there was no significant difference in the use of problem focused coping strategy among students.

2. Emotion-focused coping

This implies individuals' efforts to handle or control stress related emotion and their attempts to maintain affective equilibrium. In such palliative coping individuals' responses focus on managing emotions aroused by stressful situations or reducing feeling of distress that result from the situations that are accepted by individuals, for example, by looking for the "silver lining" as trying to look on the right side of things. To relieve emotional discomfort individuals may cope with stressful conditions through affective regulation and emotional discharge.

2.1 Affective regulation . Denotes individual's direct efforts to control emotions caused by stressors, suppressing impulsive acts, experiencing and resolving feelings as well as bolstering moral thinking, positive thoughts or becoming involving in other thoughts (Walton, 2002).

2.2. Emotional discharge: -denotes verbal and behavioral expressions of unpleasant emotions and indirect efforts to reduce tensions; for example, by smoking more, drinking, eating more etc. However, it is generally agreed that emotion-focused coping is not as effective as problem-focused coping and is more likely to cause psychological distress. Walton (2002) found that no significant difference was identified in the responses from emotional discharge between nursing and social work students. Masten et al (2009) also investigated that there was no significant difference in the use of emotional coping strategy among students.

2.5. Academic achievement

Broadly defined, Academic achievement concerns the development of motives, capabilities, interests and behavior that have to do with performance in evaluative situations. More specifically, the study of achievement during adolescence focuses on young people performance in educational settings and on their hopes and plans for future scholastic and occupational careers (Steinberg, 2002). It can also be regarded as academic attainment that brings individual closer to the fulfilling of one's goals and dreams. Achievement is not just reaching an end such as being handed with ones diploma. It is a process and occurs because it is aspired and worked to make it happen. Invariably it includes aspiration, effort and strategies for achieving better out comes. Achievement is a source of prestige, self- satisfaction and differential rewards, a means of evaluating performance and a goal towards ones efforts are directed. Hence, the key to achievement or success is making sure that planning, systematic time management, and organizing oneself is essential. The best way to plan systematically is to use a goal setting strategies which should be clear, direct as well as realistic and attainable to the capacity of an individual. This is because the perceived importance of task and the task importance related to future goal in the individual will increase the arousal of achievement motivation which leads to success (Halvari, 1997; Feldman, 2002 and Maden, 2001). Moreover, having state of mind about things, attributing success to ability and hard work and failure to lack of effort, taking appropriate risk level and persistence in the face of difficult tasks, curiosity and confidence including anticipation of success are the ways to achievement and can contribute for improved performance (Feldman, 2000).

2.6. The relationship between stress and academic achievement.

Many researches were conducted to assess the relationship between stress and academic achievement of students and it is found that stress affects students academic achievement (Elliot et al.,2005; Choi, Abbott, Arthur & Hill, 2007). Mostly that students with more stressed behavior show average or poor results in academic achievement. Their concentration never works properly in educational field. Though most of the research findings support the negative relationship between stress and academic achievement, few researches conclude against them. Bankstan & Zhou(2000) reported a significant positive relationship between stress and academic achievement of students. Kaplan & Sadock (2000) reported that an optimal level of stress can enhance learning ability. Gelow, Brown, Dowling & Torres (2009) stated that a state of

emotional stress was reported to have a significant positive relationship with reported academic performance . In another research Womble (2003) did not find any relationship between perceived stress and academic achievement of students.

CHAPTER THREE

3. Methods and Methodology of the study

3.1. Research Design

The researcher selected mixed method. Among different quantitative research design descriptive method selected because it is a master plan that specifies the methods and procedures for collecting analyzing the needed information (William G.Zikmund, et al 2013). Accordingly in this study, the researcher used a cross-sectional survey among selected departments of Wolkite University and data collected from Wolkite University CEBS students.

3.2 Study area

The researcher was conducted in south nation nationality and people's Region, gurage Zone of Wolkite town far from 158KM from Addis Ababa.

