DIFFERENCE IN PERCEIVED STRESS LEVEL AS A FUNCTION OF ACADEMIC FIELDS ON STUDY

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Abstract

The aim of this study was to assess the difference in the extent of stress as function of academic field of study by comparing students in different departments. Comparative descriptive approach with inferential statistics and random sampling method used as tool of study. Data were collected by using questioner. The research data were analyzed quantitatively using statically package for social sciences. Medical students, Civil engineering, English language, Architecture, International relations and tourism management students report a high level of perceived stress level. The study result showed that there was no statistical difference in perceived stress level among different academic field of students. This indicated that different academic field of students' experience was almost the same level of stress. The finding of study indicated that academic of study had low effect on the perceived stress level of students; environmental source of stress were most common stressors in the seven different department study and intrapersonal stressors were the least source of stress among the seven department students.

Keywords: Academic stress; perceived stress levels; stress; stressors

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1. Introduction

1.1. Introduce the problem

Stress is the body's reaction to a change that involves a physical, mental or emotional adjustment. Stress can come from any situation or thought that create a state of tension or treat and requires change or adaptation, which is called "stressor". Stressor could also be events that the individual perceive endangering his or her physical and psychological well-being (Cohen, Kessler and underwood-Gordon, 1997). Stress is a common problem that, all of us face at some point in our lives. We generally use the word "stress" when we feel that everything seems to have become too much - we are overloaded and wonder whether we really can cope with the pressures placed upon us. Although stress can be challenging and have certain health risks, an optimal level of stress is also useful to a certain degree (Selye, 1976) which is characterized by high energy, mental alertness, high motivation, calmness under pressure, thorough analysis of problems, improved memory and recall, sharp perception, and a generally optimistic outlook (Rachel, 2004). However, most psychologists regard stress as a process involving a person's interpretation and response to a threatening event. The first type of definition of stress concentrates on the physical and psychological feeling of "being stressed" or "completely stressed out" with symptoms such as anxiety, poor concentration, insomnia, tension and fatigue (Marks, Zaccaro and Mathieu, 2000).

Definition of stress focus on the situation, or the stimuli, defined independently of the reaction the person, even independently of the person's perceptions. Stress, while considered as stimulus, is defined as environmental event, the force, or stimulus acting on an individual that results in response of strain, where strain is pressure or deformation. It shows events external to the organism that put demands on it; the definition of stress in terms of response implies the organism's response to the events that challenge it (Corsini, 2002).

Selye pointed to stressors as being stimuli, which, because of their great magnitude, lead to the reaction he termed the General Adaptation Syndrome. Conversely a person who manifests this syndrome is presumed to be in a state of stress (Burgess, 2017). In students'

life, stress is activated when the threat to security, self-esteem, or safety is perceived and is often triggered by environmental interaction that may be problematic for them in new and stressful conditions, especially of college life. In line with this, stress is conceptualized as a process that involves recognition of and response to threat or challenge or danger (Stone and Neal, 1984). Some stress has positive effect in the person life. It increase inspiration to live a better life and creativity; stimulate to work harder, use resources wisely and effectively and complete work on time; and used as a self-motivation. However, there are negative effects from over and under stress. And most of the time this side of stress is seen widely in most people (Kreitner and Kinicki, 2001).

Stress affects the body in many different ways. Some of these are obvious, but others may not be as noticeable or easy to detect until they become more severe. Different people are affected more or less intensely, and in different ways. The effect of stress often look like symptoms of other illnesses, sometimes people mistake symptoms of illness for stress and vice versa (Griffin, 2010). Stress is a physical and psychological reaction to events emanating from one's environment. It is no secret that psychological stress and physical illness are related as there is relationship in mind and body. Stress triggers physiological and chemical changes in the body. Physical effects are commonly accompanied with excessive stress (Graham, Christian and Kiecolt-Glaser, 2006). Students reporting high stress levels will exhibit moreunhealthy behaviors. This includes poor diet, lack of exercise and sleep patterns. They found that highly stressed students perceive themselves as less healthy, are prone to less healthy habits and report a lower level of self-esteem (May and Casazza, 2012).

