WOLKITE UNIVERSITY

College of Educational and Behavioral science

The cause, consequence and prevention mechanism of stress among Wolkite University remedial students toward their academic performance

A senior essay submitted partial fulfillment of the requirement for bachelor degree in psychology

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Abstract

The new curriculum that is applied in Ethiopia is the concern of this research. This research is conducted to study and investigate the major cause, consequence, and prevention of stress among remedial students toward their academic performance. The scope of this study result will be generalized to wolkite university remedial students only. The data were analyzed by using descriptive design both qualitative and quantitative approach in order to achieve objectives of this study. 95 respondents were selected through systematic random sampling method the collected data frequency and percentage are employ to analyze the collected data. This research found that remedial students; 34.7% *excessive worry about the examination,* 31.6% *they have a stress because of not knowing how to prepare for exam,28.4% they have stressed because of the instructors making too many demands. This stress induces remedial students through feeling of irritation, difficulty on remembering, difficulty on problem solving, lack of concentration. This research forward recommendation to Instructors makes the teaching learning methods suitable for remedial student. For Wolkite University to create the campus service access (like library) better to the remedial student. To the campus guidance and counseling office to strength its service and spread its access to the student and to give special attention to remedial student. This recommendation concern is because to alleviate stress and make students to increase academicals performance.*

Chapter one

Introduction

Background of the study

Stress is the physical and emotional adaptive response to an external situation that results in physical, psychological and behavioral deviations. Stress can be roughly subdivided into the effects and mechanisms of chronic and acute stress. Chronic psychological stress in early life and adulthood has been demonstrated to result in maladaptive changes in both the HPA-axis and the sympathetic nervous system. Acute and time-limited stressors seem to result in adaptive redistribution of all major leukocyte subpopulations.

Stress management behaviors are defined as behaviors people often use in the face of stress /or trauma to help manage painful or difficult emotions. Stress management behaviors include sleeping 6–8 h each night, Make an effort to monitor emotional changes, Use adequate responses to unreasonable issues, Make schedules and set priorities, Make an effort to determine the source of each stress that occurs, Make an effort to spend time daily for muscle relaxation, Concentrate on pleasant thoughts at bedtime, Feel content and peace with yourself. Practicing those behaviors are very important in helping people adjust to stressful events while helping them maintain their emotional wellbeing.

University students are a special group of people that are enduring a critical transitory period in which they are going from adolescence to adulthood and can be one of the most stressful times in a person's life. According to the American College Health Association's National College Health Assessment, stress is one of the top five threats to academic performance among college students. For instance, stress is a serious problem in college student populations across the United States.

Several studies have shown that socio-demographic characteristics and psychosocial factors like social support, health value and perceived self-efficacy were known to predict stress management behaviors. Although the prevalence of stress among college students is studied in

many countries including Ethiopia, the practice of stress management behaviors which is very important in promoting the health of college students is not studied in Ethiopia.

In Ethiopia The study found the prevalence of mental stress to be 53.3%. The finding is higher than results reported in studies conducted in Ethiopia among university students at Adama University that reported 40%, Gondar University 50%, and Hawassa University 52% and study also conducted in Norway 22.9%, and Australia 19.2%. The difference observed in findings can be attributed to the explanation that universities in Eastern Cape are in busy towns which increases student's stress. The difference in the level of mental stress can also be attributed to the absence of recreational facilities inside campuses. The finding points to the urgent need to devise interventional programmers' designed to prevent and reduce students' mental distress.

Being in the first-year level of study was associated with mental distress among students. The finding is supported by a study conducted in Ethiopia among university students at Adama University that reported that students in the first-year level of study experienced a variety of stressors than any other group of students. The finding may be attributed to the finding that first year students are in an important transition to university and the associated increasing academic and social demands they encounter make them susceptible to mental distress. In addition, first year students experience mental distress because they lack the ability to navigate their way and cope with the stress of such a transition consistently identified as having implications for psychosocial wellbeing of first year students.

According to Baker, (2003) stated for many undergraduate students, university life is major transition in their life science they are accorded the chance to decide what to do without the undue influence of their parents. The students make various decisions regarding all aspects of their lives such as academics, social life, and leisure activities. However, amidst the new found freedom students have to struggle to meet the expectation of their parent's which include expectations' related to their academic performance (Smith and Renk, 2007). In addition society believes that graduating from a high university is a 'passports'' that graduating from a high social status (Ang and Huan, 2006).

As a result, the students are indirectly subjected to a variety of stressors mainly linked to academic success (Sreeamareddy, Shankar, Bind, Mukhopadhaya, and Menezes, 2007).

The academic stress faced by most students are attributed to poor study habits, such as poor time management, studying for exams (Macan, Shahani, Dipboye, and Philips, 1990). Which many eventually lead to poor academic performance. In ordered to overcome the pressure from academic stress the students have to employ suitable coping strategies like in any other stressful situation (Smith and Renk, 2007). There are coping strategies used by students when experiencing academic stress. Result to avoidant coping, alcohol or drug abuse, denial and behavioral disengagement; while others cop actively through acceptance, planning and positive reframing and taking the necessary steps to overcome the academic stress.

Statement of the Problem

Academic performance is mainly a function of students study habits to the students way of study whether systematic, efficient (Abid, 2006). The study habits that influence the academic performance of student include; time management, setting realistic academic targets, setting rewards on completion of a task, revision organization of materials, and notes-taking during lecture (Fontana,1995); Good and Brophy,1986). Hence, study habits are coping strategies used by students to overcome academic environment. College life has become a lot more competitive it is much harder to get in to schools; it's gotten a lot more expensive. There are a lot of things that are a factor that have made society more stressful, and that rely translates to college life as well (Elizabeth Scott, 2009).

Baker (2003) noted that the undergraduates are faced with many new interpersonal, social, and academic demands during the transition from secondary school life to university, which is stressful for many of them. Also In the academic environment, high expectations, information overload, academic pressure, unrealistic ambitions, limited opportunities, and high competitiveness are some of the common sources of stress that create tension, fear, and anxiety in students (Sinha, Sharma, & Nepal, 2001). Besides the course load and exam preparation, there are course demands that may induce academic stress depending on the nature of the course that the student is undertaking (Bernold, Spurlin, & Anson, 2007). In their study on sources of

stress among college students, Ross, Niebling, and Heckert (1999) found that interpersonal relations were the most often reported source of academic stress among the college students.

In their study, Talib and Zai-ur-Rehman (2012) found out that majority of the students (53%) claimed that course load is the source of their stress which in turn affected their GPA.

but, in the knowledge of this researcher there is no reported investigation on this topic in wolkite university so, the research will tries to go with the problem identifying, '' major cause, consequence, and prevention of stress among remedial student toward their academic performance.

Objectives of the Study

General Objective of the Study

The objective of this study is to investigate the major cause, consequence, and prevention of stress among remedial students toward their academic performance.

Specific Objectives of the Study

1. To identify the major cause of stress among remedial students.
2. To find out the consequence of stress among remedial student toward their academic performance.
3. To generate possible prevention mechanism of stress among remedial student toward their academic performance.

Research Question

The following questions to be answer on this study.

