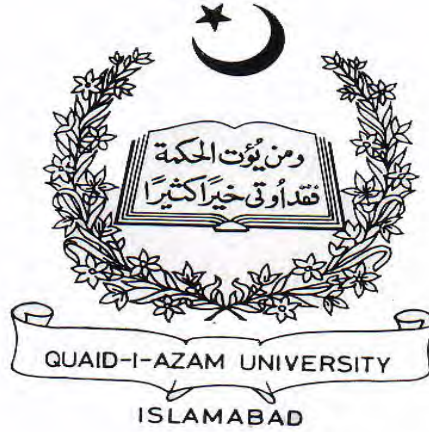


# **Culture of Stress: Ethnography of Stress Management Strategies Among University Students.**

## **A Case Study of Quaid-I-Azam University, Islamabad**



**Jaseem**

Thesis submitted to the Department of Anthropology, Quaid-i-Azam University Islamabad, in partial fulfillment of the degree of Master of Science in Anthropology.

Quaid-i-Azam University  
Department of Anthropology  
Islamabad - Pakistan  
2021

## **Formal declaration**

I hereby, declare that I have produced the present work by myself and without any aid other than those mentioned herein. Any ideas taken directly or indirectly from third party sources are indicated as such.

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Islamabad, 29 June 2021

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Mr. Jaseem

## Final Approval of Thesis

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This is to certify that we have read the thesis submitted by Mr. Jaseem. It is our judgment that this thesis is of sufficient standard to warrant its acceptance by Quaid-i-Azam University, Islamabad for the award of the degree of "MSc in Anthropology".

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## **DEDICATIONS**

**This thesis is dedicated to my parents,  
and my elder brother.**

**&**

**To my older version.**

# **Culture of Stress: Ethnography of Stress Management Strategies Among University Students.**

**A Case Study of Quaid-I-Azam University, Islamabad**



**Submitted to Muhammad Waqas Saleem**

**Submitted by Jaseem.**

**Department of Anthropology**

**Quaid-I-Azam University Islamabad**

**2021**

## Contents

Table of figures.....	6
Abstract.....	1
Chapter 1 .....	2
1. Introduction.....	2
1.2 Statement of the problem .....	4
1.3 Significance of the study .....	6
1.4 Objectives.....	7
1.5 Locale .....	8
1.7 Age, gender, and academic level.....	8
1.8 Limitation .....	8
1.9 Measurement .....	9
Chapter 2 .....	11
2. Review of relevant literature.....	11
2.1 Diagnosis criteria .....	19
2.2 Stressor.....	20
2.2.1 Distress .....	21
2.2.2 Eustress .....	21
2.3 Types of stress .....	22
2.3.1 Acute stress .....	22
2.3.2 Chronic stress .....	23
2.4 Aspects of stress.....	23
2.4.1 Anxiety .....	24
2.4.2 Moodiness .....	24
2.4.3 Worry .....	25
2.4.4 Burnout .....	26
2.4.5 Fear.....	26
2.5 Stress among students.....	27
2.6 Stress management .....	29
Chapter 3 .....	33

<b>3.1 Research methodology</b> .....	33
<b>3.2 Rapport building</b> .....	33
<b>3.3 Participant observation</b> .....	34
<b>3.4 Diagnostic criteria</b> .....	35
<b>3.5 Sampling</b> .....	35
<b>3.5.1 Purposive sampling</b> .....	36
<b>3.5.2 Sample size</b> .....	36
<b>3.6 Interviewing</b> .....	36
<b>3.6.1 Unstructured interviews</b> .....	37
<b>3.6.2 Structured interviews</b> .....	37
<b>3.7 Focus group discussion</b> .....	37
<b>3.8 Tools of data collection</b> .....	38
<b>3.8.1 Field notes</b> .....	38
<b>3.8.2 Audio recording</b> .....	39
<b>3.8.3 photos and videos</b> .....	39
<b>3.8.4 Jotting</b> .....	39
<b>3.8.4 Secondary sources</b> .....	39
<b>3.9 Ethical considerations</b> .....	40
<b>4. Area profile</b> .....	41
<b>4.1 Locale at macro level</b> .....	41
<b>4.1.1 History of Islamabad</b> .....	41
<b>4.1.2 Population</b> .....	41
<b>4.1.3 Planning and government</b> .....	42
<b>4.1.4 Capital development authority (CDA)</b> .....	43
<b>4.1.5 Climate</b> .....	43
<b>4.1.6 Education</b> .....	43
<b>4.1.7 Religion</b> .....	44
<b>4.2 The research setting</b> .....	44
<b>4.2.1 Area</b> .....	45
<b>4.1.2 Ranking</b> .....	45
<b>4.2.3 Physical Appearance</b> .....	46
<b>4.2.4 Student life (Academic and Non-Academic)</b> .....	46
<b>4.2.5 Faculties</b> .....	48



4.2.5.1 Faculty of natural sciences .....	48
4.2.5.2 Faculty of social sciences .....	48
4.2.5.3 Faculty of Biological sciences .....	48
4.2.5.4 Faculty of medical sciences.....	48
<b>Chapter 5 .....</b>	<b>49</b>
<b>5.1 Factors of stress.....</b>	<b>49</b>
<b>5.2 Stress due to academic factors .....</b>	<b>49</b>
5.2.1 Class Workload .....	50
5.2.2 Lower grades .....	51
5.2.3 Case study .....	51
5.2.4 Examination as source of stress .....	52
5.2.5 Computer problems .....	53
<b>5.3 Environmental factors of stress .....</b>	<b>54</b>
5.3.1 Lack of sleep .....	55
5.3.2 Case study .....	55
5.3.2 Response to new responsibilities.....	56
5.3.3 Poor Eating Habits.....	57
<b>5.4 Financial difficulties.....</b>	<b>58</b>
5.4.1 Study and job; a stressful combination.....	58
5.4.2 Debt a stress factor.....	59
5.4.3 Case study .....	59
<b>5.5 Health problems.....</b>	<b>60</b>
<b>5.6 Relationship as source of stress.....</b>	<b>60</b>
5.6.1 Case study .....	62
<b>5.7 Lack of recreation .....</b>	<b>63</b>
5.7.1 No time for extracurricular activities.....	63
5.7.2 Lack of vacations.....	64
<b>5.8 Family problems.....</b>	<b>64</b>
5.8.1 Dispute between parents.....	65
5.8.1.1 Case study .....	65
5.8.2 Marital issues.....	66
<b>5.9 Other factors.....</b>	<b>67</b>
<b>8.9.1 Language barriers.....</b>	<b>67</b>

<b>Chapter 6</b> .....	68
<b>Impacts of stress on students</b> .....	68
<b>6.1 Academic impacts of stress</b> .....	68
<b>6.1.1 Lack of concentration</b> .....	69
<b>6.1.2 Disrupts the capabilities of a student.</b> .....	69
<b>6.1.3 Inability to solve problems.</b> .....	70
<b>6.1.4 Misunderstanding and forgetfulness</b> .....	70
<b>6.1.4.1 Case study</b> .....	71
<b>6.2 Social effects of stress</b> .....	72
<b>6.2.1 Social isolation</b> .....	72
<b>6.2.1.1 Case study</b> .....	73
<b>6.2.3 Killing of sexual desires.</b> .....	74
<b>6.2.4 Lack of social support</b> .....	74
<b>6.3 Physical impacts of stress</b> .....	75
<b>6.3.1 Hypertension</b> .....	75
<b>6.3.2 Case study</b> .....	76
<b>6.3.3 Weakening of immune system.</b> .....	77
<b>6.3.4 Muscles tense up and weight gain</b> .....	78
<b>6.3.5 Insomnia</b> .....	78
<b>6.3.6 Ulcer and other gastrointestinal disorder</b> .....	79
<b>6.3.7 Fatigue</b> .....	79
<b>6.4 Psychological impacts of stress</b> .....	80
<b>6.4.1 Bad temper</b> .....	81
<b>6.4.2 Anxiety</b> .....	81
<b>6.4.2.1 Case study</b> .....	82
<b>6.4.3 Pessimism</b> .....	83
<b>6.4.4 Short term memory loss</b> .....	84
<b>6.4.4 Escapism</b> .....	84
<b>6.5 Usage of drugs</b> .....	85
<b>6.5.1 Charas</b> .....	86
<b>6.5.2 Alcohol</b> .....	87
<b>6.5.3 Ice</b> .....	88
<b>6.5.3.1 Case study</b> .....	88

<b>Chapter 7</b> .....	90
<b>Cope up mechanisms.</b> .....	90
<b>7.1 Strategies for overcoming stress.</b> .....	90
<b>7.2 Understanding stress.</b> .....	91
<b>7.2.1 Understanding stressor</b> .....	91
<b>7.2.2 Stress response</b> .....	92
<b>7.2.2.1 Goal orientation</b> .....	93
<b>7.2.2.1.1 Case study</b> .....	93
<b>7.2.2.2 Emotional orientation</b> .....	94
<b>7.2.2.3 External sources</b> .....	95
<b>7.3 Academic determinants of stress and cope up strategies.</b> .....	95
<b>7.3.1 Changes in study schedule and techniques</b> .....	95
<b>7.3.1.1Case study</b> .....	96
<b>7.3.2 Role of teacher</b> .....	97
<b>7.3.2 Proper interaction between students and teacher</b> .....	97
<b>7.3.3 Sense of equality</b> .....	98
<b>7.4 Physical strategies for coping with stress.</b> .....	99
<b>7.4.1 Physical activities</b> .....	99
<b>7.4.2 Yoga</b> .....	99
<b>7.4.3 Hygienic and healthy diet</b> .....	100
<b>7.4.4 Proper rest</b> .....	100
<b>7.4.4.1 Case study</b> .....	101
<b>7.4.5 Relaxation Exercises</b> .....	101
<b>7.5 Mental strategies for coping stress</b> .....	102
<b>7.5.1 Meditation</b> .....	102
<b>7.5.1.1 Case study</b> .....	103
<b>7.5.2 Solving problem.</b> .....	104
<b>7.6 Social coping strategies</b> .....	104
<b>7.6.2 Developing a hobby.</b> .....	105
<b>7.6.3 Social support</b> .....	106
<b>7.6.3.1 Case study</b> .....	106
<b>7.7 Financial support</b> .....	108
<b>7.7.1 Case study</b> .....	109

7.8 Clinical support.....	110
7.8.1 Counselling with Psychologist.....	110
7.8.2 Psychiatrist .....	111
7.8.2.1 Case study.....	111
Chapter 8 .....	113
8.1 Discussion.....	113
8.2 Recommendations.....	118
8.3 Suggestions.....	118
Chapter 9 .....	119
9.1 Conclusion .....	119
Bibliography .....	121

## Table of figures

Figure 1: Map of Islamabad.....	42
Figure 2: Babul Quaid; Quaid-I-Azam University .....	45
Figure 3: Fun Fair at Quaid-I-Azam University .....	47
Figure 4: Psychiatrist's prescription .....	83
Figure 5: Charas preparation .....	86
Figure 6: Doctor's Prescription .....	112

## Abstract

This study has been carried to find out the causes, effects and cope up strategies among the students Quaid-I-Azam in order to eliminated stress. Stress is nowadays very common among people of all age groups and professions, and university students has no exception. So, this study was meant to explore stress, it causes and effects, and cope up mechanisms in order to get rid of stress, among the students of Quaid-I-Azam University. Qualitative method was used for data collection of this study, while applying anthropological research model. This was carried out in Quaid -I-Azam University, Islamabad and the time duration of this study was 4 months and three days, between 17<sup>th</sup> of September 2019 to 20<sup>th</sup> of January 2020.

This study was meant to explore two objectives; first objective was to explore the factors responsible for stress among the students of Quaid-I-Azam university, second part of first objective was to dig deep into the effects of stress among the students, and second objective dealt with the cope up mechanism. The causes of stress among the students of Quaid-I-Azam university were various. Most of the students were having stress due to poor performance in academics and financial issues. Aside from academics and economic issues, there were social factors and Health problems, responsible for stress. Social factors included stress due to love affairs and friendship, while poor hygiene was reported as health issues, responsible for stress. Stress was creating adverse effects on students of Quaid-I-Azam university. These effects were in academic, physical, psychological, and social aspects. Academic drawbacks of stress included forgetfulness, inability to understand lectures, Psychological shortcomings of stress were bad temper and anxiety, Physical drawbacks of stress were gastrointestinal problems, ulcer, and fatigue. Lastly, Exploring the main objective of this study, I came to know that each factor of stress was coped up with specific strategy. Financial factors were dealt with financial strategies, social factors were addressed while applying social strategies and academic strategies were followed for eliminating academic factors of stress. Finally, there were some students who consulted with health professional in order to overcome stress.

# Chapter 1

## 1. Introduction

Prosperity and development of countries are based on three significant factors i.e., education, health, and economy (Murtin, 2016). Health is one of the important underlying factors that is stressed upon in almost every culture. A famous proverbial saying in English 'Health is wealth' or in Urdu 'Jaan hai tu jahan hai' further highlights significance of health. Health is considered as a blessing of God and healthy person as blessed one.

According to World Health Organization, health is combination of physical, mental, and social well-being (Bickenbach, 2015). Physical health is the most common aspect of health and most of the people often ignore the psychological and social wellbeing. All three aspects of health are interconnected. Social disturbance can cause physical and mental disorders. Mental disorders can cause social imbalance and physical problems, and vice versa (Thoits, 2011).

Health is very essential, and it is the one of the basic needs, which a person is supposed to achieve because healthy person is needed for the wellbeing of society, as well as family. Unhealthy person is unable to perform those tasks which a healthy person is capable of doing. Health is not only the absence of infirmity or presence of any disease, but it is a situation of social, physical, and mental wellbeing. Health is indeed a real wealth and the very standards of richness lie in the foundations of health (Boyce & Brown, 2018). On the other hand, disturbance in any aspect of health creates imbalance in human's life. Human's body is controlled by the behaviour and approaches, triggered in Human mind. Each way of doing things and adaptations is hugely influenced by human's mental ability. Mentally stronger person is the more capable and efficient, as compare to mentally weak one, but sometimes a person deals with circumstances which affects his cognitive abilities and thus his potential got damaged. We can call this condition mental illness (Bunce, Tzur, Ramchurn, Gain, & Bond, 2008).

Mental illness is a health problem which affects the way of thinking of person, person's behaviour, and his interaction with others. Mental health problems are very common nowadays, and it is often due to reactions to the stresses of life (Bhandari, 2018). So, stress is a key of the elements which triggers mental illness.

Feeling of emotional or physical tension is called stress. Selye defines stress as "any external event or internal drive which threaten to disturb the organism's equilibrium is called stress" (Selye, 1974). Hans Selye was the first person who used this term "stress". According to Selye stress can come from any thought or event which makes person feel angry, nervous, and frustrated. It is a reaction of body towards challenges or demands. As we know stress is unavoidable phenomenon in every aspect of human life, elements which can cause stress are also various among humans (Selye, 1977). Causes of stress are different among various social classes, different age groups, and genders. Causes of stress among children may differ from those of elders. Males have different causes responsible for stress, while females have their own causes which make them stressful. Almost all people have stress, having a little bit of stress is normal but excessive stress can cause anxiety and it is harmful for health (Bhandari, 2018). Stress affects the life of male, female, young, old, teacher, student, father, son, wealthy, poor, employed, and unemployed etc. This study is meant to explore stress among students. There are some surveys related to stress, depression, attempt to suicide and other psychological symptoms among students which are followed by the researcher.

This research is concerned with stress among university students. It is observed that students especially universities' students are facing more stress than others (Lawton, 2019). In 2018 a survey was conducted of 67,000 students. Among them more than 20% percent claimed that they have stressful events in their lives which created mental problems. Self-harm suicidal thoughts and suicide attempts were made by those students (Reinberg, 2018). Academic stress is on its peak among students. There are various cases where students put end to their lives in Pakistan. In a remote district of Khyber Pakhtunkhwa four students committed suicide after not getting good grades in their college exam. Lack of satisfaction led Fareed Ahmad to commit suicide although he got 81% percent marks (Turk, 2018). Famous Brazilian lyricist and novelist Paulo Coelho De Souza quoted that stress, anxiety,

and depression are caused, when you live to please others. Universities students are more ambitious than college's students. Papers, tests, projects, and sense of competition are some reasons which make them emotionally imbalance. Apart from this, they have other reasons for example financial reasons, finding jobs, social and inter-personal problems, and search of potential life partner which cause stress among students (Terada, 2018).

Most of students in order to get higher education, visit to big cities. They live far from their homes. Some of them live in universities' hostels specific for students, but most of them do not get allotment in universities hostels so they live in private hostels. As we know most of Pakistan's population lives in rural areas, so students of rural areas initially face many problems like unfamiliarity with metropolitan cities lifestyle, language difficulties, social barriers, and other stuff. These problems may seem smaller to someone but students who are not aware of such difficulties, for them this is a huge cause of stress (Rehmani, Khan, & Fatima, 2018).

One Important factor is that it is recognized that neither mental nor physical health exist separately. All health issues need to understand in social and cultural context. Different cultures have different interpretation of health. Attitude toward health towards, particularly mental health is very different among different cultures (Sobo, 2004).

The purpose of research is to find out the major causes of stress among students, how they deal with stress, what are the effects of stress on students and what are the best ways to cope up with stress. Taking all those factors mentioned above in account to conduct research, for finding out the emotional adjustment of today's student.

## **1.2 Statement of the problem**

Stressors are the circumstances and facts which cause stress. The events, circumstances, and other reasons which are responsible for bringing stress among students are known as stressors. They are two types of stressors according to Hans Selye, first one is called Eustress (1977) and second one is called distress (1974).

Eustress is a type of stress which enable students to do their works properly, on time and efficiently. This kind of stress is useful in order to achieve goals and to finish tasks at time.



Second type of stressors is distress. This kind of stress is bad for mental health and it has some serious drawbacks. Distress makes students unable to perform their tasks properly and it causes emotional imbalance among them. Distress causes certain psychological issues among students. The research was meant to explore this harmful type of stress (Selye, 1974).

Through this study, I focused on every type of harmful stress. There were different types of harmful stress among students. Talking about stress among students one might think that stress would be there because of academic work but there were other factors also, which caused stress among students. I not only studied academic factors but also other causes of stress like economic factors, environmental factors, stress due to relationship and stress caused by social interaction.

The reasons for which the topic was selected was to explore stressors and measure the level of stress among students. What are the factors which bring stress? Is it in their mind, means is it a psychological bonding or it is some way, or another related to circumstances? Different studies suggest different arguments. Some researchers concluded that human cognition and psyche is responsible for stress while others are of the view that circumstances have impact on human mind which is a key factor of stress (Weiser, 2014). For example, there are some students in the class who feel stressful about their result and grades. They get worried when result is not satisfactory, or they did not get A while in the same class there might be students who have nothing to do with higher marks or getting A (Winkelman, 2009). They may not be as stressful as other students who got high marks than them or even if they fail, they may not care about their failure and they may simply overlook the circumstance and do not have any stress. But most of humans are bound to circumstances. We cannot overlook circumstances as we know that most of researchers are of the view that it is a key element responsible for stress. I studied both scenarios in this which according to me, were responsible for stress.

This study was aimed to explore cope up strategies among students regarding distress. I have gone through possible psychological, sociopsychological and socioeconomic strategies which were made by students in order to cope up with distress. Students in universities were overburdened with academic works, so strategies to cope up distress in

academic aspects of student's lives were explored. Cope up strategies regarding social life and change in living environment were also explored. In short, strategies were explored with every possible factor of distress.

Students of Quaid I Azam university were selected for this study. There were students of various academic backgrounds and different education level over there. This study was conducted regardless of academic background or education level, but this study was specified for students of certain age. Students of PhD were not included in this study due to limitation of sampling.

Stress was not merely a psychological issue rather it brought certain other changes in a life of a student. Physical health was affected due to stress. Mental problems were also the outputs of stress and stress also disrupted social life of a student. The researcher also aimed to find out all possible drawbacks of stress. Changes in student's mental health, physical health and social life were explored by the researcher.

### **1.3 Significance of the study**

Many studies have been done to find out stress factors, causes of stress, impacts of stress on individuals as well as society, and how stress can be eliminated, in order to bring people back to normal life. Most of these studies have been done either in psychological field or in medical domain. So basically, those studies are in statistics and numerals. I was having an intention to find out percentage or numbers of stressed people, but my main concern was to look it through lenses of anthropology. Anthropological interpretation of stress is different from psychological, medical, and sociological one.

This research will be useful in both academic, applied, and psychological field. In academic field it will provide an overview of stress among students. It will be beneficial for those students who want to conduct study on depression and anxiety in general, and stress in particular. Students can refer this study in case of further studies on stress.

This study has some key positive factors in applied field. Applied field is meant to solve problems of humans. Students have various psychological issues so; in future the government might launch some programs to resolve those issues. In that case, this research has a potential to be used as ground report for initial planning of that particular program.

This research is also beneficial in psychological field. Psychologist sometimes do not have time to dig deep into the causes of stress among students. They can get benefit from this study in understanding lifestyles of students.

This research will help in finding out the changes occur in lives of student, how society treat them, and how they react to society's attitude, what they need in that situation, what they get in that situation, what are the possible ways to overcome stress and what they do to subdue their stress. So, for the reasons mentioned above the importance and significance of the study is there.

Stress is very common nowadays across the globe. In Europe 13.5 million workdays are lost due to stress every year. In United states of America 75% to 90% of doctors' visits are in some way related to stress. In Japan 60% of its total population is under significant amount of stress (Drah, 2020). Another study suggests that in India 48.6% students are facing some kind of stress while in Pakistan its percentage is 43.9 (Kumar, Kattimani, Sarkar, & Kar, 2017). According to these studies stress is more prevalent than any other psychological disorder. Due to the high magnitude of stress this study is very important because almost half number of students in Pakistan is somehow facing stress.

Finally, studies regarding on stress in anthropological field is almost negligible. I never came across with a single research done on stress, in Quaid E Azam university's department of anthropology. It will be the first study done on stress in anthropological perspective which further signifies its importance.

## **1.4 Objectives**

Every research or report has some aims, goals, and objective. A researcher tries to find out some basic aims and objectives through the research. Same is the case here. There are some objectives which I wanted to figure out.

1. To figure out the causes and effects of stress among students.
2. To explore cope up strategies among students regarding stress.

## **1.5 Locale**

This study has been conducted in Quaid-I-Azam University, Islamabad. The university is Pakistan's number one university, in ranking conducted by higher education commission of Pakistan. It is among top five hundred universities in global ranking, and its position is among top 150 universities of Asia (Mckie, 2020).

The university has been selected due the diversity of the student population. The university admits students on quota reserved for each provincial units and administrative divisions of Pakistan. The reasons behind the selection of Quaid-I- Azam university as locale for this research, is that it is number one university of Pakistan which signifies the education system of this university, so the students might have better understanding of stress. Second reason was that due to better understanding they might come with better strategies to fight back.

Another reason for choosing Quaid-I-Azam university as locale was that I was enrolled student of Quaid-I-Azam University so, it was easy to investigate students because I used to live in hostel, and I was able to interact with students at any time. For Example, in other universities I might face lots of difficulties in interviewing a student especially at night because the security would not let me enter the hostels. In other universities this research would be limited to daytime or university time only (From 9am to 4pm). So, in order to dug out in-depth information I selected Quaid-I-Azam University as locale of this research.

## **1.7 Age, gender, and academic level**

Students whose ages were between eighteen to thirty, were chosen for this study.

Undergraduate and students of master level were mostly investigated of this study.

Students of Ph.D. are not included in this study. Equal number of male and females was the aim of the researcher to study but somehow the numbers of female respondents were lesser than males. Females were not easy to investigate because of their privacy concerns.

## **1.8 Limitation**

This study addresses most of aspects of stress among student but there are some shortcomings which this study does not ensure to address.

1: The sample size is small, so it does not ensure the validity that much.

2: The students were often concerned about their privacy especially regarding their relationships, so sometimes the findings were misleading. This is a limitation which need to be addressed.

3: Female respondents were less than male ones which is another limitation of this research. Female students were difficult to investigate because some of them were not feeling comfortable to talk about their circumstances with a male researcher.

4: There were some Privacy issues of some respondents which prevented this research from getting saturation. Most of the students shared all their private information, causes, and effects of stress but few female students were having some privacy issue so, they did not provide enough information which is again a limitation of this research.

5: It was very hard to find respondents especially female respondents because I was stranger to them so, they were not in favour of sharing proper information. Although I built up my rapport but still some female students were sceptical so, their response was not according to need of this study.

6 This study finds out stress among students at undergraduate and master's level so students of higher education such as PhDs were not included here, which is again limitation of this study they should also be included in other studies regarding stress.

## **1.9 Measurement**

The perceived stress scale (PSS) was used the measure stress. This scale has been developed to measure level and degree of stress (Cohen, 2019). It is a psychological instrument for measuring stress. I used a scale to measure the level of stress. This scale was numbered one to five. One was counted for stress which has been faced for more than three days and less than a week, two was counted for initial stage of long-term stress its duration

was between one to two weeks, three was counted for stress situation which lasts for a month. First three categories were of acute stress.

Four was counted for stress faced between one month to three month and final stage was for intense stress, its duration was more than three months up to years. Fourth and fifth category were of those students who were having chronic stress.

This scale was used for this research because it is widely used in measuring stress and it is most reliable scale among various psychologists.

## Chapter 2

### 2. Review of relevant literature

Review of relevant literature was essential part of my research. I reviewed different studies, books, documents, interviews, reports, and journals in order to get clear idea about stress, and its outcomes. Relevant literature was reviewed, and it provided me in-depth information regarding stress. It gave me an idea about stress in different circumstances and responses of other researchers toward stress, and it provided me a valid picture of stress in multiple domains.