1.2. Describe relevant scholarship

Interpersonal / Social / Self /Academic / Environmental-Campus Sources of stress

College students stressed out in making new friends. Giving up or changing new friendships and developing new ones is often a stressful activity associated with college life. It can be stressful for some students to try and find someone they can share things with for the support they used to have. The process of developing new friendships, while integrating

themselves into a new social network, is an important step in the developmental process for students. New friends require a period of testing to see how much they can self-disclose to that person and feel comfortable at the same time. Going through these processes can be a stressful (Rachel, 2004). The interpersonal sources of stress that are related to measures of stress in this study include Trouble with parents; Trouble with boyfriend/girlfriend; Friendship conflict; Not having enough support from others; and Competing with other students (Presnall, 2008).

There are many students who have to work while they are attending college. Being a first-year student can cause adjustment to college to be even more difficult. Some students have to work in order to cover their own expense. This can pose a number of hazards for students. There are many times when students have to work late at night and then do not have the time to study. This can then reflect on their academic work and on their grades (Gittins, 2007). Worrying about their financial issues and their grades can be an immense stressor in their academic life   (May and Casazza, 2012). More time spent at work can encroach on time otherwise available for studying. As one can see, one stressor can cause another stressor to occur. The intrapersonal source of stress which included in this study are Change in eating habits; New responsibilities; Financial difficulties; Decline in personal health; Fear of failing; and change in sleeping habit (Archer, Christina and Jaquelyn, 2003). Academic sources of stress identified school related activities such as an increase in workload, difficulty in assignments and examinations or transferring schools (Agolla and Ongori, 2009). The university years are a time of continuous assessments for students in most countries, and as such they can put a considerable amount of pressure to achieve on even the hardiest of students. Academic sources of stress identified school related activities such as an increase in workload, difficulty in assignments and examinations or transferring schools (Kadapatti and Vijayalaxmi, 2012).

The academic workload requires that students face a series of peak periods such as finals; there is a relatively constant underlying pressure to complete an upcoming assignment (Agolla and Ongori, 2009). Course overload that mean shaving too many courses in a given semester can also cause students a great deal of stress (Talib and Zai-ur-Rehman, 2012). The

academic source stress that are related to measures of stress in this study include Increased class workload (Krishan, 2014). Lower grade than anticipated and All forms of assessment - exams, assignment (Baldwin, Wilkinson, and Barkley, 2009). Lack of support from Instructors, presentations, Having difficulty understanding academic material (Robot ham, 2008), Accessing learning materials, Instructors-lack of teaching skill and Learning context – full of competition (Sinha, Sharma and Nepal, 2001). Environmental sources of stress were related to problems in the school area that demand change and adaptation. The environmental factor of a campus that are related to measures of stress include Change in living environment; Adjusting to the campus environment; Lack of campus facilities and equipment; Lack of helpfulness of administrative staff; Lack of communication; and Lack of recreational activities on campus (Burge, 2009).

Study to determine is there a difference in the perceived stress levels and the coping styles of junior and senior students in nursing and social work programs. Data was obtained through self-reported survey procedures. Responses indicated that social work students have significantly higher perceived stress levels than nursing students. Nursing students identified more reliance on approach coping responses, while social work students identified more reliance on avoidance coping responses. No significant differences were identified between the two groups based on age, gender, marital status, employment status or class (Walton, 2002).

1.3. State hypotheses and their correspondence to research design

This research will also be conducted from comparative perspective to show if there is significant differences among students in different academic units related to the level of stress they experience. In addition to this, from established beliefs and personal experience, differences across different faculty students are prevalent in various ways. For example, the method of teaching learning, style of studying and academic life. These facts have prompted the requirement to conduct further research on the comparison of the level of stress in different faculty students is important. Therefore, the issue of determining whether there are differences in stress level among students in different academic fields of study is an issue that needs

investigation, particularly in identifying which department or faculty students are more prone to high stress and identifying the common stressors among students in different academic fields of study. With the aim of comparing the perceived stress level among students of different fields of study, the following leading research questions are formulated.