3.3. Sources of data

To attain the aim of this study, the researcher used both primary and secondary sources of data. The Primary data was gathered from sample a respondents (whom are primary Sources) which was choose through random sampling from the total study of the population. The main sources used for secondary data are Annual report, different books in the area of the topics and internet web sites and other documented.

3.4 Population

The target population of this study was include second and third year students of college of education and behavioral science. Under this college there are three departments. EDPM, psychology and pedagogical science.

3.5 sample and sampling technique

Total population of this study students from Wolkite unversity college of Education and Behavioral sciences in Department of Psychology, EDPM, and Pedagogical science was taken to this sudy. Total number of 2nd & 3rd year students in this college 223. So that researcher used for sample size taken 30% from total population by using percentage. Formula that is total population is 'N' with proportion 'n' sample size (Daniel, W).

n =30×N/100= 3×N/10=3(223)/10 =669/10=66. So that sample size is 66. Then the researcher employ simple random sampling techniques. The sample size 66 selected from total population by using lottery method.

3.6. Data collection instrument

In this research the researcher used to questionnaire. The method of questionnaire is found to preferable to purse the purpose of the study. The questionnaire is developed on basis of literature review and basic research questions. The questionnaire contains close ended questions means based on objective questions. The questionnaire prepared by English language.

3.7. Procedures of data collection

In order to collect the necessary data the following procedure is used first make individual questioner and selected samples from the target population. Before the questionnaire is distributed the respondents were informed about the purpose of the research then distribute the questioner and interpret the information gain or collect from the sample respondents.

3.8 Method of data analysis

In this study the data is analyzed by descriptive statistics method. After collecting the raw data from administered questionnaire, it is analyzed by quantitative method which includes percentage and frequency distribution table. The questionnaires contain only close ended, it also analyze by quantitative method.

3.9 Ethical considerations

Ethical approval will granted by the Psychology department of Wolkite University. Ethical standards as put forth by the Institution of Educational and Behavioral Science students. Each questionnaire was identified with a research number only and remained completely confidential.

CHAPTER FOUR

FINDINGS AND DISCUSSION

4.1. Finding

Demographics of participated students (n=66).

Table 1 Demographic variables of respondents.

Category	Category	Frequency	Percentage
Sex	Female	28	42
	Male	38	58
	Total	66	100
GPA	2 – 2.5	15	22.72
	2.5 - 3	34	51.5
	>3	17	25.75
	Total	66	100

As the the above table 1 indicates that a total of 66 students were approached to participate in the study and agreed to participate, making the response majority were male 58% students and 42% of students were females.

Table 1 show that 22.72%, 51.5% and 25.75% the respondents that fall with in GPA 2 & 2.5 , 2.5 - 3 , and >3 respectively the respondents category of participants were 2 - 2.5 of GPAs 22.72% and 2.5 - 3(51.5%) and above 3.00(25.75%). However this indicates the most students GPA category were between 2.5 - 3.00.

Table 2 Perceived stress

Item	Response	Frequency	Percentage

1. Having less acceptance by peer or teacher	Slightly stressful Stressful Fairly stressful Very stressful Total	27 14 20 5 66	40.9% 21% 30.3% 7.57% 100.0%
2. Working with people you do not know	Slightly stressful Stressful Fairly stressful Very stressful Total	23 19 21 13 66	34.84% 28.78% 31% 19.6% 100%
3. Lack of considerate friends to sensitive your needs	Slightly stressful Stressful Fairly stressful Very stressful Total	27 24 10 5 66	40.9% 36.36% 15.15% 7.57% 100.0%
4. Being alone due to lack of peers of same interest	Slightly stressful Stressful Fairly stressful Very stressful Total	24 20 12 10 66	36.36% 30.3% 18.18% 15.15% 100.0%