Review of relevant literature was done objective wise. First of all, I reviewed those articles, reports, documents, and books which were based on human emotions. Then literature related to stress and emotional imbalance was reviewed. Review of relevant literature was further divided into types of stress, type of stressor, aspects of stress and studies conducted on students regarding stress. Two types of stress were explored, and literature related to those two types was reviewed. Then types of stressor for example eustress and distress were studied and relevant literature was reviewed. Aspect of stress like anxiety, moodiness, worry, burnout, and fear were further elaborated and relevant literature of stress aspect was reviewed. I started my review of literature with a book of psychological anthropology written by anthropologist Charles Lindholm.

According to Lindholm (2001) Some early Greek philosophers were of the view that emotions are connected to mental process and bodily experiences. Aristotle and his followers were among those philosophers.

*The division of passions according to them were in fear, desire, pleasure, and pain. These four classes of passion were linked to vital spirit which they called Pneuma. According to them, whenever body face some harsh or excited conditions this pneuma arise in form of heat or cold (Lindholm, 2001).*

Author of book 'culture and identity' Charles Lindholm who contributed a lot in psychological anthropology, interprets his ideas about emotions and stress differently. Charles Lindholm has discussed Emile Durkheim's thought that primarily human beings are not logical instead they think, they try to analogue, and they categorize. Lindholm was of the view that that the study of emotions was almost negligible in the field of sociology and anthropology in the western world because the sociologists and anthropologists of West were having much interest in cultures and societies. They considered emotions as study of individual's personality not as social science. They were of the view that sociology and anthropology are the study of relationship of people with each other's and thus emotions did not fall in this category (Lindholm, 2001).

The author further shared his ideas that study of emotions was hot topic among western psychologists although it was ignored by anthropologist. He further stated that the early Christian model which was expounded by Saint Thomas Aquinas was an emotional model. In that model St Thomas argued that body did not cause passions rather it was the restless movement of soul which was responsible for changes in body (Lindholm, 2001).

As we know stress is emotional imbalance, so the study of emotions has deep connection with stress. Emotions may vary based on culture, gender, age, and religious affiliation. Charles Lindholm argued that in Pakhtoon society which he studied; men are supposed to suppress their emotions (Lindholm, 2001).

Charles Lindholm has discussed the way of thinking of people about emotions. Emotions are logical, or it has nothing to do with logic? Emotions are constant, or it differs from person to person or society to society? These are some of the basic questions which Lindholm tried to answer.

The biggest question arouses in mind is whether emotions are biological or cultural. According to physicians, emotions are determined by biology of humans (Plutchik & Kellerman, 2013) but according to anthropologist cultures has also a lot to play in the field of emotions (Harre & Parrott, 1996).

The crucial differences which distinguish human societies and human beings are not biological, they are cultural (Benedict, 1934).



According to one of the most influential figures of twentieth century anthropology Ruth Benedict, human beings are different from each other due to cultural difference, although biologically they are the same. She was one of the founders of culture and personality school of thoughts and she was pupil of Franz Boas<sup>1</sup>. According to Ruth's theory, human emotions and behaviour is determined by culture. How someone react to any situation depends on his/her culture patterns (Benedict, 1934).

Reddy (2001) drew different approaches toward emotions in his book the "navigation of feeling". He tried to answer those related question in every possible way which were under debate for long time. He mentioned different approaches to feelings and emotions in Anthropological, psychological, sociological, and physiological realm.

One of the founders of anthropology of emotions Michelle Rosaldo demonstrated that emotions might have physiological dimensions but what a person think, and how he behaves is a result of social modes (Roslado, 1984).

*Rosaldo worked on Ilongot people of Philippines. Ilongot people are hunters and Swidden farmers who are living in forested region of Philippines. According to Rosaldo that the experience of emotion of Ilongot people were demonstrated by liget (Reddy, 2001).*

Michelle Rosaldo (1984) and Lila Abu Loghad (1998) both had concluded their ethnographies in constructionist's way. They both came across with the cultural explanation of emotions. Rosaldo's work is mentioned above but Lila's works is summarized below for reference.

Lila Abu Loghad is a Palestinian-American feminist anthropologist. She conducted her study on the life of Bedouin women. Bedouins are Arab nomads who have flocks of camels. She was surprisingly welcomed by those Bedouin women because she was concerned about the conservative culture of Bedouins. She highlighted the locality of emotions in Bedouin context (Abu-Lughod & Lutz, 1990).

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<sup>1</sup> Franz Boas was German Born American Anthropologist. He is founder of cultural relativism, historical particularism and four subfields of Anthropology. He is considered as father of American Anthropology.

An ethnographic study of emotions was presented by Catherine Lutz in 1988. Her approach was identical to Lila Abu Lughad and Michelle Rosaldo. She conducted her study on Pacific Atoll of Ifaluk. She argued that emotions are local, social, and constructed (Reddy, 2001).

The concept of Catherine Lutz was identical to that of constructionists. After studying the behaviour of the locals at Ifaluk, she came across with same concept which was given by Lila Abu Lughad and Michelle Rosaldo. Catherine Lutz also became the follower of constructionist school of thoughts. She also claimed that emotions are socially constructed, it is not an international phenomenon or a constant law, rather it is cultural (Abu-Lughod & Lutz, 1990).

Emotions are also interlinked with belief system. Goldie (2000) argued that belief plays a role in determining emotions of people.

*There is not a contingent relationship between belief and emotion rather there is conceptual relationship, which makes it clear to relate these two aspects of life. One might not be afraid of anything, but he can be fearful about some specific things. A Person might fear money after exploring its consequences that money might make me friendless (Goldie, 2000).*

In his book “The emotions: A Philosophical exploration” the author Peter Goldie has discussed the relationship between belief and emotions. He argued that emotion is in deep connection with belief. Belief sometime reverts emotions, for example a person sometimes quit his well-paid job if it is opposing to his beliefs (Goldie, 2000).

Different writers have described stress as different phenomenon for example some are of the view that stress is personal response, while other are of the view that it is caused by objective circumstance.

Michael Winkelman argued that stress has nothing to do with outer world or circumstances going on around the person, rather it is interpersonal phenomenon. People are stressed about whether local football team will or not. For some people it may not be a matter of stress but for others it is, indeed.

*Some students are highly concerned about their grade in examinations, they feel stressed if their grades are lower than their expectations but for other students the losing of grades do not matter (Winkelman, 2009).*

Michael Winkelman's thoughts about stress are perceptive. He argued stress is embedded in human cognition and it has nothing to do with outside world. Work, which is stressful according to someone, is totally based on someone's cognitive interpretation. Things which seem distressful to someone, but it might not be distressful for others.

Much of the stress is socially induced by interpersonal interactions, cultural expectations, and an individual's interpretation of situation. Consequently, the same situation does not affect all people uniformly because everyone differs in expectations, resources, and perceptions. Stress is derived from the assessed meaning of situation and an individual's coping behaviour (Winkelman, 2009).

Michael Winkelman was of the view that stress is social phenomenon. It is not like something constant or absolute reality. Everyone has their own way of thinking and interpretation. Response towards surroundings incidents was also vary and personal. So, stress response is not constant according to Michael Winkelman.

Michael Winkelman has also described some positive aspects of stress. The effects of stressed on the body is not always negative.

*Some types of stress are helpful to maintain complementary functions more adequately. positive stress is useful in balancing two divisions of ANS the erogtropic which is the sympathetic nervous system and trophotropic which is parasympathetic nervous system. Stress keeps these two divisions in balance (Winkelman, 2009).*

Michael was of the view that although stress has negative effects, but stress is useful also in some ways. Stress is responsible for making mind, to work properly, and quick response. The situation of stress helps in activation of various part of nervous system which alerted the body, and which is much needed in that time. Human body can handle stress, but if it failed to handle then results may be unwanted. This could cause ulcers, hypertension, and cardiovascular diseases (Winkelman, 2009).

Now let us come to our topic of concern stress among students, as we know it is very common nowadays. There are many studies which have reported strong relationship between students and stress. Academic stress among students have long been researched on by the researchers, and their findings was that too many assignments, failures, competition with other students, poor relationship with teachers and fellow students, and economic problems were main sources of stress (Landow, 2006).

Hans Selye was person whose contributions in diagnosis and consequences of stress are far more than any another psychologist. He has discussed the various aspect of stress in detail.

*Stress means different thing to different people. It is just like an achievement, defeat or joy which are interpreted differently by the people. Although word stress is now part of our daily vocabulary, but its definition is still under question mark. that is why the definition of stress is so difficult (Selye, 1977).*

According to Selye the stress cannot be defined into single phrase or sentence because it is different among various people. According Selye it is just like success, failure, or happiness it could be positive for one but could be negative for others. It is a part of our daily vocabulary, but no one has come with a proper definition yet. Distress a harmful stress is identical to stress. Stress cause pain, fatigue, and fear but the same criteria are not applicable throughout. For others it may be different (Selye, 1974).

The symptoms, the causes and the factors of stress differs from individual to individual, but the term stress is used the same throughout. That was why according to Selye stress is so difficult to understand. Apply and Trumbull (1986) have given their views on overcoming stress by giving the examples of various sectors. Stress control and management was associated with changing environment in which a person use to live.

*Quality and quantity of output was achieved through monitoring and different management techniques in industrial and military sectors. In clinical spectrum tranquilizers were used for stress management. Although stress has various factors, but only physical and psychological factors were focused (Appley & Trumbull, 1986).*

According to Mortimer Appley and Richard Trumbull (1986) stress was mostly conceptualized with change in living conditions of person. For that purpose, different techniques were studied to make steps for overcoming stress. In Industrial sector and in military programs, these techniques were common to normalize the mental conditions of labours and soldiers. Labours and soldiers must perform their duties, so it was necessary to take serious step for eliminating this psychological disturbance.

Mortimer and Richard argued that in clinical procedures tranquilizers were used. They emphasized on taking stress more seriously, because of its negative consequences. According to writers only physical and psychological aspects of stress has been studied yet (Appley & Trumbull, 1986). Now various other factors of stress have also been studied but Mortimer and Richard have mentioned those factors which were studied back then.

Anthropologists Ann Mcelroy and Patricia Townsend (2009) have linked mental illness with environmental and ecological changes. According to them Stress can be defined as physical response to those environmental changes in which a body demands proper adaptation to overcome its threats.

*The popular view about stress is that is like an external force like pathogens which makes us sick but according to our point of view stress is an internal force of defence. Stress is like adaptation (Mcelroy & Townsend, 2009).*

Anthropologists Ann Mcelroy and Patricia Townsend have discussed stress in ecological spectrum. They are of the view that due to change in environment body need a proper response to handle these changes. Due this response a person faces stress.

*Genetical, behavioural and developmental changes occur in adaptation. Physiological defences are evoked during stressful moments. The defence system is based on three pathways (1) hormonal system (2) immune system and (3) the nervous system which includes reflexes and autonomic Responses (Mcelroy & Townsend, 2009).*

Ann Mcelroy and Patricia Townsend have denied the view of others that stress was an external force rather they argued that was an internal force which was stimulated by body

to stop advance of environmental changes. Body might face genetical, behavioural and developmental changes in trying to adapt to those changes, which according to them can be labelled as stress.

Wiser (2014) argued that the responses of stress are cognitive, behavioural, and physiological. In cognitive responses a person face difficulty in concentration and decisions making.

*In behavioural responses the result may be in form of alcohol drinking, smoking, intoxication, or any other unwanted action which can be harmful to that person as well as to the society. Physiological responses of stress can be in form of headache and increase in heartbeat. Gastrointestinal problems can also be the result of stress (Weiser, 2014).*

Eric Weiser tried to figure out the psychological and physiological outcomes of stress. He argued that the ability of decision making of those who were having some sort of stress, were not on par with normal ones. Their lack of focusing on problems led them toward making wrong choices. Sometimes they even lose the ability of decisions making. Aside from psychological turmoil stress also effects physiological health. Increase in pulse rate and headache could be physiological drawbacks of the stress. Apart from these, stomach problems for example digestion problems were also common among stressed persons (Weiser, 2014).

*Mental health is affected badly due to mental illness. It affects the requirement of mental hygiene. A mentally ill person is considered lazy and dangerous. Mental illness also causes unreliability and unemployment. Many people are fired from their jobs every year because of their mental instabilities which cost them in form of unemployment (Arboleda-Florez & Sartorius, 2008).*

Mental illness triggers many social and physical drawbacks. According to Arboleda-Florez and Sartorius (2008), Person who has mental disturbance are inconsistence and unreliable in his work so that was why either he quits his job, or he is fired by the authority. This

situation further leads towards financial crisis, and economic condition of a person becomes miserable.

## 2.1 Diagnosis criteria

How to diagnose stress was another big question which needed a proper answer. Diagnostic criteria of stress mentioned in DSM-V<sup>2</sup> were witnessing traumatic event, negative mood, dissociation, avoidance, and arousal. Diagnosis criteria were not the same, the symptoms may vary from person to person. Duration of acute stress starts from three days and it lasts up to one month while chronic stress is one step further. Its duration starts from one-month lasts up to several months (American Psychiatric Association, 2013).

*It is not compulsory that a patient will show those problems and symptoms through an illness can be traced and he/she is diagnosed whether he/she has that mental illness or not (Woo & Keatinge, 2008).*

Stephanie Woo and Carolyn Keating (2008) have discussed the diagnosis of almost all mental disorders. In their book “Diagnosis and treatment of mental disorders across the lifespan” they have highlighted all aspects of mental disorders. The process of collecting information from patient and the method of interview has been discussed in detail.

*Most of the interviewer commit a mistake they just rely on that information which are helpful for them to diagnose patient as early as possible. The interviewer then just asks those questions which confirms that illness. In this regard the interviewer often neglects those question which disconfirm it (Woo & Keatinge, 2008).*

The author of “Diagnosis and treatment of mental disorders across the lifespan” argued that an interviewer often makes some mistakes in figuring out psychological problem. They follow the prescribed way only. They only ask questions about the generalized feature and symptoms, of any particular mental problems.

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<sup>2</sup> DSM-V Stand for Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition. It was updated in 2013. DSM is taxonomic and diagnostic tool published by the American Psychiatric Association (APA).

Due to improved scientific methods, studies, and etiology<sup>3</sup>, the diagnosis of mental disorders are relatively easy but scientific tools still have some limitations, and the role human is not yet fully eliminated in this age of innovations. Woo and Keatinge have discussed that how someone personally can diagnose patient of mental disorder. In their book they have described four steps to investigate mental illness. In first step they have discussed how to “intake and interview”, second phase is “crisis issues”, third is “essentials of diagnosis” and in final stage they have mentioned the fundamentals of treatment planning (Woo & Keatinge, 2008).

Gordon Parker is a consultant occupational physician. He talked about a common occupational health problem that affects all of us much of the time, and that is stress. According to Gordon (2016) in analogies of world we do not try to identify stress before an individual starts to exhibit problems related to work, either absence or poor performance.

*But you are not a doctor or a nurse so, actually diagnosis of stress is not easy. Talking to employees is extremely important and that need to be done in an empathic way, it needs to be done with emotional intelligence and it needs to be done in way that is not intrusive (Parker, 2016).*

According to Dr Parker, all a researcher need to do is to talk to individuals in friendly non-intrusive way to find what it is the matter, that distressing them. If someone ask those people that what is distressing you, they will answer that everything, it is the job, it is the place. So, then it becomes difficult for the researcher pick the problem precisely. That is why it is advised to conduct interviews in intrusive way (Parker, 2016).

## **2.2 Stressor**

According to Brian Luke Seaward, any situation, circumstances, or stimulus that is conceived as threat, is referred as stressor. In that regard all those circumstances which promotes or make a ground for mental disturbance and stress are called stressors. The list

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<sup>3</sup> The study of causation and origination of any disease.



of those circumstances and stimulus is endless and it differs among people (Seaward, 2016).

There are two types of stressor according to Hans Selye, distress, and eustress.

*The negative form of stress is named distress while positive stress is known as eustress (Selye, 1977).*

### **2.2.1 Distress**

According to the categorization made by Hans Selye, the harmful aspect of stress is called distress. Distress can cause mental disturbance. If it is not cured on time, then further result can be crucial which is its downside, obviously.

*Negative stress aka distress is generally for indicating mental health of mass population regarding public health. Distress is used in clinical trials as well as in intervention studies. Psychological distress is usually applied to various combinations of symptoms. These symptoms range from depression and general anxiety to behavioural problems and functional disabilities (Drapeau, Marchand, & Beaulieu-Prevost, 2012).*

As we know stress is a psychological disorder, so stress cannot be studied without its psychological drawbacks. Researchers Drapeau, Marchand and Beaulieu-Prevost argued that distress is identified as a position of mental health. Distress is generally an understood phenomenon but for some people it is still unclear. The lack of knowledge about distress is still common among many. Distress is usually associated to depression, anxiety, and other psychological issues but through doing in-depth study it is different. It is related to these issues for some extent, but it is separate issue in itself (Drapeau, Marchand, & Beaulieu-Prevost, 2012).

### **2.2.2 Eustress**

According to Hans Selye (1974) the positive stress is called Eustress. There are some positive aspects of stress also. Hans Selye was of the view that stress is not fully harmful, for example if there are no limitations of psychological aspect of life then life would be

dull. So, there is stress which allow person to do those things which are seems difficult in normal conditions. Stress urges person to complete his/her task on due date. Stress makes a person conscious about his/her aims and goals. It motivates person to emerge his/her skills of creativity (Selye, 1974).

*Eustress is positive response to a stressful incident or event. Second model for understanding eustress was proposed by Lazarus. According to his model a positive response from mind to stressor is called eustress. He associated this kind of stress with healthy physical state and positive feelings (Kupriyanov & Zhdanov, 2014).*

Roman Kupriyanov and Ranald Zhdanov has discussed the concept of eustress. Eustress according to Hans Selye was positive stress. They have discussed the outlooks and problems of eustress. They argue that stress was not limited to any profession, culture, or country. It was nowadays a common property of humans. Negative stress which was called distress has been discussed throughout out psychological history, but eustress did not get that kind of attention. Eustress can motivate person to complete his task on time (Kupriyanov & Zhdanov, 2014).

## **2.3 Types of stress**

Stress has two types. These two types have been categorized based on its duration and severity. Short time stress is called acute stress, while long term stress is called chronic stress.

### **2.3.1 Acute stress**

According to Litz and Jordan (2015) ASD stands for acute stress disorder. Acute stress disorder is related to trauma and stressful incident. It is characterized by negative mood, disturbing memories, isolation, avoidance and over arousal of experiences after tragic events.

*In 1994 when fourth edition of Diagnostic and statistical Manuel of mental disorder was published acute stress disorder was included in it for first*

*time. According to DSM acute stress disorder appears in early post-trauma period (Litz & Jordan, 2015).*

Acute stress disorder was related to post-traumatic stress disorder after its inclusion in diagnostic and statistical of mental disorder. As discussed by Litz and Jordan acute stress occurs after exposure to sexual violation, serious injury, emotional imbalance, and death threats.

Acute stress disorder is identical to post-traumatic stress disorder but most of the time post-traumatic stress disorder is referred to long term stress but on the on contrary acute stress disorder in short term one. It usually persist for at least 3 to 30 days (Morrison, 2019).

### **2.3.2 Chronic stress**

Chronic stress is mainly due to physical stressors and social events. Chronic stress is more harmful than acute stress.

*Stress hormone corticosterone is excreted in large numbers. This overexcretion create disturbance in human's performance. Learning skills are affected badly due to chronic stress. Aside from learning skills anxiety and depression are also its outcomes (Herman, 2011).*

Chronic stress is prolonged condition of stress. Prolong exposure to social, psychological, or physical stressful events are the main reasons of chronic stress. Chronic stress is relatively difficult to cure than acute stress. Its cast is huge, especially in performance of a person. Performance and learning skills of a person declines due to chronic stress (Herman, 2011).

Chronic stress jeopardizes the body of person for extended period of time. Chronic stress has some serious repercussions. Fatigue, Burnout, anxiety, depression, obesity, gastrointestinal problems, and insomnia are its common aftermaths (Legg, 2018).

## **2.4 Aspects of stress**

Stress has various aspects. Stress is initial disturbance in mental condition, so it triggers other mental problems as well. Aspects of stress are discussed by various psychologist

which are follow. Anxiety, moodiness, worry burnout and fear are among the aspects of stress.

### **2.4.1 Anxiety**

Swift, Goldie, Cyhlarova and O’Sullivan (2014) argued that anxiety is an emotional state that can work for us as well as against us. It is advised most of the time that person should seek help of professional or people around him to overcome anxiety.

*The conditions in we live, our personalities and our way response make it different. The same feelings can be sorrowful for some while some might get of overtaking us (Swift, Cyhlarova, Goldie, & O’Sullivan, 2014).*

Swift, Goldie, Cyhlarova and O’Sullivan (2014) have discussed the life of anxious man and how anxiety affects his everyday life. According to them It was common phenomenon that modernity was main source of anxiety. Anxious person is advised to take clinical consultation in order to get rid of his anxiety.

Austrian Neurologist Sigmund Freud argued that unconscious fear is responsible for arousal of anxiety. He took anxiety as an inner state of tension from which human tries to escape (Freud, 2014).

Students at University undergo study anxiety. Psychologists have coined various sub terms for study anxiety. These terms are family anxiety, language anxiety, library anxiety and exam anxiety. These sub version of study anxiety badly affects the performance of students (Vitasari, Othman, Awang, & Wahab, 2010).

### **2.4.2 Moodiness**

There is group of moods which can be classified as disputable moods. The mood of stress and anxiety is most common among these problematic moods. These kinds of moods are ambiguous and lead toward uncertainty (Silver, 2011).

According to Benjamin Sadock and Virginia Sadock mood disorders are characterized by pervasive dysregulation of mood and psychomotor activity and by related biorhythmic and cognitive disturbances. Mood disorders are triggered by stress most of the time.

*The rubric of “affective disorder,” which in some European classifications also subsumes morbid anxiety states, is increasingly being replaced by the nosologically more delimited concept of “mood disorder” (Sadock & Sadock, 2000).*

Irregular attitude or disturbance in mood, is called mood disorder. Mood disorder is related to cognitive disturbance. A person who suffers from mood disorder lives in multipolar state of mind. He becomes unpredictable. He remains inconsistent and he changes his mood after every moment (Sadock & Sadock, 2000).

### **2.4.3 Worry**

According Llera and Newman (2010), worrisome thinking, the cardinal feature of GAD<sup>4</sup>, may facilitate the avoidance of aspects of fearful responding. Indeed, several studies demonstrate that worrying (vs. relaxing) just prior to imaginal exposure to fear-related stimuli results in lower cardiovascular reaction to those stimuli.

*Moreover, amount of time spent in worrisome thought (as opposed to imagery) during the worrying is negatively correlated with cardiac reactivity to subsequent fearful images (Llera & Newman, 2010).*

Sandra Llera and Michelle Newman has conducted a study on worry, and how it affects day to day tasks. They have drawn a comparison between relax state of mind versus worried state of mind. They argued that experimental data to measure the drawbacks of worry are still unclear. Literature is not offering any specific information to ensure the costs of worry.

After collecting data and checking it empirically they drew a result map between these two states of mind. They came across with negative impacts of worry in cardiovascular performance, while results were quite positive when they tested relax state of mind. They argued that worry triggers fears and fear somehow mute the cardiovascular performance. Relax state of mind was correlated with positive results on the other hand (Llera & Newman, 2010).

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<sup>4</sup> GAD stand for generalized anxiety disorder.

#### 2.4.4 Burnout

Burnout is relatively new phenomenon. The concept of burnout was discovered in psychological domain in 1970s. Herbert Freudenberger<sup>5</sup> was the discoverer of burnout he called a condition “Burnout” experiencing emotional exhaustion among volunteers whom he was interrogating in his free clinic (Norez, 2017).

Freudenberger (1974) defined burnout as failing, wearing out and becoming exhausted by enormous imposition on activity, physical energy, or ability (Freudenberger, 1974).

Burnout is associated with those people who occupy any type of profession but latterly due to constant working that profession occupies that person.

*This aspect of stress is oriented with human services, education, and health care. These types of occupation are very intense, and people are usually engaged with their recipients. These types of relation can be rewarding but it is also responsible for bringing stress (Maslach & Lieter, 2016).*

Doing same task constantly brought burnout, which is an aspect of stress. This aspect of stress is related to those profession in which a person is supposed to work thoroughly. Even a job which might be very excited for people can brought burnout.

Drew Binsky is traveller and vlogger. Once he complained about his jobs that sometimes it causes burnout. Although travelling around the world is very interesting and joyful job but continuously doing it creates disturbance in mind (Binsky, 2020).

#### 2.4.5 Fear

Fear is another aspect of stress. Fear is the most underrated aspect of stress. Most of the time fear is overlooked by the psychologists and other experts of mental disorders but it ought to be understand in the context of stress. The neurocircuitry which orchestrates stress is overlapped and interconnected with neurocircuitry which causes fear and phobia (Shin & Liberzon, 2009).

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<sup>5</sup> Herbert Freudenberger was German born American psychologist. He is famous for developing term “Burn out”

According to Mark (1969) strong fear causes unpleasant subjective feelings of terror, a pounding heart, muscular tenseness, trembling, exaggerated startle, dryness of the throat and mouth, a sinking feeling in the stomach, nausea, perspiration, an urge to urinate and maybe to defaecate.

*Fear also causes irritability, aggression, a great urge to cry, run or hide, difficulty in breathing, paraesthesia of the extremities, feelings of unreality, paralyzing weakness of the limbs and a sensation of faintness and falling* (Marks, 1969).

Isaac M Mark has highlighted the various drawbacks of fear. He argued that fear triggers other mental disturbance. Fear and phobias are sometime very dangerous, and it created difficulties in doing simple tasks. A person become subjugated to different things and he often tries to escape those unwanted situations which are caused by fear. Aside from mental disturbance fear and phobias also brought some physical disorders. Breathing difficulties and weakening of limbs can be its physical drawbacks (Marks, 1969).