1. Is there statistically significant difference between among students in different academic fields of study in perceived stress level?
2. What are the common stressors among students in different academic fields of study?
3. Are there specific stressors that are more prevalent among students in specific field of study than other fields of study?

The overall objective of this study is to investigate the differences in the extent of stress as a function of academic fields of study by comparing students in different faculties. From this general objective, this research has the following specific objectives.

- To assess the prevalence of stress among Near East University undergraduate students, both native and international, at different academic fields of study.
- To compare perceived stress level of students in different faculties encountered because of their individual status.
- To investigate the common sources of stress among students in different faculty
- To investigate specific stressors which are more prevalent in certain faculty students than others

The significance of the study has both theoretical and practical importance. Theoretically, the research findings will provide necessary empirical evidence about the influence of academic field of study on stress. The findings are also expected to have practical implication in contributing ideas that are directed towards helping university students. Firstly, students in various faculties will be benefited because understanding the current stressors faced by university students, particularly those included on the study, is a crucial step in taking action to minimize stress. It is also helpful for the University administration to maintain a well-

balanced academic environment conducive for better learning, with the focus on the students' personal needs. Additionally, it helps teachers and counselors to recognize the main sources of student's stress and the influence academic field of study has on stress. Such knowledge enables them to take various measures to help students. It also enables other related bodies and the students themselves to be aware of the reality and take necessary action relevant to the conditions.

2. Method

The purpose of the study was to compare the stress level of students in different faculties. Comparative descriptive research design was used to explore and describe the stress levels experienced by different faculty students. It is appropriate to answer the research question in the study.

2.1 Populations and Sample Procedure

The population for this study consisted of 206 students from seven departments at University during the 2020 academic year. Theses sample consisted of 26 medicine students, 30 Civil Engineering, 30 English language and literature, 29 international relations, 30 Tourism and Hotel management, 28 Architecture and 30 law students. The sample for the study has been selected by using stratified random sampling technique to observe existing relationships between academic fields of study and stress level. As stratified random sampling involves dividing the population into subgroups, the researcher divided the entire sampling frame into different subgroups or strata based on departments. Department of Medicine students from Faculty of Medicine; Department of Political Science and International Relations from Faculty of Economics and Administrative science; Department of Civil Engineering from Near East University Engineering faculty and Department of English language and literature from faculty of Art and Science; Faculty of Architecture and Faculty of Trousim.

2.1.1. Sample size, power, and precision

The sample was predominantly male, with 111 (54%) male and 94 (46%) female. The sample of department medicine contained 16 (8%) male and 10 (5%) female. Most of the respondents were male in civil engineering department 19 (9%) male, with only 11 (5%) female respondents. Department English language contained 18 (9 %) female Respondents and 12 (6%) male. Department of Tourism management contained 17 (8%) females and 13 (6%) male. Department Architecture contained 16 (8%) male and 13 (6%) females. Department of Law contained 18 (9%) male and 12 (6%) female. In international relations department, 17 (8%) male students and only 12 (6%) female respondents were taken as a sample size. Forty individual subjects from each department were selected using disproportionate stratified random sampling from each stratum or subgroups, which mean the researcher, took the same number of students (thirty students) from each stratum. This permits greater balancing of statistical power of tests of differences between strata by sampling equal numbers from strata varying widely in size. It also makes the comparison work easy and clear.

2.2. Data collection instrument

To gather relevant information regarding how different faculty students vary in the stress levels they experienced, and for the comparison purpose, a structured questionnaire used as a tool. This helps the collection of reliable and reasonably valid data relatively simply, efficiently and in short period of time.