5. Not getting information from friends to perform better	Slightly stressful Stressful Fairly stressful Very stressful Tota	20 24 14 8 66	30.3% 36.36% 21% 12% 100.0%
6. Lack of positive understanding be friends	Slightly stressful Stressful Fairly stressful Very stressful Total	19 17 21 9 66	28.78% 25.75% 31% 13.6% 100%
7. Difficultly of getting along with other in the university	Slightly stressful Stressful Fairly stressful Very stressful Total	25 14 22 10 66	37.87% 21% 33.3% 15.15% 100%

Table2 indicates 40.9%, 21%, 30.3%, and 7.57% students have slightly stressful, stressful, fairly stressful and very stressful respectively about, Having less acceptance by peer or teachers. Hence students slightly stressful fewer acceptance by their peers. 34.84%, 28.78%, 31%, and 19.6% students have slightly stressful, stressful, fairly stressful and very stressful respectively about working with people they do not know. students slightly stressful working with people they do not know. 40.9%, 36.36%, 15.15% and 7.57% slightly stressful, stressful , fairly stressful and very stressful respectively about lack of considerate friends to sensitive your need . Students slightly stressful lack of consideration friends to sensitive your need. 36.36%, 30.3%, 18.18% and 15.15% students slightly stressful, stressful , fairly stressful and very stressful respectively about being alone due to lack of peers of the same interest. Slightly stressful being alone due to

lack of peers of the same interest. 30.3%, 36.36%, 21%, and 12% students slightly stressful, stressful, fairly stressful, and very stressful respectively about not getting information from friends to perform better. Student's stressful not getting information from friend to perfom better. 28.78%, 25.75%, 31% and 13.6% students slightly stressful, stressful, fairly stressful and very stressful respectively about lack of positive understanding be friends. Students fairly stressful lack of positive understanding be friends. 37.87%, 21%, 33.3% and 15.15 students slightly stressful, stressful, fairly stressful and very stressful respectively about difficultly of getting along with other in the university. Slightly stressful difficulty of getting along with other in the university.

Coping strategies,

Table 3 Problem focused coping

1	Item	Response	Frequency	Percentage
	Sought help from persons or groups with similar experience	Almost never sometimes fairly often very often total	7 12 38 9 66	10.6% 18.18% 57.57% 13.6% 100%
2	Tried to find out more information about the situation	Almost never sometimes fairly often very often total	14 17 28 7 66	21.21% 25.75% 42.42% 10.6% 100%
3	Talked with friends about the problem	Almost never Sometimes Fairly often Very often Total	15 22 23 6 66	22.72% 33.3% 34.84% 9.09% 100%
4	Talked it someone for help especially	Almost never	13	19.69%

	with instructors and counselors	Sometimes	19	28.78%
		Fairly often	21	31%
		Very often	13	19.69%
		Total	66	100%
5	Read everything l can get to try to understand the difficulty	Almost never	12	18.18%
		Sometimes	17	25.75%
		Fairly often	29	43.9%
		Very often	8	12%
		Total	66	100%
6	Avoid the cause problem as much as possible	Almost never	11	16.6%
		Sometimes	18	27.27%
		Fairly often	24	36.39%
		Very often	13	19.69%
		Total	66	100%
7	Decided What i can change and What i should try to accept	Almost never	15	22.72%
		Sometimes	15	22.72%
		Fairly often	27	40.9%
		Very often	9	13.6%
		Total	66	100%
8	Set priorities of activities based on what i like to do	Almost never	20	30.3%
		Sometimes	17	25.75%
		Fairly often	22	33.3%
		Very often	7	10.6%
		Total	66	100%
9	Tried to learn from past experiences or mistakes	Almost never	16	24.2%
		Sometimes	14	21.2%
		Fairly often	19	28.78%
		Very often	17	25.75%
		Total	66	100%

From table 3 In coping mechanism of stress students applying problem focused coping mechanism majority of students valid fairly stressful, sometimes, almost never, and very often respectively.