1. What is the cause of stress among remedial student?
2. What is the consequence of stress among remedial student toward their academic performance?
3. What is the prevention mechanism of stress among remedial students toward their academic performance?

Significance of the Study

The following listed below are the significance of this research paper.

1. This study result was gives awareness to the student and the rest of society.
2. It will serving as additional reference in the area of the study.
3. It will initiate other researchers to carry out more systematic research on the issue.

Operational definitions

Stress: Stress is a feeling of emotional or physical tension. It can come from any event or thought that makes you feel frustrated, angry, or nervous. Stress is your body's reaction to a challenge or demand.

Academic performance: Academic performance/ achievement are the extent to which a student, teacher, or institution has attained their short or long-term educational goals and is measured either by continuous assessment or cumulative grade point average (CGPA).

Scope of the study

This study will be assesses the cause, consequence and prevention of stress among remedial student toward their academic performance. This study result will be generalized to wolkite university remedial students only Due to time and financial constraint.

Chapter two

Review literature

Transition into campus life and Academic Stress

Baker (2003) noted that the undergraduates are faced with many new interpersonal, social, and academic demands during the transition from secondary school life to university, which is stressful for many of them. The immediate challenges that students face are the decisions they have to make about the presented career paths in addition to developing and negotiating new relationships, getting novel ideas that challenge their past-learnt views, and moving away from home (Lumley & Provenzano, 2003). Baker further noted that adjustment during the transition period is linked to the way the undergraduate copes with that stress which affects academic motivation and performance.

DeBerard, Spielmans, and Julka (2004) emphasize that the potential buffer for stress during the transition into university life is social support from friends, peers, and religious peers that provide insulation from the harmful impact of stress.

The Academic stressors

In the academic environment, high expectations, information overload, academic pressure, unrealistic ambitions, limited opportunities, and high competitiveness are some of the common sources of stress that create tension, fear, and anxiety in students (Sinha, Sharma, & Nepal, 2001).

In a study by Dahlin, Joneborg, and Runeson (2005), undergraduate students indicated experiencing the highest degree of pressure from studies. Misra, Mckean, West, and Russo (2000) pointed out that students have found the requirement to meet assessment deadlines as a major source of stress. Students report experiencing academic stress with the greatest sources of academic stress coming from taking and studying for exams, grade competition, and the large amount of content to master in a small amount of time (Kohn & Frazer, 1986).

Course over load and academic stress

Course load versus time available has also been cited to be a stressful factor in the academic environment (Zeidner, 1992). Studies reveal that students perceive course load to be high in their first year of study, and that the perception of course load positively correlates with exam stress (Mani, 2010). In their study, Talib and Zai-ur-Rehman (2012, p. 129) found out that majority of the students (53%) claimed that course load is the source of their stress which in turn affected their GPA. Further students report that the prospect of having to sit for examinations is stressful because of the pressure to review all the learned material within a given period of time (Mani, 2010). Mani explains that it is not the examination itself that induces stress but the fact that the possibility of failing or passing the exam can shape the course of one's academic career and professional life.

Interpersonal relationship and academic stress

In their study on sources of stress among college students, Ross, Niebling, and Heckert (1999) found that daily hassles related to interpersonal relations were the most often reported source of academic stress among the college students. This can be attributed to personal issues such as the individual differences in values, beliefs, situational intentions, and goal commitments that greatly influence one's perceived stress (Davonport& Lane, 2006). Jou and Fukada (1996) confirmed this as their research findings illustrated a positive correlation between interpersonal problems and other stressors implying that the more interpersonal problems students had, the more stress they were likely to face. Personal factors were recognized as a challenge that influenced their coping mechanisms and eventual levels of stress (Bang, 2009; Zeidner, 1992).

Economic status and academic stress

When students do not have adequate personal resources like finances to deal with the stressful event, they may experience heightened distress (Bang, 2009). Research also shows that several students deal with the pressure of finding a part-time job to meet their financial demands and create a bridge to professional life after their studies. In addition to the academic hardships, the students are faced with stressors arising from their part-time jobs (Ross et al., 1999). Stecker (2004) found that nursing students who were more likely to have jobs during their academic training reported higher levels of stress than medicine, pharmacy, dentistry, and graduate students. Baldwin, Wilkinson, and Bradley (2009) emphasize that student workers experience greater stress during midterm and final examinations periods of the academic year than during

any other time. This arises from absenteeism from class due to the demand to be at work. According to Robotham (2008, p. 736), 30% of working students, missed lectures and 20% failed to hand in course work on time due to work commitments. Such an imbalance can be quite stressful and may lead to poor academic performance in the struggle to maintain one's job.

Poor academic performance often generates negative feedback about the students' academic performance; consequently leading to stress, anxiety, and depression (Ang&Huan, 2006). This is evidenced by the fact that students from low social economic status were found to be more stressed by having to meet parental expectations (Zeidner, 1992). Furthermore, students were more sensitive to remarks from significant others like teachers and parents in their lives (Ang&Huan, 2006). The social expectations that male students should be superior even in academic performance presented a stressful environment for male students (Bang, 2009). In addition to that, students' own academic expectations and performance were found to be associated with higher levels of academic stress (Abouserie, 1994).

The student environmental demand

The environment in which students live contributes to the levels of academic stress for example the cultural context and demands from their peers. The environmental demands are quite different from one student to another (Zeidner, 1992). Kuh (2000) highlighted the important characteristics of a supportive academic environment as one that provided support to students to succeed academically and socially. Such an environment enables the students to meet the non-academic demands and provides support that enhances the student's relationship with fellow students, faculty staff, and institutional administration. The inability to be able to integrate in the academic and social environment may cause psychological distress to the students (Parker & Jones, 1999).

The year of the study

According to, Ross and et al. (1999) emphasized fact that stress levels varied basing on the year of study. The first year students were more prone to greater stress compared to other years of study. This resulted from the absence of a social support framework and the transitional nature of college life that requires adjustment to the new environment amidst new responsibilities and challenges. At times, the first year students are leaving home for the very first time and therefore need to adjust to the newfound freedom as well as maintain a high level

of academic performance (Robotham, 2008). On the other hand, Shaikh et al. (2004, p. 346) found that senior students experienced higher levels of stress that is 95% and 98% for fourth and final year students respectively due to the academic demands like having supervised clinical rotation. Furthermore, that final year students required to write their research dissertations that exposes them to additional stress.

Gender and academic stress

As reveled by Misra, McKean, West, and Russo's (2000) research findings suggest that stress levels vary by gender of the students. Levels of academic related stress differed among male and female students with female students being more prone to more academic stress than their male counterparts (Abouserie, 1994; Bang, 2009; Misra&Mckean, 2000; Rayle& Chung, 2008). Females experienced higher levels of academic stress because of negative appraisals of the stressful event and focus on the emotional challenges in the wake of the stressful event. Male students are trained to display strength and machismo in the face of challenges right from their young age (Misra&Mckean, 2000). However, female students performed better than the male students and had better GPAs than male students even in case of significant stress (Talib& Zia-ur-Rehman, 2012).