*The theory of natural selection is responsible for fear among humans and animals. Fear is most dangerous yet more depressing of all emotions* (Darwin, 1872).

A founder of evolution theory, Charles Darwin in his theory of natural selections argued that emotions are responsible for distinguishing animals from other creatures. He was of the view that fear is most dangerous emotions among all emotions (Darwin, 1872).

## **2.5 Stress among students**

A study was done by a teacher Musarat Jabeen Khan and her two students at International Islamic University named Seema Altaf and Hafsa Kausar in 2013. Their aim was to point out how stress effects students' performance. They compared academic stress based on gender, age, and educational level. They took sample of one hundred and fifty student from different universities of Islamabad, and they argued that academic stress has negative effect on students, and it decreases the performance of students (Khan , Kausar, & Altaf, 2013).

Jiongjiong Wang and Marc Korczykowski (2007) have conducted study on neural response rate in each gender. How neural response of male was different then female and what are the main cause of stress in each gender was figure out by them in their study.

*Studies have reported that interpersonal events of stress affect women more negatively than men. Social rejection is main point to difference between male and female when it comes to stressor (Wang & Korczykowski, 2007).*

Psychologists Jiongjiong Wang and Marc Korczykowski studied the neural response as result of stress in both males and females. They concluded that causes of stress are highly subjective. Exposure to interpersonal experience was main source of stress among women while men were not that expose to these issues.

American psychological association (2009) conducted study regarding stress management approaches and how it was different among men and women. Men were of the view that they are doing enough for stress management while women were more on the other side and they tried more and more to eliminate their stress.

*Women were more conscious about managing stress and they were trying hard to improve their mental health. The percentage of women who were of the view that stress is very important to manage, was 68 percent while only 52 percent men were considering stress management important (Evans,Jr, 2009).*

In that report the Evans Junior claimed that women are more conscious about stress and they were reluctant to get rid of this issue while men were seemed calm in coping with stress, they were taking stress easier than women, relatively (Evans,Jr, 2009).

Three students at Aligarh university Uttar Pradesh have done research on stress among school going boys and girls. Majority of girls faces low level of stress while boys are more likely to adapt moderate and high level of stress.

*The reason of high level of stress was great expectation from those boys by their parents. Aside from parents' expectations boys' high goals and*



*successful career were also among the causes of stress. These criteria were relatively lesser on girls' side (Khan, Lanin, & Ahmad, 2015).*

Khan, Lanin, and Ahmad enlisted girls in moderate and low level of stress while boys were enlisted in high level of stress by them. The reason according to them were parent's high expectations from boys which was relatively lesser in case of girls (Khan, Lanin, & Ahmad, 2015).

Satish Pandey and Pestonjee has discussed the relationship of stress and work. The dramatic changes in communication technologies have invaded human lives. Now work is not limited to physical workshop, but people are working without physical involvement and operate more widely. But these technological advancements have some consequences which are inevitable. Mental disturbance is one of these consequences (Pandey & Pestonjee, 2013).

## **2.6 Stress management**

Joshua Broman-Fulks and Kerry Kelso (2012) laid stress on stress management. According to them there are different techniques through which stress can kept in optimal range.

*Healthy lifestyle behaviours are key to reduce stress and enjoy the likelihood of long, living life. Empirical research claim that social support, self-expression, laughter, meditation, and physical activities are best techniques for reducing stress (Broman-Fulks & Kelso, 2012).*

Joshua Broman-Fulks and Kerry Kelso have mentioned various techniques which were quite helpful in stress management. Physical activities and exercise have been proved worthy by psychiatrists in reducing stress. Aside from these techniques, adequate sleep, healthy diet, self-expression, laughter, and social supports were also helpful in terms of stress management (Broman-Fulks & Kelso, 2012).

According to Satish and Pestonjee, there are three types of reappraisal. In first stage emotions are encounter based on situations. If a situation is perceived harmful then negative emotions are encountered. In second stage, a person tries to figure out the source of stress. After figuring it out a person tries to alter it by all options available. And finally,

in third stage feedback is achieved through reactions and counter reactions. The stronger stance in second phase leads more to stronger outcomes (Pandey & Pestonjee, 2013).

Richard Lazarus and Susan Folkman's book "Stress, appraisal and coping" is among primary consideration in addressing stress and its management. In this book they have discussed almost all aspects of stress and the procedures for overcoming stress.

*There are three main features of process to approach coping. The first process is to observe what a person thinks or does. Second step is to find out what a person thinks or does in that context and finally in third step is speaking of change in coping thoughts (Lazarus & Folkman, 1984).*

According to Richard Lazarus and Susan Folkman there are various processes to eliminate stress. Thoughts and actions of person should be observed in more precise way in first stage. In second stage actions and thinking of stressed person should be referred to that particular context and in last stage, one should rethink about coping strategies of stress.

Albert Ellis (1977) has examined 32 important personality and rational- emotive hypotheses. According to him a large number of hypotheses are proven accurate while they are still space to figure out remaining ones.

*The six-step approach also known as abcdef approach should be applied while perceiving the world around you (Ellis, 1977).*

A for activating situation or event. Those situations or problems should be activated which we are concerned about and which causes stress, for example, we should activate situation during presenting something in front of our fellows and teacher, if we are having stress in presenting something in front of our fellows and teacher.

B for beliefs. There are certain types of beliefs which are held about the situations of stress. Person is preoccupied with these beliefs that it is too difficult to do it. For example, a person makes his mind that I cannot do this I am too nervous and thus he is attacked by stress. So, he should belief that I can do it.

C for consequences. Consequences are those responses which are happened due to beliefs and thoughts, we hold about any specific situation. This is result of stress response. So, we should ignore those beliefs which bring stress.

D for disputing the negative beliefs. It means, to fight against those beliefs which stop a person from stress management. For example, a student is concerned about his bad result or he think that class will laugh at him if did something wrong so he stays silent, but he should fight against his bad presumptions if he wants to eliminate his stress.

E for effective new approach to deal with the activating event. For example, new relaxation skill is developed in this step and thus stress is managed for some instance.

F for staying focus on our goals. A person uses his learning skills to achieve some new effective approaches and he enhance his future through those approaches (Ellis, 1977).

Literature relevant to this study did not fully served the purpose. There were some gaps which need to be addressed. Quite good number of books, article and other stuffs were available in psychological fields. There was enough literature available in field psychological anthropology. It was good for understanding the relationship of human emotions in cultural context. There was enough literature in figuring out stress, factors of stress and types of stress. There was healthy amount of literature in figuring out the aspects of stress also, there was good number of studies on student's stress but there were some gaps also.

Most of the studies were done in following quantitative method so qualitative method was not that emphasized in these articles, documents, and reports. Another important gap was that low number of studies on University students. Studies were done either on student at schools or colleges, literature on University students was not that much.

Most of the studies were conducted in western countries for example survey, articles and reports were conducted in America and Europe. There was one article which highlighted stress among University students in India. So, literature on stress among Pakistani students was almost negligible. Literature which was carried out in Pakistan was almost all-in quantitative forms. There will be researches and other stuff on stress among students in Pakistan, but I was somehow unable to get those studies and other stuffs because it was

either unpublished (I was unable to study and review it due to COVID-19 because it needed physical presence) or it was available at those sites which needed some sort of membership in order to download those stuffs.

Lastly there was most important gap which need to be mentioned. These articles, books, documents, and report were lacking how to cope up stress and what kind of strategies are suitable in order to get rid of stress in Applied field. So, keeping all these in mind I think these were the gaps in this review of relevant literature.

## Chapter 3

### 3.1 Research methodology

Research methodology is method through which data is collected and research is done. Research methodology is followed from initial stage till final findings. There are many research methods through which data can be collected. Research methodology provides proper framework through which research is arranged. The most common methods are qualitative method and quantitative method.

The method which I selected for research was qualitative method because I was supposed to spend lots of time with my respondents, students whom I was interviewing, and also as an observer. Qualitative method provided deep information but as I discussed earlier that I must analyse statistics and numerical so for that purpose I also included quantitative method. I used a unique approach for data collection.

*The anthropological field work therefore must have a number of research tool in his or her tool kit unlike the situation in laboratory science research tools in anthropology involve relatively litter in the way of hardware and gadgetry but require great sensitivity and self-awareness on the part of investigator (Pelto & Pelto, 1978).*

For data collection different techniques, tools and methods were used which are follow.

### 3.2 Rapport building

The first technique a researcher must use, is rapport building. Rapport building was necessary part of my research. It was very important in order to get proper and valid data. A researcher should establish good relationship with respondents and key informants. In anthropology a term “invisible in field” is used quite often which means the actions of a researcher should not be different than that of respondents. He should eat what they eat, he should wear what they wear, and he should do all those stuffs which the respondents do. He should engage himself in their social activities.

For Rapport Building I used a different technique. Class fellows of those students who were stressed, were chosen for helping me in rapport building. Some of the students whom I know personally were easy to talk with but those whom I was meeting for first time, were relatively difficult to investigate.

So, I did my data collection in three stages. In first stage I just discussed personal information with my respondents. For example, how are you, how is your studies going on and what are your future plans. It was mostly done at huts<sup>6</sup> or in a garden of that particular department where my respondents were studying. In second phase I interviewed them in unstructured ways. It was very good for me in building my rapport. For example, I discussed my research topic with them, the purpose of this my research and what ethical standards I was supposed to follow, then they were asked to give me time for proper interview. Most of them told me to conduct interview tomorrow or day after tomorrow. Some of them told me to conduct interview at weekend. After that I followed last phase. Very few students were still sceptical after discussing my research within great details. In last phase I interviewed them with help of interview guide. Fully structured interviews were taken after rapport building.

### **3.3 Participant observation**

Participant observation is source of data collection in qualitative method. In participant observation the researcher joins the group from inside to collect data, to study and observe it properly. Generally participant observers are not known as researcher because they adopt the profession of respondents and of those who are being observed. For example, a researcher works with labours in order to collect data and observe the circumstances of labours.

*It involves getting close to people and making them comfortable enough with your presence so that you can observe and record information about live (Bernard, 2006).*

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<sup>6</sup> A word used for food points in Quaid-I-Azam University.

I interacted with stressed students in various ways. Participant observation is generally used for in-depth and true information about the problem a researcher wants to find out. I was facing some psychological disorder back then. I was a participant observer because I was also stressed due to financial issues. I shared my problem with them, and they also discussed their stress factors. So, this was the best way to understand stress factors.

### **3.4 Diagnostic criteria**

Diagnostic criteria of stress were varied. I have followed few measurements in order to diagnose students' stress level. Some of the students were clinically diagnosed so, there was no need of diagnosis in order to figure out stress level of them. Students who were facing chronic stress were clinically diagnosed. Aside from clinically diagnosed students there was a quite good number of students who were not diagnosed. For diagnosis of those students, I used the diagnostic criteria for acute stress disorder mentioned in DSM-5 (Diagnostic and Statistical Manual of Mental Disorders). According to DSM-5 avoidance, negative mood, experiencing traumatic events, dissociations, and arousal from 3 days to one month are symptoms of acute stress disorder. If time duration was extensive and these symptoms were reported more than a month till three then it was called chronic stress disorder (American Psychiatric Association, 2013).

For further categorization I used perceived stress scale. Perceived stress scale was developed to measure the degree of stress among the victims (Cohen, 2019). Those students who were facing stress for a week were kept in level one. 2<sup>nd</sup> level of stress consisted of those students who were facing stress for two weeks. Students who were having stress for over two weeks up to one month were kept in 3<sup>rd</sup> level of stress. 4<sup>th</sup> and 5<sup>th</sup> levels were of chronic stress, students who were having stress for more than a month and less than three months were kept in 4<sup>th</sup> level and 5<sup>th</sup> level were of those students who were facing stress for over three months.

### **3.5 Sampling**

Sampling was another technique used in this research. It was almost impossible to study the whole community or whole number of students who were stressed. So, for that purpose I selected a specific number of students who were facing stress. Just because complete coverage was not possible, and sampling was the best way for short time research and to

find out valid results so, I conducted sampling. Sampling was thought to be more economical and less demanding in term of labour and this proposition was proved during this study. Through sampling more information and relatively accurate data were dealt. I purposive sampling in my research.

### **3.5.1 Purposive sampling**

In purposive sampling the researcher choses subjects on purpose, who are relevant to the project in his opinion. The investigator chose the respondents and guide their choice, through his own judgment. This is also called judgmental sampling (Salkind, 2010).

Stress students were investigated on purpose. Sample of students of different department were taken. Some of them were diagnosed by doctors, those were relatively easy to investigate. But those who were supposed to identify by me were difficult to investigate, because first I was supposed to diagnose their stress's type (Acute and Chronic) and stress level, after that I was able to conduct data.

### **3.5.2 Sample size**

Sample size of this study was 27. 16 out of 27 respondents were male students while 11 were female students. 6 male students were of M.Phil., 4 were of master's program while remaining 6 were undergraduate students.

3 female respondents were of M.Phil. students, 3 were of master's programs and 5 students were of undergraduate program.

## **3.6 Interviewing**

Interviewing was another very basic and important technique for data collection. Face to face conversation was arranged in interviewing. Interviews was a conversation with purpose specially to get information. Interviewing method is used to get accurate reliable and deep information. Just like Russel Bernard said about interviews in his book Research Methods that the researcher tries to remember conversation which is heard in field (Bernard, 2006).



Two types of interviews were conducted, unstructured and structured. First, I just talked about my research topic and purpose of my research and then I conducted proper interviews through interview guide.

### **3.6.1 Unstructured interviews**

Unstructured interviews were mostly used for rapport building and just to look upon the stress level of a person. In unstructured interview or non-directive interview is an interview in which questions are not prearranged (Evans, 2020).

It was very useful experience for me to figure out how stress was damaging their lives. For example, the abruptness in their conversation and inconsistency in their views were observed and studied, during unstructured interviews.

### **3.6.2 Structured interviews**

Structured interviews as its name suggests is a formal type of interviews just as Bernard has mentioned in his book “Research Methods in Anthropology”.

*“In a structured interview, each informant or respondent is exposed to the same stimuli. The stimuli are often questioning, but may also be carefully constructed vignettes, list of words or photos, clips of music or video, a table full of physical artifacts or a garden full of plants (Bernard, 2006).*

Structured interviews were taken from each of twenty-seven respondents. Interview guide was provided to each one of them and according to that interview guide, they were investigated.

These interviews turned useful in investigating the stress factor, the effects of stress on student’s lives and how they manage to cope up with stress.

## **3.7 Focus group discussion**

Focus group discussion is a loosely constructed discussion with a group of people. People are brought together, which are guided by the researcher and they are addressed as group.

In focus group, discussions are made by respondents according to the opinion of each member (Hennink, 2013).

*In this type of interview, the researcher act as facilizing observer not as an interviewer and emphasize on discussion among the member of group (Bernard, 2006).*

Two focus group discussion were conducted during this research. First focus group discussion was arranged at Karachi hut of Quaid-I-Azam University. Three female students, one of Plant sciences, one of Microbiology, and one of pharmacy, particularly discussed their stress, stress factors and consequences their stress in first focus group discussion. They also mentioned their strategies for countering stress.

Second focus group discussion was held at boys' hostel. 5 male students, two of Chemistry, one of Information Technology department, one of statistics, and one of Earth Sciences shared their opinion about stress, its factors, and its effects on their academic and social life. Cope up strategies were discussed during this discussion also.

### **3.8 Tools of data collection**

Research methods and techniques were not sufficient for collecting and analysing data. Therefore, it was needed to consider the usage of tools and gadgets also. So, I used various tools to collect and save data. Gadgets, devices, and notes were used for this purpose. Data was kept into record through audio recorders, photos, and videos recorders.

#### **3.8.1 Field notes**

A researcher must note down every important detail and every piece of information. Writing of field notes provided an opportunity to discuss events with respondents, as well as other people, during this study. The data which was collected from the field was prepared through various methods in systematic way for analysis. I always carried pages of paper with me and whenever I was supposed to interview someone, I noted down the comments and argument of the respondents.

### **3.8.2 Audio recording**

Audio recording was also an important tool to remember the conversation between the respondents and researcher. Through smartphone' recorder data was saved. But for this purpose, the consent of respondent was necessary. Audio recording was not done without the consent of the respondent.

I used smartphone to record the conversation. Some respondents were not in favour of recordings so, there interviews were written down in a diary.

### **3.8.3 photos and videos**

This technique is usually used for documentaries. Researcher who wants to make a documentary of his research uses this technique. I used Smartphone's camera for this purpose. I took snaps throughout the research. Just like audio recording the permission of the respondent was necessary for purpose. Photography was used for pictorial evidence. With the help of photography, I was able to draw attention of relevant scenes but most of student did not allowed me to make their video or to take snaps of them. So, very few snaps were taken during my research.

### **3.8.4 Jotting**

I used jotting during my research. To write something quickly on piece of paper is called jotting. Daily diary was used for writing down those words and phrases which were carrying some special message. Apart from this, those activities which were performed on the daily basis in field were also written down. Through this process data was saved on daily basis. This technique was used to keep data safe and without errors. A pocket size diary was used for writing down some of the interviews and other important stuff.

### **3.8.4 Secondary sources**

Primary sources cannot help to find out the whole data. So, I used secondary sources for data collection. Researcher read out different books, newspaper journals, internet various studies and survey conducted in other institutions and by other researchers. My supervisor

provided me books and articles related to this research. Librarian Sajjad also provided some books in portable documents forms, and it turned very helpful at the end.

### **3.9 Ethical considerations**

Ethical consideration was one of the top priorities of this study. Each and every respondent was aware of this research. No one was forced to cooperate. Interviews were taken with consent of respondents.

Other tools for data collection for example, audio recordings and notes were used with the permission of those respondent. Some respondent was not allowing me to record their interview however they permitted me to write their words on a diary. The privacy of the respondents was not disclosed. The pseudo names are used in the case studies carried in this research. So, in short everything in this research was consensual.

## **4.Area profile**

This study has been conducted in Quaid-I-Azam University Islamabad.

### **4.1 Locale at macro level.**

Islamabad is the capital city of Islamic Republic of Pakistan. It is located on the Potohar plateau in northeast of Pakistan. Islamabad is approximately 457 to 610 meters above the sea level. Islamabad is one of the beautiful capitals around the world. Islamabad is well planned city. Islamabad has 505 km<sup>2</sup> of urban area and 401 km<sup>2</sup> of rural area. Increase in area of Islamabad is occurring due to merging of sub urban areas into Islamabad city. Islamabad is located in 906 km<sup>2</sup> capital territory and around 3626 km<sup>2</sup> in specified area. This specified area includes Margalla hills to north and northeast. Most parts of this specified area are of national park.

#### **4.1.1 History of Islamabad**

Islamabad has not a great History like some capitals of other countries, like Paris, Delhi, Baghdad, and Cairo. Karachi was the capital of Pakistan after independence. After decade, a military dictator General Ayub Khan came into power. He realized that Karachi was not suitable for controlling state affairs. So, he decided to shift the capital of Pakistan to another city. A commission went on work to find new location to run administration of the country. Selection of new site was based on beauty, climate, location, and other criteria. The commission selected location at Pothahar Plateau for building a capital city. In 1959 the site for the city was designed and four years later in 1963 the city of Islamabad was opened.

#### **4.1.2 Population**

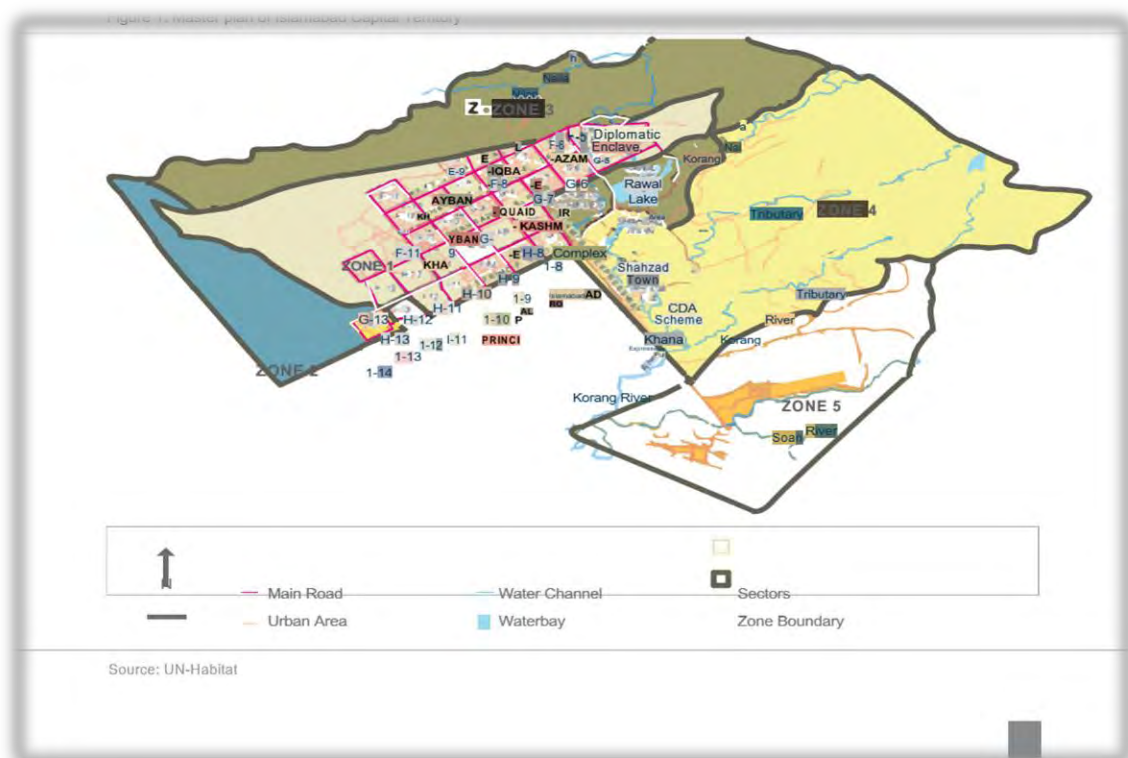
According to 2017 census the population of Islamabad was 20,01,579. The urban population of Islamabad was 1009832 and the rural population was 991747. Gender ratio was not equal, the numbers of men were more the women. The population was consisted of 1056000 of men and 951000 of women (Hassan, 2017).

### 4.1.3 Planning and government

Government of Pakistan hired a famous Greek architecture Contantinos Apostolou Doxiadis to prepare master plan for the capital. It was an attempt to make well planned city with cooperation of its surrounding areas.

Doxiadis divided the metropolitan region in three zones. Zone one was Islamabad itself and the national park areas, zone second was Rawalpindi and its surrounding cantonment. And in third zone, Margalla hills national park was planned.

Islamabad is further divided into different zones. Zone one is residential area and zone 4 is largest in area. Residential area or zone one is about 222 km<sup>2</sup>. There are residential sectors in zone one. Each sector covers around 4 km<sup>2</sup> area. Zone 2 covers 40 km<sup>2</sup> and it is mostly consisting of underdeveloped residential areas. Zone 3 cover around 204 km<sup>2</sup> areas. Around 283 km<sup>2</sup> areas is covered by zone four and zone five covers 158 km<sup>2</sup>.



*Figure 1: Map of Islamabad*

#### **4.1.4 Capital development authority (CDA)**

Capital development authority has authority to perform all functions required to implement the master plan under capital development ordinance 1960<sup>7</sup>. CDA's tasks are land management, development control and provision of municipal service. CDA works under cabinet division of national government.

#### **4.1.5 Climate**

Climate of Islamabad is temperate and warm. Islamabad is divided in two sub categorizes in terms of climate. These two categories are winter season and summer season.

Winter season starts from October and ends in March while summer starts from April and ends in September. January is the coldest month Islamabad with average low-temperature of 2.6 degree Celsius and an average high-temperature of 17.7 degree Celsius. June is the hottest month in Islamabad. An average low temperature in Islamabad during June is 23.7 degree Celsius while high temperature of around 39 degree Celsius.

November is the driest month in Islamabad where least rainfall occurs, and August is the wettest month with most rainfall. Average rain fall in August accumulates 310-mili meters.

#### **4.1.6 Education**

Islamabad has highest literacy rate in Pakistan. 98% of Islamabad's population are literates. Islamabad has some of the most advanced educational institutes in Pakistan. Students from all over of Pakistan come to Islamabad for education.

There were 913 recognized institution in Islamabad according to Educational planning and management report in 2009. 31 institutions were of pre-primary education, 367 were of primary, 162 middle education institutes, 250 were of high education, 75 were of intermediate and higher secondary educations. There were 26-degree colleges and 26 universities. Two religious educational institution were also in Islamabad (Malik, 2009).

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<sup>7</sup> CDA was established on June 14, 1960, first by an executive order issued on June 24, 1960 entitled the Pakistan Capital Regulation, to be superseded by the CDA Ordinance issued on June 27, 1960.

#### **4.1.7 Religion**

Pakistan is Muslim majority country and Islamabad has majority of Muslim population. Islam is the largest religion in Islamabad. About 91.53% population are consisted of Muslims. Christianity is second largest religion in Islamabad with around 6% of population, 2.02% population is of Hindus. The other religion shares 0.03% of total population of Islamabad.

Population of Muslim in rural areas of Islamabad is 98.8% while in urban areas the population of Muslims is 89.83%. Christians are almost one percent in rural areas while in urban areas the population of Christians is 7.7%.

#### **4.2 The research setting**

The study has been carried out in Quaid-I-Azam University Islamabad. Quaid I Azam University is public research university in Islamabad. It was initiated in July 1967 by president of Pakistan Field Marshal General Muhammad Ayub Khan. In 1980 this university was expanded to interdisciplinary university.

