

**DETERMINE THE MAJOR SOURCES OF STRESS AND
THE FACTORS RELATED TO STRESS AMONG
COLLEGE STUDENTS WHO ARE STUDYING IN
MALDIVES NATIONAL UNIVERSITY MALE**

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A Project submitted in partial fulfillment of the requirements for the degree
of Bachelors in Primary Health Care

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DECLARATION

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I hereby declare that this Project is the result of my own work, except for quotations and summaries which have been duly acknowledged.

Signature:

Date: 05/11/2015

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October, 2015

ABSTRACT

Background: Student is a symbol of the society's investment for future. Their mental health and wellbeing are important not only in its right but also as a factor that can contribute to the larger society's well-being. The mental stresses of college students gain full attentions from the society currently. However, there was no any survey or research done to determine this problem among college student previously in Maldives. This study used to determine the major sources of stress and related factors of stress among college students in Maldives National University Male'. A questionnaire survey was conducted to collect research data. A total of 133 questionnaires were distributed, and 126 valid responses were obtained. Research findings suggested that students living status, financial status and parent/family relationship were the main three possible personal consequence sources of stress. identified different stressors among students and the identified main four factors of stress were namely interpersonal, intrapersonal, academic and environmental factors. The result of the study can help to establish peer counseling/ peer mentoring services in college and also to develop priorities to create programs, advocate resources for adolescent health and youth health programs and policies. Moreover, it also gives the effort to address the long-term benefit of improving the mental health status of the country.

Aim: The aim of this study is to determine the major sources of stress and the related factors among college students who are studying in Maldives National University (MNU), Male.

Method: A cross-sectional descriptive study conducted at MNU faculties, in October 2015. A quantitative method and conveniently selected students was used to collect data from the sample population through a self-designed questionnaire with 94.7% respondent rate. Ethics was considered through consent form and by ensuring the confidentiality to the participants. An analysis of data was conducted with Microsoft Excel and SPSS version 20.

Keywords: Mental stresses, college students, Maldives National University, Mental Health.

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LIST OF ABBREVIATIONS

MNU – Maldives National University

WHO – World Health Organization

GSHS – Global School Health Survey

SEM – Socio Ecological Model

CHAPTER 1

INTRODUCTION

1.1. Background to the Study

Stress and its psychological manifestations are natural in human life, and these problems are the primary source of concern in the current society. Individual stress is defined as anything that disrupts the normal person's physical or mental wellbeing (M, et al., 2012). Mental wellbeing or mental health is one of the main dimensions of health. It defined by World Health Organization (WHO) as,

“A state of well-being in which every individual realizes his or her potential, can cope with the normal stresses of life, can work productively and fruitfully, and can make a contribution to her or his community”
(WHO, 2014).

The college years are a crucial period when students make the transition from adolescence to adulthood. Significantly, this development takes place during an extremely sensitive part of the life cycle for the onset of emotional problems and mental disorders. It is a dangerous period where young people experience self-organization and role confusion due to rapid changes in physical and mental development at this stage, students may sometimes experience inappropriateness of their mental development arising from insufficient adaptations (Kai-Wen, n.d, p. 2).

The mental health issue among university students has been increasing public health implications with high rates of depression, anxiety, and stress among university students. Approximately 75% of all lifetime mental disorders have their onsets prior to the age of 24. When they experience high levels of stress or chronic stress, students interfere with their ability to learn, memorize, and academic result as well as lead to poor physical, emotional and mental health. Moreover, these problems may further cause psychological difficulty and even induce unexpected behaviors that can take steps of violence, burnout or suicide. However, the second leading reason for death amongst university students is suicide (Gustafson, 2015).

In recent years, college students suffer from physical or mental illness, which even leads to temporary absence from school or even a suicidal. A survey conducted by Ministry of Education of China found 20.23% of student's experience mental disorders due to mental stresses. Moreover, 54.4% of students drop-out college due to their mental stresses (Ji & Zhang , 2011).

Furthermore, college students frequently have more complex problems today than they did the over decade ago. As they go on, continued and finally ended those courses enrolled in college, due to different stressors that led to slow down the successful attainment of their primary and secondary goals. The common stressors in college include greater academic demands, being on their own in a new environment, changes in family relationships, changes in social life, exposure to new people idea and temptations. Some of the silent problems specific to college students are time pressure, fear of failure, struggle to

establish identity, the influence of academic excellence and strict competence (Kumaraswamy, 2012, pp. 135-141).

1.2. Problem Statement

Every nation spends a lot of money for education. The student represents the society's investment for future. Their mental health and well-being are significant not only in its right but also as a factor that can contribute to the larger society's well-being. However, research survey reports at any given time indicate that there will be 10 to 20 % of student population suffering from psychological problems among college students (Kumaraswamy, 2012, pp. 135-141).

Although, stress can impact the physical and mental health of people of all ages, it is of particular concern for students. According to Maldives Global School-based Student Health Survey (GSHS) 2009, indicated a high percentage (19.9%) of students who seriously consider attempting suicide due to stressors (Shifa, 2009). This result shows that students experienced a significant level of stress in their life, and it gives an alarming sign to think about the seriousness of the problem. Moreover, it required identifying the root causes leads to the problems to overcome. For most adolescents, school or college is the most important setting outside of the family.

Since it can be seen, the definition of mental health makes use of the formulation "stresses of life", wherefore it seems realistic to bring close concepts of mental health and stress are linked to each other by definition. Mental health problems hold up with educational attainment, health

development, social relationships, and quality of lives in the young adults. However, regardless of the importance and significance of the problem, there was a marked lack of information and data on the actual incidence of the problem in Maldives. Most of the problems that are being related to the mental well-being that are specific to college students are still in quiet. So far, in Maldives there was no such study done among college students.

Therefore, it is important to identify the primary sources of stress, and its related factors among college students as; stress is one of the common psychological problems that slow down the level of student's physical, mental and emotional state of well-being. Thus, these problems can directly or indirectly influence their academic performance. Hence, is important to improve their stress management abilities so as to live a healthy life after entering the society since they play a significant role within the community. This study helped to improve our future assets from getting into stress related morbidity, mortality and disability.

1.3. Objectives of the Study

1.3.1 General objective

The general objective of the study is to determine the sources of stress and the factors related to stress among the college students who are studying in Maldives National University Male'.

1.3.2 Specific objectives

1. To determine the sources of stress and the related factors among college students who are studying in National University Male’.
2. To find out the student perception towards peer counselling or monitoring service
3. To identify the things that can be improved to minimize stress in college environment.

1.4 Research Questions

1. What are the major sources of stress and its related factors among the students in MNU Male?
2. Why it is important to introduce peer counselling or peer monitoring service in college?
3. What are the things that can be improved to minimize stress in college environment?

1.5 Significance of the Study

The result of this study provided data on stress factors among college students. The result hopefully aided the Maldives National University to setting up student counseling centers and creates awareness among college students. Additionally, study can help to introduce peer counseling/ peer mentoring services in the college and also to developed priorities to establish programs, advocated resources for adolescent health and youth health programs and policies. When the stress factors are being recognized, teachers and parents can help them to overcome the problem to reduce the further complications related to stress.

Furthermore, it helps other colleges to take actions related to student's mental health status and to established trends in the prevalence of problems and protective factors used in evaluating youth health promotion. Therefore, it gave the effort to address the long-term benefit of improving the health status of the country.

1.6 Scope of the Study

The selected sample population for this study was being limited to students enrolled in faculties under the Maldives National University. This study does not cover other colleges in Male'. However, students who are studying in those colleges were similar in nature to the population that attends in Maldives National University and can be generalized.

Moreover, students who are studying in foundation studies, Center for Open Learning and Centre for Maritime Studies were excluded from sample population as the main focal point of the study was considered the faculties of MNU. Furthermore, the literature review was limited to identifying the major sources of stress and factors related to stress among college students as it was the primary focus of the study.

1.7 Definition of Terms

Mental Health: A state of well-being in which every individual realizes his or her potential to cope with usual stresses of life, can work efficiently and fruitfully, and can make a contribution to her or his community

Stress: Restrict force or influence to a person physical, chemical, or emotional factor that leads mental tension.

Mental Stress: Mental or Emotional tension when a person perceives that demands exceed the personal and social resources the individual can mobilize.

Stressors: physical or psychological or social force that puts real or perceived demands on the body, emotions, mind, or spirit of an individual.

Cross-sectional studies: Studies that are carried out at the one-time point or over for a short period that are commonly conducted to estimate the prevalence of the result of interest for a given population.

Ethical consideration: It defined as relating to or dealing with morals or the values of morality; relating to right and wrong in behavior or being in agreement with the directions or values for the right manner or repetition, especially the values of work is ethical contemplation.

Peer counselling/ peer monitoring: Peer counseling is a helping process that involve two people or a group of people who have some things in common. It is a way of relating, responding and helping aimed at exploring feelings, thoughts, issues and concerns with the hope of reaching a clear understanding to make informed decisions. People prefer to seek out their peers for help when experiencing challenges, frustrations, concerns and general problems.

Psychosocial support: helping individuals and communities to heal the psychological wounds and rebuild social structures after an emergency or a critical event. It can help change people into active survivors rather than passive victims.

CHAPTER 2

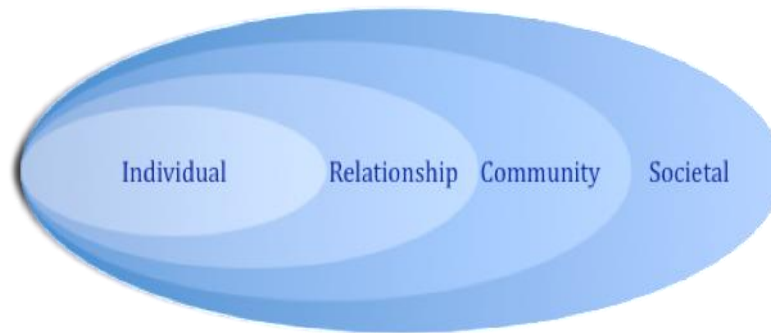
REVIEW OF LITERATURE

2.1. The Theoretical Framework

The theoretical framework that was applied to determine the primary sources of stress and factors related to stress among college students was being grounded from the socio-ecological model (SEM) of McLeroy et al. 1988. Socio-ecological is a set of theoretical ideology for understanding the dynamic relatedness with different personal and environmental factors.

Subsequently, ecological and social-ecological models of human behavior have changed over some decades with assistance from the fields of sociology, psychology, public health, and economics. The Social-Ecological Model developed with the effort of some well-known researchers. More recently, Stokols's Social Ecology Model of Health Promotion (1992, 2003) identified the core assumptions that underlie the social-ecological model (Versaevel, 2015, pp. 18,19). Principles of the socio-ecological model are being divided into four levels. These four levels were also being used in this study.

Below diagram depicts how individual, relationship, community and society influenced each other. Moreover, the four level of the model were interrelated with each other and can affect individual stress.



Source; (KidsFirst, 2015).

Figure 2.1 Socio Ecological Model

First: Individual level

Individual or interpersonal are being influenced by multiple factors that include individual characteristics that can affect behavior, knowledge, skills and self-efficacy such as educational attainment, employment and income and social networks outside the family. Interventions and effort to change behaviors are based on an understanding of the interrelation between the levels of SEM (Versaevel, 2015, pp. 18,19).

Second: Relationship level

Relationship/intrapersonal are considered to influence by the relationship between family, friend, and peers. These are the people who influence individual behavior and contribute to their range of experience. Such problems include marital conflicts, decision making within the family and family structure. (CDC, 2015).

Third, community level

Community level explores the settings, such as school/college, workplaces and neighborhoods in which social relationships occur and seek to identify the individuality of this configuration that related to their behavior (CDC, 2015).

Fourth: societal level

The societal level looks at broad societal factors that help to create an environment that encouraged or inhibited. These factors include social, cultural, health, economic, educational and social policies that contribute to maintaining inequalities between within the society (CDC, 2015).

2.2. Review of related studies

2.2.1. Stress and college stress

Stress is gradually more becoming a part of our daily lives. Historically, the Latin word “stress” has been in the common language since the seventeenth century it was used to address hardship, adversity, or affliction. Though, stress is best described as a situation where environmental demands exceed the capacity for the effective response by the individual and can potentially have physical and psychological consequences. Coping with stress, on the other hand, is important for human survival and can be defined as the process of managing outside or inside demands that perceived as challenging on personal capacities and resources. Globally, the incidences of stress and stress-related illnesses such as anxiety and depression among students, trainees, and qualified physicians have increased (Bamuhair, et al., 2015, p. 1).

Student faces the stress especially when they enter a completely new world of professional education. Stress has become an important topic in academic circle. In academic institutions, stress can have both positive and negative consequences if not well managed. It is important for the institutions to maintain a well-balanced academic environment for better learning, with the focus on the students' personal needs. Students want to fulfill their expectations, goals, and values. It is possible only if the students' expectations, goals, and values are integrated with that of the institution (Nandamuri & Ch, 2014, pp. 31-34). Furthermore, suicide is the third leading cause of death among individuals aged 10 - 24 years old in the U.S. and the second commonest cause of death for young people between 15 - 34 years in Europe. Nearly 60 percent of college students reported they had high levels of stress, anxiety, and depression (Kim & McKenzie, 2014)

According to Canadian Post-Secondary Students, Stress, and Academic Performance – A Socio- Ecological Approach 2014, Stress has been identified as a significant contributor to the development of mental health problems. It says that university students are more likely to report mental illness symptoms than non-university students as demonstrated in a survey of mood disorder symptoms. Consistent with the trend in increasing mental health issues in the general population, research suggests that mental health problems on university campuses are becoming more frequent and more severe. Students with a mental health diagnosis, up to 86% of such students fail to complete university. Research has repeatedly shown that social support and overall

mental health are significant predictors of academic achievement (Versaevel, L. Nicole, 2015, pp. 10,11).