Despite all the sources of stress in the academic environment, the future of the students depends most on high academic performance. It is estimated that 10 to 30 percent of the students experience academic related stress that affects their academic performance (Sinha, Sharma, & Nepal, 2001, p. 105). Academic stress is documented to have several negative effects not only to the academic performance of the students but also to their well-being. Academic stress is seen to interfere with the students' way of life, cognitive processes, and adaptive behaviors such as class attendance (Lumley &Provenzano, 2003). Studies have shown that there is a positive association between academic stress, depression, and physical illness, which these associations decrease with the provision of informational support (Fisher, 1994).

University student Stress coping mechanism

In their finding stated by (Shaikh, et al., 2004) students uses prevention mechanism include sports, music, hanging out with friends, sleeping, or going into isolation. And also Students with higher problem-solving appraisals reported better psychosocial adjustment to university life, had lower levels of stress while studying, and better academic performance than their counterparts

with lower problem solving appraisals (Baker, 2003). More specifically, male students use more active coping, positive reframing, planning, and accepting the stress or whereas female students use more emotion focused strategies like venting, self-blame, and behavioral disengagement (Davonport& Lane, 2006). The choice of coping mechanisms used is accounted for by the difference in the gender role expectations and sex role stereotypes where females are taught to focus on emotions and seek social support whereas males are trained to take outward action to deal with the stressful situation (Bang, 2009).

Exam and stress

According to, (Macan, et al., 1990) many college students may find the academic experience very stressful, attributing it to various poor study habits such as poor time management that may include not allocating time properly or last minute cramming for exams. As a result, this is frequently discussed as a source of stress and poor academic performance. In addition, very often students are urged to start working on large tasks well before due dates. Consequently, the large tasks are broken down into small ones, which are achievable on a regular schedule. Students who regularly ignore these techniques find themselves in great distress before exams (Brown, 1991). This results in the students having increased stress due to pressure and as a result students engage in emotional and cognitive reactions to stressors more frequently (Misra&Mckean, 2000). Generally, students appreciate the fact that examination grades are the most important aspect of their school life. However, the process of preparing for examinations was reported to be the most stressful event of their school life (Ang&Huan, 2006; Ang, et al., 2009; Dobson, 1980).

Chapter three

Research methods

Design of the study

To accomplish this research the researcher will combine both qualitative and quantitative (mixed method) which is concurrent triangulation. It helps to gain accurate and more reliable information, because a weakness in using one method with the strengths of another. Also the researcher use descriptive style that aims to accurately and systematically describe a population situation or phenomena.

Study area

This study will conduct on remedial students. Wolkite University is currently located at NNPR, Gurage Zone, 170 km South-West of Addis Ababa on the way to Jimma. Currently the university offers remedial, undergraduate, post Graduate and PHD programs.

Study population

This study target population is on remedial students that entered to the campus in 2015 Ethiopian calendar only. In this year wolkite university received 1,900 regular program students. From different parts of the country students are joined into the campus.

Sample size

Out of the total target population draw from remedial students who are poorly in a subject and get sent to Wolkite University that focuses on basic concepts and better study habits. However, the researcher will select of 95 students out of 1900 wolkite university remedial students. The researcher select this sample size based on Taro Yamane (Yamane, 1973) formula.

$n = \frac{N}{1+N(e)^2}$ Where: n = sample size

N = number of people in the population

e = allowable error (%)

$$n = \frac{1900}{1+1900(0.10)^2} = 95$$

Sample selection procedure

The researcher will use probability sampling technique which is systematic random technique. The reason behind to choose this method is because the purpose of accurate information gather and it give equal chance to the respondents.

Source of the data

The sources of data for the study are target population who are remedial students. In research, there are different methods used to gather information, all of which fall into two categories, i.e. primary and secondary data. Douglas, (2015). Primary data are original data directly collected by the researcher from a source such as observations, surveys, questionnaires, case studies and interviews according to researcher's requirements. While secondary data are data which previously availed for other purpose and are ready. Sources of secondary data are government publications, websites, books, journal articles, and internal records. From the two data collection methods, the primary data used in this study are collected through questionnaire survey and interview.

Methods of data collection or instruments

The researcher will collect more reliable and accurate information and to ensure the outcomes of the study. First, the researcher will prepare questionnaire items and interview. Then, the questionnaire will distribute to each respondent by selecting subjects on the time schedule and the researcher facilitates focus group discussion. After these, the data analysis will take place.

Data analysis technique

The data that comes from participants will be analyzed by using percentage. The reason to choose these analyzing techniques which help to get more reliable and accurate study result; and the conclusion and recommendation will be made based on the finding of the study.

Ethical consideration

It is important to consider ethical issue when conducting the research. The respondents' will not be force to give information, the respondents will participate voluntarily and the researcher should ask permission of the participant. Also the confidentiality of the participant will be consider by the researcher.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

In this chapter all the data gathered are analyzed and interpreted. All the data presented, analyzed and interpreted here are obtained through interview and questionnaire. In this initial part of the paper collected data from Wolkite university remedial students. Accordingly the data collected were analyzed and interpreted here under.

Profile of the respondents

The objective of presentation of the respondents profile is to indicate their background with regarding Gender, Age, religion, residence.

Table1. This table shows the Demographic characteristics of the study participant.

No.1	**Religion**	**Frequency**	**Percent**
	Orthodox	65	68.4
	Muslim	9	9.5
	Protestant	19	20.0
	Catholic	2	2.1
	Total	95	100.0
No.2	**Age**	**Frequency**	**Percent**
	18	6	6.3
	19	42	44.2
	20	37	38.9
	21	6	6.3
	22	4	4.2
	Total	95	100.0
No.3	**Gender**	**Frequency**	**Percent**
	Male	46	48.4
	Female	49	51.6
	Total	95	100.0
No.4	**Residence**	**Frequency**	**Percent**
	Urban	71	74.7
	Rural	24	25.3
	Total	95	100.0

Table 1 no.1 show that most of the participants are Orthodox religion followers which takes 68.4% of the total population and the rest Protestant, Muslim, and Catholic.

Table 1 no.2 indicated most of the respondent's age was fails in age 19's (44.2% of the population) and age 20's (38.9% of the population). The rest age groups are the lowest numbers.

Table 1 no.3 Also the number of female is greater than the number of male respondents. Among 95 total respondents 48.4% were males while the remaining 51.6% were females.

Table 1 no.4 shows background information about respondents' home town. It reveals that most of 74.7% are come from urban areas while 25.3% of respondents were from rural.