The number of enrolled in Quaid-I-Azam University fifteen thousand students and ninety-four<sup>8</sup>. Quaid-I-Azam university has four hundred and fifty-two of faculty staff members. Quaid-I-Azam university offers admission to specific number of students from all regions of Pakistan. There are quite good number of foreign students also among them mostly are from Afghanistan.

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<sup>8</sup> These were the numbers of the students during fall 2020. The number might be different now.





*Figure 2: Babul Quaid; Quaid-I-Azam University*

#### **4.2.1 Area**

Total area of Quaid-I-Azam University is 1709 acre<sup>9</sup> which converts to almost 7 square kilometres. It is near to Bari Imam. Bari Imam is religious site where a great Sufi saint Shah Abdul Latif Qadir Qazi Mashhadi's shrine is located. It is holy place for many people across the country. His follower came from different regions of Pakistan.

Another region nearby is Barakaho. Barakaho is a sub urban area. It is very crowded, and it is extended day by day due to migration from different places nearby.

#### **4.1.2 Ranking**

Quaid I Azam University is ranked as number one university by Higher education commission of Pakistan.

Internationally it is ranked among 401 to 500 best universities of the world. In Asia, Quaid-I-Azam university is at 75<sup>th</sup> position (Mckie, 2020).

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<sup>9</sup> 1 acre = 4046.86 Square Meters  
1 acre = 0.00404686 Square Kilometres

### 4.2.3 Physical Appearance

Quaid-I-Azam university is located in Islamabad capital territory. Latitude of Quaid-I-Azam University is 33.7501° and its longitude is 73.1488°. In the East of Quaid-I-Azam university there is a picnic spot called Shahdara, Bari Imam is located in the west of Quaid-I-Azam University. Jinnah stream and village Ramli is located in the north while in the south there are slums.

University has various playgrounds. There are huts of each faculty where students do their breakfast and lunch. Apart from faculty's hut there are main huts in the south of University along with university roads. These huts are places of students gathering, student's politics and other things. There are some huts which are famous for their special dishes for example Majeed hut is famous for its own unique dish "crisis". Quetta cafe and Guddu Hut are famous for their tea.



*Figure 3: Majeed Hut's Famous dish "Crisis"*

### 4.2.4 Student life (Academic and Non-Academic)

Academic life of students in Quaid-I-Azam University is burdensome. Most of the students have classes from Monday to Friday. They were supposed to stay from 9am to 4pm their departments.

Non-academic life of students is varied. Students have different political and social life. There are student councils for student's politics. These councils are ethnical, lingual, or regional based. Pashto speakers of Baluchistan, Khyber Pakhtunkhwa and former federally administrated tribal areas are having Pakhtoon council. Sindhi students are having Mehran council, Punjabi speakers are having Punjab councils while Saraiki speakers are having Saraiki council. These are all ethnic and lingual councils but Gilgit Baltistan councils is based on regional criteria. Gilgit Baltistan is multilingual and multi-ethnic region so, they have student council based on Gilgit Baltistan region.

Students of Quaid-I-Azam University engaged themselves in many extracurricular activities. Most of the students are very fond of sports. There are two Basketball courts, one football ground and few cricket grounds in Quaid-I-Azam University.

Apart from sports cultural dance is common students. Each region has their specific cultural dance for example Pakhtoon have attan, Punjabi have Bhangra, Saraiki have Jhumar, Sindhi have their own and Gilgiti have their own.



*Figure 4: Fun Fair at Quaid-I-Azam University*

#### **4.2.5 Faculties**

There are four faculties in Quad I Azan University.

##### **4.2.5.1 Faculty of natural sciences**

Faculty of natural sciences includes the department of computer sciences, chemistry, physics, earth sciences, information technology, mathematics, statistics, and electronic.

##### **4.2.5.2 Faculty of social sciences**

Faculty of social sciences consists of department of anthropology, law, sociology, linguistics, economics, history, defence and strategic studies, school of politics and international relation and Quaid-I-Azam School of management sciences.

##### **4.2.5.3 Faculty of Biological sciences**

Faculty of biological sciences has departments of animal sciences, biochemistry, microbiology, plant sciences, environmental sciences, pharmacy, biotechnology, and national centre of bioinformatics.

##### **4.2.5.4 Faculty of medical sciences**

Faculty of medical sciences is consisted of Al-Shifa eye trust hospital Rawalpindi, Army postgraduate medical institute, health services academy Islamabad, federal medical and dental college, and Quaid I Azam post medical college. These all institutes are not in the campus of university. These are located at different places.

## 5.1 Factors of stress

Sometimes we stuck in bad circumstances so deeply that our only hope for getting out seem undetermined. These circumstances just metastasising mind worms. These minds worms are stress factors. The sources, the inputs, the processes, the outcomes, and the nature of these factors are different, but their bourn was identical. For better or for worse these are all connected.

Stress was a reaction among students toward any internal or external problem. Usually, it created emotional imbalance among students. This happened quite often especially when students were exposed to challenges and issues, in educational, social, economic, and environmental sphere, thus they were soft targets of stress, then. Stress was leading toward brain malfunctioning as well as it was interlinked with other psychological disorders for example anxiety, depression, and hypertension.

Causes of stress of stress among students were vary. The factors and sources were different depending on the causal agent. The heterogenous nature of stress factors made difficulties to figure out exact cause of stress.

## 5.2 Stress due to academic factors

University is a place where students' first priority is to achieve good academic records. Any circumstance or situation which can be identified as trouble, hurdle, or an obstacle in academic realm, jeopardize the academic accomplishments of students. The struggle between circumstances and desired accomplishments often leads toward unfeasible goals.

Academic factors were main source of stress among the students of Quaid-I-Azam university. Academic factors were those factors which are related to the studies of the students. Being busy in social affairs, or late awakening due to sleep disturbance during night, caused missing lectures. Missing premise and introduction create a groundless

pretext to cover the course in time allotted for subject. Nisar missed the lectures of Spanish conquistadors<sup>10</sup> so, the understanding the fall of Aztec<sup>11</sup> and Inca<sup>12</sup> Civilization was way too difficult for him. Behaviour, accent, and teaching techniques of a teacher contributed to lack of understanding and just like a chain reaction it ultimately caused mental pressure. *“you are the worst class I have seen” or “you should better do something else; how can they get you admission”* these words of bigotry and bias twisted the strings of mental disturbance. Reading slides from the projector and explain nothing were the contributions of teachers in capacitating stress. Workload and frequent assignments endowed students with peril. Lower grades, and examination were common academic factors of stress among the students of Quaid-I-Azam university.

### 5.2.1 Class Workload

Increase in class workload was a source of stress among students. Students who were facing stress due to academic factors argued that they did not followed time schedule, which they were supposed to follow, and then sudden increase in workload made them stressed. They claimed that in semester system, usually first two months are of relatively low burden and student did not care much about work but after passing half of the semester the workload began to increase, lots of assignments, tests and presentation are required. So, in that situation they tried to make a proper timetable in order to complete their tasks on time but usually things went on other way and they messed up everything. They were unable to handle all those challenges, and their plans to overschedule the work, got failed. Thus, they become frustrated and stuck in between. Students blamed teachers that they do it on purpose. They keep students relax for some time, and then suddenly three or four teachers gave them assignments and arrange their sessional exams so, that students should be at their mercy. Amara said that what is the logic behind doing one page assignment over fifty times. Yes, she was compelled to submit fifty pages of assignment which was written one page which she was needed to replicate it for fifty times. It was just to keep students busy

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<sup>10</sup> Leaders of Spanish conquest of America especially of Peru, Guatemala, and Mexico.

<sup>11</sup> Aztec empire was a one the great empires of Mesoamerica. It was situated in central and southern parts of Mexico and it was destroyed by Spanish conquistador Hernan Cortes.

<sup>12</sup> Inca was another great empire in Modern Day Peru, and it was destroyed by Francisco Pizzaro during Spanish conquest of South America.

in idle tasks. She argued ‘If a teacher cannot teach all subjects then how can she learn all those subjects?’

### **5.2.2 Lower grades**

In School and colleges students usually got high marks especially in private schools and colleges. Most of the department of Quaid-i-Azam University only allow those students who have more than 80% or sometimes more than 85% percent of marks in their previous degrees. Students who used to have more than 80% marks in pre-university academic records are less likely to get 80% in Quaid-I-Azam University and sometimes they got below 70% or 60% percent sometimes. Low grades put students on a threshold of emotional imbalance.

Lower grades were reported as source of stress by few students of Quaid-I-Azam university. They were those students who were having more than 85% marks in their secondary or bachelor education, but in University thing went from bad to severely worse. They were of the view that most of the student set up a specific goal about their results. For that purpose, they work hard and study for several hours in order to achieve higher marks. But when the result did not match with their expectation, they become frustrated and sometimes they got stress. In that case they just want to get rid of that situation. When it happened, they tried to find answers about their lower grades, but they did not find the answers that why it happened. Sometimes they blamed teacher for doing favouritism, or sometimes they just say that it was impossible to get high grades.

Those students who were facing stress due to low grades argued that the motivation of student is often killed due to lower grades because he/she is not used to low grades. Some of them quitted studding and become more stressed. Lower grades were indeed a source of stress.

### **5.2.3 Case study**

Anwar Ali was a students of MSc chemistry 4<sup>th</sup> semester. He was joyful and humorous boy. His batch was the last batch of MSC chemistry. His academic scores in matric was 81.3%, in Higher secondary school he got 85.1% and bachelor his score was 80.56% but

in Quaid-I-Azam University thing went on other way. He cleared his three semesters with 62% marks. He was satisfied his previous grades. He claimed that due to difficulties in interpretations of lectures because the teacher's way of teaching was more on aggressive side and lack of understanding, he secured 24 marks in Quantum chemistry<sup>13</sup>'s internal marks. Anwar requested teacher to give him some extra marks so he could pass the paper, but his teacher refused his request by arguing you deserve less than twenty, but I have given you 24. After listening the argument of teacher, he begins to think in a sceptical way. This result caused him stress and he was unable to study due to stress. In his soliloquy Anwar's thought were identical to that of Hamlet<sup>14</sup> "to appear in paper or not to appear that was the question. Whether I should quit this paper this time try to clear it fifth semester or to take a bold step and get 51 mark" but eventually stress dethroned his ambition and he decide to stay incompetence. He barely passed his other courses, but he did not appear in Quantum chemistry's paper because he was under huge pressure. Asking about his absences in paper he replied "*Zama par cheesh sar nady khlas, Wallah ka gar sara par wo shi poye om. Quantum hasy hum der gran dy o bal zama khali 24 number di.na ye sam pass kowly*". He was unable to understand anything of quantum chemistry. He thought that quantum was way too difficult to understand, and he has only 24 marks so, he cannot pass this coarse.

He was mentally disturbed for almost two weeks. His agony was beyond his psychological capabilities and it cast him to spend extra semester for his one course.

#### **5.2.4 Examination as source of stress**

Exams in Quaid-I-Azam University were crucial for students. Students usually faced two types of exam. First type was midterm exam and second was terminal exam. Exams were quite often the source of galvanizing mental imbalance and it was another factor responsible for stress. Most of acute stress were reported during exams. The duration of this type of stress was usually shorter than other types of stress. It begins with mid exams or terminals, and usually ended with the last day of exams.

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<sup>13</sup> A branch of chemistry which focus upon the application of Quantum mechanics to chemical system.

<sup>14</sup> Hamlet is most famous tragic drama of English playwright Willian Shakespeare.



According to some of my respondents who were gone through stress due to examinations, this kind of stress was temporary. They argued that the burden of study was usually higher than expectations of students. So, they got confused that what they are supposed to do. What should they have to study and from should they start? During this time, the students who were somehow concerned about their studies were pledged to stay in rooms in order to prepare for their examinations. Sometime their situations reminded Auschwitz<sup>15</sup> concentration camp but unlike Hitler they were there on their own. This self-imposed seclusion, and conflict between their minds and readings, which they were supposed to read, were stressful enough for making them psychologically disturbed.

### **5.2.5 Computer problems**

Quaid-I-Azam university is called as mini-Pakistan because in Quaid-I-Azam university students are enrolled from all over Pakistan. Some of them were from very far-flung areas. In Pakistan energy crisis was at its peak. There were areas in Pakistan where electricity was still not there. Student of those areas were relied completely on books throughout their academic career previously but in university they were supposed to adapt advance education system. In this advance education system computer was an essential player. Most of those students (especially students from Fata and Baluchistan) have barely seen computer before. So, difficulties in computer use were a source of stress for those students. In university a student was supposed to submit his assignment typed on computer. Computer also come in handy for other academic stuff like presentations and downloading articles.

So, in those scenarios these problems did appear as a stress factor. Computer problems were factors of stress among students of Baluchistan, Sindh, and Fata. There were few students who reported that they have computer problems, and they have to ask someone for help in order to submit assignments. Aside from getting assistance from friend, there was a shop in Main Huts of university where assignments and presentations were made. The shopkeeper was collecting quit healthy amount of money from students. Students paid

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<sup>15</sup> A complex of more than 40 concentration and extermination camps operated by Nazis to executed Jews in Occupied Poland. Around 1.1 million of Jews, Roma, homosexual and Disable people were killed in Auschwitz during second world war.

money for their own tasks just because they were unfamiliar with Microsoft word and power point thus, computer problems enforce them to pay in both academic and financial domain. This issue was correlated with lower grades. Students who were facing computer problems argued that they had not scored satisfactory marks and computer problems were among the causes of their low grades. Thus, unfamiliarity with Computer uplifted distress.

### **5.3 Environmental factors of stress**

“Corelation does not imply causation” is a phrase which refute that the link between two events happening at the same time we cannot deductively argue that it is because of the correlative but on the contrary it could be a correlative fallacy. Just like changes in environment and stress among students were happening at the same time it not necessarily mean that environmental changes precedes stress but on the other hand this was not a mere correlation rather it was a causation.

Some of the students were supposed to live out of their homes for first time and they were having no experiences of living in hostels. These students were mostly from rural areas. For them, change in living environment was a strain factor. Abnormal routine, poor conditions of hostels rooms, and changes in diet were reported as stress factors by the those who were facing stress due to environmental factors. Time schedule of the roommates was unbearable because they used to sleep at 3am or onwards, they usually invited their relatives and friends into their rooms. Whenever there Kaliwals<sup>16</sup> and friends visited Islamabad they would come into hostels and sometimes they used to spend three or four days over there. Mismanagement of time and changes in living environment were also causative.

Changes in living environment, imposed embargo on rest and peace of mind. Student did not sleep properly at night or they sleep late at night so, during the daytime they tried to complete their sleep, but it was stressful if there was a class in the morning and most of time students were having class at 9.30 am. In this regard there were left with one choice only and it was adaptation. Most of the student adapted this routine but on the contrary it

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<sup>16</sup> A Pashto word for person who belong to the same village.

was indeed very stressful for others because they were unable to adapt this routine. They were somewhat forced to adapt this, because disturbance created by their roommates were not allowing them to sleep. Apart from this, the roommates used to listen music at high volume, they smoke cigarette every now and then, and thus, they were deliberately exposed to misery.

### **5.3.1 Lack of sleep**

Stress was a source of sleeplessness and sleeplessness caused stress among students. Both these two were interdependent. Few students reported that change in their daily routine, mismanagement of time and lack of understanding among roommates caused stress. They were mostly concerned with restlessness and sleeplessness. Abdullah studied whole day and till midnight in Masjid of Hostels 6 because he has preparing his sessional test. After 1 am he went to his room for sleep, but he saw that there were three other people in his room, and one was sleeping in his bed. Abdullah tried to wake him up, but he did not respond, and Abdullah was forced to stay wake the whole night. Abdullah spend his night like an inhabitant of Dharavi<sup>17</sup> during monsoon, who barely close his eyes at night. Lack of sleep was a major factor among those stressed students who were facing stress due change in environment in which they lived.

Apart from this there were certain other reasons which were responsible for mental chaos. The response to newly adapted routine or lack of adaptation of routine in Quaid-I-Azam university's hostels somewhat triggered stress and students were then unable to perform properly.

### **5.3.2 Case study**

Waqas Tanveer was a student of Statistics 2<sup>nd</sup> semester. He and his friend were living in a private hostel in Bara Kaho during his first semester. He submitted application for allotment of room in university's hostel in first semester but usually in first semester students do not get allotment. In 2<sup>nd</sup> semester, a room was allotted to him in University's

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<sup>17</sup> Dharavi is the biggest slum of Asia where living conditions of inhabitant are living in pitiful condition. Dharavi has an area of 2.1 km<sup>2</sup> while its population has surpassed one million.

internal hostel, and he shifted to university's hostel. He was allotted room to live in Quaid-I-Azam University hostel number 6. Hostel number six and seven have 4-seater rooms but most of the rooms have more than 4 students because students usually invited their other fellows and friend to live with them. When Waqas entered the room, the flares of smoke besieged him and initially it seemed to him that someone has put fire to the room but later he realized that it was smoke of cigarettes. There were six persons in that room and 5 of them were overwhelmingly smoking. All of them looked at Waqas and one of them whispered silently "Burger<sup>18</sup>". The reaction of them was more on the negative side and they consider him as killjoy. Anyhow they told Waqas that there is your sleeping place and that one in left side is your closet. He was supposed to live in a room where 6 six students were already living. Those 6 were friends and he was a stranger for them.

Due to overload room and disturbing routine of his roommates his sleeping schedule and routine was blemish. His roommates used to smoke Charas<sup>19</sup> at any time and listen to music at high volume which were preventing him from doing proper rest at night. He barely slept for 4 to 5 hours daily which was lesser than required sleep. He was so disturbed due to his roommates' habits, and this disturbance eventually caused him stress. Stress further created more disturbance; he spend twenty-four days over there. During that time, he merely go to his room during night because he was too acute, and he do not want to encounter his roommates frequently.

This utter dismay forced him to change his living environment. He cancelled his allotment and shifted to Bara Kaho to live in private hostel again for overcoming his stress.

### **5.3.2 Response to new responsibilities**

Students in colleges studies in annual system of examination. Annual system is different than semester systems. A student faces relatively more responsibilities and burdens in semester system as compare to annual system. After getting admission in Quaid-I-Azam

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<sup>18</sup> Burger is Slang used for boys who are not into traditional stuff.

<sup>19</sup> Hashish form of Cannabis is called Charas in Pakistan and India. It is usually handmade, and it is used as an intoxication.

university the students faced a shift in education system and most of the students passed through a chaotic situation in getting used to semester system.

One of the most important sources of stress was getting used to semester system and response to new responsibilities related to study. Those students were having no experience of semester system, they were having stress due to this factor. In this category, fresh and newly admitted students were included, who have studied in annual system of examination previously, in which the burden was not that much as it was in semester system. like members of Antifa<sup>20</sup> surrounded by white supremacists' students were under the siege of new responsibilities and workload. Students who were facing stress due to response to new responsibilities argued in semester system students are supposed to study almost as much as he/she were supposed to study in annual system back then, but the semester is about three and half to four months while in annual system there was a whole year for study. It just like someone gave a canoe to a ship captain for circumnavigation.

The relax nature of students was creating trouble in adapting new responsibilities. There was an acute warfare between the capabilities of the students and demands of semester system and students were in mental strain due to new responsibilities and it disturbed their mental health.

### **5.3.3 Poor Eating Habits**

In Quaid-I-Azam University there was no check on items of foods and drinks. Food items leftover for two or three days. Serving of spoiled fruits and vegetable were reported every now and then. Students' council sometimes took action against those who deliberately served rotten foods otherwise it was perpetrated daily. These unhealthy and hygienic food stuff brought health problems among the consumers.

Some of the students were disturbed by the poor eating habits. As there was not proper hygienic food available in the university so, students were supposed to eat unhealthy and unhygienic food. These types of food were causing certain diseases which affected the academic life of those students. Stressed students due to poor eating habits and unhygienic

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<sup>20</sup> A short form of Antifascism, it is a political protest movement opposing fascism, racism, and other far right-wing narratives.

diet, were having stomach problems. They claimed that apart from stomach problems, unhygienic food did not provide enough energy to the students which was required to them. Time schedule of eating of the students in university was also badly affected. Due to waking up late, they often skipped breakfast and went to class, and then they were unable to focus on their lectures. So, unhygienic and unhealthy food, and meal not taken on time, was a source of stress.

## **5.4 Financial difficulties**

Pakistan is a third world country, and the economic situation of Pakistan is unstable. Same is the situation of people living in Pakistan. Quaid-I-Azam University provides a platform to poor and middle-class students to achieve higher education in relatively low expense. So, most of the students were from middle class or somewhat lower middle class get education here but for them, the burden of education was still high, and they were facing financial problems. Due to low income, they could not enjoy with friends. They did not hangout usually. They did not go to parties because they thought if they will go there then next time, they will be those who would be liable to pay for the party, so it is better to skip the parties. This situation forces them to stay alone and thus their loneliness was providing safe passage to stress. So, financial problems were also a source of mental turmoil. Condition of those were pathetic and melancholic who were passing through economic crisis.

### **5.4.1 Study and job; a stressful combination**

As mentioned above, some of the students were having financial problem which affect their academic life so, in order to overcome that situation, they were supposed to find a job for the sake of continuation of their studies. Some of them were tutoring to the children in Barakaho. This helped them to continue their studies, but their academic life was affected through this. They were having problems about time shortage. They were unable to manage time properly. Sometimes they were supposed to teach at night and in morning they have to attend classes. So, they were paying a big price in order to continue their studies. This overburden schedule and going back and forth for job put them into despair, but they were having no other options because of their financial problems.

### 5.4.2 Debt a stress factor

Due to financial difficulties, some of the students in order to fulfil their academic and social needs took debts. Usually, ten to forty thousand of loans were taken by the students. These debts were turning into nightmares. Students were too much concerned about their financial situations. Those students, who were indebt always seemed worry about payback of those debts.

One of the students who was facing stress due to debt reported that he was unable to handle the burden of study and other needs on his family's financial support. So, Debt was necessary for him to continue their studies but now he wants to pay it back, but the expenses is still far from manageable and thus, he lived in despair.

### 5.4.3 Case study

Shafi-Ur-Rehman was a student of MSc earth sciences. He belonged to a family with financially poor background. He submitted application for higher education commissions need based scholarship, but he was not granted any scholarship. His father was retired soldier of Pakistan's paramilitary. His father was receiving monthly pension from government, but his father's pension was not enough to pay his university dues. So, he decided to take loan from two of his classmates in order to pay his semester fee and hostel dues.

He took 40 thousand loan from his colleagues. One of his colleagues gave him 20 thousand, another gave him 13 thousand while 7 thousand was given to him by his roommate. He paid his semester fee which was 19 thousand and two hundred while remaining were paid in form of hostel dues. Although his colleagues never asked him for payback, but he was anxious about his debt. His financial situation driven him into stress, and he encountered with psychological disturbance.

Asking about his mental status he replied “*mai peechly dedh mahiny bohat preshan ho. Mairy dosto ny mujh paisy wapis krny ko kabhi nai bola lekin mujh khud bohat sharm ati hai unky face krny sy. Doctor k pass nai jaskta do teen hazar laiga or koi surety nai elaj ki*”. **Translation:** I have been suffering from anxiety for one and half month. Although my

friends never demanded to return their money, but I feel ashamed when I met them. I cannot go to doctor for consultation due to their high fee and unreliable medicines.

Shafi was paranoid and having a constant fear that if his friends demanded their money, how he was supposed to pay back. He was always trying to not to encounter his friend. He like fugitive slave making his way through bushes escaping from owner of cotton plantation. He was under chronic stress (according to DSM 5 chronic stress's duration is more than a month) but he was not using any kind of medicines because he considered psychiatrists as charlatans whose main tactic is to manipulate the psyche of patient.

## **5.5 Health problems**

Poor health conditions and mental imbalance were interlinked, as mentioned earlier that huts were lacking proper hygiene systems so, health of students was more likely to deteriorate. Students' health was on the verge of exhaustion and unhygienic foods like a catalyst plunging them into the trenches of stress. Stressed students argued that to perform properly, a student must have good health but due to the poor hygiene of cafes, and poor drinking water's quality, health of students has been damaged very badly. Some students have diarrhoea for weeks or even sometimes for a month. Water quality of Islamabad was not as good as it should be so, for making water drinkable filters were recommended by health professionals but during my research I never came across with a single cafes or hut, which was having a proper filter system. In some departments also, the filters were expired but it was still used for quite long time. Due to poor health conditions student was unable to focus on studies and thus they were stuck by stress.

## **5.6 Relationship as source of stress**

There is saying in Quaid-I-Azam university that some of the students come here in search of their spouses. It was proven right after interviewing students who were frequently attracted to opposite gender. Through my study I came to know that relationship was highlighted as source of depression. Some of the respondents who were stressed were engaged in some type of relationship with other students. The opinion of most of the respondents were vary because some were taking their love affair in positive way while



other were of the view that they have made a mistake, they should not be engaged in that type of activities. Love tormented the mental capabilities of the students and like Daniel Turner they were in great remorse about their love affairs.

This life we are living  
Is so unforgiving  
Reminding us every day  
Of games that we played  
Choices we made  
Dreams that faded away  
Paths that were crossed  
Loved ones we have lost<sup>21</sup>

Quaid-I-Azam university is a place where multi-ethnic, multilingual and multisectoral (religious sects) students are enrolled. Most of relations, which I came across were between couple who were belonging to different ethnicities, language, or sect. Apart from this most of the students' families were preferring endogamy (a marriage within clan or family). Most of the families were against of inter caste marriages yet students got emotionally attached to others. But due to those circumstances which have been mentioned above, their dreams got shattered and this led to mental turmoil. Relationship was noted as source of stress. Relationship was also reported as time wasting also by few respondents. They were unhappy because of their relationship. They reported that they were following dual timetable. They were following their own as well as timetable of their partner also. They argued that they wait until the class of their partner was over, so they could meet, and due to these circumstances their academic life was affected badly.