The structured form comprised three parts; first was a demographic tool developed by the researcher. This tool was mainly design to identify general characteristics that help the researcher to differentiate each department students. The tool identifies the independent variable, which is the program in which the student enrolled– Medicine, Political Science and International Relations, Civil Engineering and English language and literature, faculty of Truism. The researcher designed the second part for collecting information on the source of stress. This Survey on source of stress was adopted by the researcher integrating Student Stress Survey, SSS (Ross et al., 1999) and University Student Stress, USS (Burge, 2009).

Even though these stress measures were designed and more used in Europe and United States, they contain more items that are common to all students. Ten items from SSS and fifteen items from USS would be utilized and it will be modified to the context of the participants. The third part used in the study would be the Perceived stress scale develop by (Cohen Kessler & Gordon 1997), the most widely use psychological instrument for measuring an individual's perception of stress. In PSS items will be designed to identify how unpredictable, uncontrollable or overload respondent will found his or her life to be within preceding completion of the instrument. The items on this scale will be based on psychological stress theory, which states that a person interacts with his or her environment, and in turn, appraises stressors in light of available coping resources (Walton, 2002).

2.3. Data analysis

The data analysis focuses on perceived stress levels and the source of stress according to the research objectives. The researcher scored responses from the PSS and Survey on source of stress. The data gathered by the questionnaire will be quantitative data; the Statistical Package for Social Science (SPSS) used to analyze the result data. Descriptive and inferential statistics was generated. Based on the content analysis of the data collected, the responses in each area grouped into categories.

Responses from the perceived stress scale (PSS) have been hand score by the researcher. The higher total PSS score indicates that the participant has a higher level of perceived stress than participants that indicated a lower total PSS score. The result from the measure of source of stress has been also hand score by the researcher. Raw scores, based on the participant's responses, were determined for each scale e.g. Interpersonal, Intrapersonal, academic and Environmental source of stress. The scales with higher scores suggests increased source of stress on the respondent. Total scores on the PSS and source of stress measure was summarized by using descriptive and inferential statistics. Analysis of Variance (ANOVA) will be used to calculate the differences in perceived stress levels of the students from different departments as well as the differences in source of stress. ANOVAs used to compare the means of two or more groups. In conclusion, this study allows the researcher to determine if

academic fields of study have been a significant influence on stress level across any of the groups under study (academic unit).

3. Results and Discussions

3.1. Results of Department of English language and literature
In English language students, different categories of source of stress that is interpersonal, intrapersonal, academic and environmental almost had approximate effect in causing stress as shown in table 2 below. However, intrapersonal source of stress was the most common source of stress in the research samples. Two of the top five source of stress listed by participants were intrapersonal sources. From table 1, the five most frequently stressors were financial difficulties (2.83), competing with other students (2.33), all forms of assessments (2.3), new responsibility (2.17), and lack of recreational activities on campus (2.16).

3.2. Results of Department of civil Engineering
The result for civil engineering students indicates that there was difference in the four categories of source of stress (interpersonal, intrapersonal academic and environmental). Academic sources were the most common stressor and interpersonal sources were least identified stressor in the study (Table 2). The most frequently listed sources of stressors were as follow, increase class workload (2.77) and financial difficulties (2.43), lack of helpfulness of administrative staff (2.37) and lack of recreational activities on campus (2.3) were also frequently reported stressors as shown in table 1.

3.3. Results of Department International Relation
Department of international relations data indicates that students were more stressed because of environmental source specially lack of recreational activities on campus (3.2). However, academic sources were also most frequently reported source. Among the five top sources of stress, three of them are academic sources that are increased class workload (3.03), learning context-full of competition (2.87) and all forms of assessment (2.83). Interestingly, four of the least five source of stress listed by the participants were interpersonal sources. The five least frequently reported stressors were; trouble with parents (1.1), fear of failing (1.23), friendship

conflict (1.3), trouble with boyfriend (1.4), and not having enough support (1.67) as shown in table 1 below.

