

ACADEMIC STRESS, CAREER DECISION MAKING AND STRESS APPRAISAL AMONG CSS STUDENTS

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ABSTRACT

The present study was investigated the variances in academic stress, career decision making and stress appraisal among CSS students. The current study used correlational research design. Two hundred participants were collected through purposive sampling technique. Data was drawn from both government and private universities of Lahore within two months. Academic Stress Self-Regulated Learning Scale, Career Discussion Making Difficulties Questionnaire and Stress Appraisal Measure were used to measure variables under study. Hierarchical regression analysis showed that academic stress and career decision making were significant predictors of stress appraisal. Correlational results showed academic stress has significant negative relationship with stress appraisal among CSS students.

Keywords: Academic Stress, Career Decision Making, Stress Appraisal, CSS Students.

INTRODUCTION

The aim of the present study was to investigate the association between academic stress, career decision making and stress appraisal among CSS students. Researcher also aimed to identify the predicting role of academic stress, career decision making on stress appraisal.

Academic Stress

Academic stress involves mental distress regarding anticipated academic challenges or failure or even the fear of the possibility of academic failure. Academic stressors show themselves in many aspects in the students' environment: at school, home, in their peer relations and even in their neighbourhood (Thakkar, 2018).

The association between academic stressors and suicide ideation among adults has been well documented in several research studies (Abdo, 2002). In colleges, adults often see themselves as being evaluated in terms of their academic performance, and the pressure to excel is an important measure of their success in college. It is therefore not surprising that adults who attempted suicide often had problems in college (Nelson & Crawford, 1990).

Career Decision Making

Prior studies have indicated that without career guidance, secondary school students are usually insecure about career decision making (Jamali et al., 2015). For example, International Labour Organization (ILO), (2011) attribute the inadequacy of knowledge amongst youth about the world of work and career decision making to fault school curriculum that do not address early career preparation of the learners. The International Labour Organization (ILO, 2011) further warns that the forbidding job market position for youth in African nations causes desperation

that become a recipe for intolerable social behaviors (insecurity, robbery, drug trafficking) and a cause for socio-political contest in their communities.

Stress Appraisal

Stress is a vast and multidimensional concept, therefore a thoughtful task for Mental Health Professionals (Wong, 1990). Stress appraisal is defined as "an internal and external problematic condition which can upset the individual and requires coping" (Wong, 1993). "The association between individual and the environment which is personally significant and demands coping" (Lazarus, 1966).

Rationale

The study helps to understand how Academic Stress and Career Decision Making Effect Stress Appraisal among CSS Students. Understanding the importance of career decision making especially among CSS students and helps to understand how policy makers and head of department improve Academic Stress of students. The main core of this study was to provide insight and create awareness to mental health professionals that how they make strategies to overcome the suicidal ideation of CSS students.

Objectives

- To investigate the negative relationship between Academic Stress and Stress Appraisal among CSS Students
- To examine the positive relationship between Career Decision Making and Stress Appraisal among CSS Students.
- To study the predictive role of Academic Stress and Career Decision Making on Stress Appraisal among CSS Students.

Hypothesis

- There is likely to be a negative relationship between Academic Stress and Stress Appraisal among CSS Students
- There is likely to be a positive relationship between Career Decision Making and Stress Appraisal among CSS Students.
- There is likely to be a predictive role of Academic Stress and Career Decision Making on Stress Appraisal among CSS Students.

METHODOLOGY

Research Design

Correlational research design was used to investigate the relationship between Academic Stress, Career Decision Making and Stress Appraisal among CSS Students.

Sample

The sample size of 200 male and female CSS Students. The sample size was determined by "G Power Analysis".

Sampling Technique

Purposive Sampling was done.

Measures

Assessment measures included the following.

Demographic Information

A list of different questions like name, age, sex, education, marital status, and job hours, job experience, monthly income, residence, socio economic status, number of siblings, education of parents, and family system was given to the participants to collect information.