Emotional abuse was also a source of stress which were reported during this research. Students were emotionally harassed by their boyfriends/girlfriends. Some even claimed that verbal offense was also committed by their partner. Most of the chronic cases of stress were of those respondents who were in some sort of relationship with someone.

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<sup>21</sup> These lines have been taken from Daniel Turner's poem "The sum of a life".

### 5.6.1 Case study

Abrar Waheed was a student of BS Honours environmental sciences. He belonged to Deobandi<sup>22</sup> sect of Sunni Islam. He was attracted to girl in first week of University life. She was little bit shy in the beginning but after two week he expressed his love to that girl. The girl sceptical of boys, first ignored him but later she accepted her proposal. The girl with Abrar was fallen in love was Syeda<sup>23</sup> and she belonged to a Shia sect. In Pakistan there is a dark history of sectarian riots and most of the sectarian riot were between Shias and Deobandis. Abrar was with that girl for around six of his semesters of BS Honours. One day his parents told him that they want him to marry. Abrar told his parents that he is in love with a girl in University and he want to marry her. Abrar then told the girl about his parent's plan and told her that he wanted to marry her, but the girl refused his proposal that her parents are not ready to accept him as their son in law because they were of the view that it is prohibited to marry a Syeda to Non-Syed, especially Sunni.

Abrar was with that girl for over one and half years. He argued that he used to bought clothes, shoes, perfumes, and other things for her. He spent quite healthy amount of money on her. He felt that he was betrayed by that girl and he was under the serious psychological blockade. He undergone stress for around two months and unlike mild mental pressure his psychological tension was at unprecedented scale. He was having chronic stress.

He was quite often blaming girls as provocative and seductive. Abrar claimed it is mere speculation that girls are faithful on the contrary they are selfish. There sole purpose is lure boys so they could use them to do their work and buy them gifts. Abrar was incarcerated by psychological turmoil and he often carried misogynistic rhetoric. He consulted with a psychiatrist for health assistance and psychiatrist prescribed him dose of medicine which he was supposed to take for a month. He was regularly using the dosage prescribed by psychiatrist.

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<sup>22</sup> Deobandi is an Islamic Revivalist movement within Hanafi Sunni ideologically affiliated with Dara ul Ulom Deoband Utter Pradesh India.

<sup>23</sup> Female of Syed who traced their lineage to Prophet Muhammad.

## **5.7 Lack of recreation**

Lack of recreational activities was another common factor of stress. There is an English proverb “all work and no play make Jack a dull boy”. Those students who were conducting research and those who were busy in making projects and papers were lacking recreative actives. Recreation was very important to maintain healthy life and thus lack of recreation was triggering stress.

One of my respondents claimed that In Quaid-I-Azam University students have to handle overload burden of studies; so, they hardly manage time for other activities. There was sign on the door of his hostel room “No one is allowed to enter the room in January”. He was literally allowing no one to his room because he was to complete his research. He barely go out for meal otherwise he was stuck in his room. Lack of recreation and constantly working caused him mental disorder. He called himself agoraphobic<sup>24</sup> and he was stressed due lack of recreation. In those overburden situations students often became a soft target for mental disturbance

### **5.7.1 No time for extracurricular activities**

During this study it was noticed that in university there were tons of workload. Study hours were way more than that of college level. Students have to study to for few hours after attending classes which by itself was 5 to 6 hours. The duration of study varied from department to department and student to student. For example, a student of natural sciences studied almost double than that of social sciences, also the student who belonged Sindh were noticed that they studied way more than other students. For the purpose of study most of the student quitted extracurricular activities. They were having no time for sports, and thus their fitness level was declined. Decline of fitness level brought some drawbacks to health. Students got bored. They started losing interest in studies and they became dull. In those situations where students were having no time for their own selves but just for studies, they usually encountered mental problems. This made them to reconsider their

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<sup>24</sup> A person who perceives his environment unsafe. It is an anxiety disorder and type of phobia.

approach toward academics. Dullness brought stress with itself and thus, focus of students was lost.

### **5.7.2 Lack of vacations**

As I mentioned in literature that burnout is an aspect of stress and it usually it happens when someone is constantly working and having no vacations. Lack of vacations was also factor responsible for bringing burnout among students. A student claimed that since October he has been doing his tasks and he never off his single day. He wanted to go to home in weekend but due to overburden of class work and other tasks he is unable to go. Once his friend summoned him for his brother's marriage, but he excused him by saying "Ghareeb tabah dy<sup>25</sup>". He claimed that working continuously and doing same tasks daily has triggered burnout. Students of Quaid-I-Azam University were expose to these situations. At some departments when semester began, students were kept engage is different activities by their teachers and supervisors. They were bound to live in that repetitive cycle. For example, daily or weekly tasks were given to them, and these activities were supposed to go on till the end of the semester.

Due to these activities and performing same task regularly students were burning out. They needed vacations to relax themselves for some days but usually there were no vacations during semester.

Lack of vacation was one the factors of stress. Some of students were stuck in the hostels on weekend because they were supposed to do work and complete their tasks which are given to them by their teachers so, they have to stuck in hostel during weekends too. So, it made situation intense, further.

## **5.8 Family problems**

Family is the basic social institution of Humans. Family ties determines the strong social cohesion but on the contrary week ties creates troubles among family members. Chronic cases of mental collapse are often linked with family relationships. Family problems and

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<sup>25</sup> A Pashto slang which is used for having misfortune or a serious mess.

mental problems such as GAD<sup>26</sup> was not only correlative but causative among students. This type of problems was not that common as its academic or financial counterparts but, still it was there and its effects on students were crucial.

Any stressor that concerned one or more family members was included in this type. This factor of stress was due to emotional connection with family members, for example being anxious for siblings, dispute between parents and marital issues.

### **5.8.1 Dispute between parents**

Students' self-esteems were determined through their parent's relationship. If parents were in good terms with each other than the offspring were evaluated in good health. But if there was conflict between parent then it caused psychological drawbacks among the offspring.

Dispute between parents was a factor of stress among the students of Quaid-I-Azam University. Students who were facing this situation at home, were very stressed. The stress of those students was clearly visible, and anyone could observe it through their behaviours. Conflict between father and mother left offspring in despair.

#### **5.8.1.1 Case study**

Farheen Zaman was female student of BS Pharmacy. Her parents married 21 years ago but during these 21 years they often quarrelled, but these were not serious kinds of quarrel. But in September 2019 her father lost some of his property in real estate business. Farheen's mother got angry at him due to his poor decision which brought financial crisis and she start scolding him. This behaviour of Farheen's mother enraged her father and her father castigate her mother and thus a serious conflict was galvanized between her parents. Her mother left her father's home.

Her mother was living in her maternal uncle's home along his younger brother. Farheen and her younger sister were living with their father. Her father threatened her mother that if she did not come back to home quickly, he will give her mother divorce, but her mother also threatened her father that she would commit a suicide if she received divorce.

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<sup>26</sup> Generalized Anxiety Disorder is a common anxiety disorder, and it entails perpetual and chronic distress and nervousness.

Farheen's paternal uncle tried to resolve the issues through arbitration but his proposal was refused by Farheen's maternal uncles. Farheen also spend a week in her uncle home to look after her mother and her younger brother but after week she came back because living over there was unbearable for her. All members of family just talked about the conflict and she was trying to bypass those talks. According to the Farheen *"I lived in my uncle's home for a week, but it was very stressful for me to live over there. Then I returned to home"*.

She further narrated that 'This conflict between mother and father has torn her apart. she used to think over this issue 80 to 90% of my time. It is very stressful for her as well as her siblings. Sometimes she feared that lest they go for divorce then what will be their future". Thus', Farheen was under serious anguish and she was suffering from mental pain.

### **5.8.2 Marital issues**

Those students who were married were facing another stress factor in form of marital issues. These issues were not founded very frequently in students because most of the students at BS, MSc and MPhil were unmarried, but this was a cause of stress for a female student whose husband and in laws were opposing her education.

Marital issues included lack of cooperation from spouse's side, misunderstanding and negative opinion of spouse about university. A married Female Student reported that during the marriage proposal her husband agreed that he will continue her education after marriage but after two months of her marriage he tried to compel her by trying to quit her studies. He did not submit her semester fees. Her husband was of the view that girl should look after her in Laws and husband what she will do after getting education. Apart from this, she also suffered due to heavy burden of work in her in-law's homes. She was supposed to cook meal for the family and wash the clothes. Time management was difficult for them and study was affected by this.

Another marital problem was negative opinion of male spouse about university. Another Girl claimed that her husband wants her to leave her studies, because he has negative views about Quaid-I-Azam university. Her husband was of the view that most of the boys at

university are tharkis<sup>27</sup> and they merely get admission to trap girls. Aside from this it was also intolerable for him to let his wife to study with male students. So, He will not allow her to study after Bachelor education with male students.

## **5.9 Other factors**

Apart from those main factors which has been discussed above there were some other factors which enabled stress among students. These factors were not as common as other factors mentioned above but anyhow these still allowed stress among few students.

### **8.9.1 Language barriers.**

English was not a native language of any student at University, but education system of Quaid-I-Azam university was almost completely in English. So, to understand, interpret, and speak another language was quite difficult task for some of the students. Through observations, it became clear that English language was a source of stress among some students. Some of the students especially students from Sindh were having problems in understanding English. Their complaint was that they cannot understand what teacher was saying. Stress did occur when a student was unable understand and interpret the lectures. According to those students who have problems in understanding English During papers they cannot write their ideas due to poor vocabulary and weak English. Apart from this, for some student Urdu was also a problem. Most of the respondents were bilingual or multilingual they easily understood two or more than two languages, but some students were having difficulties in Urdu too. In Sindh, the education system was in Sindhi so, the students from Sindh were having limited understanding of Urdu. Aside from Sindh students from Khyber Pakhtunkhwa and Balochistan were also having problems in Urdu. Interacting the people and classmates was difficult for them, so it was also a source of stress.

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<sup>27</sup> Urdu word for Lustful or playboy

## Chapter 6

### Impacts of stress on students.

#### 6.1 Academic impacts of stress

Mental turmoil in the form of stress, anxiety and burnout were exacerbating academic performance of students. Agony like quagmire pushing the capabilities of students, deep into the pit of chaos blackhole. Capabilities of students in each realm were devastated but in the realm of academics they were atrocious. Over whelming majority of students<sup>28</sup> were paying a huge price in academic field in the form of lack of concentration, misunderstanding of lectures, lack of focus and forgetfulness.

Academic performance was the main aim of a students. There were various factors which determined the academic performance of a students. Academic performance depended on teacher's way of deliverance of lectures, behaviour of staff management, and the understanding of those particular courses in which students were enrolled. Academic performance was not limited to degree only, but it was factor which identified the health of student. Academic achievement was closely related to physical and mental wellbeing. Any disorder in physical or mental health effected the performance of a student and stress was no different.

Stress was involved in every field of life of a student in Quaid-I-Azam University. The shortcomings of lack of mental wellbeing were noticeable in each specific regard. It was not mere speculations that mental wellbeing is necessary for good grades and satisfactory performance in educational fields rather it was observed and after interviewing some students I came to know that mind free from stress, anxiety and burnout was not only necessary but also essential in order to secure satisfactory academic records. Stress was

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<sup>28</sup> Not all students but respondents of this study.



affecting the academic life of a student very badly. Performance of Students was badly effected due to stress.

### **6.1.1 Lack of concentration**

Sound mental health thrives focus and concentrating but on the other hand poor mental health languish focus and concentration. Lack of concentration was very common among Students who faced stress and they experienced lack of concentration quite often. Students being tormented by anguish were unable to concentrate properly on lectures and readings. Most of the students were not satisfied with their result and which led them toward furthermore mental ailment. In this study lack of concentration was reported by students due to stress, which was later confirmed during this study through observations. Abrupt changes in speaking, like *my last sessional was so bad that I scored only 6 out of twenty and then suddenly asking about Tv series. Euphoria<sup>29</sup> has been high rated by mass critics on rotten tomatoes<sup>30</sup> and Imdb<sup>31</sup> although it is not that good.* This kind digression from point of discussion and repetition of same words clarified that they were having focus and concentration problems.

### **6.1.2 Disrupts the capabilities of a student.**

Students have some sort of capabilities which come in handy in managing studies. Some students have a capability of quick learning, some were capable of understanding the lecture of teacher properly, some students have an extraordinary studying stamina etc. Stress has shown its impacts here also. Students reported that they were incapable of doing something due to stress. Works which were seemed easy initially seemed hard after stress attack. Stamina of study and quick learnings were disturbed by stress badly. This was later confirmed during this study by noticing that students were not managing their time schedule, and assignments were often late submitted by them.

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<sup>29</sup> Euphoria is an American drama television series. It was released in June 2019 and ended in August 2019.

<sup>30</sup> Rotten Tomatoes is website which reviews films and television stuff.

<sup>31</sup> Imdb is online database of information related to movies, television stuffs and video games etc.

### **6.1.3 Inability to solve problems.**

Solving problems academics, social and financial problems matter a lot in students' life. The more mentally active and agile students, the more efficient in solving problems he/she is. Student with cognitive inactiveness due to stress, claimed that each and every student have an ability to cope with issues and solve their academic problems which was called as "Jugaad<sup>32</sup>" by them. Different Jugaads were used by the students to get rid of problems. One of the most jugaad was about the assignments, research papers and synopsis etc. Students were most likely to download articles from research gate, academia and Jstor, and they were likely to submits these articles after changing the words with synonyms and sentence structure. For example, "*NATO: A guardian of peace or perpetrator of violence*" was changed as "*war crimes in disguise of Humanitarian intervention*".

But stress showed its presence here also. The abilities of Students to solve problems and quick response, which were quite useful to handle day to day tasks in the lives of Students, were vanished due to stress and thus, they were soft targets for their teachers while sneaking. Stress was making them unable to solve their problems.

### **6.1.4 Misunderstanding and forgetfulness**

Misunderstanding and forgetfulness were another negative aspect of stress in academic life of a students. Students suffered in their studies because of stress. Students were unable to understand what teacher was delivering. Some students claimed that they cannot understand teacher's lecture even some time they did not know what was going on, and which subject he was teaching. Interpretation of lectures was another issue. Stress also caused forgetfulness among stressed students. Students who faced stress were very forgetful in their nature. They sometimes even did not know that it was time of class and sometimes they went to department for attending class at weekend. So, it was indeed a big problem for students because it was damaging academic career of students very badly.

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An approach used for problem solving with available resources.

#### 6.1.4.1 Case study

Hina Khan was a student of BS Honour plant sciences semester 5<sup>th</sup>. She was having 3.5 gpa in her first four semesters. She claimed that due to disturbing routine in hostel. Roommates used to talk on a phone with her friend till late night and thus her sleep was disturbed badly. Another biggest problem with her was consuming unhygienic food, she liked Aloo Paratha<sup>33</sup> very much and almost daily she ate it but after some time she got digestion problems. Prolong digestion problems and sleep disturbance led her toward stress. She reported that she did not feel well since last month. Due to mental disturbance and stress, she was unable to concentrate on lecture, and her capabilities of understanding declined.

Hina's forgetfulness was visible that during her interview she accidentally worn wrong pair of shoes. Left one was her own while right one was her roommate. Her roommate called her on a phone and told her about her shoes. She argued that it happened quite often due to mental disturbances she has been labelled as *Talli*<sup>34</sup> in Hostel.

She said “*Mujhy Maam ki aik lafz ki samjh nai ati. Juma hamara off hota hai wo humy bulati hai class k liyai or phir khud nai ati. Ab tu baki teachers ki b samjh nai ati mai kro tu kya kro. Kuch yaad hi nai rehta*”. **Translation:** *I did not understand a single word of Maam. Friday is off according to our timetable, but she calls us for class and then she became absent. Now I cannot understand lectures of other teachers also. What should I do; I cannot remember anything.*

Class fellows regarded her as incapable of studying. One of her classmates argued that we are afraid that she will be failed this time because she cannot understand lectures. Hina's stress caused her damage in the form of lower grades and poor performance in academics. In midterm exam she barely got passing marks but before final exams she started treatment from a psychiatrist.

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<sup>33</sup> Potato Paratha

<sup>34</sup> A Word used for a drunk person in Urdu and Hindi

## 6.2 Social effects of stress

Students of Quaid-I-Azam were very fond of social activities. Every students' council did arrangement for social gatherings in order to maintain group solidity. Pakhtoon council arranged programmes at Pakhtoon culture day, and music programmes at other occasions. Punjab council also arranged functions and programmes at Baisakhi (a festival in mid of April during the wheat harvesting time) and other occasion and similar programs were arranged by Mehran council, Baloch council and Saraiki council. Gilgit Baltistan council arranged programme on 1<sup>st</sup> November on which day they got independence from Dogra Raj<sup>35</sup> and another programme was held in late December which was called as Bayaak-e-Gilgit Baltistan. Apart from student's council, different departments of Quaid-i-Azam university also arranged programmes and funfairs. These programmes and functions were for the sake of group solidarity and mutual bounding. In order to maintain a good social life, social bounding was necessary and beneficial for students. Stress effected almost every aspect of students thus social life was having no exceptions. Stress led towards social isolation and seclusion, and their participation in such programs were negligible.

### 6.2.1 Social isolation

Stress caused social isolation among students. Few of the Stressed Students reported that they were living in isolation like castaways. By isolation, I do mean complete isolation where interaction with others was not existing, but a type of isolation in which they tried to avoid people. Like a Jew during Nazi regime hiding in the outskirts of Munich or a Bosnian trying to avoid his/her in Srebrenica <sup>36</sup> hiding in hills or Zulu in Apartheid<sup>37</sup> trying to avoid police, students also tended to avoid confrontation with their friends and fellows. Relationship with friends, roommates, and other members for example students of their own ethnicity and area, were weakened due to stress. Social isolation created a sense of loneliness among students and then they tried to escape from their identity. There was a paranoia among the mentally disturbed students due to stress. Social Isolation also led

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<sup>35</sup> Dogra Raj was dynasty which ruled over Jammu and Kashmir, and Gilgit Baltistan in before the partition sub-continent.

<sup>36</sup> In July of 1995, the Serbian forced killed more the 8000 thousand Bosnian men and boys in the town of Srebrenica during Bosnian War. It is considered the most hostile incident in Europe after ww2.

<sup>37</sup> It was a legal system of racial segregation in South Africa and Namibia from 1948 to 1991. This system was based on white supremacy and black people despite of being in majority were marginalized.

towards low self-esteem and thus, it putted their social life in jeopardy. Confidence of Students was vanished, and they became more and more sorrowful. Social Isolation by itself was a factor of stress and students were struck between this interchangeable phenomenon.

### 6.2.1.1 Case study

Obaidullah was student of M.Phil. chemistry. He was clinically diagnosed with chronic stress. He was having a quarrel with one of his close friends (previously close) over his clothes. Obaidullah and his friends usually wore clothes of each other during time of need. For example, if there was a party or trip of his friend, he would borrow Obaid's clothes and if Obaid needed shoes, jacket, Coat, or clothes he would pull out the thing he need from his friend's closet. But thing gone other way Once, when Obaid wore clothes of one his friend to attend party, at party his clothes were clarted accidentally by him. Next morning his friend searched his clothes and when he found it clarted. He became angry at Obaidullah arguing that I washed it yesterday so, I could wear it to go on trip.

Due to those issues with friends and his bad academic performance in 2nd semester, he became stressed. His stress was so severe that his therapist advised his parents to stay him for some time at home. He stayed for a month at home. After returning from home, he decided to left hostel, and he shifted in colony nearby main huts of Quaid-I-Azam university. Asking about his social isolation he argued "*ajkal ki dosti sy tanhai achi hai. Mai ny machar colony mai room liya or ab na koi meray room ata hai or na mai kisi k room jata ho bs class, huts or room*". **Translation:** *Isolation is better than friendship nowadays. I have taken room in Machar colony<sup>38</sup> Neither anybody come to my room nor I go to someone's room. I attend class, go to huts and then to room that is it.*

Obaid was paranoid and he claimed that friend and society are meant to harm you. Friendship is a power struggle and friends pretend to be your well-wisher, but they are enemies in disguise. No one ever like your success rather they backbite on you when you are not around.

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<sup>38</sup> Mock-up name for rooms nearby main huts of QAU.

### 6.2.3 Killing of sexual desires.

Stress was also responsible for killing of sexual desires of respondents. One married student reported that due to mental distress he was unable to perform his duties as a husband. He stated that his wife says that he use to talk during his sleep, and he said his sleep is full of nightmares. Ever since his ambitions has been guillotined by his malicious rivals, he has been in agony. He claimed that he was on the brink of impotence.

Also, some unmarried students reported that their sexual feelings were about to die. Now they have no intention to have in sexual relationship with someone, nor they have any reason to marry. Some of them were so isolated that they did not want to be with someone, and they chose to stay alone. One of them quoted that “*he is like a diabetic patient in the chocolate factory of Willy Wonka*<sup>39</sup>”.

### 6.2.4 Lack of social support

Psychological maladjustments were belligerents of mental combats in which students were put through. These maladjustments were atrocious in all regards, but the atrocities were more palpable in social sphere. Malicious mental health was directly proportional to disturbance in social life.

One of the serious shortcomings of stress was lack of social support. Some of the Students who were suffering from stress complained about the ignorance of their friends and family. Some of them broke ties with their families, they claimed that family was source of stress because their interference was so much in their lives that they were having no reasons, but to rupture the ties. Students reported that their families were deliberately meddling in their affairs. Family members had taken for granted that anything we chose or decide in wrong. These kinds of talks were noticed among those students who were in love with someone, but their families were not allowing them to be with him/her.

There were also some students who were feeling guilty for their misbehaviour, wrong deeds, and their actions, which were preventing them to be in contact with families. One respondent who haven't talked to his family for over a year stated “*that although I am stuck*

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<sup>39</sup> Willy Wonka a fictional character of Roald Dahl's children's novel “Charlie and the chocolate factory”. Willy Wonka is a person who owns a chocolate factory.

*with remorse due my Khardimaghi<sup>40</sup> but now it is too late. The catapults have been set on the outskirts of Baghdad and the arson is on a doorway* (He Metaphorically symbolized his relationship with family to the destruction of Baghdad by Mongol army under the command of Hulagu Khan).

Psychological counterfeiting led the distressed students into grievance and Complaints were reported against their friends. They argued that friends were not supporting them although they claimed to be with them in time of need. Their pledges were just like the promises of a corrupt politician during election campaign.

So, lack of social support had greater impact on life of a student, and it had damaged the performance of a student to a greater extent.

### **6.3 Physical impacts of stress**

Mental health and physical one, were tied together. Disturbance in mental health triggered disorganization in physical health and vice versa. Stress was not without its physical impacts. Stress was like a catalyst galvanizing a debacle in physical health. Mental problems usually unleashed physical impotence like, Hypertension, fatigue, insomnia, and gastrointestinal problems. A mind bug<sup>41</sup> let the body communication system to send and receive misinformation and this misinformation often caused physical problems.

Distress a further negative stress reaction led to more adverse physical problems among students. Stress was damaging the body of students of Quaid-I-Azam university badly and it also was responsible for bringing physical disorders.

#### **6.3.1 Hypertension**

Stress as its name suggests is something related to pressure, tension, rigidity, and strain. Stress has shown its negative aspects on the physic of a student and hypertension was one of the major problems caused by stress. Stress and hypertension were inseparable. Whenever a student was caught by stress, hypertension was most likely to follow its way.

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<sup>40</sup> Jackass but usually used as pigheaded.

<sup>41</sup> Psychological problem.

Imbalance in psychological complexion was escalating hypertension as per students' claims.

Stress was responsible for increase in blood pressure in students and, high blood pressure led them towards hypertension. Hypertension and high blood pressure were cojoined. Hypertension was exacerbating high blood pressure and vice versa. Hypertensive students claimed that they got angry upon a small element for example if a waiter fail to serve them tea quickly, they were more likely to show their anger upon the waiter. One student further claimed sometimes the condition got worse due to hypertension and he fall down on the ground unconsciously.

### 6.3.2 Case study

Laiba Altaf was a student of geo physics. She was very punctual student but once she prepared other material for sessional mistakenly and her dreams become shattered when she saw the paper which was completely incomprehensible for her because she did not study those materials which were demanded in sessional. She got 2 marks out of 20 in that sessional and her mental health begin to deteriorate. Due to lower grades and lack of understanding she was having stress. Her stress was acute one, but she was on the verge of chronic one because she claimed that since last four weeks she has been suffering from stress.

She did not take proper medication or consultation regarding stress. She was taking self-prescribe medicine for overcoming stress which did not ended quite well. She was very scary about her upcoming sessional. She was reading articles and notes without having a proper rest like architects rebuilding the Rome after the great fire<sup>42</sup>. According to her she also had headache, shortness of breath and increase in heartbeat then she went to a doctor where she was diagnosed with a hypertension.

According to her *“doctor ny BP set sy maira BP check kiya tu upper number 140 cross krgya tha or lower number 100. Doctor ny mujhy kuch medicine di or kal my ny check tu 140 tak tha r lower 95 lkn doctor ny kaha k medicine k sath tension ko zehn sy nikal do lkn*

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<sup>42</sup> A fire which began in Roman Metropolis in July 64, AD during the reign of emperor Nero and it destroyed two third of Rome within 10 days.



*jub tak meray makrs achy nai aty mai kaisy tension ko khatm krskti ho.* **Translation:** when doctor checked her blood pressure the top number<sup>43</sup> was 140mm Hg while the lower number<sup>44</sup> was 95. Doctor advised that you should better avoid tension, but I cannot overcome my tension until I got good marks.

She further narrated she has done so bad in her last sessional that stress and hypertension follows her like a shadow but if she secures good marks in upcoming sessional and assignments, then she can guarantee that her stress will be eliminated, and this hypertension and blood pressure will become consistent.