2.2.2. Sources of stress

Parent Marital Status

Colleges and universities are places where those who lack parental support issues may struggle academically. These individuals may have trouble coping with a significant amount of stress and personal freedoms that come with college life.

Coping with a negative emotion, for example, sadness, anger, or fear, is a more developmentally complicated task for students than coping with a positive feeling. It is important for parents to assist them in handling these experiences until they learned how to deal with and regulate their negative feelings. Parent responses to children's negative emotions have described as one of the most important methods of direct emotion socialization. Hence, family systems theorists view the family as an organized collection of relationships and behaviors. Boundaries with varying degrees of permeability separate members into various subsystems, such as the marital or the parent-child subsystem. The adverse effect of one subsystem is a link to the negative impact on another which carries stress at work and increases pressure at home rather than a transfer of affect within one person across subsystems (Nelson, 'Brien, Blankson, Calkins, & Keane, 2010, pp. 1-5).

Moreover, marital dissatisfaction can be a source of stress for the parent, affecting daily interactions and relationships. Families that have more negative marital relationships to have more negative parent–child relationships and that marital conflict that link in most dimensions of parenting, especially harsh discipline and lack of acceptance. Besides, there is evidence of gender differences in the relation between marital quality and parent–child interactions (Nelson, ’Brien, Blankson, Calkins, & Keane, 2010, pp. 1-5).

According to (Soria & Linder, n.d), students from divorced families are more likely to experience psychological problems such as stress, depression and anxiety. They have more difficulties with relationships and experience greater financial hardship. There are several key subjects come into view that includes; Move-in day challenges, financial challenges, familial responsibilities, greater responsibility and financial independence, relationship and trust issues. Moreover, the result shows that employment and student loans were almost always necessary for students, Single-parent concerns and also concerns with regards to not imposing on family (graduating sooner). Furthermore, they have pressure to support family members after graduation. Additionally, they have faced certain trust issues like hesitant to get into close relationships, difficulty trusting others, conflicting relationships with parents and other family members (Soria & Linder, nd).

Quality of relationship

The development and maintenance of healthy interpersonal relationships should be an integral part of every student's experience. Positive, interpersonal relationships have been shown to enhance students' academic motivation, engagement, and achievement. University plays a fundamental role in helping students hone their interpersonal communication and interaction skills to set general happiness and healthy relationships in their future (Wang, Cai, Qian, & Peng, 2014, p. 1).

Social support is the care or help from others that an individual can feel, notice, or accept. It is a significant environmental source social life in an individual's. Social support has a very close relationship with the generation, development, control, and prevention of depression and also it affects a person's physical and mental health and behavior patterns as well. A good social support can provide protection for an individual under stress and has standard gaining function in maintaining an individual's real emotional experience (Wang, Cai, Qian, & Peng, 2014, p. 1).

Chronic relationship conflict can contribute to mental health conditions, like stress, depression or anxiety, for one or both buddies. Relationship problems can also affect person self-esteem and physical health or lead to feelings of guilt, shame, or anger. Relationship problems can also unfavorably affect family members, such as children, who may repeatedly witness relationship conflict between their parents. Healthy relationships can help people in different ways. The support offered by a caring friend can provide a barrier

against the effects of stress and contribute to deal with stress. Moreover, Loneliness has long been commonly associated with depression. Studies found that those with fewer satisfying social connections experienced higher levels of depression, pain, and fatigue. Additionally, the lack of social connections can increase chances of becoming sick and decrease their immune function (Center for Spirituality & Healing, 2013).

A student wears many different hats often: partner, worker, friend, classmate, etc. The quality of relationships can determine the health of school/life balance. A large focus on academics can cause conflict in contact, minimizing the sense of hold up. Similarly, a concern with relationship issues at the expense of academics or work issues can be harmful to performance, which can put further strain on the individual and the relationship. Therefore, finding ways to integrate school and personal life is essential (Johns Hopkins University, 2013).

Family problems are not easy to understand, as there might be a lot of people involved. Most of the people not used to looking at their parents objectively, they tend to think they are just their family, and that is how it is. Relationships –whether family or close relationship with the colleague can be a great source of pleasure, support, love and hope. However, it can also be a source of sorrow and suffering if they go wrong. The issue can be more relevant for students by the reality since most students are in a phase of personal change in a University. That can make them feel less sure about what they want or how they can expect others to react (University of St Andrews, 2015).

According to New York University, nearly one-third of students experienced difficulties with relationships, family problems, and problems with intimate relationships. As interpersonal relationships have a direct influence on a student's academic performance, 11% of pupils account for poorer academic performance due to Relationship problems. Moreover, higher levels of social and communication skillfulness with students are positively linked to self-esteem and satisfaction with college and also negatively associated with loneliness. Family unity, or a sense of emotional relation with relatives, can directly grow qualities of faith, idea, efficiency, capability, and loyalty among college students. Students' academic and personal adjustment to college can negatively impact if they experience too much blame, dislike and annoyance in their relationships with their parents. Furthermore, Social support from the university, family, friends and mentors create an enormous impact on student's achievement and performance. Likewise, emotional, academic and financial aids are incredible factors that ascertain the success of college students. Relationship problems both at home and in college often contribute to stress (New York University, n.d).

Leisure or exercise activity

Every day, students weigh their schedules deciding what time to devote to academics and jobs, how many hours to allocate to sleeping and personal maintenance, and what to do with leisure or free time. Leisure can be a thought of as free time or certain types of activities like reading or exercising. Research demonstrates that college students have considerable amounts of leisure time an average of 42 hours a week almost twice the average 24 hours a week devoted to attending and studying for class. So how do college

students use free time? On the one hand, some engage in leisure activities that boost mood, increase coping skills, reduce stress, encourage physical activity, and promote academic and community engagement. Other college student free time choices, however, lead to physical inactivity, social isolation, stress, academic and community disengagement, and illicit substance abuse. Furthermore, active use of leisure can help to improve coping skills, stress reduction, and healthy development of a person. However, the harmful use of leisure, including heavy drinking, is associated with physical inactivity, stress, and short and long-term health concerns (Yarnal, Qian, Hustad, & Sims, 2013, pp. 1-4).

Leisure, which is a broader context than physical exercise, is defined as motivating, and self-endorsed activity in a freer context in a person's life by pursuing enjoyment, self-expression, and meaningful engagement. Social leisure that is neither active nor passive indicates leisure activity involving social interaction such as attending parties or clubs. Moreover, recreational activities help to build autonomy, social relationships, and optimism that enhance personal well-being and stress coping resources in the context of Self-Determination Theory. Those motivation leads to psychological well-being by increasing competence, relatedness, and autonomy. This positively-toned feeling, draw out from leisure can return hope or self-esteem, which buffer the deleterious impacts of stress (Kim & McKenzie, 2014). People who engage in physical exercise are less likely to have stress symptoms and more psychological well-being than those who do not. In different theories of psychology refers to the role of exercise in emotional stability, strengthen

confidence, flexibility and better exposure to problems. However, there is a requirement of studies on impacts of physical activity on university students who may be vulnerable to mental health issues (Kim & McKenzie, 2014, pp. 2571 - 2578).

The research conducted by (J.-H. Kim, L. A. McKenzie, 2014), found that leisure time or physical exercise contributes to an effective coping by enhancing better problem-focused coping derived from positive emotion. Planned breather leisure coping style positively associated with mastery-oriented goals, effective time management and negatively associated with procrastination. Additionally, enjoy physical exercise as a leisure that is precious to invest free time for one's health. Freely chosen activity enhances stress coping due to a heightened sense of control over their spare time as well as health problem-focused coping. Positive emotion elicited from physical exercise lead to better decision making with a clearer mind. Thus, fostering problem-focused coping such as seeking information to tackle problems rather than emotion-focused coping such as blaming, venting, denying, or avoiding enhance health behavior. People who engage in physical exercise exit more probable to involve in other health behaviors, for example, healthy eating, avoidance of unhealthy food, and deep sleep (Kim & McKenzie, 2014, pp. 2571 - 2578).

Coping with problems

Mainly there are two types of coping strategies: problem-focused coping and emotion-focused coping. Coping through which people actively seek information or help to tackle a problem directly or diminish its impact is problem-focused coping, for example, seeking counselors to get some advice to fix a problem. Whereas emotion-focused coping is an involvement in expressing emotion and altering expectation, for instance, blaming, venting, denying, avoiding, or just chatting a friend to express feelings. Emotion-focused coping particularly characterized as avoidant types of coping, which has highly associated with greater psychological dysfunction. However, active emotion-focused coping can lead to better problem-focused coping through elicitation of positive emotion with a cleared and calm mindset. Positively-toned emotion like engaging in leisure contributes to cognitive reappraisal that helps to deal effectively with stress (Azizi, 2011, pp. 372-375).

Furthermore, the emotional and physical pressures due to stress are unpleasant and irritating, to do activities that are provoked to reduce their level of stress. All these activities that are performed to reduce stress called coping. Methods of the problem-focused coping act as a mental stress originator. Moreover, an increase in instances of committing suicide or getting addicted is a symptom of mental stress and also inefficiency of strategies to cope with psychological and mental health disorders in adults and teenagers. Studies found that young adults those who use coping strategies (strategies for dealing with problems either emotion-based or problem-based) experience less negative emotions compared to those who apply avoidance strategies (Azizi, 2011, pp. 372-375).

By Looking from a closer perspective, college student's encounters some challenges in his day to day life. These challenges that in turn contribute to stress and if not dealt with can only escalate and hamper their academic performance, emotional and social well-being. College students are being exposed to a considerable amount of stress, which necessitate successfully and always changing coping strategy. College students often meet their future partners in college. Hand in hand they also require preparation and focus to perform well in homework and tests in various subjects and disciplines. Consequently, they very often face conflicting outcomes. Therefore, ineffective coping can lead to anxiety, drinking problems, depression and a multitude of other mental health issues amongst college students. The problem of stress among college and university students has been in focus for several years. Elevated stress levels amongst students can result in a decline in the academic accomplishments, and can affect both the physical and mental health of pupils (Pariat, Rynjah, Joplin, & Kharjana, 2014, pp. 40-46).

Health and academic accomplishments can both be hampering if stress levels are very high and if stress is being negatively perceive. The strategies to tackle severe crisis are being referred to as coping mechanisms; that include the behavioral, physical, external factors, emotional, spiritual and cognitive strategies. Coping techniques such as proper utilization of time, involving in leisure-related activities, optimistic appraisal and support from friends and family often relieves stress in students. Leisure and Exercise reduce stress, motivates and provides directions and increases proficiency in college students (Pariat, Rynjah, Joplin, & Kharjana, 2014, pp. 40-46).

A study conducted by (Pariat, Rynjah, Joplin, & Kharjana, 2014), shows that there is an association in academic stress with coping strategies of the student. Active coping strategies like prayers, meditation and sleep proved to be very effective if they had academic pressure. Moreover, the study also found that there was a high degree of correlation between the coping strategies like meditation, prayer, sleep and academic stress. Academic stress was being negatively correlated with coping mechanism like listening to music or watching television and negative coping strategies like using drugs/ smoking or taking alcohol. These coping strategies might not have been helpful when these students experienced academic stress (Pariat, Rynjah, Joplin, & Kharjana, 2014, pp. 40-46).The following pie chart shows the positive and negative coping strategies of among the participants.