ANALYSIS AND INTERPRETATION

Table 2, The following table shows respondents selection related to the cause of stress

No.1	**Did you have any stress on psychological, personal, or social life?**	**Frequency**	**Percent**
	not at all	14	14.7
	slightly	29	30.5
	moderately	37	38.9
	highly	9	9.5
	extremely	6	6.3
	Total	95	100.0
No.2	**Conflict with friends or family**	**Frequency**	**Percent**
	not at all	74	77.9
	slightly	16	16.8
	moderately	4	4.2
	highly	1	1.1
	Total	95	100.0
No.3	**Hesitate to ask the teacher for detailed explanation**	**Frequency**	**Percent**
	not at all	17	17.9
	slightly	28	29.5
	moderately	22	23.2
	highly	13	13.7
	extremely	15	15.8
	Total	95	100.0
No.4	**Inadequate space or room for study at dorm**	**Frequency**	**Percent**
	not at all	31	32.6
	slightly	17	17.9
	moderately	26	27.4
	highly	12	12.6
	extremely	9	9.5

	Total	95	100.0
No.5	**Inadequate lab or library facilities**	**Frequency**	**Percent**
	not at all	32	33.7
	slightly	14	14.7
	moderately	14	14.7
	highly	10	10.5
	extremely	25	26.3
	Total	95	100.0

Table 2 no.1 indicate 14(14.7%) respondents were their stress on psychological, personal, or social life replied that as they have no stress at all, 29(30.5%) of the replied says that they face slightly stress, 37(38.8%) of the respondents said moderately which is the highest response, 13(13.7%) of respondents replied as highly stressed, The rest 6(6.3%) respondents replied as they have extremely stress. Most of the respondents have moderate stress on psychological, personal, or social life.

Table 2 no.2 shows 74(77.9%) respondents were said they have no Conflict with friends or family, 16(16.8%) of the replied says that they face slightly stress, 4(4.2%) of the respondents said moderately stressed, 1(1.1%) of respondents replied as highly stressed, and there is no respondent replied as they have extremely stress. But Most of the respondents have no Conflict with friends or family.

Table 2 no.3 as mentioned 17(17.9%) respondents were said they have not at all stressed for hesitation to ask the teacher for detailed explanation, 28(29.5%) of the replied says that they face slightly stress, 22(23.2%) of the respondents said moderately stressed, 13(13.7%) of respondents replied as highly stressed, and 15(15.8%) respondent replied as they have extremely stress. Most of the respondents replied as they slightly hesitate to ask the teacher for detailed explanation.

Table 2 no.4 As stated 31(32.6%) respondents were said they have not at all stressed for Inadequate space or room for study at dorm, 17(17.9%) of the replied says that they face slightly stress, 26(27.4%) of the respondents said moderately stressed, 12(12.6%) of respondents replied as highly stressed, and 9(9.5%) respondent replied as they have extremely stress. But Most of the respondents have no stressed for Inadequate space or room for study at dorm

Table 2 no.5 reveled 32(33.7%) respondents were said they have not at all stress for Inadequate lab or library facilities, 14(14.7%) of the replied says that they face slightly stress, 14(14.7%) of the respondents said moderately stressed, 10(10.5%) of respondents replied as highly stressed, and 25(26.3%) respondent replied as they have extreme stress. Most of the respondents replied as they have no stress for inadequate lab or library facilities.

Table 3, Continued table- respondents selection related to the cause of stress

No.1	Worry about the examination	Frequency	Percent
	not at all	10	10.5
	slightly	11	11.6
	moderately	20	21.1
	highly	21	22.1
	extremely	33	34.7
	Total	95	100.0
No.2	**Lack of fluency while speaking the language other than the mother tongue**	**Frequency**	**Percent**
	not at all	32	33.7
	slightly	25	26.3
	moderately	24	25.3
	highly	7	7.4
	extremely	7	7.4
	Total	95	100.0
No.3	**Not knowing how to prepare for the examination**	**Frequency**	**Percent**
	not at all	16	16.8
	slightly	32	33.7
	moderately	30	31.6
	highly	9	9.5
	extremely	8	8.4
	Total	95	100.0
No.4	**Lack of mutual help among classmates**	**Frequency**	**Percent**
	not at all	31	32.6
	slightly	17	17.9
	moderately	9	9.5
	highly	20	21.1
	extremely	18	18.9
	Total	95	100.0
No.5	**The teacher is fast and does not use black board legibly**	**Frequency**	**Percent**
	not at all	27	28.4
	slightly	19	20.0
	moderately	10	10.5
	highly	18	18.9
	extremely	21	22.1
	Total	95	100.0

Table 3 no.1 mentioned 10(10.5%) respondents were said not at all for worry about the examination, 11(11.6%) of the replied says that they face slightly stress, 20(21.1%) of the respondents said moderately stressed, 21(22.1%) of respondents replied as highly stressed, and 33(34.7%) respondent replied as they have extremely stress. Most of the respondents replied as they extremely worry about the examination.

Table 3 no.2 As stated in the above table 33(34.7%) respondents were said they have not at all stressed for lack of fluency while speaking the language other than the mother tongue, 25(26.3%) of the replied says that they face slightly stress, 24(25.3%) of the respondents said moderately stressed, 7(7.4%) of respondents replied as highly stressed, and 7(7.4%) respondent replied as they have extremely stress. But most of the respondents have no stress for lack of fluency while speaking the language other than the mother tongue.

Table 3 no.3 shows 16(16.8%) respondents were said they have not at all stress for not knowing how to prepare for the examination, 32(33.7%) of the replied says that they face slightly stress, 30(31.6%) of the respondents said moderately stressed, 9(9.5%) of respondents replied as highly stressed, and 8(8.4%) respondent replied as they have extreme stress. Most of the respondents replied as they have slightly stress because of not knowing how to prepare for the examination.

Table 3 no.4 mentioned 31(32.6%) respondents were said not at all for lack of mutual help among classmates, 17(17.9%) of the replied says that they face slightly stress, 9(9.5%) of the respondents said moderately stressed, 20(21.1%) of respondents replied as highly stressed, and 18(18.9%) respondent replied as they have extremely stress. But most of the respondents replied as they have no stress for lack of mutual help among classmates.

Table 3 no.5 indicates 27(28.4%) respondents were said they have no stress because of the teacher fastness and does not use black board legibly, 19(20.0%) of the replied says that they face slightly stress, 10(10.5%) of the respondents said moderately stressed, 18(18.9%) of respondents replied as highly stressed, and 21(22.1%) respondent replied as they have extremely stress. Most of the respondents replied as they have no stress because of the teacher fastness and does not use black board legibly.

Table 4, continued table respondents selection related to the cause of stress.

No.1	**Teachers make too many extra demands on students**	**Frequency**	**Percent**
	not at all	23	24.2
	slightly	27	28.4
	moderately	18	18.9
	highly	14	14.7
	extremely	13	13.7
	Total	95	100.0
No.2	**Progress report to parents**	**Frequency**	**Percent**
	not at all	40	42.1
	slightly	19	20.0
	moderately	18	18.9

	highly	10	10.5
	extremely	8	8.4
	Total	95	100.0
No.3	**Biased attitude of the teacher**	**Frequency**	**Percent**
	not at all	71	74.7
	slightly	8	8.4
	moderately	5	5.3
	highly	3	3.2
	extremely	8	8.4
	Total	95	100.0
No.4	**Monotonous (boring or tedious) teaching style by the teacher**	**Frequency**	**Percent**
	not at all	9	9.5
	slightly	42	44.2
	moderately	17	17.9
	highly	15	15.8
	extremely	12	12.6
	Total	95	100.0
No.5	**Inadequate subject knowledge of the teacher**	**Frequency**	**Percent**
	not at all	36	37.9
	slightly	24	25.3
	moderately	21	22.1
	highly	3	3.2
	extremely	11	11.6
	Total	95	100.0

Table 4 no.1 shows 23(24.2%) respondents were said they have not at all stressed for teachers making too many extra demands on students, 27(28.4%) of the replied says that they face slightly stress, 18(18.8%) of the respondents said moderately stressed, 14(14.7%) of respondents replied as highly stressed, and 13(13.7%) respondent replied as they have extremely stress. Most of the respondents said they stressed slightly because of teachers making too many extra demands on students.