### **6.3.3 Weakening of immune system.**

Immunity of students was weakened by stress with impunity. Mental issues like stress and anxiety were sabotaging body's resistance to counter health issues. Stress and immune system are associated with each other in medical field. Through various ways stress was affecting the immune system of body. Stress effected nervous system and it further modulated the immune system of a student. Interpersonal process of stress was criteria on which immune system of student was depending. Psychological stress was causing weakening immune system of few stressed students.

Students argued that over consciousness, sorrowful thoughts, and negative feedback of mind stimulated the nervous system adversely and then their immune system modulate according to situation. For example, one respondent claimed that she have migraine and it usually happened twice or thrice in a week. It last for around two or three hours but ever since she has been victim of mental turmoil, she has migraine more frequently. She faced migraine four to five time per week and its duration was almost double, five to five and half hours to be precise.

The immune system of those who were facing stress was weaker than normal ones when came to healing, also. There was small cut on a student's face which usually took one or

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<sup>43</sup> The pressure in arteries during compression in heart muscle. It is also called systolic pressure. Its optimal range is 120mm Hg.

<sup>44</sup> It refers to pressure in heart muscle during beating. It is also called as diastolic pressure and its optimal range is 80mm Hg

two day for healing, but it took him 5 days to heal. Thus, stress conjured weak immune system.

### **6.3.4 Muscles tense up and weight gain.**

Muscles of stressed students tensed up quickly as compare to normal students. Acute stress was causing not as bad effects on muscles as compare to chronic stress. Misplacement of jaw muscle was an example of muscle tense up. Student of sociology who was facing stress was having this issue. He reported that he was facing stress for over six months. Once he wake up in the morning and he felt pain in his jaws. He tried to open his mouth, but a severe pain forbade him to do so. He went a maxillofacial surgeon and surgeon suggested him some exercises in order to put jaw muscle back in place. It took three months to cure.

Body weight was affected badly by chronic stress. Drastic gain in weight was results due to stress. Same student claimed that he was 68 when he first confronted with stress and after six months his weight was 103 kgs. He was having difficulties in walking especially during climbing on stairs. He mentioned above gained weight over 35 kg in six months. He was constantly using medicine and he was moving toward improvement<sup>45</sup>. Over weightiness by itself was a stress factor.

### **6.3.5 Insomnia**

As it was discussed in earlier chapter that lack of sleep was causing stress among students and stress was causing lack of sleep. Stress and sleep were inversely proportion to each other. Sleep disturbance was related to cognitive and psychological disturbance. Sleep was very important for health of student and there was no denial in that.

Unrest and lack of sleep were among the vital drawbacks of stress. Stressed students like prisoners of their own paranoia faced colossal disruption in their sleep.

Stress showed its bad effects on sleep timing of Students. Insomnia was one of those disorders which were caused by stress among some students. Insomnia was faced by one of the students, and he was unable sleep properly. He barely slept for three and half hour

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<sup>45</sup> I met him in September 2020, nine months after this interview and he said that now he is normal, and he started losing his weight. He was 92 in September.

per day. He argued that he is like a scumbag felon who cannot sleep due to remorse of wrong deeds and misconducts.

There were two types of insomnias, acute insomnia, and chronic insomnia among students just as stress. The students who were having acute stress were facing acute insomnia. Lack of sleep of three or four days or disturbance in sleep for week or more than week were noticed among the acute stressed students, while the later a rare but more serious one was not that common, but it was present among those who were facing chronic stress. Sleep disturbance for months were reported by those students and indeed their situation was pitiful.

### **6.3.6 Ulcer and other gastrointestinal disorder**

Ulcer were also reported among few students who were stuck by stress. Ulcer was a stomach disorder in which the lining of stomach was soled. Chronic Stress caused Ulcer while students who were having acute stress were exempted of it. Ulcer which was caused by stress was usually for short time among students. The type of Ulcer which was induced by stress was acute type. This type of ulcer also called as an acute ulcerative lesion of stomach. They were diagnosed with ulcer by gastrointestinal physicians. Ulcer was painful, and those students who were patients of this disease were in pitiful condition according to their fellows.

Apart from ulcer, few other stomach disorders were also figured out. Weak digestion, acidity, constant heart burn and rise in cholesterol level were among these disorders. Students admitted that they have problem in digestion, things which were supposed to digest quickly took enough time to digest and also acidity level was also increased during stressful time. Increase in cholesterol level was also reported by Students, which were identified by medical laboratories.

### **6.3.7 Fatigue**

Physical impact of stress was so diverse and adverse that it almost brought troubles in every main system of body. Troubles in circulatory system in the form of high blood pressure, check, troubles in digestive system in the form gastrointestinal problems and ulcer, check, problems in immune system in form of low resistance to diseases, check, disruption in

muscular system in forms of Jaw's muscle's misplacements, check, and problem in nervous systems in the form of bad temper and hypertension, check. Aside from these problems stress was putting students through fatigue and exhaustion.

Fatigue was another physical drawback of stress among students of Quaid-I-Azam university. Stressed students experienced fatigue due to perceived stress. Socio-academic stress was main reason of fatigue among students. The routine activities were disturbed and tiredness by doing any kind of tiresome activity were discovered among students. Stress and fatigue correlate with each other. Most of mentioned drawbacks of stress were interconnected with each other. Same was the case with fatigue. Stress caused lack of sleep and lack of sleep further led toward fatigue, and this process went on. One problem was a key to another problem.

## **6.4 Psychological impacts of stress**

Mental strain accumulated malfunctions across the nervous system and psychological constrain. Stress compelled students to maladjusted their emotional alterations. These maladjustments led them toward the psychological crumple like Banana Republic<sup>46</sup> exploited of its resources there were in mental deprivation.

Stress is psychological disorder so, the impact of stress on psyche was the most prevalent among stressed students of Quaid-I-Azam university. Stress effected emotions and feelings of students and thus imbalance was created in students' mind due to stress. Cognitive abilities were badly affected due to stress. According to students' abilities of thinking, feelings, making decisions, consciousness and memory became limited due to stress, which were not that limited before. They were unable to think properly because they could not focus on things which they were supposed to think about.

Feelings of stressed students were not like normal ones. Sometimes they were too sensitive, that at very small things they dragged into confusion while sometimes they ignored very valuable things, which seemed nothing to them. The process of decision making was also influenced by stress. Stressed students usually made inappropriate decision which

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<sup>46</sup> Banana Republic is term coined by O Henry. It was first used for Meso American country Honduras whose economy was merely based on the exportation of Bananas but in popular it used for any country who merely depends on single source of economy.

sometimes made problems for them. Unconsciousness and memory problems were also among the negative feedbacks of stress among the students.

### **6.4.1 Bad temper**

Unstable psychological health was directly linked with irritation and vile temper. Students with mental instability were most likely to show their irritation and temperament every now and then. Anger and bad temper were a common psychological downside of stress among students. Harsh words like “*get out*” “*what the hell are doing here*” and offensive language like “*Madar.....d*”<sup>47</sup> were frequently used by those students who were tormented by stress. One of the reasons of their loneliness was these words because these were unbearable for most of the fellows most of the time. One of the friends of mentally ail person claimed that he bear his abusive language that is why he has broken ties with him.

Unsuitable and inappropriate behaviours were a result of stress. They were getting annoyed quickly, and often overreacted to small issues. For example, if their fellows told them that they would take five minutes to company they at hut and somehow, they take more than five minutes they were most likely to get annoyed and walk away. Poor and negative responses were seen among students who were stress.

Bad temper then further led a student toward poor mood and negative state of mind. Bad temper further increased the problems which were noticed among stressed students. One of the reasons of their social isolation was their behaviour also. People around them complained about their misbehaviour, anger, and vile temper.

### **6.4.2 Anxiety**

Stress and anxiety are usually used as synonyms, but stress is an umbrella term, and it covers moodiness, worry, anxiety and burnout. Anxiety was quite common among stressed students. Ordinary anxiety was not that problematic because it passed quickly in few days or in week, but the anxiety disorder<sup>48</sup> was a real problem which were seen among students during this study. Generalized Anxiety disorder and panic attacks were common among

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<sup>47</sup> Abusive word of Urdu

<sup>48</sup> Anxiety disorders is an umbrella term which covers GAD, Panic disorder and panic attacks, social anxiety disorder, and phobias.

students of 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> stages of stress. GAD and panic attacks were not reported by the students of 1<sup>st</sup> and 2<sup>nd</sup> stage of stress.

Their interference of anxiety was so much among stressed students that their way of doing things was affected by anxiety and due to anxiety students were unable to perform with their maximum potential. One female respondent who was suffering due mental turmoil stated *“I use to witness abrupt episode of radical horror ever since I have experienced agony. Three times I experienced such fear and two times I lost my control, and I was fetched to my room by someone else. When it happens, I think that my days have been passed and the angel of death has come to take me”*.

#### 6.4.2.1 Case study

Jamal Ahmad was a student of statistics first semester. He was having language barriers. He was a Pashto speaker, and he was not fluent in Urdu and he barely understood English. He was facing problems in communication and interaction with other students and teachers. Jamal was unable to pronounce F sound and every time he used P in F's stead. Jamal also faced difficulties in gender identification in grammar while speaking Urdu. He often said, *“Allah ka pazal hai”<sup>49</sup>* and *“Chacha ka beti”* and quite often his fellows made fun of his accent, his mispronunciation, and his grammatical errors. *Oh, marha kya krti* (a sentence where he was assumed as feminine) was commonly used by his fellows in order to make fun of him.

These circumstances led him towards mental disparity. He was facing mental issues since the start of the semester, but he did not take these issues serious and after two months he decided to go a psychiatrist. Jamal was eventually diagnosed by a psychiatrist with GAD (generalized anxiety disorder). He reported that sometimes he got panicked, his heartbeat increased, he felt chest pain and he became afraid of anything. He claimed *“mata mai plar wel chy ka naway khawkh no rasha wapis za fihlal alata paty yam makhky ba goro”*. **Translation:** *My father told me if you are not feeling comfortable at University then come back to home but for now, I am here. Let us see what happens.*

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<sup>49</sup> Original words are “Allah ka Fazal hai” which means there is grace of God, but he was pronouncing it as Pazal due to his oral limitations.

Jamal further argued that his father took him to a psychiatrist in lower Dir<sup>50</sup>. Psychiatrist prescribed him some medicine and he advised him that you have to make your mind strong in order to cope up with this condition otherwise anxiety can be fatal because panic disorder is an output of anxiety and it can be lethal.

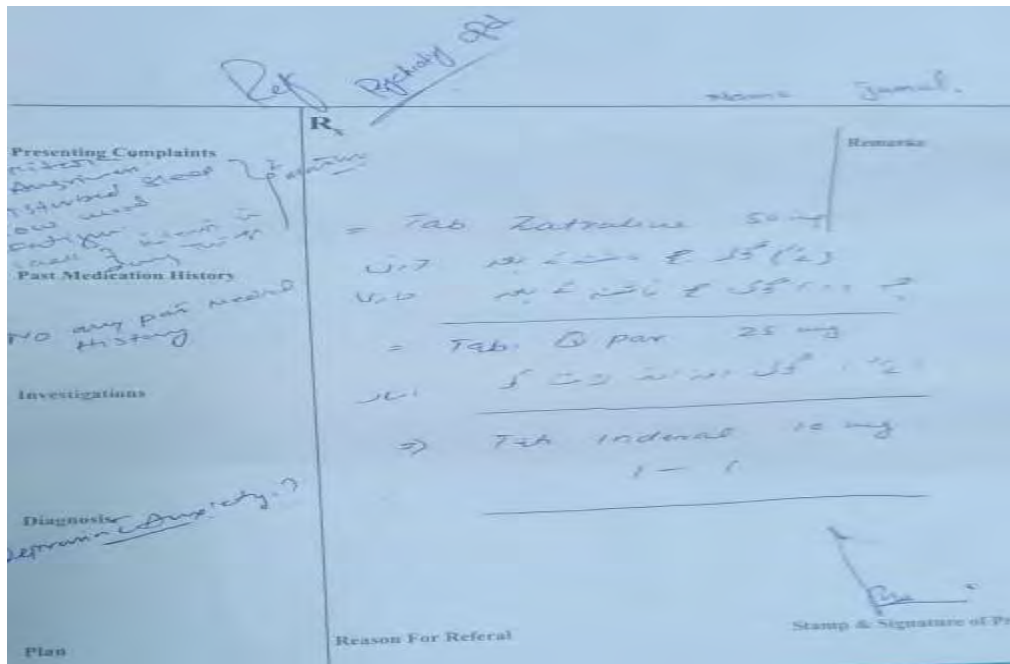


Figure 5: psychiatrist's prescription

### 6.4.3 Pessimism

Pessimism or hopelessness was encouraged by stress. Stress students were pessimistic about their situation and their future. One of the respondents who was doing his MPhil claimed no matter how intelligent and worthy we are, but we would not get any job. We are marginalized on purpose. The authorities who advertise job vacancies are like bellicose bully insult us and appoint those who have money to give them or recommended by the people of higher authorities. they deprive us during job interviews and test but on the contrary the official are bribed for getting job. The more you give the better job you will

<sup>50</sup> A district of Khyber Pakhtunkhwa Province of Pakistan.

get but we go back and forth begging for job like outcaste pleading for pardon. But now it seems that in Pakistan we would not get any Job.

Hopelessness prevented them from doing something properly because they were not having a hope that thing would be better. They were of the view that no matter how good their work was, no one would ever care or appreciate so, that was why it was better to not expect anything for our betterment from anyone.

#### **6.4.4 Short term memory loss**

Mental imbalance caused memory problems and its ultimate price was paid by the students in the form of low grades. Stress effected memory of the students, and short-term memory loss was its common negative side among students. Due to academic, social, and financial issues stress happened and stress students of their mental abilities and created memory problems.

Students claimed that they cannot rely on their memory anymore. One of the respondents stated *“I worked so hard for my quiz and I was pretty sure that I will get 10 out 10 marks but did not know what happened, i forgot half of the stuff which I prepared. I was like Ghajini<sup>51</sup> and I did not understand what was going around. Like a protagonist scorching his head to recall his memory but the blow of antagonist<sup>52</sup> was so severe that I messed up things.*

Other alternatives used in order to relax themselves also created short term memory loss. For example, Marijuana and Ice also deteriorated mental capabilities and caused short-term memory loss.

#### **6.4.4 Escapism**

A tendency to fadeout from the real world and go into the imaginative world was reported by one student who was in chronic mental warfare. Escapism was also a result of chronic mental turmoil. Student wanted to escape from the harshness of this world. He wanted to live in their own imaginative world.

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<sup>51</sup> An Indian Movie in which the Hero was having an Anterograde amnesia commonly known as illness of short-term memory loss.

<sup>52</sup> The respondent coined term “Antagonist” for his stress.



He want to escape this world and live-in wilderness. The bitter realities of this world are unsurpassable and like a cult member he wanted to disengage from the society. His mental conditions were corrupted at unprecedented level that sole his sole wish was to fade away in the sandstorm of Sahara or in Hurricane of Caribbean.

*“Forlorn! The very word is like a bell  
To toll me back from thee to my sole self”<sup>53</sup>.*

Self-talks like “I am unworthy” and “things have gone from bad to severely screwed up” were also noticed among students. They did not care about what was going around rather were busy in creating their own fictitious world.

## **6.5 Usage of drugs**

In Quaid-I-Azam University there is a culture of usage of substance. Students can be found on huts, in departments’ gardens and in the rooms of hostel smoking substances. The commonality of usage of substances and smokes presents the scenes of clinics of “Malang<sup>54</sup>”. Almost of the addicted students claimed that they first used these substances when there were mentally upset. Usage of substance were initially used as cop up mechanism, but it was by itself devastative.

To cope up with the drawbacks of stress, students were having their own approaches. Most of the students either avoided or showed less attention to those ways of treatment which were advised by health professionals and which were suitable for their betterment, instead they chose another unhealthy way as a solution. Almost all of the male students who were in agony used Charas and Ice or consumed liquor. Usage of drugs was the ultimate solution for some of the students.

Those students who were using drugs for coping up with stress argued that “venom is used to cure another venomous disease and here the case is also the same”. Drug’s usage was common among students to cope up with stress. Stress was having many downsides and it was creating disturbance and usage drugs were catalysts of mental imbalance.

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<sup>53</sup> These lines have been taken from John Keats’s Poem “Ode to a Nightingale”. This poem depicts escapism of the poet.

<sup>54</sup> An Indonesian city in Java. Malang is famous for its clinics that promise to cure plethora of modern Ailments. Malang is also called as Tobacco land.

### 6.5.1 Charas

Most commonly drug used by the students of Quaid-I-Azam University was Charas. Charas is Hashish form of Cannabis is called Charas in Pakistan and India. It was usually handmade, and it was used as an intoxication. Charas was supplied in mass quantity to Quaid-I-Azam University. Some students and servants of Quaid-I-Azam university were dealers of Charas and they were managing the supplies of Charas. Apart from these internal dealers' students went to nearby areas for getting Charas. Barakaho<sup>55</sup> and Bari Imam<sup>56</sup> were the favorite places for students where they were having various qualities of Charas depending on their budget.

The preparation of Charas was simple. Usually, tobacco of two cigarette were placed on a paper and then little amount of Charas was put down on the paper. The amount of Charas was supposed to increase if there were more persons and more than two tobacco were used depending on the number of students because Charas was most of the time consumed in group formation. Charas was little cooked with help of matchstick or a lighter and it was mixed with tobacco. After mixing these items, this stuff was rolled in Rizla paper<sup>57</sup> or a common paper and then Charas was ready to be consumed. Students consumed it reciprocally and there was a strong sense of solidarity among Charsi<sup>58</sup> students.



*Figure 6: Charas preparation*

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<sup>55</sup> A suburban area, 4 kilometres away from Quaid-I-Azam University

<sup>56</sup> Bari Imam is religious site where a great Sufi saint Shah Abdul Latif Qadir Qazi Mashhadi's shrine is located. It is 3 Kilometres away.

<sup>57</sup> A French brand of rolling paper which is commonly used to roll tobacco, marijuana and Charas.

<sup>58</sup> A Person who consumes Charas

The ratio of Charas usage was high among male students. Almost all male students who were suffering from stress admitted that they have somewhat used Marijuana. Almost half of them claimed that they were using it frequently. Marijuana was used two to three times per day generally, but some students were using it more than ten times which were being observed during this study. Students used this drug to seek psychological relief, but its harmfulness was undeniable and they by themselves reported its harms. They got stuck up in another psychological disorder which was addiction. Marijuana by itself caused different health disorders like lung disorders and other respiratory problems.

On the contrary this trend was not found among female students. Some of them were using sedative medicines instead.

### **6.5.2 Alcohol**

Students liked to take refuge under the shadow of relief when they faced psychological turmoil. The approaches for minimizing their agony were sometimes inappropriate. Rarely but surely, some opted for consuming alcohol. Alcohol was not as easily available as Charas and its addiction was not on par with Charas.

Some of the Students who were facing stress were addicted to alcohol in order take shelter from their mental pain. One of the respondents who was addicted to alcohol argued “*That I never seen alcohol in person before but getting admission in Quaid-I-Azam University I encountered students drinking and having fun. Last year when I fail CSS exam I was so, depressed that I was thinking of committing suicide but instead I opted for consuming alcohol. Now like Virgil of Dante’s divine comedy<sup>59</sup> I am escorted by alcohol through inferno, but I am still in purgatory*”.

The consumption of alcohol was not much as Marijuana but still it was there. No girl respondent admitted that she consume alcohol. Alcohol caused gastrointestinal disorders to one of the students of Quaid-I-Azam university.

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<sup>59</sup> Divine Comedy is an epic poem written by famous Italian Poet Alighieri Dante. Dante takes his readers to heaven through hell and purgatory.

### 6.5.3 Ice

Two of the Students used ice to remove their tension and to relax themselves. Ice was a drug of crystal form. It was the purest form of methamphetamine. It boosted up the transfer level of messaging between body and brain. Generally, Ice was smoked, and its effects were observable immediately. But as with every kind of drugs, Ice was also having some serious shortcomings. Students claimed that they got addicted to this drug in search of relaxation. One of the students claimed that he used it when there was overburden schedule of study or night before exam, and it was better source for staying focus and to slur sleep but on the contrary he faced insomnia. Stress indeed, was multidimensional disorder.

Both of the students used Ice in order to overcome stress but in fact the results were opposite. Feelings of pleasure and increase in energy were the positive sides of Ice but it was for very short time and long-term sleep disturbance and reduction in appetite were its negative sides which were confirmed by those students.

#### 6.5.3.1 Case study

Aftab Hameed was a student of Information technology. He was in love with a girl, after spending six months with she broke up with him. He claimed that due to this betrayal he barely studied to get pass, and he was on the edge of failure. He rarely attended classes and most of the time he spend in his room laying down and doing nothing.

Aftab stated *“I was feeling so guilty that I was unable to face my parents. I was cursing myself every time. The situation was so, bewildered that neither I understood the circumstances properly nor I was able to understand to what to do overthrown my miseries. This was indeed a Kafkaesque<sup>60</sup> contingency and my skirmish for overcoming was absurd.*

Due to his love affairs and academic problems, he was stuck by stress. But instead of medical treatment, consulting with a psychiatrist or psychologist he started using drugs. Aftab used Charas as tranquilizer and it Charas delivered its purpose and brought

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<sup>60</sup> Complicated and frustrating experiences or oppressive and nightmarish qualities. These experiences are so common in Franz Kafka’s work and Scholars coined new word “Kafkaesque” for these experiences.

tranquillity initially but after few weeks he realized that Charas is a nugatory investment and then he ultimately switched to ice.

He claimed that he consumed ice occasionally, but Charas was used three to four times or sometimes more than five times in order to stay satisfied. Aftab claimed that although Charas does not bring any calmness to mental chaos but its addictive nature has braced him with iron grips but on the contrary ice was a source of relaxation and he feel relaxed from stress when he used Ice.

The aftermath of usage of Ice were not lucrative rather it was malignant. Usage of Ice cost him huge financially. He was spending a big portion of his expenditure on the consumption of Charas and ice. Apart from financial drawbacks, ice was having some serious shortcomings in dealing with psychological and physical affairs of a person. Aftab was having sleeping problems and he claimed that sometimes he cannot sleep for 48 hours. He claimed that ever since he started using ice, he faces frequent headaches.

## Chapter 7

### Cope up mechanisms.

#### 7.1 Strategies for overcoming stress.

Stress was caused by various factors. These factors covered almost all possible aspects of students' lives. The causative factors were in academic, social, financial, physical, and psychological realms, where the combatants of a psychological battles participated, in students' psyche. These belligerents acted as catalysts in galvanizing mental combats.

The outcomes of these battles were atrocious. These mental combats deteriorated the academic, psychological, social, and physical capabilities. The aftermath of these battles were mental turmoil, and these agitations needed immediate rebuilding but students most of the time were unable to rebuild and reconstruct. They were on the verge of mental collapse. Stress was often misaddressed and the main problem regarding stress among students of Quaid-I-Azam University was how to deal stress. Students' lack of strategies to overcome stress was on par with Stalin's preparation to counter "Operation Barbarossa<sup>61</sup>" and lack of proper strategies cost them serious damage.

Strategies to overcome stress, was the criteria where most of the students who were facing stress struggled, they were lacking strategies which would come in handy in order cope up with stress. Almost half of the respondent were not having any cope up strategy for stress management but on the other hand, there were students who adapted some strategies for stress managements. Those who were having coping up strategies were using separate kind of solution for each stress factor, so there were many ways to cope with stress and it was not possible to be concluded in a single category.

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<sup>61</sup> A codename of Hitler's invasion of Russia in 1941. Stalin was having no preparation of war although he was informed by British about Hitler's plan of invading Russia.

## **7.2 Understanding stress.**

Understanding stress was an important criterion to cope up with stress. Most of students were unable to understand their stress or sometimes they tried to avoid stress by not taking it into consideration, they pretended that they are normal but actually they were in fight with stress inside according to their fellows. Inconsistency in their statements and disruptive talks led me realize that their minds were under conflict.

Students claimed that for proper coping up with stress, the understanding of stress and stress level was necessary. Students who were following policies to overcome stress argued that they become alert when they encountered overwhelmed feelings, lack of relaxation, disturbance in sleep and overreacting to small issues and they start to alter their ways of work after understanding stressful events and stress factors.

### **7.2.1 Understanding stressor**

Stressors were the conditions, events or anything related to those situations which cause stress in human beings. In medical terms it was biological or chemical agent, in psychological terms it was any emotional imbalance, tragic incident and mental disturbance, and in social terms it was environmental conditions and social events which led students towards stress. Understanding stressor was a key to develop countering strategies.

Stressors were categorized into specific categories because there were lots of variations in stressors. Each category was stressors was meant to hindered in a specific way. Academic stressors were meant to deal with alteration in studying schedules, punctuality, and consistency. Social stressors were dealt with better adaptability and remodelling social life. Financial stressors were handled by following austerity measures and by finding sources of money in exchange of services. Physical stressors like consumption of unhygienic food was countered with changes in diet and food.

Sometimes students were having merely bricolage<sup>62</sup> to overcome mental agony. So, in short understanding of stressors was vital in applying proper strategies because stressors were belligerents of psychological battles and students was supposed to run into ground zero in order to make peace negotiations.

Students who were trying to make strategies in order to cope with stress argued that understanding those types of events which triggers stress was important, because it helped in dealing with stress in a proper way and it was the first nail in the coffin of agony.

### **7.2.2 Stress response**

Understanding of stress was a subjective matter. The process of coping up with crisis in academics, social life, financial situations, trauma, tragic incidents, and sudden unsuitable changes were varied from student to students. The way of maintenance and sustainability of life was also different among students. So, stress response was determined by the reaction of a student toward any uncomfortable situation.