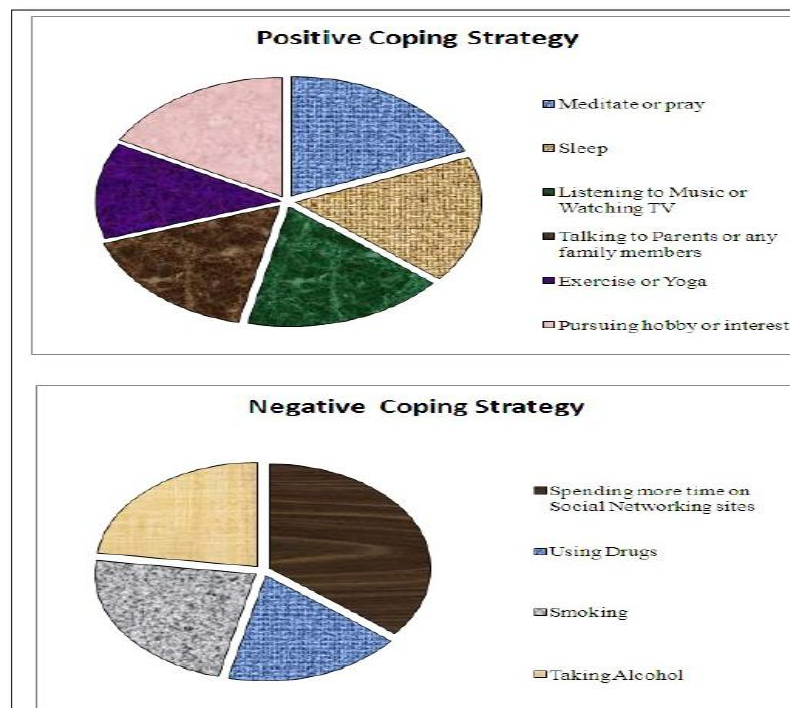


Figure 1.2 Positive and Negative Coping Strategies among the participants

Source; (Pariat, Rynjah, Joplin, & Kharjana, 2014)

A study found that college students were highly affected by the stressful condition. Postgraduate students were more susceptible to stress due to the increase in the responsibility than the graduate students (Mazumdar, Gogoi, Buragohain, & Haloi, 2012, pp. 399- 406). Below graph shows the different

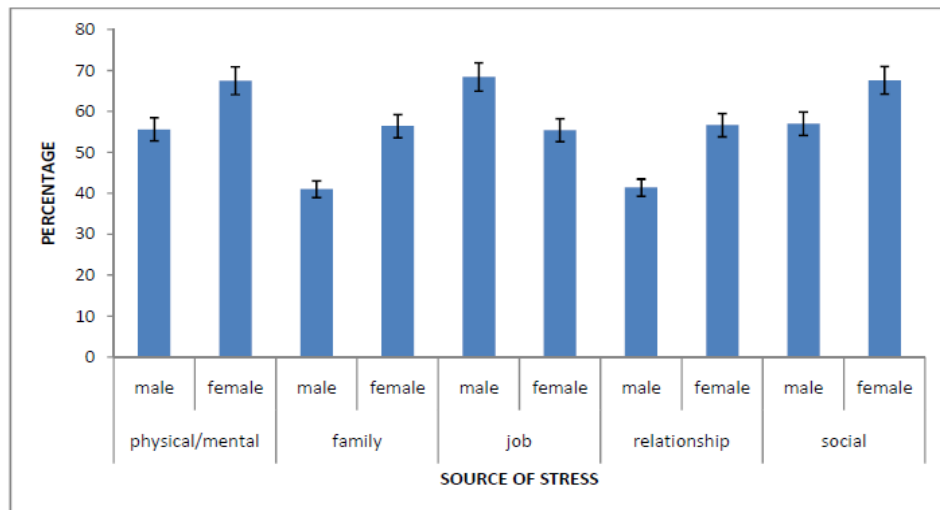


Figure 2.2 Different sources of stress among male and female students

Source; (Mazumdar, Gogoi, Buragohain, & Haloi, 2012)

2.2.3. Factors related to stress

College life involves significant adjustments to student's daily routine such as sleeping and eating habits, time-management skills, and stress levels. That will alter the student in one way or another. While adapting to the new stage of life, the unavoidable stress comes with it both good and bad effects on students differently. Four main factors contributed to stress include interpersonal, intrapersonal, academic and environmental factors.

Interpersonal factors

Social Issues

Personal Beliefs

Influence personal, religious, or political beliefs can confront, especially in situations where cannot remove ourselves from the conflict. Significant life events that effect own views of a person can also cause stress. Usually, it happens when the person's beliefs are different from those of the people closest to you (Baird, 2010).

Discrimination

Andrea Baird, 2010, highlighted that feeling discriminated against something for the reason of race, ethnicity, gender, or sexual orientation also can cause long-term stress. This stress is a stable for some because it present nearly every day in their life (Baird, 2010).

Hurtful Events

People who have suffered a shocking event or life-threatening situation are often live with the long-term stress that result from a theft, rape, natural disaster, or war. In many cases, those people are suffering from post-traumatic stress disorder (PTSD) (Baird, 2010).

Relationships

Problems with a spouse, parent, or child can increase stress and live together among them in that situation, the pressure can feel multiple. Moreover, problems among other members of the family, even if the persons not directly involve, can also cause additional stress to the individual (Baird, 2010).

Intrapersonal factors

Life Changes

Major life changes such as the death of a loved one or family member, changing jobs, moving houses, divorce and starting a college life are examples of significant life changes that can be stressful (Baird, 2010). Positive changes like getting married, a birth of a child or attending college also can also cause a significant amount of personal stress. Because of the sudden change requires a quick adjustment to a new situation (Roberts, 2015).

Emotional Problems

Active openings for emotional release are necessary for general stress management. Since, unexpressed anger, low self-esteem, depression, and loneliness will cause personal stress (Roberts, 2015). Moreover, feeling not capable of speaking about to a significant person or wanted to express emotions but, not being able to express it can consider down with additional stress. Therefore, it is recommended that seek help as soon as these feelings

arise. This emotional stress together with depression and anxiety can just add to mental health disorders (Baird, 2010).

Health

Stress can increase as a result of diagnosis of a new disease, complications from a current illness, negative symptoms. Moreover, when someone close to the person has health problems, can also increase the stress level. A study found that people who report their health is causing stress to them have the same percentage (55 %) of those who report a family member's health problems are also causing them stress (Baird, 2010).

Financial problems

College is expensive whereas some students enjoy their financial help from their parents, and other students meet the requirement for sufficient financial aid to pay for their college experience. Students who have to spend money just enough on their course, books, and other living wages, go through stress due to the financial problems they face (Callahan, 2015).

Moreover, financial trouble like rent, the inability to provide for a family, or not being able to make ends meet can place a severe amount of stress on a person. Financial stress is something that nearly related to everyone because, in today's society, be so much emphasis is on what they have and what they can afford (Baird, 2010).

Academic factors

Alphabetically first among the causes of stress on students is academic pressure. The academic stress of a student could relate to various factors.

According to the Reports of College of Medicine, King Saud bin Abdulaziz University for Health Sciences, have shown an association of high level of stress among medical students with different types of academic stressors. Studies related to stress in medical education in Arab countries have also confirmed that stress, depression and anxiety are common among medical students. It has been reported that student's perception of high-stress levels may lead to poor academic performance, depression, attrition, and serious health problems. With all the evidence presented above on how the medical student life is burden with stress, failure to resolve student stress in the long-term could have serious professional and personal consequences (Bamuhair, et al., 2015, p. 2).

Mainly there are five factors related to academic student stress (Lal, 2014, pp. 123-129). Those are as follows;

Dating: Student college life is being overflowed through concerning about dating, trying to date, failing to date, and being dumped (Lal, 2014, pp. 123-129).

Extra Co-curricular activities: Colleges pressure to engage in extracurricular activities such as sports, band or volunteer work and the presence of these on a student application can go far toward acceptance. Hence these events also caused stress on pupils, once their presence on a job (Lal, 2014, pp. 123-129).

Peers: peers apply pressure regarding dress, behavior, choice of friends or copied, and many other areas of life and that pressure can happen to a vast presence of stress on students. Moreover, dating, peer relationships can provide estruses or distress to pupils (Lal, 2014, pp. 123-129).

Parental Pressure: students at either level experience stress from parental pressures since parents want their children to succeed in school or college life. They want to see good grades, but also they wish to see success in life's other areas also lead to increase the stress level of a student. The efforts to guide their children, parents can become one of the leading causes of stress in pupils (Lal, 2014, pp. 123-129).

Environment: The school environment itself can be a reason of stress on students. Students moving into tertiary education are being challenged to them with leaving home and establishing a new life in a new setting (Lal, 2014, pp. 123-129). Moreover, 'change in living environment' 'inadequate telephone facilities', inadequate provision of safety and security, inadequate facilities of mess and canteen were also unusual stress inducing environmental factors (Sharma & Kaur, 2011, pp. 12-19).

Moreover, according to (Pariat, Rynjah, Joplin, & Kharjana, 2014), academic stressors were the family expectation, teachers' expectations, competition with other students and extra course work or workload. The following graph shows the educational factors of stress according to (Pariat, Rynjah, Joplin, & Kharjana, 2014, pp. 40-46).

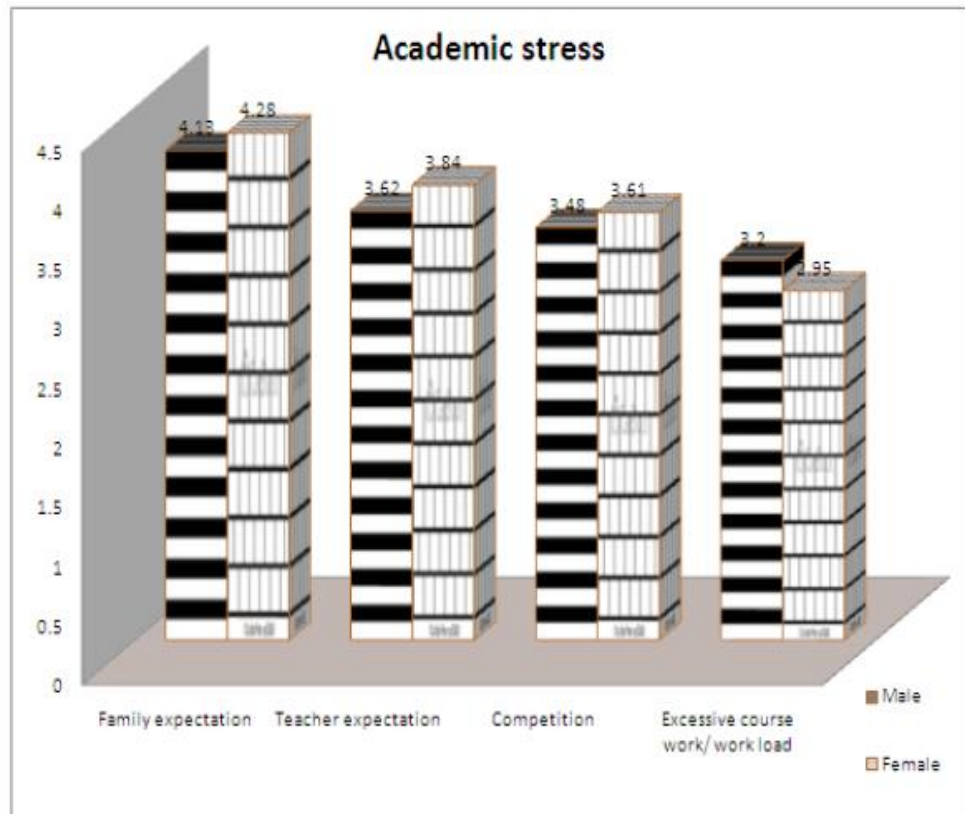


Figure 2.3 Educational Factors of Stress

Source: (Pariat, Rynjah, Joplin, & Kharjana, 2014)

Additionally, according to Jizan University 2012, the principal reasons of academic stress are related to the curriculum, time distribution for studying, the examination system and the campus environment. Below graph shows the perceived causes of stress among medical students Jizan University, Kingdom of Saudi Arabia (M, et al., 2012, pp. 19-25).

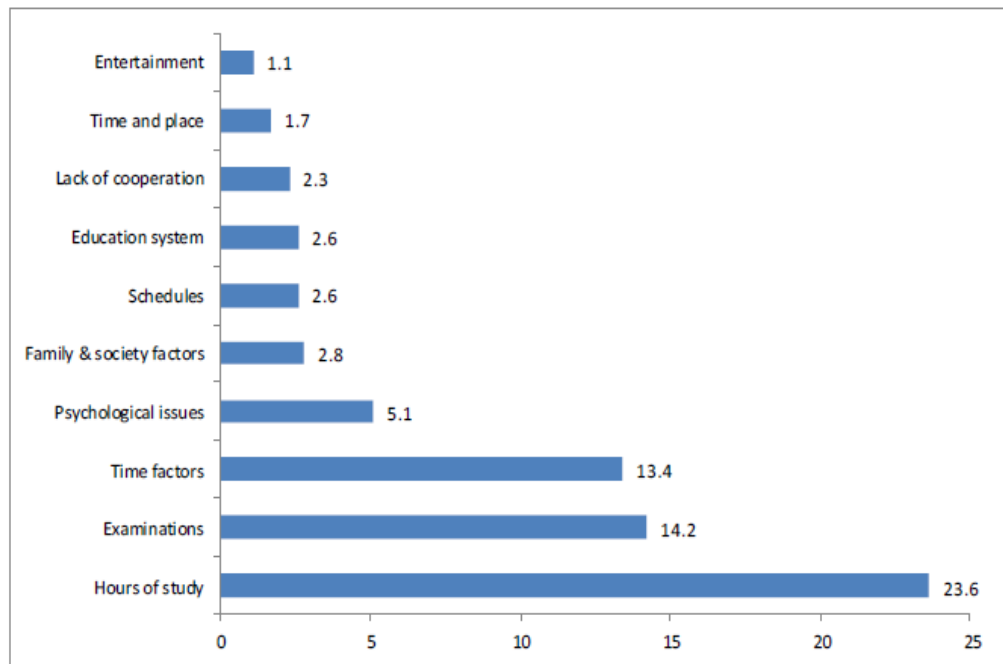


Figure 2.4 Perceived causes of stress among medical students

Source: (M, et al., 2012)

The impact of academic stress is also far-reaching: high levels of academic stress have led to poor outcomes in the areas of exercise, nutrition, substance use, and self-care. Furthermore, academic pressure is a risk factor for psychopathology because; they are more likely to experience feelings of depression (Deb, Strodl, & Sun, 2015, p. 20).