Table 4 Emotion focused coping

	Item	Response	Frequency	Percentage
1	Tried to see the positive side of the situation	Almost never	10	15.15
		Sometimes	14	21.21
		Fairly often	25	37.87
		Very often	17	25.75
		Total	66	100
2	Told my self things that helped me feel better	Almost never	9	13.6
		Sometimes	18	27.27
		Fairly often	20	30.3
		Very often	19	28.78
		Total	66	100
3	Made a promise to myself that things would different next time	Almost never	8	12
		Sometimes	15	22.72
		Fairly often	25	37.87
		Very often	18	27.21
		Total	66	100
4	Compared the trouble with others	Almost never	7	10.6
		Sometimes	16	24.24
		Fairly often	26	39.39
		Very often	17	25.75
		Total	66	100
5	Wished that the situation would go away	Almost never	4	6.06
		Sometimes	15	22.72
		Fairly often	27	40.9

		Very often	20	30.3
		Total	66	100
6	Hoped a miracle would happen and things might turn out	Almost never	10	15.15
		Sometimes	11	16.6
		Fairly often	30	45.45
		Very often	15	22.72
		Total	66	100
7	Let my feeling out somehow finding satisfaction elsewhere. i.e going Church, mosque	Almost never	7	10.6
		Sometimes	13	19.69
		Fairly often	30	45.45
		Very often	16	24.24
		Total	66	100
8	Took time off work ; breaks or vacations	Almost never	10	15.15
		Sometimes	14	21.21
		Fairly often	25	37.87
		Very often	17	25.75
		Total	66	66

The table 4 indicated that in emotional coping mechanism students usually valid in fairly often , very often, sometimes and almost never respectively .

4.2. Discussion

In this finding of students have slightly stressful about having less acceptances by peer or teachers and Working with people you do not know slightly stressful in . According to literature review Most of the university students expect to make friends (Peel et al, 2000). A network of friendships is essential for a good adjustment process and academic success (Evans,et al 2000). Peer support is essential (Lantona& Browne, 2001).

However in the review literature researcher students various field had preferences in the use of the various forms of problem focused coping strategy for example Walton (2002) identified that

no significant differences was noted in the responses from problem solving coping style between students, and on the other hand Masten et al (2009) found that was no significant difference in the use of problem focussed coping strategy among students of EBS. In our research finding problem faced coping mechanism and emotion focused coping mechanism mostly used by students.

CHAPTER FIVE

SUMMARY CONCLUSION AND RECOMMENDATIONS

5.1 Summary of the finding

The objective of this study to assess the relationship among Stress, coping and academic achievement among students in college of EBS in Wolkite University.

A total sample of 66 students was participated in the study. These included 38 males and 28 female students. We distributed 66 questioners .

The researchers employed only questioners to collect raw data and analyzed through percentage.

1. According to this finding Having less acceptance by peer or teachers have Slightly stressful in interpersonal source of stress.

Therefore, coping mechanisms of stress emotional and problem focused coping mechanism is fairly often.

In our research finding problem focused coping mechanism and emotion focused coping mechanism mostly used by students.

Greater comprehension of the specific stressors students encounter due to lack of consideration friends to sensitive efforts that match students' needs. Moreover, findings from the investigation of the grade levels during which students differentially rely on various coping strategies were intended to shed light on the stability of diverse coping styles throughout the university, and can be used to inform efforts to target developmental levels during which students may need more support to acquire more effective approaches to actively manage stressors.

Another finding indicated that higher levels of perceived stress restricted the student's ability to utilize executive functioning skills, such as critical thinking strategies for complex action and this, overrides their emotional responses from engaging in goal-directed behavior [Bahl, S.; Milne, 2013].

5.2 Conclusion

academic stress was found to be more prominent among the students this study aim to assess stress, coping academic achievement as predicator variable for academic among college of educationa and behavioural science students. However, these studies primarily concentrated on assess the issues of different components of academic activity in the professional course work setup.