Table 4 no.2 revealed that 40(42.1%) respondents were said they have not at all stressed for Progress report to parents, 19(20.0%) of the replied says that they face slightly stress, 18(18.9%) of the respondents said moderately stressed, 10(10.5%) of respondents replied as highly stressed, and 8(8.4%) respondent replied as they have extremely stress. Most of the respondents said they have not at all stress because of Progress report to parents.

Table 4 no.3 mentioned 71(74.7%) respondents were said not at all for biased attitude of the teacher, 8(8.4%) of the replied says that they face slightly stress, 5(5.3%) of the respondents said moderately stressed, 3(3.2%) of respondents replied as highly stressed, and 8(8.4%) respondent

replied as they have extremely stress. But most of the respondents replied as they have no stress for biased attitude of the teacher.

Table 4 no.4 indicates 9(9.5%) respondents were said they have no stress because of monotonous (boring or tedious) teaching style by the teacher, 42(44.2%) of the replied says that they face slightly stress, 17(17.9%) of the respondents said moderately stressed, 15(15.8%) of respondents replied as highly stressed, and 12(12.6%) respondent replied as they have extremely stress. Most of the respondents replied as they have slightly stress because of the monotonous (boring or tedious) teaching style by the teacher.

Table 4 no.5 stated 36(37.9%) respondents were said they have no stress in Inadequate subject knowledge of the teacher, 24(25.3%) of the replied says that they face slightly stress, 21(22.1%) of the respondents said moderately stressed, 3(3.2%) of respondents replied as highly stressed, and 11(11.6%) respondent replied as they have extremely stress. Most of the respondents said they have no stress because of inadequate subject knowledge of the teacher.

Table 5, The following table shows respondents selection related to the Consequence of stress.

No.1	**Difficulty in remembering all that is studied**	**Frequency**	**Percent**
	not at all	12	12.6
	slightly	24	25.3
	moderately	23	24.2
	highly	15	15.8
	extremely	21	22.1
	Total	95	100.0
No.2	**The Feeling of irritation**	Frequency	Percent
	not at all	13	13.7
	slightly	22	23.2
	moderately	22	23.2
	highly	14	14.7
	extremely	24	25.3
	Total	95	100.0
No.3	**My Poor interest in some subjects**	Frequency	Percent
	not at all	10	10.5
	slightly	23	24.2
	moderately	19	20.0
	highly	21	22.1
	extremely	22	23.2
	Total	95	100.0
No.4	**The Difficulty on forget easily**	Frequency	Percent
	not at all	14	14.7
	slightly	31	32.6

	moderately	23	24.2
	highly	20	21.1
	extremely	7	7.4
	Total	95	100.0
No.5	**The Difficulty on problem solving**	Frequency	Percent
	not at all	17	17.9
	slightly	32	33.7
	moderately	26	27.4
	highly	10	10.5
	extremely	10	10.5
	Total	95	100.0

Table 5 no.1 stated 12(12.6%) respondents were said they have not at all stressed because of difficulty in remembering all that is studied, 24(23.5%) of the replied says that they face slightly stress, 23(24.2%) of the respondents said moderately stressed, 15(15.8%) of respondents replied as highly stressed, and 21(22.1%) respondent replied as they have extremely stress. But Most of the respondents have said slightly stressed because of difficulty in remembering all that is studied.

Table 5 no.2 indicates 13(13.7%) respondents were said they have no stress because the feeling of irritation, 22(23.2%) of the replied says that they face slightly stress, 22(23.2%) of the respondents said moderately stressed, 14(14.7%) of respondents replied as highly stressed, and 24(25.3%) respondent replied as they have extremely stress. Most of the respondents replied as they have extremely stress because the feeling of irritation.

Table 5 no.3 revealed that 10(10.5%) respondents were said they have not stressed for poor interest in some subjects, 23(24.2%) of the replied says that they face slightly stress, 19(20.0%) of the respondents said moderately stressed, 21(22.1%) of respondents replied as highly stressed, and 22(23.2%) respondent replied as they have extremely stress. Most of the respondents said they have slight stress because of poor interest in some subjects**.**

Table 5 no.4 mentioned 14(14.7%) respondents were said not at all stressed for the difficulty on forget easily, 31(32.6%) of the replied says that they face slightly stress, 23(24.2%) of the respondents said moderately stressed, 20(21.1%) of respondents replied as highly stressed, and 7(7.4%) respondent replied as they have extremely stress. Most of the respondents replied as they have slight stress for the difficulty on forget easily.

Table 5 no.1 stated 17(17.9%) respondents were said they have not at all stressed for the difficulty on problem solving, 32(33.7%) of the replied says that they face slightly stress, 26(27.4%) of the respondents said moderately stressed, 10(10.5%) of respondents replied as highly stressed, and 10(10.5%) respondent replied as they have extremely stress. Most of the respondents said they stressed slightly because the difficulty on problem solving.

Table 6, continued table respondents selection related to the Consequence of stress.

No.1	Feeling of Headache, nervousness or loss of sleep	Frequency	Percent
	not at all	30	31.6
	slightly	22	23.2
	moderately	15	15.8
	highly	15	15.8
	extremely	13	13.7
	Total	95	100.0
No.2	**Withdraw from social relation**	Frequency	Percent
	not at all	37	38.9
	slightly	26	27.4
	moderately	12	12.6
	highly	7	7.4
	extremely	13	13.7
	Total	95	100.0
No.3	**Lack of concentration**	Frequency	Percent
	not at all	24	25.3
	slightly	25	26.3
	moderately	19	20.0
	highly	13	13.7
	extremely	14	14.7
	Total	95	100.0
No.4	**The Feeling of inferiority**	Frequency	Percent
	not at all	55	57.9
	slightly	24	25.3
	moderately	7	7.4
	highly	1	1.1
	extremely	8	8.4
	Total	95	100.0
No.5	**Lack of confidence**	Frequency	Percent
	not at all	50	52.6
	slightly	30	31.6
	moderately	5	5.3
	highly	4	4.2
	extremely	6	6.3
	Total	95	100.0
No.6	Too much Responsibilities	Frequency	Percent
	not at all	31	32.6
	slightly	25	26.3
	moderately	12	12.6

highly	13	13.7
extremely	14	14.7
Total	95	100.0

Table 6 no.1 indicates 30(31.6%) respondents were said they have no stress because of feeling of headache, nervousness or loss of sleep, 22(23.2%) of the replied says that they face slightly stress, 15(15.8%) of the respondents said moderately stressed, 15(15.8%) of respondents replied as highly stressed, and 13(13.7%) respondent replied as they have extremely stress. Most of the respondents replied as they have no stress because of feeling of headache, nervousness or loss of sleep.