Environmental factors

The leading cause of personal stress is staying in an unhappy environment, such as a difficult or demanding job, unsafe neighborhoods, crime-ridden cities, and safety concerns may lead to chronic stress (Roberts, 2015).

Moreover, homesickness in the hostel, change in sleeping pattern, and new responsibilities in life also perceived as stressful factors among students.

Therefore, it is important to work in a less stressful environment (Sharma & Kaur, 2011, pp. 12-19)

CHAPTER 3

METHODOLOGY

3.1 Research Design

A cross-sectional descriptive study design was adopted to collect data of the study. The study contained quantitative research techniques including both open and close ended questions. The mixed method being chosen because, it considered being the best approach to answering the research question as the primary objective of the study is to determine the major sources of stress and the factors related to stress among the college students studying in MNU Male. Meanwhile, use of two methods were to evaluate the sharp point of each approach and to balance the weakness and also it provided more wide-ranging answers to research questions, to successful the single approach beyond the limitation.

3.2 Population and Sample

Target population: Target population of a study consisted of all the people to whom the survey's findings are to be applied or generalized (Dörnyei & Csizér, 2011, p. 80). The population included a convenience sample of college students enrolled in the courses at the MNU (Male' Faculties) during June 2015.

Participants were not excluded based on academic major, grade point, gender, and age. It was being estimated that the survey could have potentially reached 144 students. According to student administration of MNU, the total study population of MNU faculties during last academic year was 6005 (MNU, 2014, p. 60). Furthermore, the study area was extended to 9 faculties of the MNU.

Sampling technique: Convenience sampling method was used to collect data in the study as this technique was easy to approach the sample to collect data. Convenience sampling is a type of non-probability sampling technique which stands a group of sampling procedures to facilitate researchers to select components from a target population that they are interested in studying (Lund Research, 2012).

Sample size: The sample is the group of people whom the researcher examines (Dörnyei & Csizér, 2011, p. 80). Samples were being selected among MNU faculties in the areas of Faculty of Health Sciences, Faculty of Engineering Technology, Faculty of Education, Faculty of Hospitality and Tourism Studies, MNU Business School, Faculty of Sharia and Law, Faculty of Arts, Faculty of Science and Faculty of Islamic Studies. Students were selected conveniently according to the population size of the faculties. Below table shows how the sample was being distributed among colleges.

Table 3.1 Sample distribution among faculties

Faculty name	Total population	No of student selected
Faculty of Health Sciences	1101	25
Faculty of Engineering Technology	165	10
Faculty of Education,	1352	25
Faculty of Hospitality and Tourism Studies	851	18
MNU Business School	929	18
Faculty of Sharia and Law	357	12
Faculty of Arts	400	12
Faculty of Science	285	12
Faculty of Islamic Studies	565	12
Total	6005	144

Calculating a required sample size based on the overall student population size at each faculty was necessary. Therefore, the level of statistical significance, statistical power, and effect size were measured. Using a standard sample size calculator, a minimum sample size of 362 was anticipated about the total population of MNU faculties. Hence, due to the limitations of human power and time, the sample was limited to 144 which was the 40% of the actual sample size and the sample produce at least 95% confidence level, response distribution was 50% including 5% error (Raosoft, 2004).

3.3 Instrumentation

A self-designed questionnaire (Refer to APPENDIX A) was developed including open and close ended questions. This questionnaire was developed using existing measures and literature findings. There are four sections in the questionnaire (Section A, B C, and D). A dichotomous and, multiple option

questions were used in section A, which includes background information on the respondents. Section B contained two parts. Part 1 covered the issues related to possible personal consequences source of stress to determine the major sources of stress whereas, in part 2, 5 point Likert-scale ranged from 1 (strongly agreed) to 5 (strongly disagree) were used to identify the satisfactory level of students about the college environment. In section C, 5-point scale from 1 (never) to 5 (always) were used to determine the factors related to stress among the respondents. Finally, in section D was designed by using two open ended questions to get students opinion regarding to have peer counseling/ peer monitoring services in the college and to find out the things can be done to minimize the stress in the college environment.

The questionnaire was designed according to the relevance of the study area to achieve the objectives and the real outcome. The survey questionnaire was pre-tested with a group of 5 students from the study population to ensure whether they understand the questions correctly or not and to estimate the time limit to completed the questionnaire. The questionnaire was modified based on their suggestion and comments.

Furthermore, to measure the validity and reliability of the research questionnaire, it was sent to the supervisor and judgmentally revised by her. The questionnaire was finalized through a close cooperation with the feedback of the controller; to make it easier to understand the respondent of the study and to minimized the sampling issues and bias.

3.4 Data collection Procedures

Consecutively to achieve the objectives, MNU faculties received an official letter to get permission to collect data from the students who were studying in those faculties. Enumerators were sent to the colleges with an information sheet (Refer to APPENDIX B) and informed consent (Refer to APPENDIX C) to gather data from students. The researcher directly visited the faculties to observe and organized the process of data collection. Data was collected within two weeks, and once data were collected, only the researchers had access to the completed questioner and data was entered in Microsoft Excel sheet and SPSS version 20

Missing data: If the students failed to mark a response throughout the survey, it was considered as missing data. If any student had more than 20% of the total responses also are found missing, and their data were eliminated from the study.

3.5 Ethical consideration

The following ethical considerations are to be maintained during the survey

- Written consent had occupied before the questioner. (Consent form was attached in Appendix)
- Social values, humanitarian values were respected highly
- Confidentiality was strictly upheld.
- The instruction of the questionnaire was ensured that all respondents were preserved equally.
- Anonymity was assured as the identity of the defendant not to be visible.
- Respondents were free to withdraw at any time during the study.

3.6 Framework for Data Analysis

The completed data were captured in Microsoft Excel and data were analyzed through Microsoft Excel. Data cleaning and sample copy entry was used to assure the data quality to capture the possible errors. Descriptive statistics was used in the form of frequencies and percentage for independent and dependent variables. The relationship among variables was generated using statistical software (standard SPSS) by cross tabulation. Data were presented in the form of both tabular and graphical presentations.

Table 3.2 Summary of analytical framework

Objective	Question	Source of Data	Types of data	Technique of Analysis
To determine the sources of stress and the related factors among college students who are studying in National University Male’.	What are the major sources of stress and its related factors among the college students in MNU Male?	Self-designed questionnaire	Primary	Micro soft Office Excel, SPSS version 20
To find out the student perception towards peer counselling or monitoring service	Why it is important to introduce peer counselling or peer monitoring service in college?	Self-designed questionnaire	Primary	Micro soft Office Excel, SPSS version 20
To identify the things that can be improved to minimize stress in college environment.	What are the things that can be improved to minimize stress in college environment?	Self-designed questionnaire	Primary	Micro soft Office Excel, SPSS version 20

3.7 Conceptual Framework

The outcome variable was stress that related to general characteristics, possible personal consequences sources and related factors. Moreover, independent variable was interrelated with the theoretical model obtained for the study. General characteristics covered the individual level of the socio-ecological model. possible personal consequences covered both relationship and community level. Related factors of stress covered four level of the model including individual, relationship, community and societal level.

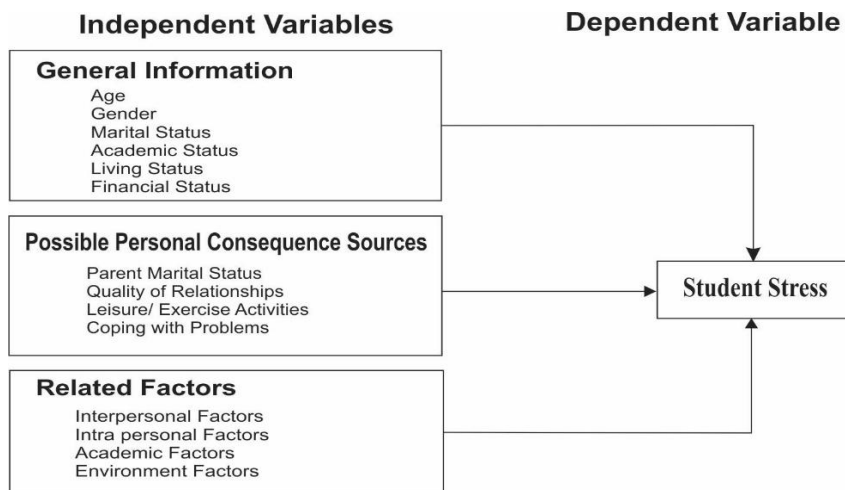


Figure 3.1 Conceptual framework to determine the major sources of stress and related factors among college students in MNU

CHAPTER 4

DATA ANALYSIS AND RESULTS

The cross-sectional descriptive study was conducted in MNU Male'. The study determined the major sources of stress and the factors related to stress among 126 students of different faculties of MNU. Total study population was 144 students but at last total sample was 126 students with 94.7% of response rate.

Study sample recruitment diagram

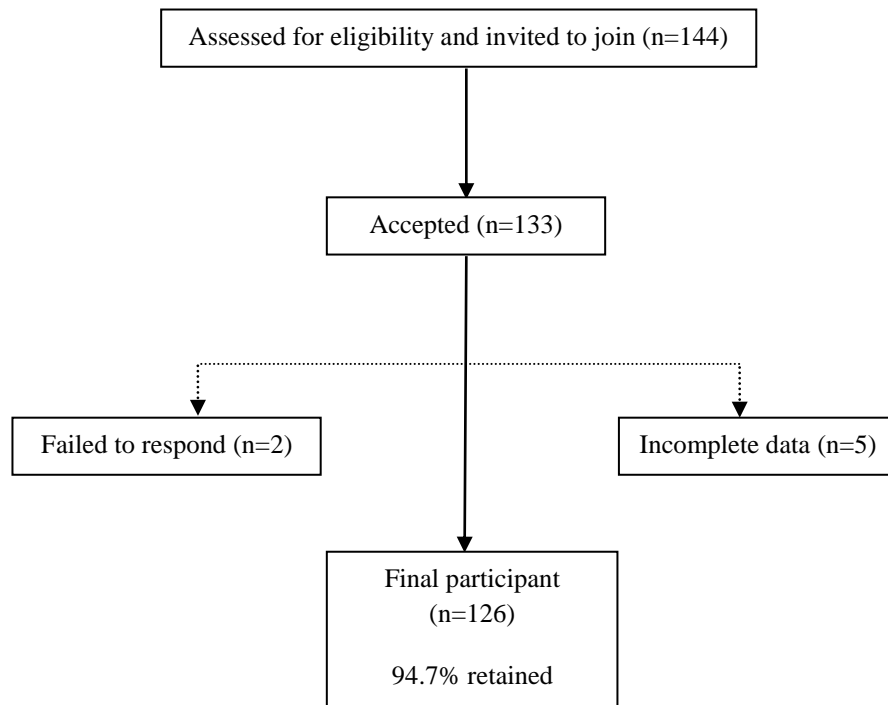


Figure 4.1 study sample recruitment diagram

The results are presented in five part as follows;

- General information's of the students
- Possible personal consequence source of stress
- Factors related to stress among students including interpersonal, intrapersonal, academic and environmental factors.
- Student perception regarding introducing peer counselling or monitoring service and thigs can be done to minimize stress in college environment
- Relationship among study variables

4.1 General information's of the students

Description of general information's of the students by frequency and percentage (Refer to APPENDIX D Table 4.1)

Gender

There were 126 students that consisted of female more than male (66.7% vs 33.3%)

Age

The students age ranged from 18 to 30 and above, most of them are between the age range of 19 to 21 years with 44.4% and the least range was 26 to 30 with 4.8%.

Marital status

Student marital status was identified including five categories. Among the students 77.8% were single and 20.6% were married.

Table 4.2 Description of student marital status by frequency and percentage

Marital status	Frequency	% (n=133)	Valid % (n=126)
Single	98	73.7	77.8
Married	26	19.5	20.6
Separated	0	0.0	0.0
Divorced	2	1.5	1.6
Widowed	0	0.0	0.0

Enrollment status

Most of the students attended for full-time courses with 83.3% and 16.7% of them attended for part-time courses. Most of them were attended to all day classes with 40.5% and 19.8% of students attended all evening classes. Moreover, most of the responded students were from 1st semester with 27.8%.

Living status

Table 4.3 Description of students living status by frequency and percentage

Characteristics	Frequency	% (n=133)	Valid % (n=126)
Living Status			
Room/ house rent	92	69.2	73.0
your house	27	20.3	21.4
Other	7	5.3	5.6
Live with whom			
Alone	16	12.0	12.7
Friend	18	13.5	14.3
Relative	19	14.3	15.1
Family	71	53.4	56.3
Other	2	1.5	1.6

Most of the students lived in rented-room or house with 73.0%, 21.4% lived in their own home and some of them lived in their relative's house and hostel with 5.6%. Among the students 56.3% of them lived with their family and 12.7% of them lived alone.

Financial support

Most of the students were fully supported by their family with 70.6% which was from parents, brother/sister, husband and their relatives. Some of them 7.9% were loaned, scholarship or were supported by government and the rest was earned by themselves with 21.4%.

Job

Among students, 21.4% had full-time job and some of them had part-time job with 10.3% and the remaining 68.1% did not went for the job.