Among these components having less acceptance by peers and teacher, and lack of considerate friends sensitive to needs largely responsible for stress among the EBS students. Followed difficulty of getting along with other in university and being alone due to lack of peers with the same interest among EBS students. The analysis of the above result indicates the most students cumulative GPA was between 2.5 and 3.

In coping mechanism of stress students applying problem focused coping mechanism majority of students valid fairly stressful, sometimes, almost never, and very often respectively.
Further, the in depth analysis of each component of the above resulted in identifying various issues responsible for stress among the EBS students.

5.3. Recommendations for future research

- College of education and behavioral science prepare and provide different trainings for students which helps them to improve their interpersonal relationship.

- Minimize inadequate feedback about performances and enhance institutional settings that are not convenient for learning.
- Create a university environment to Institutional setting that are not convenient for learning
- Educating the student according to the nature of the problems they face, clarify its causes and how to treat it.
- Give training to the students by their department in overall skill traning help them to maximize their GPA.

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Appendix

Wolkite University

College of Education and Behavioral Science

A Questionnaire to be filled by Wolkite University Students

Dear respondents the purpose of filling this questionnaire is to identify level of stress among Wolkite University 2nd, 3rd and 4th year CEBS students. Since the successfulness of this study depends on your genuine response, you are requested to give your personal view for each question. There is no right or wrong answer for all of the questions. Besides the information that is going to be collected will be kept confidential. The information can be used for the research purpose only. There is no need to write your name.

Your participation is appreciated sincerely.

Part – 1: Personal information

1. Sex: Female ____Male _____

2. Year Level: 2nd___ 3rd ____4th ____

3. Religion: Orthodox ____ Protestant ___ Muslim ____ Others _____

4. Your cumulative GPA : _____

Part - 2: Perceived stress

This part of the questionnaire contains items that describe daily interpersonal andacademic sources of stress that involve specific stressor events related to university life. First, read each of the specific stressors carefully and then rate how stressful is for you. Enter the correct rating. Your rating is based on the following scale.

0 = Not stressful 1 = slightly stressful 2 = fairly stressful 3 = stressful 4 = very stressful

Thus, you can put a tick mark (√) on the space below the number that represents your rating with respect to the specific stressor.

No	How often have you thought about the following events as stressors	0	1	2	3	4
1	Having less acceptance by peer or teacher					
2	Working with people you do not know					
3	Lack of considerate friends sensitive to your needs					
4	Being alone due to lack of peers of same interest					

5	Not getting information from friends to perform better					
6	Lack of positive understanding be friends					
7	Difficulty of getting along with other in the university					

Part _

3 Coping Strategies

Here, 2 coping strategies are listed below in order to cop a certain kind of stressor .when you perceive the event as stressor how often you employ the following coping strategies. Your response is bead on the frequency of applying each coping mechanisms.

0=Never 1=almost never 2=some times

3=fairly often 4=very often

1. Problem focused coping

	When I faced a stressful event I ----	0	1	2	3	4
1	Sought help from persons or groups with similar experience					
2	Tried to find out more information about the situation					
3	Talked with friends about the problem					
4	Talked to some one for help especially with instructors and counselors					
5	Read everything I can get to try to understand the difficulty					
6	Avoid the cause problem as much as possible					
7	Decided what I can change and what I should try to accept					
8	Set priorities of activities based on what I like to do					
9	Tried to learn from past experiences or mistakes					

2. Emotion focused coping

	When I faced with stressful ------	0	1	2	3	4
1	Tried to see the positive side of the situation					
2	Told myself things that helped me feel better					
3	Made a promise to myself that things would different next time					
4	Compared the trouble with others					
5	Wished that the situation would go away					
6	Hoped a miracle would happen and things might turn out					

7	Let my feeling out somehow finding satisfaction elsewhere. i.e going church, mosque					
8	Took time off work ; breaks or vacations					