Table 6 no.2 revealed that 37(38.9%) respondents were said they have not stressed because of withdraw from social relation, 26(27.4%) of the replied says that they face slightly stress, 12(12.6%) of the respondents said moderately stressed, 7(7.4%) of respondents replied as highly stressed, and 13(13.7%) respondent replied as they have extremely stress. Most of the respondents said they have no stress because of withdraw from social relation.

Table 6 no.3 mentioned 24(25.3%) respondents were said not at all stressed for lack of concentration, 25(26.3%) of the replied says that they face slightly stress, 19(20.0%) of the respondents said moderately stressed, 13(13.7%) of respondents replied as highly stressed, and 14(14.7%) respondent replied as they have extremely stress. Most of the respondents replied as they have slight stress for lack of concentration.

Table 6 no.4 indicate that 55(57.9%) respondents were said they have not stressed because of the feeling of inferiority, 24(25.3%) of the replied says that they face slightly stress, 7(7.4%) of the respondents said moderately stressed, 1(1.1%) of respondents replied as highly stressed, and 8(8.4%) respondent replied as they have extremely stress. Most of the respondents said they have no stress because of the feeling of inferiority.

Table 6 no.5 stated 50(52.6%) respondents were said they have not at all stressed because of lack of confidence, 30(31.6%) of the replied says that they face slightly stress, 5(5.3%) of the respondents said moderately stressed, 4(4.2%) of respondents replied as highly stressed, and 6(6.3%) respondent replied as they have extremely stress. But Most of the respondents have said not at all stressed because of lack of confidence.

Table 6 no.6 revealed that 31(32.6%) respondents were said not at all stressed to too much responsibilities, 25(26.3%) of the replied says that they face slightly stress, 12(12.6%) of the respondents said moderately stressed, 13(13.7%) of respondents replied as highly stressed, and 14(14.7%) respondent replied as they have extremely stress. Most of the respondents said not at all stress because of too much responsibility.

Table 7, the following table shows respondents selection related to the prevention of stress.

No.1	**When I feel stressed I Buried myself in a hobby or sports**	**Frequency**	**Percent**
	not at all	24	25.3
	slightly	25	26.3
	moderately	11	11.6
	highly	17	17.9
	extremely	18	18.9
	Total	95	100.0
No.2	**I'm able to control irritation**	Frequency	Percent
	not at all	12	12.6
	slightly	23	24.2
	moderately	29	30.5
	highly	14	14.7
	extremely	17	17.9
	Total	95	100.0
No.3	**When I feel stressed I cry, get depressed**	Frequency	Percent
	not at all	58	61.1
	slightly	15	15.8
	moderately	9	9.5
	highly	8	8.4
	extremely	5	5.3
	Total	95	100.0
No.4	**When I feel stressed I take drugs to forget the situation**	Frequency	Percent
	not at all	82	86.3
	slightly	3	3.2
	moderately	1	1.1
	highly	2	2.1
	extremely	7	7.4
	Total	95	100.0
No.5	**When I feel stressed I Set specific goal to help solve the problem**	Frequency	Percent
	not at all	29	30.5
	slightly	23	24.2
	moderately	16	16.8
	highly	20	21.1
	extremely	7	7.4
	Total	95	100.0

Table 7 no.1 stated 24(25.3%) respondents were said not at all stressed for when I feel stressed I buried myself in a hobby or sports, 25(26.3%) of the replied says that they face slightly stress, 11(11.6%) of the respondents said moderately stressed, 17(17.9%) of respondents replied as highly stressed, and 18(18.9%) respondent replied as they have extremely stress. Most of the respondents said not at all stressed for when I feel stressed I buried myself in a hobby or sports.

Table 7 no.2 revealed that 12(12.6%) respondents were said they not at all stressed for I'm able to control irritation, 23(24.2%) of the replied says that they face slightly stress, 29(30.5%) of the respondents said moderately stressed, 14(14.7%) of respondents replied as highly stressed, and 17(17.9%) respondent replied as they have extremely stress. Most of the respondents said moderately for I'm able to control irritation**.**

Table 7 no.3 mentioned 24(25.3%) respondents were said not at all stressed for when I feel stressed I cry, get depressed, 25(26.3%) of the replied says that they face slightly stress, 19(20.0%) of the respondents said moderately stressed, 13(13.7%) of respondents replied as highly stressed, and 14(14.7%) respondent replied as they have extremely stress. Most of the respondents replied slightly stressed for when I feel stressed I cry, get depressed.

Table 7 no.4 indicates 30(31.6%) respondents were said not at all for when I feel stressed I take drugs to forget the situation 22(23.2%) of the replied says that they face slightly stress, 15(15.8%) of the respondents said moderately stressed, 15(15.8%) of respondents replied as highly stressed, and 13(13.7%) respondent replied as they have extremely stress. Most of the respondents replied not at all for when I feel stressed I take drugs to forget the situation.

Table 7 no.5 shows 29(30.5%) respondents were said not at all for when I feel stressed I set specific goal to help solve the problem, 23(24.2%) of the replied says that they face slightly stress, 16(16.8%) of the respondents said moderately stressed, 20(21.1%) of respondents replied as highly stressed, and 7(7.4%) respondent replied as they have extremely stress. Most of the respondents replied as not at all for when I feel stressed I set specific goal to help solve the problem.

Table 8, continued table respondents selection related to the prevention of stress.

No.1	When I feel stressed I brake the problem down in to smaller pieces	**Frequency**	**Percent**
	not at all	14	14.7
	slightly	17	17.9
	moderately	24	25.3
	highly	25	26.3
	extremely	15	15.8
	Total	95	100.0
No.2	**When I feel stressed I pray, trust God**	Frequency	Percent
	not at all	23	24.2
	slightly	13	13.7
	moderately	2	2.1

	highly	8	8.4
	extremely	49	51.6
	Total	95	100.0
No.3	**When I feel stressed I Try to maintain some control over the situation**	Frequency	Percent
	not at all	9	9.5
	slightly	19	20.0
	moderately	27	28.4
	highly	20	21.1
	extremely	20	21.1
	Total	95	100.0
No.4	**When I feel stressed I think through different ways to handle the situation**	Frequency	Percent
	not at all	16	16.8
	slightly	15	15.8
	moderately	27	28.4
	highly	26	27.4
	extremely	11	11.6
	Total	95	100.0

Table 8 no.1 stated 14(14.7%) respondents were said not at all stressed for when I feel stressed I brake the problem down in to smaller pieces, 17(17.9 %) of the replied says that they face slightly stress, 24(25.3%) of the respondents said moderately stressed, 25(26.3%) of respondents replied as highly stressed, and 15(15.8 %) respondent replied as they have extremely stress. Most of the respondents said not at all for when I feel stressed I break the problem down in to smaller pieces.

Table 8 no.2 revealed that 23(24.2%) respondents were said not at all stressed for when I feel stressed I pray, trust God, 13(13.7%) of the replied says that they face slightly stress, 2(2.1%) of the respondents said moderately stressed, 8(8.4%) of respondents replied as highly stressed, and 49(51.6%) respondent replied as they have extremely stress. Most of the respondents said extremely for when I feel stressed I pray, trust God.