Perception of financial status

Table 4.4 Description of student's financial status by frequency and percentage

Financial status	Frequency	% (n=133)	Valid % (n=126)
Who financially supports your study			
Parents	51	38.3	40.5
my relatives	1	0.8	0.8
Brother/sister	23	17.3	18.3
Parents and myself	14	10.5	11.1
Only myself	27	20.3	21.4
Other	10	7.5	7.9
Satisfaction with financial status			
Not at all Satisfied	26	19.5	20.6
Slightly Satisfied	29	21.8	23.0
Moderately satisfied	31	23.3	24.6
Very Satisfied	29	21.8	23.0
Extremely Satisfied	11	8.3	8.7
Financial limitations			
Not enough for tuition fee	5	3.8	4.0
Not enough for rental fee	10	7.5	7.9
Not enough money to participate in same activities as peers	17	12.8	13.5
Does not able to pay bills on time	11	8.3	8.7
Others	12	9.0	9.5

Above table shows that,24.6% of students were moderately satisfied with their financial status, 20.6% of them felt their financial status was not at all satisfied and 23.0% were very satisfied with their finance. Moreover, students who were not satisfied with their financial status answered that it was not enough to participate in same activities as peers (13.5%), 8.7% responded that it was not enough to pay their bills on time.

4.2 Possible personal consequence source of stress

Possible personal consequence source of stress concluded quality of relationship with parents and friends, parent marital situation, leisure and exercise activities, how they normally cope with problems and finally student satisfaction with college environment.

Table 4.5 Description of quality of relationship with parents by frequency and percentage

Characteristics	Frequency	%((n=133)	Valid % (n=126)
Parent Marital situation			
Live together	102	76.7	81.0
separated but not divorced	5	3.8	4.0
divorced	13	9.8	10.3
Either parent deceased	6	4.5	4.8
Satisfaction with parent/family)			
Not at all Satisfied	2	1.5	1.6
Slightly Satisfied	4	3.0	3.2
Moderately satisfied	22	16.5	17.5
Very Satisfied	40	30.1	31.7
Extremely Satisfied	58	43.6	46.0

Almost parents of students lived together 81.0% remaining percentage with 4.8% of students lost their father or mother, 10.3% their parents divorced.

About the satisfaction of relationship with parents the percentage of students extremely satisfied more than percentage of very satisfied (46,0% vs 31,7%), only 1.6% of them did not satisfy at all.

Table 4.6 Description of quality of relationship with friends and lover by frequency and percentage

Quality of friendship	Frequency	% (n=133)	Valid % (n=126)
Having close friends			
Yes	121	91.0	96.0
No	5	3.8	4.0
Satisfaction with friends			
Not at all Satisfied	2	1.5	1.6
Slightly Satisfied	6	4.5	4.8
Moderately satisfied	16	12.0	12.7
Very Satisfied	52	39.1	41.3
Extremely Satisfied	45	33.8	35.7
Having boyfriend/girlfriend			
Yes	53	39.8	42.1
No	73	54.9	57.9
Satisfaction with boyfriend/girlfriend			
Not at all Satisfied	3	2.3	2.4
Slightly Satisfied	2	1.5	1.6
Moderately satisfied	6	4.5	4.8
Very Satisfied	14	10.5	11.1
Extremely Satisfied	28	21.1	22.2

The table above presented 96.0% of students had close friend and 4.0% did not had close friend and 57.9% did not have lover whereas, 42.1% had lover. Regarding satisfaction of relationship 41.3% very satisfied, 35.7% extremely satisfied and 1.6% of student did not satisfied with their friend. Moreover, 22.2% of student were extremely satisfied with their lover and 2.4% of student not at all satisfied.

Leisure activities

Table 4.7 Description of leisure activities by frequency and percentage

Leisure activities	Frequency	% (n=133)	Valid % (n=126)
Nothing	14	10.5	11.1
Go out with friends	35	26.3	27.8
Listen to music/ read/watch TV/play game	62	46.6	49.2
Playing outdoor sport	13	9.8	10.3
Internet browsing	54	40.6	42.9
Other	16	12.0	12.7

*Multiple choice question. More than one option can be chosen.

The percentage of students who were choose listening to music, reading, watching television and play games for leisure in free time was 49.2%. Following that, 42.9% of students spent time for internet browsing and only 10.3% of students were playing outdoor sports. Besides 27.8% of students went out with friends and 11.1% was doing nothing. More over other 12.7% spent their free time for drawing, painting sleeping and some complained that they did not have free time and other choice such as went back for job for overtime and babysit.

Coping with problems

When facing the problems 45.2% of students were praying or reading Quran, 32.5% talked to parents and 30.2% of them choose to sleep to cope with problem. Besides 13.5% of the students excess on junk food and 15.9% of them withdrawing from friends, family and activities. Moreover, 11.1% of students cope their stress by talking out on others such as lashing out, angry outbursts and physical violence.

Table 4.8 Description of coping with problems by frequency and percentage

Coping with Problem	Frequency	% (n=133)	Valid % (n=126)
Talk with parents	41	30.8	32.5
Praying/ reading Quran	57	42.9	45.2
Smoking	7	5.3	5.6
Excess on junk or comfort food	17	12.8	13.5
Zoning out for hours in front of the TV or computer	20	15.0	15.9
Withdrawing from friends, family, and activities	20	15.0	15.9
Using pills or drugs to relax	1	0.8	0.8
Sleeping too much	38	28.6	30.2
Delay of doing things	6	4.5	4.8
Filling up every minute of the day to avoid facing problems	13	9.8	10.3
Taking out your stress on others (lashing out, angry outbursts, physical violence)	14	10.5	11.1
Others (specify)	6	4.5	4.8

*Multiple choice question. More than one option can be chosen.

Decision to attend college

Among the responded students 67.5% decided to attend college themselves, 28.6% of them decided to attend college with the influence of their parents and only 2.4% of student was influenced by their friend.

Students satisfaction with college environment

Classroom space and study area

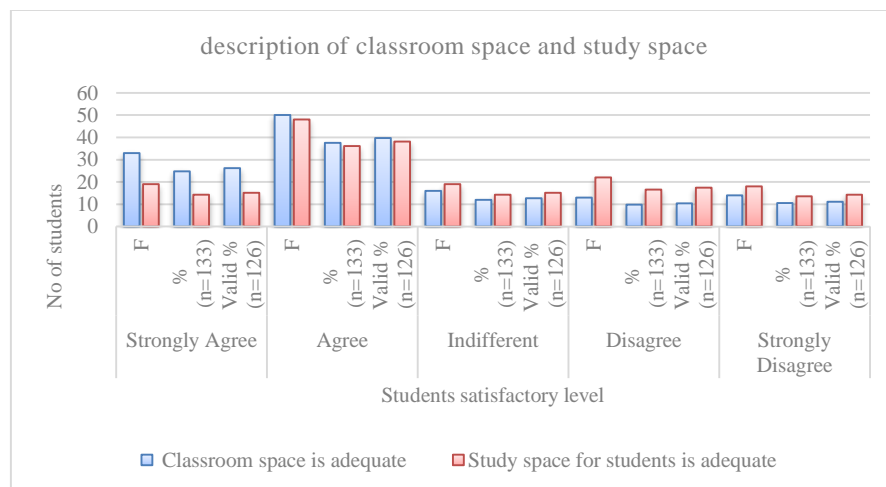


Figure 4.2 Classroom space and study space by frequency and percentage

39.7% of students agreed that classroom space was adequate for them and 11.1% were strongly disagreed. Regarding study space 38.1% of student agreed that space was adequate for their study and 14.3% Strongly disagreed.

Rapport between faculty, staff and students

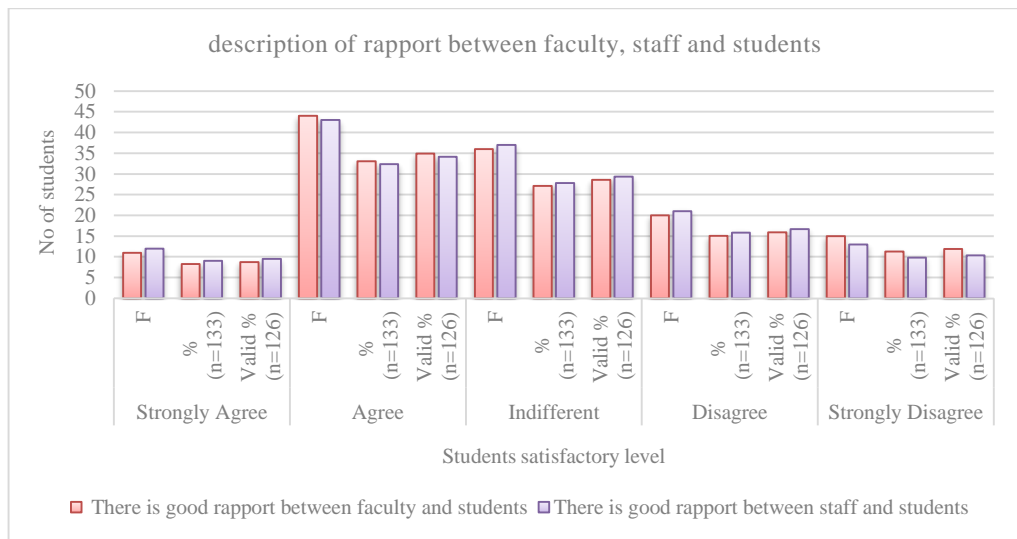


Figure 4.3 Rapport between faculty, staff and students by frequency and percentage

Among the responded students 34.9% reported there was a good rapport between them and faculty, 28.6% answered indifferent and 15.9% answered disagreed. Besides, 34.1% of students agreed that there was a good rapport between staffs and them, 24.9% said indifferent.

Adequateness of library computer lab and safeness of campus

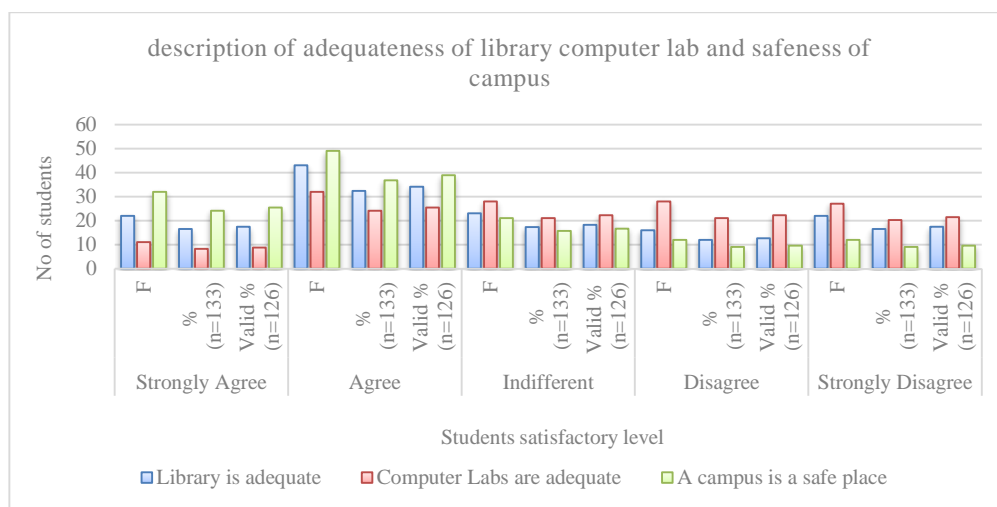


Figure 4.4 Adequateness of library computer lab and safeness of campus by frequency and percentage

Majority of students 34.1% agreed library was adequately for them and 22.2% of student said that computer lab was not adequately and 25.4% were agreed with that. Moreover, 38.9% of students agreed that campus was a safe place for them, 25.4% strongly agreed and only 9.5% were strongly disagreed for that.

Student complain process and accessibility of student administration

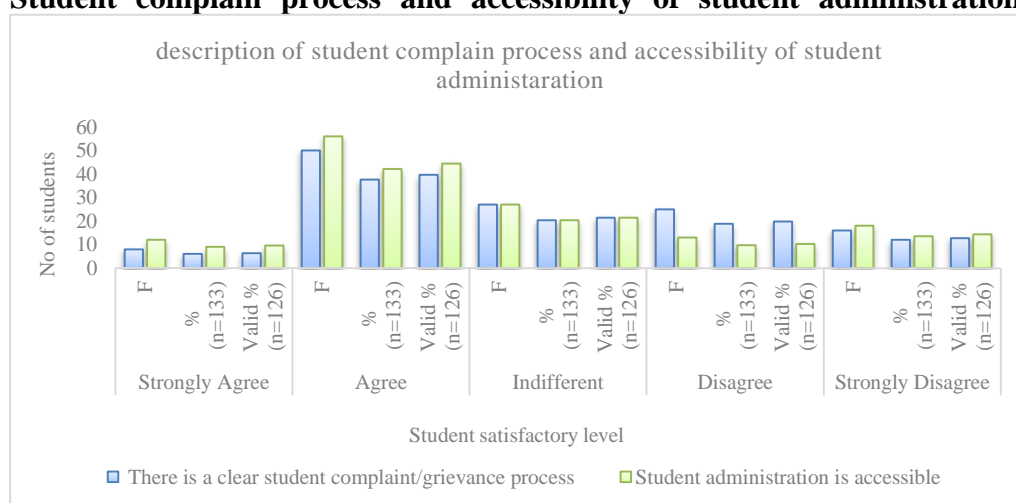


Figure 4.5 Student complain process and accessibility of student administration by frequency and percentage

Above graph shows that, majority 39.7% of students were agreed there was a clear student complain process and 44.4% of them said student administration was accessible for them and some of them 14.3% were strongly disagreed with it.