Some students responded to stress in positive way, for them stress was useful, but others responded to stress in negative way which created disturbance in their lives. Stress response was a key determinant in overthrowing the tyranny of chaos. Students who responded quickly were most likely to normalize their mental state but on the contrary those who showed little attention to stress, were in constant fear latterly. Students of chronic stress were the late respondents and their sole way to overcome was stress therapy which was done by a psychiatrist on the contrary early respondents were most likely to manage their stress without consulting an expert.

Stress was personal response so coping up with stress was also in various styles. Few students were following three simple orientation to reduce stress.

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<sup>62</sup> Bricolage means composition and formulation of something new from different things available it was coined by French structuralist and Anthropologist Claude Levi Strauss. Here it means those alterations in time schedule and study periods through Students became able to overcome stress.



### 7.2.2.1 Goal orientation

*“If a person determines to achieve something then nothing could stop him from accomplishing his goals. Motivation and goals orientation can lead slaves to defeat the Napoleonic army of Mighty France<sup>63</sup>”* these were the words of a student who was determined to conquer his stress by Goal orientation. A technique for overthrowing stress was called goal orientation. Students who followed goal orientation were looking to the world through realistic lenses. Goals set by those students were realistic and achievable, by doing this the level of stress was somewhat reduced and slowly a student came into normal position. Goal orientation by itself was minimizing the factors of stress for example a student was able to manage his time more efficiently than others through goal orientation and lack of time management was a factor of stress.

#### 7.2.2.1.1 Case study

Abdul Samad was a student of management sciences. He came from a restricted environment. He stated, *in my family there were too many restrictions that I never decided for myself rather it was my father and elder brother who make decisions about career but after taking admission in Quaid-I-Azam university I realized that now i am free and I can do what I want. I pledged that I will only enjoy in first semester but just like Spanish armada<sup>64</sup> I faced unexpected defeat in the form of failure.*

He was not taking study seriously rather he was busy in partying and other celebration. Due to lack of goal orientation and mismanagement of time he failed two of his courses. So, he paid a price of these celebration in the form of failure. After failing two of his subjects, he felt very guilty and start thinking that he has betrayed his parents, that time he realized that the restrictions of his parents were helpful, and this kind of freedom was not suitable for him. He was suffering from stress after getting failed in two subjects. He

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<sup>63</sup> A revolt started by slaves in Haiti under the leadership of Dutty Boukman against the French colonization. It started 1791 and in 1804 France abolished slavery and Haiti got its independence.

<sup>64</sup> Spanish naval attack on England to stop England from making colonies in North America. Spanish Armada was considered as invincible, but the over confidence of Spanish Ruler and generals made their defeat possible.

remained in stress for three weeks then he starts watching YouTube videos about counselling and coping up with stress without getting any type of medicines.

He claimed that *I watched a video on a YouTube, and I followed its instruction in order to cope up with stress. in last semester I was supposed to study 5 courses which I was failed in two of them and in this semester, I have to study 7. I organized class timing, sessional timing, and assignment due dates in my schedule. After 4 P.M I usually go to central library of Quaid-I Azam University and spent 2 and half hours daily over there. I prepare my assignments, test, and quiz in that time.*

It ultimately helped him in securing good mark and time was managed properly. He scored more than 70% percent marks in each course (later he confirmed that he has passed all his course with overall percentage of 70.3%). Goal orientation was indeed a great experience for him. With help of proper scheduling and time management he not only passed all of his course but also secured 70% marks which he never scored before. Goal orientation was a good strategy for coping up with stress.

#### **7.2.2.2 Emotional orientation**

Solving problems through using cognitive capabilities and intellectual bricolage was quite good in solving those problems which caused stress. This was emotional called orientation. One of the respondents who was using emotional orientation as cope up strategy argued that each one can handle his psychological problems through his own cognitive abilities apart from severe cases. Through Emotional strength, logical and rational mind, stress has been coped up. He was under stress for more than a week, but he started using his mind more precisely. He argued that he used to inhale and exhale breathing while relaxing the mind in the best possible ways. Like a monk or Lama<sup>65</sup> doing meditation to find “Nirvana<sup>66</sup>” he find his tranquillity in it. He used to go to the roof of hostel in morning and tried to relax his mind. In the morning usually there was no one at the roof so, it was a best place and timing for him to control his emotions. He claimed that after repeating this

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<sup>65</sup> “Lama” is a title for a teacher in Mahayana Buddhist traditions. This term is more prevalent in Tibet, Bhutan, and Sikkim.

<sup>66</sup> A state of complete quietude and freedom. This concept is prevalent in Indian religion, especially in Buddhism.

practice for one week he was able to control his emotions properly and he started thinking that stress comes only he allow it otherwise stress was difficult to penetrate into the mind.

So, how to deal with emotion was factor of stress, so by controlling stressful emotions, one can cope with stress.

### **7.2.2.3 External sources**

Third orientation was external sources. Recreation, music, and other healthy activities was applied to eliminate stress to some extent. Lack of recreation, and regular routine was causing stress among students, and recreation, music and fun was used as stress reducing factors. One student argued that he was facing stress due to his poor performance in terminal paper. He did eat anything one day. On the second his friends left a message for him to come into their room. He went to their room friends, and two other friends went to his room. They decorated his room it with flowers and charts. They brought Cake and music system, and when preparation was completed his friend in room told him that they will go his room. He along with friends went to his room but when they entered his room there was completely different environment. He was surprised to see those decorations, charts, and sweets, and suddenly he remembered that it was his birthday. All of his friends and his other roommate danced all the night. This birthday celebration provided him relief and it reduced his stress.

## **7.3 Academic determinants of stress and cope up strategies.**

To come with any particular strategy, the understanding of determinants of that stress was essential. Academic causes of stress were dealt with academic solutions. By the understanding the determinants of academic stress, following strategies were made up by some of the students.

### **7.3.1 Changes in study schedule and techniques**

Around one third of the respondents were facing stress due to poor academic performance and lower grades. Some of them made alteration in their study duration and changed their

study techniques in order to achieve good grades. These strategies come in handy, and respondents reported that they were improving.

One of the most common way among stress students was to study in prayer room. Prayer rooms were having heater and in months of December and January, students were reading notes, writing assignments, and typing projects. One of the stressed students claimed that prayer room is very peaceful, I therefore like to be there for studying. Apart from studying I have started praying three or sometimes four times a day. It is indeed a great achievement for me, and I think that half of my stress has been eliminated through prayers. In prayer room he was able to study for 5 to 6 hours. Due to study, he secured 3.6 CGPA and he overthrown his stress.

### **7.3.1.1 Case study**

Fabeeha Haleem was a student of BS mathematics fifth semester. She scored 3.4 GPA in her four semesters. In fifth semester, she received the shocking news of the death of her father. In October 2019, Fabeeha's father died of cardiac arrest. Fabeeha spend two weeks in home. Fabeeha stated *“when I heard that Papa is no more with us, I was so exhausted and depressed that I was afraid that I will not reach home, but Allah gave me strength which escorted me reaching home but when I saw my Father, I could not bear the grief and fall unconscious. After the “Soyam<sup>67</sup>” my brother told me to go back but I insisted to stay for week, I was not ready to go back even after a week.*

This incident torn her part mentally and she missed two of her 15 marks sessional. She was under serious torment due the death of her father and now losing 30 marks galvanized her agony very much. She suffered serious stress for more than two months and her performance in academics was lower than her previous records. In the second half of December, she made her mind to overcome her stress by making a study schedule.

She begin to study for 6 hours after university time. She argued that she use to study one and half hour in morning from 7 am to 8:30 am. In the evening she studies from 5 to 7 pm and from 9 to 11 pm in night.

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<sup>67</sup> A ritual which is performed by the family members on the third day of the death of family member.

This study schedule helped her in last three sessional and in terminal papers. She secured 3.9 CGPA in terminal and thus her scored got on par with previous results 3.3 to be precise. Although she did not overcome the trauma she witnessed fully, but her academic stress was eliminated.

### 7.3.2 Role of teacher

The role of the teacher was crucial in determining and coping up with stress. Anger and discouragement from teacher's side were reported by the students. Students claimed that teachers tend to discourage them by saying "*this is worst class I ever seen*", "*why are studying, go and sell Dahi Bhally*<sup>68</sup>". These kinds of words according to students were offensive and it mentally tortured them.

Students argued that the kind of stress in which teacher was involved directly or indirectly can be cured by distinguishing the role of teacher. *If teacher tries to improve his response towards any type of question and try to answer in best way possible then stress can be minimized. Another solution could be encouraging students by responding them in a more polite way.*

Some students claimed that teachers have labelled them as weak and inefficient. This labelling promoted discouraging behaviour, and lack of self-confidence. Potential and self-esteem of them were affected by this kind of labelling but they claimed that it can be eliminated by encouraging students to perform better.

### 7.3.2 Proper interaction between students and teacher

Sometimes due harsh behaviour and temperament of teacher, there was space created between students and teacher. This space was pulling toward limited interaction between teacher and students, or sometimes there was no interaction at all. For example, a student asked, "Sir please explain the uncertainty principle<sup>69</sup>" but the reply was "how dare you ask me question during lecture". Another was "Sir how older Bahai faith<sup>70</sup> is" but the answer

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<sup>68</sup> Dahi Bhally is type of chaat(snack) and its main ingredients are yogurt and grams.

<sup>69</sup> It is a principle in quantum mathematics. According to uncertainty principle "the position and velocity of an object cannot both be measured exactly, at same time. It was articulated by German physicist Heisenberg and thus it is also called as Heisenberg uncertainty principle.

<sup>70</sup> An offshoot of Shia Islam. A religion founded by Bahauallah in 1863 in Iran.

was harsher “have you written down this question because I will not answer to those question which comes in mind instantly”. These kinds of harsh behaviours pulled the strings of discord among teachers and students.

When there was no interaction between students and teacher then understanding level of student was decreased, quite a bit. Student then complained about lack of understanding the lectures. Some of the students were of the view that this factor of stress could be reduce, if teacher started encouraging students to interact, and he himself interact with students in proper and good terms. Through this interaction the stress level can be reduced, and this strategy can be very effective.

### **7.3.3 Sense of equality**

“*Aisa mumkin hi nai hai k koi larka pehli position lay class me*” translation It is impossible for boy to take first position in class”. This was the most repeated sentence when I talked to male students about topper of the class. No matter how good a male student is in studies, but teacher especially male teachers shows favouritism toward girls. They claimed that teacher did not give proper marks to boys while they gave extra marks to girls. This complaint was common among male students whose main factor of stress was academic one. They suggested that this factor of stress can be eliminated by evaluating girls and boys equally. One of the respondents reported that if he get marks on par with girls why would he be stressed. There is only one girl in the class who is intelligent, but teacher are preoccupied with a concept that girls are hardworking while boys are “*Vele*<sup>71</sup>” and thus they give more mark to female students. If teachers were not bigots and they evaluated male and female equally on the basis of their capabilities regardless of their gender, then I can assure there will be mental disturbance among boys. The sense of equality would promote harmony between male teacher and male students. Thus, stress can be eliminated easily.

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<sup>71</sup> A Punjabi slang used for purposeless and aimless person.

## **7.4 Physical strategies for coping with stress.**

Physical strategies for coping with stress were those physical activities, by which students tried to eliminate stress. Taking care of own self, preventing unhygienic foods, taking exercise, improving physical conditions, and maintaining good diets were some of the activities used by the students to avoid stress.

### **7.4.1 Physical activities**

Exercises and Physical activities were improving mental and physical hygiene. These activities were providing relief to students. There was a gym at the opposite side of girl hostel 5 of Quaid-i-Azam university in daytime gym was allotted to females while at night it was allotted to boys. It was equipped with all basic stuff. Students were doing exercises over there in order to throw away their anguish.

One student was using physical activities for reducing stress. He claimed that Physical activities were source of increasing energy. It reduced tension and improved the mental condition by clearing mind from inappropriate ideas. Different studies have been on the done relationship between physical activities and stress. He also used to ride bicycle for half an hour daily. In the night usually at 8 pm he went to gym and engaged himself in thirty minutes of exercise.

He also claimed that he performs ten to fifteen minutes of aerobics also. These exercises eliminated his stress quite much and he found his way of healthy life in physical activities. Aerobics, gym exercises and bicycling were very useful for reduction of stress and he has found his way through these activities in order to cope up with stress.

### **7.4.2 Yoga**

Yoga is an Indian traditional exercise. It is meant to combine inner soul with physical world. Practicing Yoga offers a number of health benefits. Yoga is used for bringing peace to mind, stronger body, and increased focus. Apart from this yoga is very beneficial for coping with stress. Yoga was used as coping up mechanism with stress by one student. One of respondent claimed that 5 to 10 minutes of yoga and stretch and then you would become

Baba Ramdev<sup>72</sup>(said jokingly), it reduced his stress. Different parts of body were stretched in this type of exercise. Yoga was good for blood flow, muscles build-up and other physical benefits according to him. Yoga was indeed a good strategy for stress management.

### **7.4.3 Hygienic and healthy diet**

Unhygienic food available at university's huts was factor responsible for stress. Sugar, caffeine, fat, and other unhealthy food items triggered stress among students. So, avoiding unhygienic food and consuming healthy and hygienic diet paved the way to alleviate stress.

One student who was having stress due to unhygienic food claimed that he was having digestion problems and for a week faced watery stool due to unhygienic food at huts. He was having digestion problems before and in university this problem increased but he cope up his stress by using hygienic food. He stated ever since he started eating from hostel's mess, his digestion problems have been solved. His stress was due to digestion problems so, his stress has also been vanished. So, this type of stress where unhygienic food was the factor of stress, eliminated by taking proper, hygienic and balance diet.

### **7.4.4 Proper rest**

Restlessness was one of the main factors of stress. Restlessness brought anxiety and distress among students. Insomnia a sleep disorder was prevalent due to psychological disturbance. Proper rest was necessary to outgrow stress and those students who were having insomnia and other sleep problems were most likely to develop strategies for conquering their restlessness and overcoming stress.

Student suggested that to avoid restlessness, it was better to not try to sleep if body and mind was not ready for sleep. Book reading in comfortable chair was recommended by the psychologist during insomnia, to some of the students. This practice relaxed tense muscles, and after a while drowsiness appeared and then proper sleep was there. If there were other reasons of restlessness, then it was eliminated by addressing the cause of restlessness. For example, if roommates were not letting somebody to sleep, telling them about that situation

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<sup>72</sup> Baba Ramdev is an Indian Master of Yoga. Apart from Yoga, he is herbalist and agriculturist.



or by leaving that room was letting students to sleep adequately and this practice reduced their stress.

#### **7.4.4.1 Case study**

Naseem Farid was a student of MSC Microbiology. Naseem was allotted a room in Hostel 11. One of his seniors was with him in his roommate and he was very helpful to Naseem. When Naseem entered his third semester, his senior completed his degree, and his room was allotted to student of Pakistan studies in his senior's stead. Now officially Naseem and that students were having allotment, but that student brought another student to his room to live in.

Apart from that student sometimes the relatives for his roommate also visited their room. Both of those students were smokers of Charas while Naseem was allergic to smoke. He talked to his roommates to do it outside, but they refused by saying that he should go out when they smoke.

According to him sometimes while he was sleeping, they came and start making Charas. They switched the fan off during the processing of Charas because the air flow tobacco of cigarette away if fan was on. In hot days and night of summer they used to switch off fan three to five times which disturbed Naseem's sleep. Naseem thought to run amok<sup>73</sup> and stab both because he was barely able to sleep four to five hour per day. Due to lack of rest, he got stressed and he started feeling that he has gastrointestinal problems as well as mental problems. He was unable to think properly but he somehow convinced his parents to shift to private hostel in Barakaho. Three of his class fellows were already living over there. He also shifted to Barakaho. After shifting he claimed that he was able to sleep for over seven hours. His stress was vanished, and he was feeling comfortable.

#### **7.4.5 Relaxation Exercises**

Different exercises were recommended by the health professionals to students for coping with stress. Breathing exercise was quite reliable and effective in reducing stress. Exhaling

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<sup>73</sup> An act of behaving disruptively and impossible to control. In medical Anthropology it is known as type cultural bound syndrome

breath was one of those relaxing exercises. Breathing slowly and calmly was helping to calm mental exhaustion down. Slowly inhaling and then exhaling was creating the sense of relaxation among them.

Another relaxing exercise performed by students for reducing stress was deep breathing. Deep breathing increased the oxygen flowing level and it also brought relaxation to body. Students claimed that these relaxation exercises did not fully eliminate stress, but the level of stress has been reduced through these exercises.

## **7.5 Mental strategies for coping stress**

Stress is a mental disorder, so its coping strategies were closely related to the psychological realm. To avoid stress, understanding of psychological determinants of stress and its solution was most important according to the students. Thus, some mental strategies come in handy in countering mental torment. Meditation and problem-solving strategies were used to defecate mental turmoil.

### **7.5.1 Meditation**

Meditation was a practice, which was used to focus the mind on a specific thing, thought, or any activity by the students. Meditation helped some of the students in settling down their minds and it allowed the brain to think more calmly. Meditation was an important condition for diverting the mind according to one student. Stamina and patience were required for meditation because it was not a quick response, rather it slowly and steadily eliminated stress. For meditation, a quiet and peaceful environment was necessary.

According to a student who was using ten to fifteen minutes of meditation once per day, it was beneficial for avoiding stress. He argued *that in ancient times the Saints and Sages seek relief from worries of this world through meditation. In Buddhism meditation is a necessary component of their belief. Buddhists try to meditate in Buddha's way to find relief and quit*

*their anxiety. Meditation provide me inner peace and outer peace like heretic got pardon from papacy during Spanish inquisition*<sup>74</sup>.

He claimed that for better results it can further be extended to twenty minutes and twice per day. Then after certain time period he felt dispatched from world through meditations and stress level was decreased.

#### **7.5.1.1 Case study**

Waqar Khan was a student of environmental sciences. Waqar was very hard-working students and he often carried a book with him and whenever he find extra time, he started reading. He was paying much attention to his academic career and thus, he was away from extracurricular activities.

He claimed that he was too busy in study for his presentations and terminal exams. He used to study for ten to twelve hours on the weekend. Due to class workload and these burdensome studies at university he became stressed. He was facing of acute stress. He was stress for two weeks but after that he started practical implications to eliminate his stress without consulting with health professional. In order to maintain a healthy mental life, he started meditation which he considered helpful after studying a lot about it.

He reported that he woke up early in the morning. He walked on the roads of university and then perform exercise in the football ground of Quaid-I-Azam university. Usually there was nobody in early morning so, it became very peaceful for him. He claimed *“I can concentrate properly. I used to sit in a comfortable position in football ground, slowly inhale and exhale breathing, and silently recites Surah Fatiha and Ikhlas for around ten minutes and then I go to hostel for taking shower. I never reached late, and I have not missed a single class ever since I started meditation. It is indeed a great source of relaxation”*.

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<sup>74</sup> A decree issued by Pope Sixtus in 1478 for the authorization of Monarchs of Spain to held country wide enquiries of heresy. This was meant to convert or massacre Muslims and Jews of Spain.

He was quite calm after having meditation for a week. He claimed that he has been incarnated and he has no stress or burn out. After releasing his stress, he used to meditate in order maintain sound mental health.

### **7.5.2 Solving problem.**

Stress was solved by a student through solving his problems. He argued that usually when a problem occurs in our life our mind exaggerates it to a next level. A person who faces stressful circumstances become panic and anxious. The ability of that person to solve problem is affected badly and his response to find its solution can also be delayed due to this.

There were solutions for every problem, and he was able improve his problem-solving skills. He made list of possible solution of each of his problem. The solutions were realistic, feasible and effective. Problems in academics were either solved by extra studying or by improving cheating skills. For Example, a student was having problems in research writing, so he studied research articles and thesis and devoted himself to study and ultimately devoured his stress by writing a thesis. Aside from this, improving cheating skills also helped students to overcome stress. For example, student downloaded a thesis of Chemistry from central library and picked the same topic. He stated that *I copied exactly that thesis and just then changed the chemicals and finished his thesis in five days with Chaalbazi*<sup>75</sup>.

These kinds of solutions were applied for those problems and due those solutions both of the stress students find relaxation. So, by improving solving problem skills they became able to reduce their stress drastically.

### **7.6 Social coping strategies**

Social strategies of coping up with stress were those social activities which helped students to eliminate their stress. Stress students were usually not having time for their own selves, they were too busy in their daily routine works and other responsibilities, so due to lack of time management, recreational activities, and social support, they were unable to beat stress

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<sup>75</sup> Urdu word cunning and deceitfulness.

most of the time. Spending time with friends and by doing some leisure activities they became able somehow to beat stress.

### **7.6.1 Time management**

Lack of time management was factor responsible for stress and it costed students in the form of lower grades and failure. Proper time management on the other helped students in coping up with stress. Time management enabled them to do their works on time. One of the most time-wasting activity was sitting in main huts and doing idle gossip. A student who was stressed due low grades argued that he used to spent 3 to 4 hours in main huts doing nothing purposeful. Then he decided that in order to cope up with stress he should quit sitting at huts idly. It provided him enough time to defeat stress. Other students also made time management as cope up strategy and its results were fruitful.

Students who were facing stress felt quite relax by making proper schedules of work and they succeed to manage their time properly. They got higher grade then previous ones and their level of satisfaction was increased.

### **7.6.2 Developing a hobby.**

Hobbies were those activities which were done for enjoyment, pleasure, and relaxation by the students. Hobbies were done in leisure time by one of the respondents. Hobbies were just for fun. Hobbies were not related with occupation or a profession. That respondent developed a hobby of chart drawings and cooking. He was having lots of charts and he decorated those charts with flowers, symbols, drawings, and Quranic verses. He asked me to tell him something related to Anthropology for drawings. I told him about the six kinship systems<sup>76</sup> and after few days when I visited him again there was drawing on the western wall of his room which contained Hawaiian kinship system, Eskimo kinship system, Crow Kinship system, Omaha kinship system, Iroquois Kinship system and Sudanese Kinship.

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<sup>76</sup> Six kinship systems were developed by American Anthropologist Lewis Henry Morgan in 1971 in his Famous book "Systems of Consanguinity and Affinity of the Human Family".

Hobbies were beneficial for both physical and psychological health according to that respondent. Hobbies provided a sense of responsibility during free time. These were very important for him, and he needed sort of break from his schedules.

A purposive break was available to the stressed student by engaging himself in some kind of hobby. Student who was coping with his stress through developing a hobby claimed that according to Studies twenty minutes of engaging in hobby per day or few times in a week reduce stress as well as the fatigue also. Fatigue was due stress among some student and thus by eliminating stress, fatigue also flown away.

### **7.6.3 Social support**

Every student who was facing stress, was talking about social support. When they talked about their stress, they usually tried to hide their emotions or they felt tensed to talk about their feelings, sometimes stressed students even do not disclose their situation to their close friends so, in those cases social support was an important cope up strategy.

The outcomes of social support were explained to me by observing those students who were socially isolated students in comparison to those who were having friends and other social supporters. By socially supporting stressed students were able to cope up with their stress and it brought them into normal conditions.

Social support intervened between stressful events and stress reaction. Sometimes company of friends or any type of social support was providing support in quitting those ideas which were emerging stress in mind. Social support arbitrated between the experience of stress and providing certain solution to that problems which caused stress among students.

#### **7.6.3.1 Case study**

Abdullah Arif was a student of electronics. He was facing some academic and financial problems. His father and his brother was supporting him financially to cover up his university dues and expenses but in August 2019 his father suffered from hemiplegia<sup>77</sup> and

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<sup>77</sup> Hemiplegia is a severe paralysis of leg, arm, and face of one side. It is caused by brain damage.

thus his father was no more in a position of earning rather he needed great care and he was admitted in hospital. He was very disturbed fur to his father paralysis, and he was unable to study. His academic position was down due his poor performance in midterm papers and his economic conditions was under crisis due to his father's paralysis. His elder brother was supporting him economically in order to complete his education but due to his father's paralysis his brother was unable to pay his dues because his brother was spending quite healthy amount of money on his father's medicines.

He was very distressed, and he was thinking to freeze his semester but in that situation some of his friends and class fellows arranged money to pay his dues. They gave him 32 thousand rupees in order to pay his semester fee. Two of his friends shared their room with him for free and thus he saved some money which he was meant to spend in hostel fees.

Their support was not only limited economically but they also supported him socially. His friends took him for tour to Murree for the sake of enjoyment and after returning from Murree, they usually invited him to their room for meal which were cooked by them in their room. Arif and his friend used to go on hiking every Sunday.

These kinds of recreational activities eventually eliminated his stress and became normal.

#### **7.6.4 Recreational activities**

Recreation activities was contributing to reducing the stress level of students. There was a hypothesis that recreational activities help a person to cope up with stress and during this study that hypothesis turned accurate. Recreational activities like jogging, running, cycling, and playing team sports were proved beneficial for relieving stress of students. It depended on duration of that activity and frequency of a student. A prolong activity helped one student in coping with stress and motivated him to do alter his mind in positive thinking. Instead of staying in hostel and doing nothing, he decided to arrange vehicles for tours for students. He claimed that he do not want to do it as profession, and he was not making any money, but he was exempted from vehicle fair on each tour he arranged because the company was offering exemption from fair to one person. For him it is quite comfortable and enjoyable activity, and it eliminated his stress.

Recreational activities promoted relaxation and decreased anxiety of that student. He reported that by doing other recreational activities for example playing football, basketball and going for hike, helped him in relieving his stress.