Table 8 no.3 mentioned 9(9.5%) respondents were said not at all stressed for When I feel stressed I Try to maintain some control over the situation, 19(20.0%) of the replied says that they face slightly stress, 27(28.4%) of the respondents said moderately stressed, 20(21.1%) of respondents replied as highly stressed, and 20(21.1%) respondent replied as they have extremely stress. Most of the respondents replied stressed for when I feel stressed I Try to maintain some control over the situation.

Table 8 no.4 indicates 16(16.8%) respondents were said not at all for when I feel stressed I think through different ways to handle the situation, 15(15.8%) of the replied says that they face slightly stress, 27(28.4%) of the respondents said moderately stressed, 26(27.4%) of respondents

replied as highly stressed, and 11(11.6%) respondent replied as they have extremely stress. Most of the respondents replied moderately for when I feel stressed I think through different ways to handle the situation.

Results of open-ended questions

Many students use different type of stress prevention mechanisms when they get in to tension or stress. First, for the majority of student gonging religious institutions and praying was the most useful stress prevention mechanism for remedial. Second, they Buried there self in a hobby or sports. Third, they take drugs to forget the situation. This are the response the researcher got from interview questions.

CHAPTER FIVE

Discussion

Discussion

This study was designed to assess the cause, consequence, and prevention mechanism among wolkite university remedial student toward their academic performance. Here the findings were discussed detail.

Cause of stress

In a study by (Dahlin, Joneborg, and Runeson, 2005), reveled undergraduate students indicated experiencing the highest degree of pressure from studies. This research finding also shows that have little relation, the teaching learning process and the grading system makes stress on participants. And also in there study (Ang&Huan, 2006). Reveled that Poor academic performance often generates negative feedback about the students' academic performance; consequently leading to stress, anxiety, and depression, in this research I try to show the new curriculum that is applying in 2015 Ethiopian calendar. The cause of stress on remedial students in Wolkite University is extremely worried about the examination; also have a stress because of not knowing how to prepare for exam.

Consequence of stress

Despite all the sources of stress in the academic environment, the future of the students depends most on high academic performance. It is estimated that 10 to 30 percent of the students experience academic related stress that affects their academic performance (Sinha, Sharma, & Nepal, 2007). This research also argued with stress effect but, in this finding shows stress have high effect on academic performance.

Academic stress is documented to have several negative effects not only to the academic performance of the students but also to their well-being. Academic stress is seen to interfere with the students' way of life, cognitive processes, and adaptive behaviors such as class attendance (Lumley &Provenzano, 2003). In the knowledge of this research the consequence of stress that contribute for remedial students' academic performance are difficulty on remembering all they studied, difficulty on forget easily, difficulty on problem solving, and lack of concentration.

Stress prevention

Other forms of coping mechanisms used by students include sports, music, hanging out with friends, sleeping, or going into isolation (Shaikh, et al., 2004). Students with higher problem-solving appraisals reported better psychosocial adjustment to university life, had lower levels of stress while studying, and better academic performance than their counterparts with lower problem solving appraisals (Baker, 2003).Also this research finding argued 51.6% Wolkite university remedial students prevention mechanism is by praying or engaging to spiritual activity's, brake the problem down in to smaller pieces , try to handle the stressful situations by different ways and maintain to have some control over the situation are some of this research findings of remedial students that make them to perform in academics.

Finally, the researcher was try's to show the similarity and differences of research findings of the past studies and the present study as a whole. The stress prevention, the cause and consequence of stress was shows high difference in some area and on other area have quite difference. The past research findings give big emphasis to friend pressure and family influence to the cause of stress while the present study participant are not stressed by the influence of other. And also the previous study gives little emphasis to effects of stress to academic performance, while this research respondents were highly affected their academic performance by stress. Generally, the past and the present research findings differ in the following factors there conducted area, study population, duration, and the cultural difference was made great difference.

CHAPTER SIX

Conclusion and recommendation

Conclusion

Based on the finding of research the following conclusion and recommendation was made.

- 38.8% of the students have moderate stress on psychological, personal and social aspects of their life.
- From the knowledge of this research 34.7% of remedial students stress caused by extremely worry about the examination. Also 31.6% remedial students have a stress because of not knowing how to prepare for exam. 28.4% of remedial students stressed because of the instructors making too many demands, also the instructors teaching style had slightly stress on the remedial students.
- The consequence of stress or the feeling of irritation make 25.3% of the remedial student stressed, also difficulty on remembering, difficulty on forget easily, difficulty on problem solving, lack of concentration are the consequence on remedial students stress level.
- 51.6% Wolkite university remedial students prevention mechanism is by praying or engaging to spiritual activity's, I brake the problem down in to smaller pieces, try to handle the stressful situations by different ways and maintain to have some control over the situation.

Recommendation

The following recommendation was made based on these research findings.

- Wolkite University should be making the campus environment conducive and suitable for the student day to day activity.
- Instructors should make the teaching learning methods suitable for remedial student.
- Wolkite University should create the campus service access (like library) better to the remedial student.
- The campus guidance and counseling office needs to strength its service and spread its access to the student. Should give special attention to remedial student.
- The campus should be strengthening the student centered teaching learning methods.
- The campus should be facilitating recreational place for the remedial student.
- Also the campus should be providing role models for the student.
- Remedial students should strength their problem solving skills and cope up with stresses.
- Remedial student should avoid negative coping mechanisms like using drugs.

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Appendix

Wolkite University

S.no	statement	N	S	M	H	E

College of Educational and Behavioral science

Department of psychology

Dear participants the purpose of this questionnaire is to collect information about the remedial students. As a result, which helps the researcher to find the Major causes, consequence, and prevention mechanisms of stress? I would like you to note that this study is conducted to accomplish practical fulfillment of BA degree in psychology. Therefore, be confidential, honest, and give genuine answer for each question.

Instruction

- The scale consists of 35items without including personal information. The level of stress you feel for each items can be indicate by marking a (✓) mark in the bracket given against each statement. Put your level of stress in each bracket by putting the (✓) mark on Not at all, Slightly, moderately, highly and extremely.
- Do not write your name.

Part one, Personal information

1. *Age* _____
2. Sex male ☐ female ☐
3. residence urban ☐ rural ☐
4. Religion Orthodox ☐ Muslim ☐ Protestant☐ Catholic ☐ other☐

1.	Did you have any stress on psychological, personal, or social life?					
2.	Conflict with friends or family.					
3.	Hesitate to ask the teacher for detailed explanation					
4.	Inadequate space or room for study at dorm.					
5.	Inadequate lab or library facilities					
6.	Worry about the examination					
7.	Lack of fluence while speaking the language other than the mother tongue.					
8.	Not knowing how to prepare for the examination					
9.	Lack of mutual help among classmates					
10.	The teacher is fast and does not use black board legibly.					
11.	Teachers make too many extra demands on students.					
12.	Progress report to parents.					
13.	Biased attitude of the teacher.					
14.	Monotonous(boring or tedious) teaching style by the teacher.					
15.	Inadequate subject knowledge of the teacher					
16.	Difficulty in remembering all that is studied					
17.	My Poor interest in some subjects					
18.	The Feeling of irritation					
19.	The Difficulty on forget easily					
20.	The Difficulty on problem solving					
21.	Feeling of Headache, nervousness or loss of sleep					
22.	Withdraw from social relation					
23.	Lack of concentration					
24.	The Feeling of inferiority					
25.	Lack of confidence					
26.	Too much Responsibilities					
27.	When I feel stressed I think through different ways to handle the situation					
28.	When I feel stressed I Try to maintain some control over the situation					
29.	When I feel stressed I pray, trust God					
30.	When I feel stressed I brake the problem down in to smaller					

	pieces					
31.	When I feel stressed I Set specific goal to help solve the problem					
32.	When I feel stressed I take drugs to forget the situation					
33.	When I feel stressed I cry, get depressed					
34.	I'm able to control irritation					
35.	When I feel stressed I Buried myself in a hobby or sports					