Availability of health room and counseling service

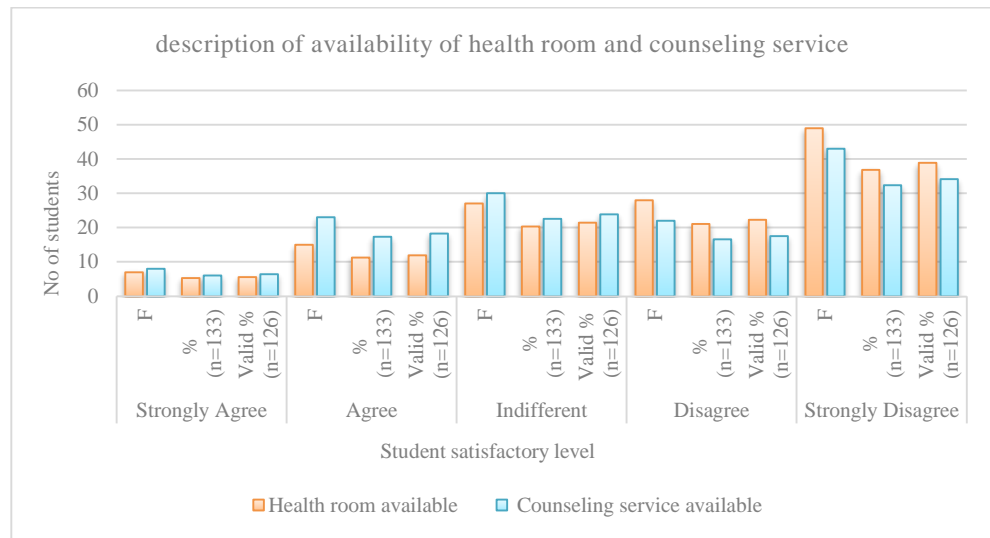


Figure 5 Availability of health room and counseling service by frequency and percentage

Regarding the availability of health room, majority 38.9% of students were strongly disagreed, 21.4% said it was indifferent for them and only 5.6% of them strongly agreed with it. In addition, 34.1% of students were strongly disagreed with the availability of counseling service, 6.3% strongly agreed and 23.8% said indifferent.

4.3 Factors related to stress

In general, students responded whole 40 items. Students stress factors that focused on main four areas including interpersonal, intrapersonal, academic and environmental. Based on the literature review of other studies that used the same scale to assess student's recent life experiences. They were asked about their experiences during this semester (from June 2015 to until the date they filled the questionnaire).

Interpersonal factors

Among nine factors the highest percentage of students never experienced of changed lover with 63.5%, the factor the highest percentage of them had rarely experienced conflicted with friend's/spouse's family by 27.8%. Besides, the interpersonal factor the highest percentage of responded sometimes experienced was gossip concerned someone they care about and the factor with the highest percentage (27.8%) of student's often-experienced stress of working with unknown people. Moreover, the factor highest percentage of students was always experience was changed in social activities with 19.8%.

Description of Interpersonal factors by frequency and percentage (Refer to APPENDIX E Table 4.9)

Intrapersonal factors

Regarding twelve intrapersonal factors the highest percentage of student never experienced was changed in smoking and other substance use with 81.7%, the factor the highest percentage (26.2%) of them have rarely experienced was declined their health. The highest percentage of intrapersonal factor students experienced sometimes was taking new responsibilities with 34.1%. Additionally, the factor highest percentage of student often stressed was change in sleeping habit of them with 23.8% and factor that students experienced always stressed was changed in their eating habit with 24.6%.

Description of Intrapersonal factors by frequency and percentage (Refer to APPENDIX F Table 4.10)

Academic factors

Being a student, too many things at once or class workload was the main academic factor they faced always with 23.8%, make important decisions about their future career was a factor with highest percentage they experienced often 17.5%. Besides, the factor high percentage of student experienced sometimes was not enough time to meet their obligations with 35.7% and among them, the highest percentage of them rarely experienced lower grade than they hope for 31.7%. Moreover, most of them responded they never experienced conflicted with professors 60.3%.

Description of Academic factors by frequency and percentage (Refer to APPENDIX G Table 4.11).

Environmental factors

According to seven environmental factors, the highest percentage of student reported always experienced was not enough leisure time with 25.4%, 20.6 % of them often experienced not get enough sleep, 27.8% of them sometimes experienced long waits to get service. Moreover, 44.4% of them never experienced messy living condition.

Description of Environmental factors by frequency and percentage (Refer to APPENDIX H Table 4.12)

4.4 Student perception

Description of student perception by frequency and percentage (Refer to APPENDIX I Table 4.13)

According to their opinion it is important to have peer counselling or peer monitoring service in the college. 83.3% answered yes and 16.7% answered no.

Why is it important

45.2% of students answered promote personal development in helpers, 44.4% responded creating a positive influence on the emotional climate in the college environment. Followed by 38.1% reported provide bridge between trouble peers and friends by listening rather than necessarily giving advice and 34.9% need it for their career exploration.

Things can be improved to minimize stress in a college environment

Among fifteen choices the highest percentage of students answered stress can be minimizing by keeping communication opened 56.3%, they responded it was important to teach time management skill to minimize stress with 53.2%. Moreover, 43.7% of them answered including more leisure activities like exercise, sports can also have helped to minimize stress in college environment. Besides 50% of students said flexible assignment, 51.6% of student said build self-esteem within students.

4.5 Relationships among study variables

Relationship between general characteristics, possible personal consequence source of stress and related factors determined by cross tabulation and the level of significance for relationship between these variables identified in percentage. The relationships between study variable not found as expected and it may relate to homogeneity of the study sample. Some relationships found among variables are as follows;

Marital status and Interruption of college work

Table 4.14 Cross tabulation of Marital status and Interruption of college work by frequency and percentage

			Interruption of college work					Total
			Never	Rare	Sometimes	Often	Always	
Marital Status	Single	% within Marital Status	36 36.7%	11 11.2%	21 21.4%	10 10.2%	20 20.4%	98 100.0%
	Married	% within Marital Status	7 26.9%	4 15.4%	5 19.2%	3 11.5%	7 26.9%	26 100.0%
	Divorced	% within Marital Status	2 100.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	2 100.0%
Total		% within Marital Status	45 35.7%	15 11.9%	26 20.6%	13 10.3%	27 21.4%	126 100.0%

Above table shows among study population whose marital status was single were married experienced interruption of college work always with (26.9% vs 20.4%) than whose marital status was single. Besides, below table 4.15 shows that students who were married had experienced new responsibilities often with 34.6%.

Marital status and new responsibilities

Table 9 Cross tabulation of marital status and new responsibilities by frequency and percentage

			New responsibility					Total
			Never	Rare	Sometimes	Often	Always	
Marital Status	Single	% within Marital Status	11 11.2%	12 12.2%	36 36.7%	20 20.4%	19 19.4%	98 100.0%
	Married	% within Marital Status	3 11.5%	5 19.2%	6 23.1%	9 34.6%	3 11.5%	26 100.0%
	Divorced	% within Marital Status	0 0.0%	0 0.0%	1 50.0%	0 0.0%	1 50.0%	2 100.0%
Total		% within Marital Status	14 11.1%	17 13.5%	43 34.1%	29 23.0%	23 18.3%	126 100.0%

Living status and Satisfaction of Financial status

Table 4.16 Cross tabulation of living status and satisfaction about financial status by frequency and percentage

		Satisfaction about financial status					Total
		Not at all satisfied	Slightly satisfied	Moderately satisfied	Very satisfied	Extremely satisfied	
Living status	Room/ house rent	22 23.9%	21 22.8%	19 20.7%	21 22.8%	9 9.8%	92 100.0%
	Own house	3 11.1%	6 22.2%	11 40.7%	5 18.5%	2 7.4%	27 100.0%
	Other	1 14.3%	2 28.6%	1 14.3%	3 42.9%	0 0.0%	7 100.0%
		26	29	31	29	11	126
	Total	20.6%	23.0%	24.6%	23.0%	8.7%	100.0%
		% within Living status					

Above table shows that students who lived in rented house or room were not at all satisfied about their financial status with 23.9% and students who lived in their own house were moderately satisfied with their financial status 40.7%. Moreover, students lived in other (hostel or boarding house) shows highest percentage 42.9% were very satisfied about their financial status.

Parent/Family relationship and not enough time to meet obligations

Among responded students, those who were not at all satisfied with their parent/family relationship had always experienced not enough time to meet obligations with 50%, slightly satisfied with parent/family relationship had experienced the problem always with 75% and those who were moderately satisfied with the relationship had experienced it often 36.4%. Besides, students who were very satisfied had experienced sometimes 39.0% and those

who were extremely satisfied with their relationship with parent or family had experienced the problem often 26.3%.

Table 4.17 Cross tabulation of parent/family relationship and not enough time to meet obligations by frequency and percentage

			Not enough time to meet obligations					Total
			Never	Rare	Sometimes	Often	Always	
Parent/family relationship	Not at all satisfied	% within parent/family relationship	0 0.0%	0 0.0%	1 50.0%	1 50.0%	0 0.0%	2 100.0%
	Slightly satisfied	% within parent/family relationship	0 0.0%	0 0.0%	1 25.0%	0 0.0%	3 75.0%	4 100.0%
	Moderately satisfied	% within parent/family relationship	3 13.6%	1 4.5%	5 22.7%	5 22.7%	8 36.4%	22 100.0%
	Very satisfied	% within parent/family relationship	4 9.8%	9 22.0%	16 39.0%	5 12.2%	7 17.1%	41 100.0%
	Extremely satisfied	% within parent/family relationship	9 15.8%	15 26.3%	11 19.3%	7 12.3%	15 26.3%	57 100.0%
	Total	% within parent/family relationship	16 12.7%	25 19.8%	34 27.0%	18 14.3%	33 26.2%	126 100.0%

Parent Marital status and lower grades than hope

Table 4.18 Cross tabulation of Parent marital status and lower grades than hope by frequency and percentage

			lower grades than hope					Total
			Never	Rare	Sometimes	Often	Always	
Parent condition	Live together	% within Parent condition	14 13.7%	14 13.7%	30 29.4%	18 17.6%	26 25.5%	102 100.0%
	Separated but not divorced	% within Parent condition	0 0.0%	1 20.0%	1 20.0%	1 20.0%	2 40.0%	5 100.0%
	Divorced	% within Parent condition	2 15.4%	1 7.7%	6 46.2%	3 23.1%	1 7.7%	13 100.0%
	Either parent deceased	% within Parent condition	0 0.0%	1 16.7%	4 66.7%	0 0.0%	1 16.7%	6 100.0%
	Total	% within Parent condition	16 12.7%	17 13.5%	41 32.5%	22 17.5%	30 23.8%	126 100.0%

Above table shows that among students whose parent live together had experienced lower grade than hope always 25,5% and 29.4% of them experienced it sometimes. Besides, students whose parent marital status separated but not divorced. They had experienced always lower grade than hope with 40.0%. additionally, student with either parent deceased had experienced the problem sometimes 66.7%

CHAPTER 5

DISCUSSION AND CONCLUSION

5.1 Discussion

A cross-sectional descriptive study was carried out in 126 college students to determine the major sources of stress and stress-related factors in MNU Male' in October 2015.

Students among MNU faculties were the subject that has special characteristics to their mental health status precisely stress consequently. The majority of them were female 66.7% and remaining were male (33.3%). Most of them were in the age range between 19 to 21 years (44.4%), as most of the respondents were from the 1st and 2nd semester (27.8%, 26.2%). Hence, they had to face to the transition from a personal to an impersonal academic experience at college level. Some students had experienced working with unknown people or finding new friends at this level with 27.8%, and this was an interpersonal factor student can reflect stress.

In addition, 83.3% of them were doing full-time courses, and 57.9% of students had to attend day classes. According to respondent, they had to attend class normally 40 hours per week and finish their homework, assignments at the same time before and after finish the subjects and after one week of study break they had to complete their final exam. Increase pressure of workload for students, awarding a high percentage of stress as a high percentage of them always experienced in increased class workload 23.8% and also experienced rarely lower grade than hope 31.7%. This result was consistency, with a study conducted by (Chulalongkorn University,2007).

Moreover, 24.6% of students experienced changed in their eating habit always, and 23.8% of them experienced changed in their sleeping habit often. This problem can be due to too many things at once, and also it can be due to lack of time management skills. According to student's perception regarding the things can be improved to minimize stress in a college environment, suggested that teaching time management skills (53.2%) and keeping opened communication (56.3%) can be helped to minimize stress among them. Additionally, 50.0% of them suggested that flexible assignments can also help to minimize the stress in a college environment.

Among the respondents the major dissatisfaction related to college environment was identified that availability of health room and counseling service. 38.9% of students were strongly disagreed with the availability of health room and 34.1% of them were strongly disagreed with the availability of counseling service. Staying in unhappy environment may interfere with the

ability of learn and academic result of the student (reference). Therefore, college environment plays an important role to minimize the stress of students in this view.