## **7.7 Financial support**

In Quaid-I-Azam University, financial difficulties were faced by most of the students. Student from poor background were the victims of stress due their financial situations. Sometime mismanagement of money also caused stress among students. Some of those students who were having economic crisis or those mismanaged their monthly expenses were supposed to take debt in order to continue their studies while other were forced to live in austerity measures. Students who took debts were anxious about the payback and they developed financial strategies to overthrow their mental problems. While those were living in austerity measure, cut down their expenses, one of the students who was using decluttering expenses as cope up strategy stated “I like an oligarch spent money without hesitation but soon the great depression<sup>78</sup> took me under possession and I was having no way but to cut down expenses. After applying this strategy, I was able to manage some money at the end of the month and thus’ I overcome my distress”. Apart from cutting down expenses, in order to coping up with financial stress some other strategies were follow.

First of an understanding of debt cycle was very important. Understanding debt cycle provided hope to one student who break out his debt cycle. Positive steps were further required to get out of that cycle. He divided his expenses on weekly basis and after setting expenses on weekly basis, he carefully spent his money and manage to get extra money from tis techniques. He paid his debts from that money and he broke his cycle of debt.

Creating extra sources of income also provide relief from financial stress. Students who were facing financial stress, opted for some sort of jobs in order to get relief from stress. They tutored school children and schoolboys living nearby. They reported that stress level has been reduced quite much by creating extra sources of income.

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<sup>78</sup> A severe worldwide crisis that took place in 1930s. it started in 1929 in USA under Herbert Hoover’s presidency and ended in 1933 in Franklin Roosevelt’s presidency. It is still considered the worst economic downturn after industrial revolution.



Expenses according to budget was also a useful technique to cope with stress. Student who used to spend most of their budget in first half of the month were usually supposed to take loan, but after decluttering their budgets, they were able to overcome their financial stress.

### 7.7.1 Case study

Muhammad Murad was a student of BS plant sciences. He was from southern Punjab and he belonged to a poor family. His father was labour, and he worked on daily wage. Sometimes his father did not get any work. In his first semester he applied for higher education commission's need-based scholarship and he received enough money to cover his semester expenses but living and food accommodation was difficult to handle for him.

He was living hand to mouth. His mental health start to deteriorate due to his poor financial situation, and he was under serious stress. He also reported that he was having digestion problems. After deterioration of his mental and physical health he proposed a cope up plan for himself. Economic crisis was the source of his stress and in order to get rid of stress, he was supposed to improve his economic condition. He was already living cost-effective life but in order to improve his economic situation he pledged to do something.

He then started tutoring to children in Bara Kaho. In morning he used to attend classes and then at 5pm he used to provide tutoring to children. He went to Barakaho at 4pm in University's bus and returned at 8:30. Through this, he was able to earn 12 thousand rupees per month which were enough to cover his university's expenses. He stated "*I have found El Dorado<sup>79</sup> in the outskirts of Islamabad (Barakaho).*

Sooner than later, he got rid of stress and his economic condition got improved. He claimed that he has not asked to his parents for money in this semester and he has become mentally satisfied also.

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<sup>79</sup> El Dorado was term used by Spanish to explain a legendary mythical place of numerous amount wealth. El Dorado is metaphorically used as place where someone found success, money, true love, or ultimate happiness.

## 7.8 Clinical support

Clinical support was the best way for coping up with stress. Instant output was noticed among students who were using clinical therapies to avoid stress. There were 8 students who consulted with mental health professional about their stress. Student with chronic stress were in favour of seeking health assistance from health professional but the numbers of those students were not that much 8 to be precise. There were some barriers which were preventing students to seek help of a mental health professionals.

The main barrier in coping with stress was that student did not take stress seriously. They were not in favour to consult with psychologist or psychiatrist. They were having the opinion that *they will be ok with specific time. There is no proper way of its treatment, it is a psychological disorder and with the passage of time it is cured on its own. Stress is caused by circumstances and when that stressed circumstances will pass; stress will be y vanished automatically.* Most of the student did not took any serious step to avoid stress.

Another barrier was fear of public opinion. Some students reported that by visiting to a psychologist or psychiatrist people will consider them insane. So, it is better to stay stress rather than called as an insane.

Apart from these barriers which were preventing a majority of students from seeking mental health, there were some students who consulted with psychologists and psychiatrists in order to overcome their stress.

### 7.8.1 Counselling with Psychologist

A psychologist is person who understand psychological disorders and imbalance. For those students who were suffering stress and anxiety counselling with psychiatrist turned very beneficial.

A counselling with psychologist helped students in eliminating stress. One of the common advices given by psychologist to the students was build psychological resilience<sup>80</sup>. There were various was to develop psychological resilience advised by psychological.

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<sup>80</sup> The ability to cope up with tense situation intellectually or inspirationally and to return to normal status quickly

Socialization and connection with friend was another advice of psychologists. Integration was main aspect of psychologist's counselling. Lastly, psychologist emphasized to learn acceptance rather than cursing own self and criticizing society, teachers, and study cycle. 2 of the respondents were following these advices and their outcomes were positive. One of the respondents stated "Psychologist's counselling are so impactful, the way he persuade me, and the way he delivered his speech were so humble, polite and effective and it made me a stoic<sup>81</sup>.

Students reported that counselling with psychologist for reduction of stress was beneficial and its output was relatively immediate.

## **7.8.2 Psychiatrist**

Final solution of stress among students was clinical support and seeking health assistances of Psychiatrist. Psychiatrist was person who deals psychological problems in medical field. Psychiatrist not only just consulted with students and developed plans to eliminate stress like psychologist, but also prescribed medicine for that purpose.

Students with chronic stress were using medicine and consulting with psychiatrist on regular bases. Most of the medicine prescribed by psychiatrist were sedative, anti-depressant, and calmative. Apart from this, medicines for keeping blood pressure in optimal range, and to avoid headaches and chest pain were also on the list of prescription.

### **7.8.2.1 Case study**

Sharafat Ali was a student of MSc Biochemistry. He completed his first two semesters securing good percentage. In his 3<sup>rd</sup> semester he was stuck by typhoid so, he was unable to attend classes for few weeks. Due to his prolong absences he missed some of assignments and sessional tests which caused him sufferings in the form of lower grades. His grades dropped from 68% percent to 59% in internal exams.

Due to missing classes and eternal marks, he became anxious and after 12 days he consulted with a psychiatrist on the suggestions of his friends. He was the only students consulted

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<sup>81</sup> A follower of Stoicism. Stoicism is a school of thought in philosophy, which teaches the development of self-control.

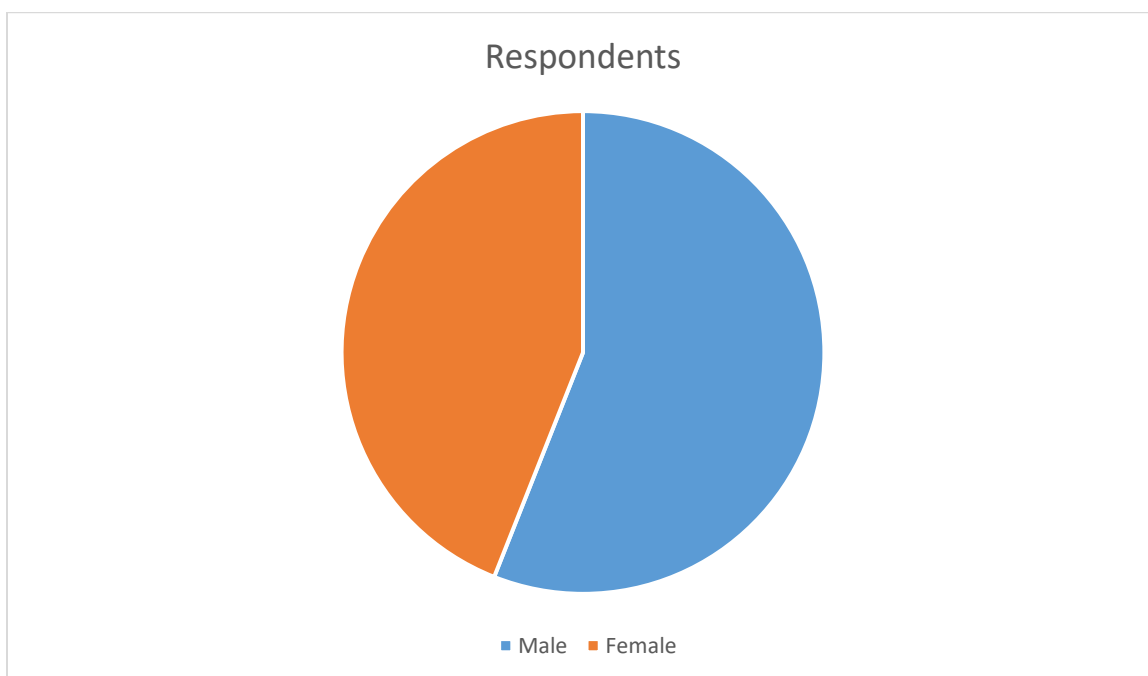
with psychiatrist early stages because others consulted when they were fully conquered by. Psychiatrist diagnosed him with acute stress disorder and give him medications. After using medicine for almost a week he started feeling better and he started preparation for his terminal exam. Though his internal marks in 4 subjects were below passing criteria (Below 50%) but with the help of psychiatrist medicine he became able to achieve good marks in terminal examinations and thus he passed his 3<sup>rd</sup> semester.

<p><b>Presenting Complaints</b></p> <p><b>Past Medication History</b></p> <p>BP: <math>\frac{130}{100}</math></p> <p><b>Investigations</b></p> <p>TSH Blood CP S. Electrolytes</p> <p><b>Diagnosis</b></p> <p><u>MDD</u></p> <p><b>Plan</b></p>	<p><b>Rx</b></p> <ul style="list-style-type: none"> <li>- Tab. Parelift 50mg اگونی پورے دن کے بعد</li> <li>- Tab. D. well 25mg اگونی رات کو سونے سے پہلے</li> <li>- Tab. Inderal 10mg 1 + 0 + 1</li> <li>- Tab. Alp. 5mg اگونی رات کو سونے سے پہلے → 10 بجے تک اگونی پورے دن کے بعد → <math>\frac{1}{2}</math> ٹولی ! شکرے بعد سے گریس</li> </ul> <p><b>Reason For Referral</b></p>	<p><b>Remarks</b></p> <ul style="list-style-type: none"> <li>- Low Mood</li> <li>- Crying spells</li> <li>- Disturbed sleep</li> <li>- Appetite ↓</li> <li>- Lack of interest</li> <li>- Lack of energy</li> <li>- Aggression</li> <li>- Burden on Head</li> <li>- Fear of Dying</li> <li>- Palpitations</li> </ul> <p>Stamp &amp; Signature of Prescriber Dr. [Signature] M.D. Psychiatrist</p>
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Figure 7: Doctor's Prescription

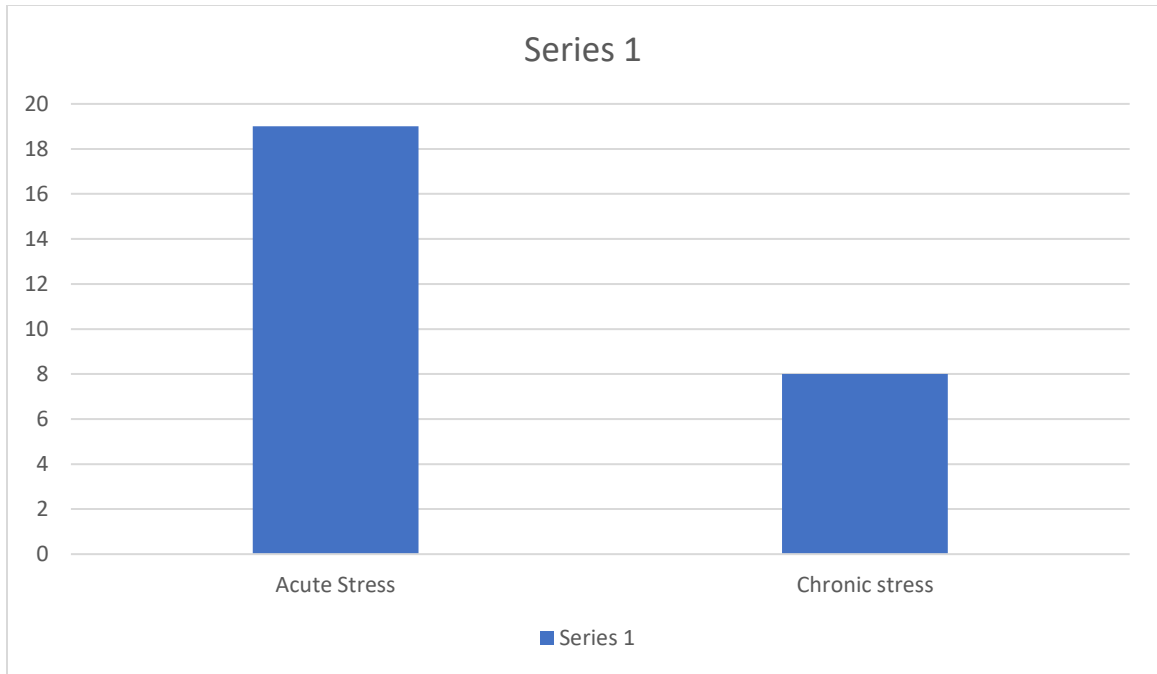
## 8.1 Discussion

Students of Quaid I Azam university were chosen for this study. Students of different departments who were stressed were chosen.



16 male students and 11 females were chosen for this study. 6 male students were of M.Phil., 4 were of master's program while remaining 6 were undergraduate students.

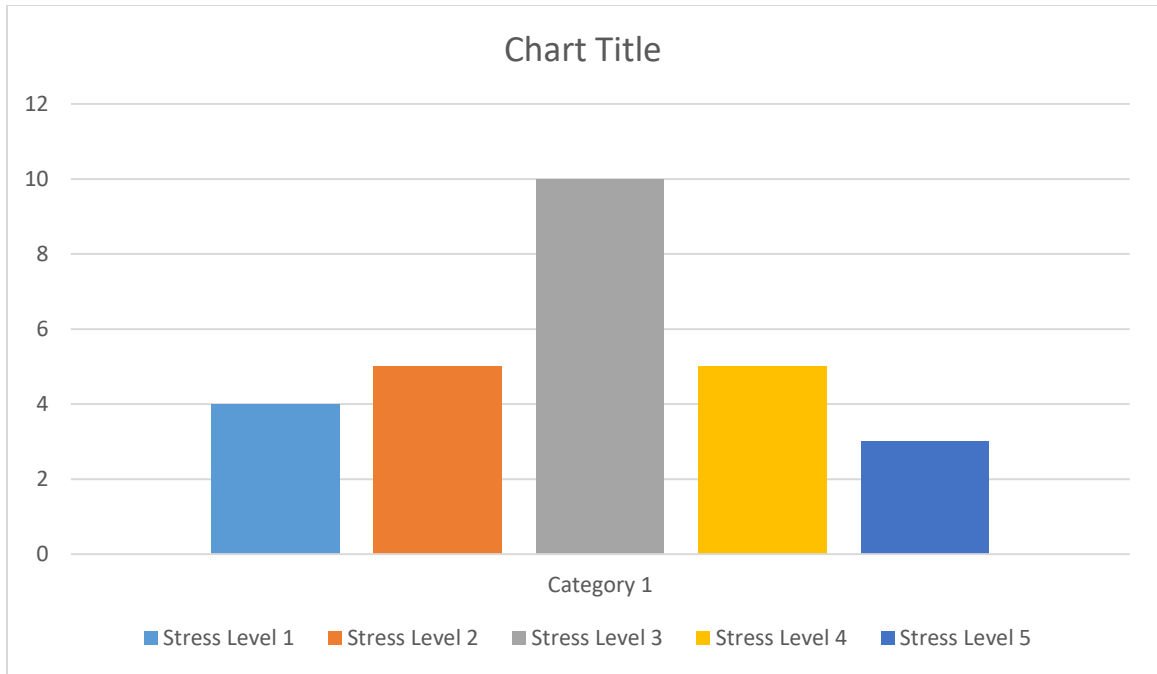
3 female respondents were of M.Phil. students, 3 were of master's programs and 5 students were of undergraduate program.



Students were categorized generally in two categories. Category one was included on those students who were facing acute stress while second category was of those students who were in chronic stress.

As discussed, earlier Stress levels were based on acute and chronic stress. First, second and third levels of acute stress. First level of stress includes those students who were having stress for one week. Second level of stress of those students who facing stress for 2 weeks. Students who having stress for one month are kept in third level.

Fourth and fifth levels are of chronic stress. Those students who were facing stress from more than a month up to three months are in level. Fifth and final level of stress is most severe level. Student who was stressed for more than three month falls in this category. Some of them were having this mental disturbance for a year.

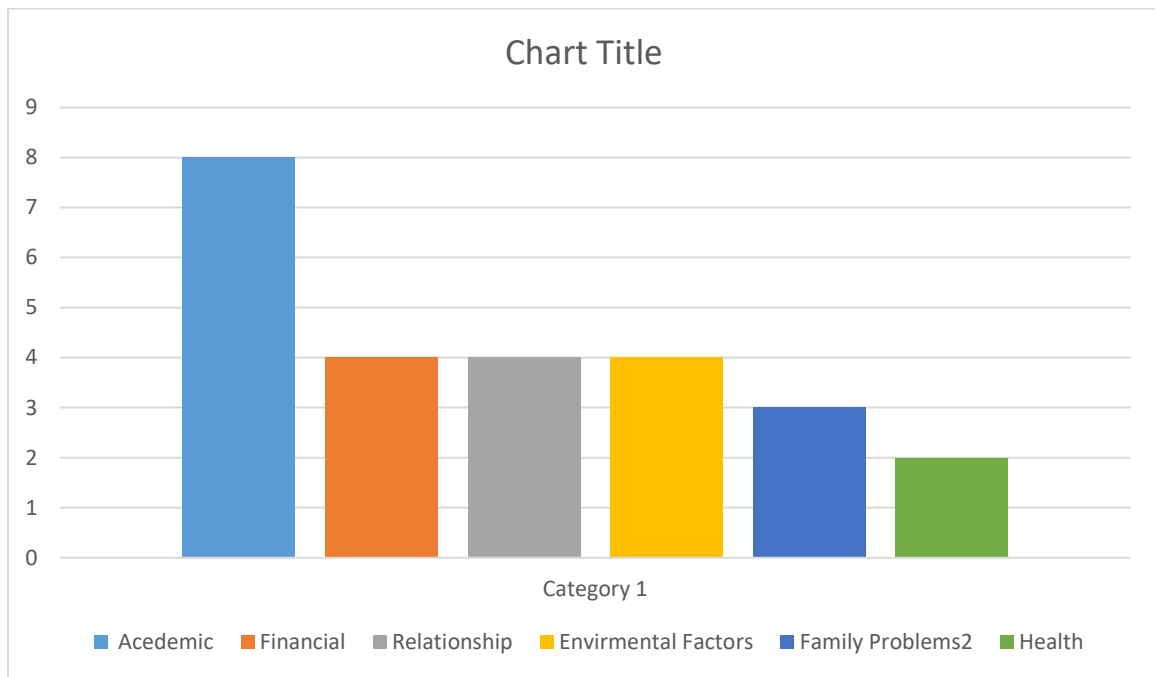


Four students were having first level of stress, five students reported second level of stress, third level of stress was quite common among students and ten students were reported in that level. These were all those students who were having acute stress.

The more intense but relatively less in number was chronic stress. Five students were having level four stress. Students with the severe type of stress falls in fifth level of stress. Three students have been reported in this list.

Level one	Level Two =	Level Three	Level Four	Level Five	Average stress
4	5	10	5	3	2.92

After Calculating all five categories, the average stress among students was 2.92, which was almost equal to third level of stress.



Responsible factors for stress among students were academic factors, financial problems, relationship, change in living environment, family problems and other factors.

Most common factor of stress was academic factor. Among 27 students who were interviewed 8 were facing stress due to academic factor.

Financial difficulties are also stress factor; 4 students complained that financial difficulties led them toward stress.

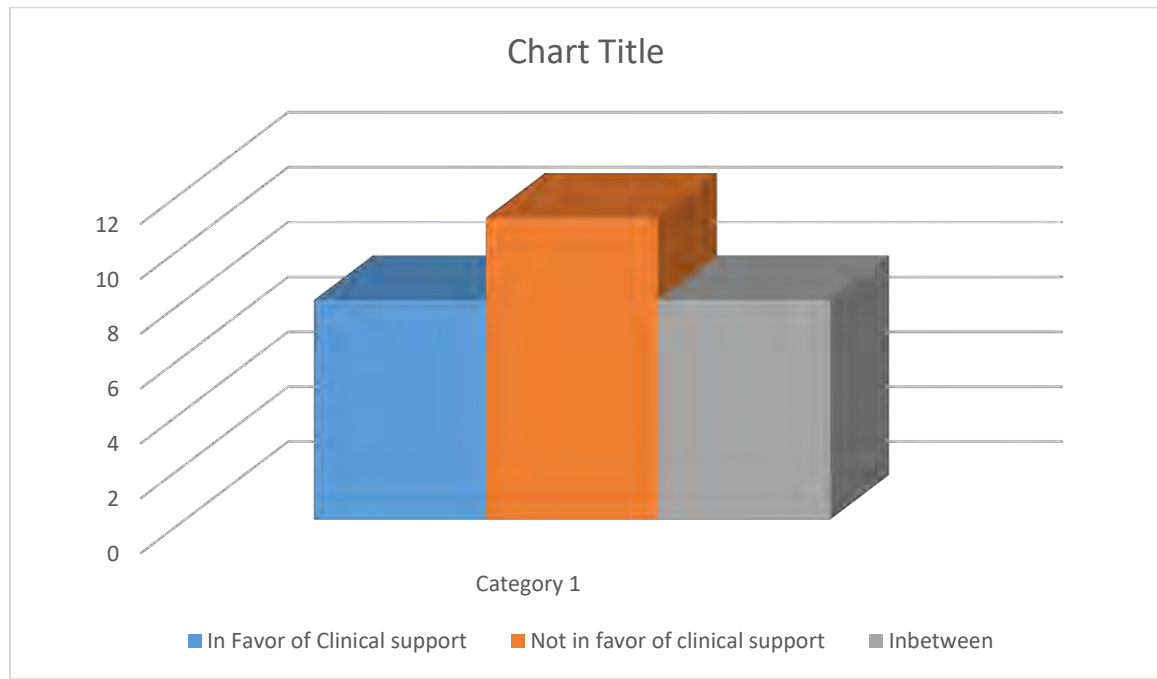
Relationship was also a stress factors among students and 4 students complained about it.

Changes in environment in which students were supposed to living is another stress factor. 4 students were reported in this list. 2 students were having stress due to health issues.

Family problems and other difficulties were noticed among students. These factors were not as frequent as other factors which are mentioned above but anyhow still these factors were enabling students to get stressed. Three students complained about family problems



as stress factors while three students reported other factors like health issues and language etc. as stress factor.



The most obvious thing is cure and stress management in order to restrain social, psychological, and physical health but still it is the most neglected aspect also.

During this study more than one third of total respondent claimed that stress will be managed on its own, they do not need any kind of counselling or treatment for this purpose. 11 students were of total 27 student were not in favour of any remedy, which shows the negligence of the students when it comes to stress management.

8 students were of the view that clinical support and counselling was necessary to get rid of stress. 8 students argued that after some time stress vanish on its own but clinical support is also important, they were in between of those two categories.

## **8.2 Recommendations**

There are some things I would like to recommend for Quaid I Azam University officials to help students coping with stress.

University management should make room for stress management courses in university curriculum in order to help students to cope up with stress. Stress management forum and campaign should also be arranged to help students dealing with stress.

Interaction between students and academic staff is very important. It will provide help in scheduling intensive courses in best possible way.

There should be counselling and guidance unit in University where student could discuss their issues.

Student unions in collaboration with sport council should organize sports and social programs.

## **8.3 Suggestions**

This study has been done using qualitative method. Researchers who want to conduct study on this topic is advised to use both qualitative and quantitative methods. It will help them to get an in-depth theory as well as numerical validation will also be ensured.

### 9.1 Conclusion

It is well known that stress is a problem, and it needs to be solved as soon as possible. Physical, mental, and social health are interlinked, and stress is one of those few problems which affects all these aspects of health. Stress is harmful to physical health; it creates mental disturbance, and it causes social illness.

Students in order to perform best and according to their maximum potential needs all three aspects of health to be well. Any kind of disturbance create unwilling results. Stress reduces the capabilities of student.

Stress has become part of academic life of students. The factors of stress are various. Internal and external both factors are responsible for stress among students. These factors included academic factors, changes in environment, health problems, financial difficulties, social relationship, lack of recreation, family problems and other problems.

Academic factors were most common among students. Huge burden of academics became a stress factors for the students. Changes in environment which they live also triggered stress because it was source of sleep disturbance. In Quaid I Azam University there was no hygienic food available at cafés which led towards health problem and it also caused stress. Students form poor background suffered from financial difficulties which by itself was stress factor. Social relationship was a source of stress and due to lack of recreation students also suffered from stress. Family problems for example dispute between parents or spouse also led to stress. Some other factors for example language barriers were source of stress.

The impacts of stress on students were vital. The biggest drawback of stress was seen in academic life, where students suffered from lack of concentration, misunderstanding and forgetfulness, inability to solve problems, disruption in capabilities of students. Social effects of stress led toward social isolation and lack of social support. Hypertension, fatigue, insomnia, weakening of immune system and some gastrointestinal problems were

among physical effects of stress. Psychological problems due to stress included bad temper, anxiety, pessimism, and short-term memory loss. Usage of drugs were also the result of stress. Students in order to reduce stress took different kinds of drugs which were indeed harmful for body.

Most challenging criteria were cope up strategies of stress among students. There were few strategies developed during this study which showed good results. Understanding stress was the first criteria through which a strategy was further processed. For academic source of stress academic strategies was necessary, for physical issues there were various physical exercises which helped in stress management. Mental disturbance was cured through mental counselling. Financial difficulties needed financial support and social support was meant to deal with social problems which were the results of stress.

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