Academic Self-Regulated Learning Scale

Academic Self-Regulated Learning Scale was developed by Magno, (2011). This scale has 77 items. This scale is translated by (Mariam, Hafeez & Kausar, 2011). This scale is based on 5point-likert scale. In the present study the crohnbach alpha reliability of this scale is ($\alpha=.94$).

Career Decision Making Difficulties Questionnaire

Career Decision Making Scale was developed by Osipow, (2000). This scale includes 36 items, each corresponding to a particular difficulty. The participants were asked to rate on a 9-point scale. This scale was translated by MAPI Guidelines. In the present study the crohnbach alpha reliability of this scale is ($\alpha=.90$).

Stress Appraisal Measure

This scale is developed by Peacock and Wong, (1990). This scale is translated by (Kousar, 2012). This tool consists of 28 items and assesses different aspects of primary and secondary appraisal. This scale is based on 5-point likert scale. In the present study the crohnbach alpha reliability of this scale is ($\alpha=.90$).

Procedure

The participants were approached at different public and private universities. Each participant was provided with the Information Sheet for detail information regarding the research and a Consent Form to make sure that the participants were willingly participating in the research. They were informed about the ethical consideration of the study. After that pilot study and main study was conducted.

RESULTS

Data was analyzed using Statistical Packages for Social Science (SPSS.21).

Table 1

Pearson Product Moment Correlation Analysis between Study Variables among CSS Students (N=200)

	1	2	3	4	5
1. Gender	-	.00	.04	.02	.16*
2. Total Number of Siblings	-	-	.15*	-.04	-.20**
3. Academic Stress	-	-	-	.09	-.20**
4. Career Decision Making	-	-	-	-	.11
5. Stress Appraisal	-	-	-	-	-

** P < 0.01, *P < 0.05

The results in above table showed Gender has significant positive relationship with Stress Appraisal. However, number of siblings and academic stress have significant negative relationship with Stress Appraisal.

Table 2
Simple Regression Analysis Predicting Stress Appraisal (n=200)

Predictors	Stress Appraisal CSS Students	
	ΔR^2	β
Step 1	.13***	
Residence		-.19***
Year of Study		.16**
Number of Siblings		-.17*
Step 2	.15*	
Academic Stress		-.16*
Step 3	.16*	
Career Decision Making		.13*
Total R ²	.21	

Note: * $p < .05$. , ** $p < .01$. , *** $p < .001$.

a. Dependent Variable: Stress Appraisal

b. Predictors in the Models: Residence, Year of Study, Number of Siblings, Academic Stress, Career Decision Making.

Results in above table revealed that Residence, Year of Study, Number of Siblings, Academic Stress, Career Decision Making were significant predictor of Stress Appraisal.

DISCUSSION

Results revealed academic stress has significant negative relationship with stress appraisal among CSS students. Another study was conducted to examine the relationship between academic stress, depression, and stress appraisal among students. Results revealed significant relationship between academic stress and suicidal ideation. However, stress appraisal was significantly reduced in magnitude when depression was included in the model (Ang & Huan, 2006). A study was conducted to examine the factors associated with stress appraisal in a representative sample of university students. Results found that 9.9% of the students had suicidal thoughts in the previous 30 days and, in the bivariate analysis, the variables economic class, sexual orientation, religious practice, stress in the family and among friends, alcohol consumption and depressive symptoms were associated with stress appraisal. In the multivariate analysis sexual orientation, suicide attempts in the family and the presence of depressive symptoms remained as associated factors (Santos et al., 2017). Results showed academic stress and career decision making were significant predictor of stress appraisal among CSS Students. Another study was conducted to assess the association among dysfunctional career thinking, depression, and hopelessness in undergraduate and graduate students seeking drop-in or individual career counseling services at a university career center. The authors found that two aspects of dysfunctional career thinking, decision-making confusion and commitment anxiety, accounted for a significant amount of variance in depression. Decision-making confusion also accounted for a significant amount of variance in hopelessness (Dieringer, Lenz, Hayden & Peterson, 2016).

CONCLUSION

It is evident from the current research and previous researches that CSS Students who have academic stress, but have good career decision making lead towards stress appraisal.

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