Besides, the majority of the students (73.0%) had lived in rented room or house with their family (56.3%). However, some of them 12.7% responded that they lived alone, and they may spend more time lonely. Students who lived rented house had some financial limitations such as not enough for a rental fee (7.9%), not able to pay bills on time (8.7%), and don't have enough money to participate in some activities as peers (13.5%). Financial limitations and spending time lonely can have a high chance of getting stress. According to (Heckman, Lim, & Montalto, 2014), personal financial problems plays a significant role in stress among college students, and financial worries negatively affect student's wellness (Heckman, Lim, & Montalto, 2014, pp. 19-20). Moreover, a study shows that feeling of loneliness had negatively influenced the student overall academic performance and their perception of stress (Stoliker & Lafreniere, 2015, p. 146)

College students encounter some challenges in their day to day life. These challenges that in turn contribute to stress and if not dealt with can only escalate and hamper their academic performance, emotional and social well-being. Therefore, it is important to learn how to cope with that problem. According to responded students, they normally cope with problems or stressful situation by praying or reading Quran (45.2%), talking with parents (32.5%). Moreover, some of them choose sleeping to cope their stress

(30.2%), withdrawing from friends, family and other activities (15.9%) and some were an excess of comfort or junk food (13.5%). Through problem coping activities, people actively seek information or helped to tackle a problem directly or diminish its impact. All the activities that are performed to reduce stress also helped to reduce negative emotions (Azizi, 2011). Moreover, student's perception presented that it is important to have peer counseling or peer monitoring service in the college (83.3%) to provide a support system for students in coping problems through learning.

A study proves that college students have considerable amounts of leisure time an average of 42 hours a week almost twice the average 24 hours a week devoted to attending and studying for class (Yarnal, Qian, Hustad, & Sims, 2013, pp. 1-4). So how do college students use free time? Among respondent, most of them spent their free time to listen music/reading/watching television/play games (49.2%), and 42.9% of them spent their free time to browse the internet. However, some of them go out with the friend (27.8%) and 10.3% of student choose to play outdoor sports. Freely chosen activity enhances stress coping due to a heightened sense of control over their spare time as well as health problem-focused coping (Kim & McKenzie, 2014, pp. 2571 - 2578). On the other hand, engaged in leisure activities help to the improvement of mood, increase coping skills, reduce stress, encourage physical activity, and also help to promote academic and community engagement as well (Yarnal, Qian, Hustad, & Sims, 2013, pp. 1-4).

When it comes to the relationships between variables of the study, there were some identified significant relationships among variables. Being a college student both male and female faced to similar changes in changeover stage of life and also learned the same conditions in a college life (similar distribution of general characteristics). It might be explained the non-significant difference in gender as the result due to the changes in gender role in the society. However, there were some significant associations between general characters and stress factors. Students who were married has experienced an interruption of college work always presented 26.9% than those who were single and also married students has often experienced new responsibilities presented 34.6%. It can be due to the new status of life, new family responsibilities and occupation that can reflect the stress of the students.

Besides, it is found that there was a significant relationship between student living status and financial satisfaction. Those who lived in rented room or house were not at all satisfied with their financial status presented with 23.9%, because, those students find some difficulties to spend money on buying and enjoying as peers.

Satisfaction of relationship exposed the quality of relationship with parent, family and friends were considered as an important support system for students. A significant relationship identified among students who were not at all satisfied with their parent/family relationship had often experienced not enough time to meet their obligations with 50.0%. On the other hand, those who were slightly satisfied with their parent/family relationship had always

experienced the problem presented 75.0%. Moreover, it was identified that students whose parent was separated but not divorced had experienced always lower grades than they hope for presented a high percentage (40.0%) than whose parent were divorced. It may result due to lack of parental support, and these issues may struggle academic performance of the students. A study shows that families that have more negative marital relationships to have more negative parent–child relationships and that marital conflict linked in most dimensions of parenting, especially harsh discipline and lack of acceptance (Nelson, 'Brien, Blankson, Calkins, & Keane, 2010, pp. 1-5). There are several key subjects come into view that includes; Move-in day challenges, financial challenges, familial responsibilities, greater responsibility and financial independence, relationship and trust issues (Soria & Linder, nd, pp. 20-25).

5.2 Limitations of the Study

The present study has some limitations as follows;

- As student service of MNU was not being able to give the information about the current population of the faculties. Therefore, the study population was taken from the previous annual report.
- Due to limited time and budget constraint, this study can only assess the 40% of the actual sample size, so there was a limited comparison with the generalized population.

- There are some limitations to using reference data's as the baseline, the previous study about the problem was not available. Therefore, the finding could not compare with national data.
- Data collection procedure carried out in the class by gathering the group of students together at the same time. While filling the questionnaire, students respond can be influenced by the other.
- Students refused to fill the questionnaire as the questionnaire were quite longer. It should take into consideration for further studies.

5.3 Conclusion

Normally stress represents a negative impression that can have an impact on one's mental and physical well-being. Being a college student, it is honor and achievement not for themselves and their family, but also an expectation for a university in their training progress. The motivation was starting on students since the start of college life, a transition in natural life involving many changes in student's social life as well as academic environment exposure.

This study verifies the major source of and stress related factors among 126 students in MNU students. Data was collect in MNU faculties with 94.7% of respondent rate. Several kinds of literature have reviewed to support this research. Sticking to the four stress factors (interpersonal, intrapersonal, academic and environmental).

The result of this study showed that students living status, financial status and parent/family relationship were the main three possible personal consequence sources of stress. The main interpersonal factor identified were a change in social activities and worked with people they don't know. Besides main identified intrapersonal factors include a change in eating habit and change in sleeping habit. Regarding academic, increased in workload and important decisions about their future career were the main two identified factors that related stress among students. Additionally, not enough leisure time, not enough sleep and difficulties with transportations were the main three identified environmental factors within the respondents.

6. RECOMMENDATION

It suggested that qualitative study should conducted in combination with quantitative to explore the perception of respondent towards stress and level of stress. Moreover, longitudinal study is necessary to determine consequences of daily life events of that related to student's stress.

Regarding prevention, students need to be focused on time management skills, learning skills and communication skills to meet their academic requirements. Moreover, it is recommended to provide psychological, social (psychosocial) and academic support and guidance to reduce the stress of students for their better performance and learning. Also, encourage to participate extra activities in the college can also help to minimize students stress.

Maintaining and enhancing support systems like peer counselling or peer monitoring service for students who need support should promote for students in coping with problems through learning and life skill.

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8. APPENDICES

APPENDIX A

Survey Questionnaire

Section - A. General information

The following tell little more about you. Remember, the information provided is confidential. You may skip any question if you do not feel comfortable to answer.

Please fill this box completely with your suitable choice :)

1. **To which faculty do you belong?**.....
2. **What is your course name?**
3. **What is your gender?** Male female
4. **What is your age? .**
a) 18 under b) 19-21 c) 22-25 d) 26-30 e) 30 and above
5. **What is your current marital status?**
a) Single b) married c) separated d) divorced e) Widowed
6. **When do you attend classes?**
a) All day classes
b) Mostly day classes
c) Half day/half evening classes
d) Mostly evening classes'
e) all evening classes
7. **What is your enrollment status right now?** a) Full-time b) Part-time
8. **How many semesters have you attended?**
a) 1 b) 2 c) 3 d) 4 e) 5 f) 6 g) 7 or more Semesters
9. **Living Status?** a) Room/ house rent b) your house
c) Others (specify).....
10. **Live with whom?**
a) Alone b) friend c) relative d) family
c) Others (specify).....
11. **Are you currently going to a job?**
a) Yes, full-time b) Yes, part-time c) No
12. **Who financially supports your study?**
a) Parents b) my relatives c) Brother/sister d) Parents and myself e) Only myself

f) Other (specify)

13. **How do you feel about your financial status?**

- a) Not at all Satisfied
- b) Slightly Satisfied
- c) Moderately satisfied
- d) Very Satisfied
- e) Extremely Satisfied

14. **If you are not satisfied, what sort of financial limitations do you have?**

- a) Not enough for tuition fee
- b) Not enough for rental fee
- c) Not enough money to participate in same activities as peers
- d) Does not able to pay bills on time
- e) Others (specify).....

Section - B

Part 1- Possible personnel consequences

The following questions are related to possible personnel consequences related to major sources of stress.

Please fill this box completely with your suitable choice :)

1. **Parent Marital Status?**

- a) Live together
- b) separated but not divorced
- c) divorced
- d) Either parent deceased

2. **How do you feel about your relationship with parent/family? (in case of deceased parent answer for family relationship)**

- a) Not at all Satisfied
- b) Slightly Satisfied
- c) Moderately satisfied
- d) Very Satisfied
- e) Extremely Satisfied

3. **Do you have close friends? Yes No**

4. **How do you feel about your relationship with friends?**

- a) Not at all Satisfied
- b) Slightly Satisfied
- c) Moderately satisfied
- d) Very Satisfied
- e) Extremely Satisfied

5. **Do you have boyfriend/girlfriend? Yes No**

6. **How do you feel about your relationship with boyfriend/girlfriend?**

- a) Not at all Satisfied
- b) Slightly Satisfied
- c) Moderately satisfied
- d) Very Satisfied
- e) Extremely Satisfied

7. **If you are married, how do you feel about your relationship with husband/wife?**
- a) Not at all Satisfied
 - b) Slightly Satisfied
 - c) Moderately satisfied
 - d) Very Satisfied
 - e) Extremely Satisfied
8. **What do you often do in your free time? (can choose more than one choice)**
- a) Nothing
 - b) Go out with friends
 - c) Listen to music/ read/watch TV/play game
 - d) Playing outdoor sport
 - e) Internet browsing
 - f) Other.....
9. **How do you normally cope with problems or stress? (can choose more than one choice)**
- a) Talk with parents
 - b) Praying/ reading Quran
 - c) Smoking
 - d) Drinking too much
 - e) Excess on junk or comfort food
 - f) Zoning out for hours in front of the TV or computer
 - g) Withdrawing from friends, family, and activities
 - h) Using pills or drugs to relax
 - i) Sleeping too much
 - j) Procrastinating
 - k) Filling up every minute of the day to avoid facing problems
 - l) Taking out your stress on others (lashing out, angry outbursts, physical violence)
 - m) Others (specify).....
10. **Who was most influential in your decision to attend College? (Please mark one only)**
- a) Myself
 - b) Parents/relatives/spouse
 - c) Friend's
 - d) High School Teacher
 - e) College Teacher
 - f) Student or Graduate
 - g) Other.....

Part 2- College environment

Please indicate your level of satisfaction with each of the following aspects of college using the following scale:

SD= Strongly Disagree, **D**= Disagree, **I**= Indifferent **A**=Agree, **SA**=Strongly Agree

Item	SA	A	I	D	SD
1. Classroom space is adequate					
2. Study space for students is adequate					
3. There is good rapport between faculty and students					
4. There is good rapport between staff and students					
5. Library is adequate					
6. Computer Labs are adequate					
8. A campus is a safe place					
9. There is a clear student complaint/grievance process					
10. Student administration is accessible					
11. Health room available					
12. Counseling service available					

Section C: Factors related to student stress

Instruction: please mark (x) the following items if you had experienced during this academic year

N= Never, R= Rare, S= Sometimes, O= Often, A= Always

Students Recent Life Experiences	N	R	S	O	A
Interpersonal					
1. Change in social activities					
2. Conflicts with friend's/spouse's family					
3. Work with people you don't know					
4. New boyfriend or girlfriend					
5. Being taken for granted					
6. Being ignored					
7. Gossip concerning someone you care about					
8. Decisions about intimate relationship					
9. Having your contributions unnoticed					
Intra personnel					
1. Change in sleeping habits					
2. Change in eating habit					
3. New responsibilities					
4. Financial difficulties					
5. Held a job					
6. Change in smoking or other substance					
7. Death of a family member					
8. Death of a friend					
9. Severe injury					
10. Decline in health					
11. Minor law violation					
12. Engagement or Marriage					
Academic					
1. Too many things all at once (increase class workload)					
2. Struggling to meet your academic standards					
3. Struggling to meet the academic standards of others					
4. A lot of responsibilities					
5. Not enough time to meet your obligations					
6. Important decisions about your future career					
7. Lower grades than you hoped for					
8. Heavy demands in extracurricular activities					
9. Missed too many classes					
10. Disliking your studies					
11. Dissatisfaction with your reading ability					
12. Conflict with professors					
Environmental					
1. Not enough leisure time					
2. Not enough sleep					
3. Difficulties with transportation					
4. Interruptions of your college work					
5. Long waits to get service					
6. Messy living condition					
7. Change in living environment					

Section - D

Student perception

Please answer the following questions according to your opinion.

1. **In your opinion is it important to have peer counseling/ peer monitoring services in the college?** Yes No

Note: Peer counseling is a helping process that involve two people or a group of people who have some things in common. It is a way of relating, responding and helping aimed at exploring feelings, thoughts, issues and concerns with the hope of reaching a clear understanding to make informed decisions. People prefer to seek out their peers for help when experiencing challenges, frustrations, concerns and general problems.