Interview questions

1. Did you have any stress on social, academicals, or personal life?

2. Ask why they said if he/she answers I have stress on any of social, academicals or personal life?

3. Ask he/she what they use to prevent that stress?

ወልቂጤ ዩኒቨርሲቲ

የትምህርትና ሰነ-ባህሪኮሌጅ

የስነ ልቦና ክፍል

ውድ ተሳታፊዎች የዚህ ጥያቄ አላማ ስለ ወልቂጤ ዩኒቨርስቲ remedial ተማሪዎች ውጥረት(stress) መረጃ ለመሰብሰብ ነው። በዚህም ምክንያት ተመራማሪው የውጥረትን ዋና ዋና መንስኤዎችን፣ የሚያመጣውን ጉዳት እና እንዴት መከላከል ይቻላል የሚሉትን እንዲያገኝ የሚያግዘው ሲሆን ይህ ደግሞ ውጥረትን ለመከላከል የሚያስችል ይሆናል። ይህ ጥናት በሳይኮሎጂ የመጀመሪያ ዲግሪ ***ለመመረቂያነት የሚውል ነው***። ስለዚህ ታማኝነትና ሐቀኝነትን እንዲሁም ፤ ለእያንዳንዱ ጥያቄ እውነተኛ መልስ ከእርሶ እንጠብቃለን።

መመሪያ

- እባኮትን ጥያቄውን በሚሞሉበት ጊዜ በሣጥኑ ውስጥ የ (✓) ምልክትን ይጠቀሙ።
- ስሞትን እንዳይፅፉ።

1 ክፍል አንድ፣ የግል መረጃ

1. ፆታ ወንድ ☐ ሴት ☐

2.ዕድሜ ----------

3. መኖርያ ከተማ ☐ ገጠር ☐

4. ሃይማኖት ኦርቶዶክስ ☐ ሙስሊም ☐ ኘሮቴስታንት ☐ ካቶሊክ ☐ ሌላ ካለ_____

2 ክፍል ሁለት መጠይቅ

ለየጥያቄዎቹ የሚሰማቹን የውጥረት ደረጃ በ (✓) ምልክት **ግለፁ። ለ(በጭራሽ) 1 ፣ ለ (በጥቂቱ) 2 ፣ ለ(በከፊል) 3 ፣ ለ (ከፍተኛ) 4 እና ለ (በጣም ከፍተኛ) 5**

ከውጥረት መንስኤዎች ጋር የተያያዙ ጥያቄዎች						
ተ .ቁ	ጥያቄዎች	1	2	3	4	5
1.	በስነ ልቦና፣ በግላዊ ወይም በማ ህበራዊ ህይወት ላይ ውጥረት ገጥሞዎት ያው ቃል					
2.	ከጓደኞች ወይም ከቤተሰብ ጋር ግጭ ት					
3.	ለዝርዝር ማብራሪያ መምህር ለመጠየቅ ያመነታሉ					
4.	በዶርም ውስጥ ለማጥናት በቂ ያልሆነ ቦታ ወይም ክፍል					
5.	በቂ ያልሆነ የላብራቶሪ ወይም የቤተ-መ ጽሐፍት መ ገልገያዎች					
6.	ስለ ፈተና ውጥረት ይሰማ ዎታል					
7.	ከአፍ መፍቻ ቋንቋ ውጭ ቋንቋን በሚናገሩበት ጊዜ ቅልጥፍና ማ ጣት					
8.	ለፈተና እንዴት መዘጋጀት እንዳለቦት ባለማ ወቅ					
9.	በክፍል ጓደኞች መካከል የጋራ መረዳዳት አለመ ኖር					
10.	የመምህሩ ፈጥኖ ማስተማር እና ነ□ ሰሌዳን በትክክል አለመጠቀም					
11.	መምህራን በተማሪዎች ላይ ብዙ ተጨማሪ ጫናዎችን ያደርጋሉ					
12.	በትምህርት ላይ ስላለ መሻሻል ለወላጆች ሪፖርት					
13.	የመምህሩ አድሏዊ አመለካከት					
14.	የመምህሩ አሰልቺ የማስተማር ዘይቤ					
15.	የመምህሩ በቂ ያልሆነ የትምህርት ዓይነት እውቀት					

ከውጥረት ውጤቶች ጋር የተያያዙ ጥያቄዎች

ተ.ቁ	ጥያቄዎች	1	2	3	4	5
1.	ያጠ ኑትን ሁሉ ለማስታወስ መቸገር					
2.	ለአንዳንድ የትምህርት አይነቶች ያለኝ ደካማ ፍላጎት					
3.	የመበሳጨት ስሜት					
4.	በቀላሉ የመርሳት ችግር					
5.	ችግር መፍታት ላይ ያለ ውስንነት					
6.	ራስ ምታት የመረበሽ ስሜት ወይም እንቅልፍ ማጣት					
7.	ከማህበራዊ ግንኙነት መራቅ					
8.	ትኩረት ማድረግ አለመ ቻል					
9.	የበታችነት ስሜ ት					
10.	በራስ መተማመን ማጣት					
11.	የኃላፊነት መብዛት					

ውጥረትን ከመከላከል ጋር የተያያዙ ጥያቄዎች

ተ.ቁ	ጥያቄዎች	1	2	3	4	5
1.	ውጥረት ሲሰማ ኝ ሁኔታውን ለመቋቋም በተለያዩ መንገዶች ለማሰብ እሞክራለው					
2.	ውጥረት ሲሰማኝ ሁኔታውን ለመቆጣጠር እሞክራለሁ					
3.	ውጥረት ሲሰማኝ እጸልያለሁ					
4.	ውጥረት ሲሰማኝ ችግሩን ሊፈቱ ወደሚችሉ ቀላል መንገዶች እከፋፍላለው					
5.	ውጥረት ሲሰማ ኝ ችግሩን ለመፍታት የሚረዳ ልዩ ግብ አወጣለው					
6.	ውጥረት ሲሰማኝ ሁኔታውን ለመርሳት አደንዣዥ ዕፅ እወስዳለሁ					
7.	ውጥረት ሲሰማኝ አለቅሳለሁ፣ እጨነቃለሁ					
8.	ንዴትን የመቆጣጠር አቅም አለኝ					
9.	ውጥረት ሲሰማኝ በሚያስደስተኝን ነገር ወይም በስፖርት አሳልፋለው					