Why is it important? (Can choose more than one)

- a) Promoting personal development in helpers
- b) Creating a positive influence on the emotional climate in the college environment
- c) Providing a bridge between troubled peers and friends: by listening rather than necessarily giving advice
- d) Offering basic skills in supporting the other peers who might need psychological support
- e) Enabling the individual to meet personal needs to be more fully functional and take control of his/her life in different settings
- f) Reducing the amount of bullying in college by supporting those involved
- g) Acting as an additional service to that provided by staff, that is complementing rather than competing with it
- h) Providing support to pupils to act as a half-way house for situations that may need to be deal with by those further up the school hierarchy
- i) For Career Exploration
- j) Others (specify)

2. **In your opinion what are the things that can be improved to minimize the stress in a college environment? (Can choose more than one)**

- a) Teach time management skill
- b) Teach Psychological first aid
- c) Monitor the Physical Surroundings
- d) More leisure activities (exercise, sports)
- e) Reduce extraneous noise
- f) Build in time for transitions
- g) Keep communication open
- h) Flexible assignments
- i) Model how to cope with disappointment
- j) Help students to enjoy the learning process
- k) Give continual feedback
- l) Build self-esteem in students
- m) Provide effective discipline measures
- n) Add creative movement to a classroom.
- o) Incorporates several meetings with students' families to reinforce lessons and supports
- p) Others (specify)

**That concludes the survey.
Thank you for spending time to help with this study☺**

APPENDIX B

Information Sheet

Introduction

My name is Fathimath Sama. I am a student from faculty of health sciences /Maldives National University, doing bachelor of primary health care, and this is my last semester. This study is a part of my final year for my degree course. It is hoped that the study could provide useful information for the professionals about advice and recommendations given to people who have suffered a stress.

Study Title

Determine the major sources of stress and the factors related to stress among college students who are studying in Maldives national university male’.

You are invited to participate in this study. Before you decide, you need to understand why the research is being done and what it would involve for you. Please read the following information carefully. You can ask questions if anything that you read is not clear or would like more information. Take the time to decide whether or not to participate.

Purpose of the study

To assess the prevalence of stress and to determine the sources of stress and the factors related to stress among the college students who are studying in Maldives National University Male’.

What will have to do if you involve?

If you agree to participate, I will ask you to answer some questions. There aren’t any right or wrong answers. The discussion should take about a half an hour at the longest.

Do you have to join in?

No, it is voluntary. If you don’t want to participate, you do not have to give a reason, and there would not be any pressure to you. You can draw out of the discussion at any time.

If you agree to take part what happens?

All the information that you provide will be confidential and used for the purposes of this study only. The data will be collected and stored in a secure manner. The information will be used in a way that will not allow you to be identified individually.

Think about the information given on this sheet, and can ask me if you are not sure about anything. If you agree to participate, please sign the consent form. The consent form will not be used to identify you. It will be filed separately from other information.

If you want any more information about the study, please contact me.

The contact details are:

Name: Fathimath Sama

Contact no: 7842162

Email: sama.dhonthi@gmail.com

APPENDIX C

Informed Consent

Survey to determine the major sources of stress and the factors related to stress among the college students who are studying in Maldives National University Male.

Consent:

I understand that purpose of this questionnaire is to find my opinion on the subject of the sources of stress and the factors related to stress and this information will help to improve our future assets from getting into stress in the college environment. The answers of mine will be kept confidential. I understand that my participation in the study is entirely voluntary, and I am free to withdraw from the study at any time without any pressure. I will answer the questions based on what I know or do. I voluntarily decide to participate in this study. By signing this consent form, I confirm that I have read and understood the information and have the opportunity to ask questions about the study.

Signature:

Name:

Date:

Phone number:

APPENDIX D

Table 4.1 Description of general information's of the students by frequency and percentage

Characteristics	Frequency	% (n=133)	Valid % (n=126)
Gender			
Male	42	31.6	33.3
Female	84	63.2	66.7
Age			
18 under	19	14.3	15.1
19-21	56	42.1	44.4
22-25	37	27.8	29.4
26-30	6	4.5	4.8
30 and above	8	6.0	6.3
Marital status			
Single	98	73.7	77.8
Married	26	19.5	20.6
Separated	0	0.0	0.0
Divorced	2	1.5	1.6
Widowed	0	0.0	0.0
When do you attend classes			
All day classes	51	38.3	40.5
Mostly day classes	22	16.5	17.5
Half day/half evening classes	14	10.5	11.1
Mostly evening classes	14	10.5	11.1
all evening classes	25	18.8	19.8
What is your enrollment status right now			
Full-time	105	78.9	83.3
Part-time	21	15.8	16.7
How many semesters have you attended			
1	35	26.3	27.8
2	33	24.8	26.2
3	6	4.5	4.8
4	22	16.5	17.5
5	11	8.3	8.7
6	15	11.3	11.9
7 or more	4	3.0	3.2

Table 4.1 Description of general information's of the students by frequency and percentage (continued)

Characteristics	Frequency	% (n=133)	Valid % (n=126)
Room/ house rent	92	69.2	73.0
your house	27	20.3	21.4
Other	7	5.3	5.6
Live with whom			
Alone	16	12.0	12.7
Friend	18	13.5	14.3
Relative	19	14.3	15.1
Family	71	53.4	56.3
Other	2	1.5	1.6
Are you currently going to a job			
Yes, full-time	27	20.3	21.4
Yes, part-time	13	9.8	10.3
No	86	64.7	68.3
Who financially supports your study			
Parents	51	38.3	40.5
my relatives	1	0.8	0.8
Brother/sister	23	17.3	18.3
Parents and myself	14	10.5	11.1
Only myself	27	20.3	21.4
Other	10	7.5	7.9
How do you feel about your financial status			
Not at all Satisfied	26	19.5	20.6
Slightly Satisfied	29	21.8	23.0
Moderately satisfied	31	23.3	24.6
Very Satisfied	29	21.8	23.0
Extremely Satisfied	11	8.3	8.7
If you are not satisfied, what sort of financial limitations do you have			
Not enough for tuition fee	5	3.8	4.0
Not enough for rental fee	10	7.5	7.9
Not enough money to participate in same activities as peers	17	12.8	13.5
Does not able to pay bills on time	11	8.3	8.7
Others	12	9.0	9.5

APPENDIX E

Table 4.9 Description of interpersonal factors by frequency and percentage

Interpersonal	Never		Rarely		Sometimes		Often		Always	
	F	Valid % (n=126)	F	Valid % (n=126)	F	Valid % (n=126)	F	Valid % (n=126)	F	Valid % (n=126)
Change in social activities	33	26.2	34	27.0	8	6.3	26	20.6	25	19.8
Conflicts with friend's/spouse's family	42	33.3	35	27.8	9	7.1	28	22.2	12	9.5
Work with people you don't know	16	12.7	23	18.3	38	30.2	35	27.8	14	11.1
New boyfriend or girlfriend	80	63.5	20	15.9	14	11.1	4	3.2	8	6.3
Being taken for granted	44	34.9	26	20.6	35	27.8	11	8.7	10	7.9
Being ignored	35	27.8	30	23.8	36	28.6	13	10.3	12	9.5
Gossip concerning someone you care about	36	28.6	24	19.0	40	31.7	19	15.1	7	5.6
Decisions about intimate relationship	50	39.7	26	20.6	31	24.6	9	7.1	10	7.9
Having your contributions unnoticed	42	33.3	24	19.0	34	27.0	17	13.5	9	7.1

APPENDIX F

Table 4.10 Description of Intra Personal factors by frequency and percentage

Intra personnel	Never		Rarely		Sometimes		Often		Always	
	F	Valid % (n=126)	F	Valid % (n=126)	F	Valid % (n=126)	F	Valid % (n=126)	F	Valid % (n=126)
Change in sleeping habits	19	15.1	16	12.7	33	26.2	30	23.8	28	22.2
Change in eating habit	13	10.3	19	15.1	38	30.2	25	19.8	31	24.6
New responsibilities	14	11.1	17	13.5	43	34.1	29	23.0	23	18.3
Financial difficulties	27	21.4	30	23.8	27	21.4	17	13.5	25	19.8
Held a job	61	48.4	16	12.7	22	17.5	9	7.1	18	14.3
Change in smoking or other substance	103	81.7	5	4.0	7	5.6	4	3.2	7	5.6
Death of a family member	83	65.9	21	16.7	14	11.1	2	1.6	6	4.8
Death of a friend	89	70.6	17	13.5	9	7.1	4	3.2	7	5.6
Severe injury	64	50.8	24	19.0	23	18.3	6	4.8	9	7.1
Decline in health	48	38.1	33	26.2	21	16.7	14	11.1	10	7.9
Minor law violation	88	69.8	13	10.3	11	8.7	7	5.6	7	5.6
Engagement or Marriage	98	77.8	8	6.3	7	5.6	1	0.8	12	9.5

APPENDIX G

Table 4.11 Description of Academic factors by frequency and percentage

Academic	Never		Rarely		Sometimes		Often		Always	
	F	Valid % (n=126)	F	Valid % (n=126)	F	Valid % (n=126)	F	Valid % (n=126)	F	Valid % (n=126)
Too many things all at once	17	13.5	20	15.9	40	31.7	19	15.1	30	23.8
Struggling to meet your academic standards	23	18.3	26	20.6	37	29.4	18	14.3	20	15.9
Struggling to meet the academic standards of others	25	19.8	28	22.2	38	30.2	16	12.7	19	15.1
A lot of responsibilities	16	12.7	25	19.8	34	27.0	18	14.3	33	26.2
Not enough time to meet your obligations	21	16.7	18	14.3	45	35.7	17	13.5	25	19.8
Important decisions about your future career	16	12.7	17	13.5	41	32.5	22	17.5	30	23.8
Lower grades than you hoped for	14	11.1	40	31.7	37	29.4	16	12.7	19	15.1
Heavy demands in extracurricular activities	52	41.3	26	20.6	25	19.8	10	7.9	13	10.3
Missed too many classes	48	38.1	30	23.8	24	19.0	10	7.9	14	11.1
Disliking your studies	56	44.4	22	17.5	30	23.8	8	6.3	10	7.9
Dissatisfaction with your reading ability	52	41.3	16	12.7	35	27.8	11	8.7	12	9.5
Conflict with professors	76	60.3	19	15.1	14	11.1	7	5.6	10	7.9

APPENDIX H

Table 4.12 Description of Environmental factors by frequency and percentage

Environmental	Never		Rarely		Sometimes		Often		Always	
	F	Valid % (n=126)	F	Valid % (n=126)	F	Valid % (n=126)	F	Valid % (n=126)	F	Valid % (n=126)
Not enough leisure time	32	25.4	17	13.5	32	25.4	13	10.3	32	25.4
Not enough sleep	24	19.0	19	15.1	31	24.6	26	20.6	26	20.6
Difficulties with transportation	29	23.0	18	14.3	29	23.0	24	19.0	26	20.6
Interruptions of your college work	32	25.4	25	19.8	34	27.0	15	11.9	20	15.9
Long waits to get service	27	21.4	23	18.3	35	27.8	21	16.7	20	15.9
Messy living condition	56	44.4	21	16.7	18	14.3	13	10.3	18	14.3
Change in living environment	51	40.5	27	21.4	29	23.0	5	4.0	14	11.1

APPENDIX I

Table 4.13 Description of student's perception by frequency and percentage

Is it important to have peer counseling/ peer monitoring services in the college	Frequency	% (n=133)	Valid % (n=126)
Yes	105	78.9	83.3
No	21	15.8	16.7
Why is it important?			
Promoting personal development in helpers	57	42.9	45.2
Creating a positive influence on the emotional climate in the college environment	56	42.1	44.4
Providing a bridge between troubled peers and friends: by listening rather than necessarily giving advice	48	36.1	38.1
Offering basic skills in supporting the other peers who might need psychological support	37	27.8	29.4
Enabling the individual to meet personal needs to be more fully functional and take control of his/her life in different settings	36	27.1	28.6
Reducing the amount of bullying in college by supporting those involved	37	27.8	29.4
Acting as an additional service to that provided by staff, that is complementing rather than competing with it	24	18.0	19.0
Providing support to pupils to act as a half-way house for situations that may need to be deal with by those further up the school hierarchy	25	18.8	19.8
For Career Exploration	44	33.1	34.9

Table 4.13 description of student's perception by frequency and percentage (continued)

what are the things that can be improved to minimize the stress in a college	Frequency	% (n=133)	Valid % (n=126)
Teach time management skill	67	50.4	53.2
Teach Psychological first aid	51	38.3	40.5
Monitor the Physical Surroundings	22	16.5	17.5
More leisure activities (exercise, sports)	55	41.4	43.7
Reduce extraneous noise	38	28.6	30.2
Build in time for transitions	22	16.5	17.5
Keep communication open	71	53.4	56.3
Flexible assignments	63	47.4	50.0
Model how to cope with disappointment	34	25.6	27.0
Help students to enjoy the learning process	47	35.3	37.3
Give continual feedback	57	42.9	45.2
Build self-esteem in students	65	48.9	51.6
Provide effective discipline measures	46	34.6	36.5
Add creative movement to a classroom	54	40.6	42.9
Incorporates several meetings with students' families to reinforce lessons and supports	14	10.5	11.1
Others	1	0.8	0.8