3.4. Results of Department of law

Department of law result shows main source of most students' stress is interpersonal stressors and academic source. Among these sources of stress; having difficulty with understanding academic materials (1.65), inadequate learning materials (2.35) and increase in class workloads (2.61) as shown in table 1 below.

3.5. Results of Department of Medicine

As table 2 reflects, environmental sources (2.18) were the most contributing factor to stress in medicine students in the study. Intrapersonal sources where the second most stressors and interpersonal sources where least stressor for medical students.

3.6. Results of Department of Tourism and Hotel Management

As the collected data, result indicates department of tourism and Hotel management student the most source of stress was environmental stress and interpersonal stress. Not having enough support from others (1.61), friendship conflict (1.62), lack of recreational activities on campus (2.67), lack of facilities and equipment (2.06), change in living environment (1.64).

3.7. Results of Department of Architecture

As participant response mean score indicated in table two, the main source of stress for architecture student was academic stressor. Inadequate learning materials (2.05), increase class workload (2.61), lower grade than anticipated (1.67), all from of assessment (2.15) and lack of support from instructors (1.87) are among the top source of stress.

1. DEL stands for department of English language and literature.
2. DCE stands for department of Civil Engineering
3. DIR stands for department of International Relations
4. DLW stands for department of Law
5. DMD stands for department of medicine
6. DTHM stands for department of Tourism and Hotel Management
7. DARC stands for department of Architecture

Table 1. Source of stress: mean score for seven departments in each item.

No	Source of stress	Mean score DEL	Mean score DCE	Mean score DIR	Mean score DLW	Mean score DMD	Mean score DTHM	Mean score DARC
1	Trouble with parents	1.63	1.33	1.47	1.1	1.27	1.63	1.41
2	Trouble with boy/girlfriend	1.6	0.7	1.63	1.4	1.67	1.21	1.33
3	Competing with other student	2.33	2.07	1.93	2.7	1.87	1.68	2.01
4	Friendship conflict	1.57	1.43	1.17	1.3	1.01	1.62	1.78
5	Lack of enough support from others	1.73	1	1.4	1.67	1.31	1.61	1.03
6	Change in sleeping habits	1.76	2.47	2.23	1.9	1.81	1.43	1.14
7	Change in eating habits	1.87	2.17	1.97	2.6	1.73	1.83	1.41
8	New responsibilities	2.17	2.43	2.53	2.63	1.99	2.01	2.31
9	Financial difficulties	2.83	1.6	2.43	2.4	1.34	2.42	2.56
10	Decline in personal health	1.6	1.47	1.4	1.93	1.02	1.88	1.67
11	Fear of failing	1.73	1.7	1.27	1.23	1.24	1.13	1.5
12	Increased in class workload	2.13	2.87	2.77	3.03	2.21	2.56	2.61
13	Lower grade than anticipated	1.53	2.33	1.93	2.07	1.4	1.36	1.63
14	All from of assessment (exams, assignments, presentation)	2.3	2.4	2.76	2.83	2.04	2.47	2.05
15	Lack of support from instructors	1.5	1.63	2.1	2.33	2.31	1.82	1.87
16	Having difficulty understanding academic material	1.8	1.3	1.4	1.87	1.66	1.79	1.65
17	Inadequate learning materials	2.07	1.26	1.8	1.7	1.32	1.52	2.35
18	Lack of teaching skills of instructors	1.7	1.33	2.6	1.83	1.6	1.43	1.2
19	Learning context full completion	1.9	1.6	2.27	2.87	2.12	1.8	1.4
20	Change in living environment	1.77	1.7	1.97	2.07	1.81	1.64	1.53
21	Adjusting to campus environment	1.78	2.1	2	1.18	1.91	1.71	1.31
22	lack of campus facilities and equipment	1.77	2.31	2.2	2.43	2.26	2.06	1.99
23	Lack of helpfulness from administration staff	2.01	2.29	2.37	2.6	2.33	2.15	2.43
24	Lack of communication from university	2.03	2.89	2.27	2.3	2.21	2.34	2.59
25	Lack of recreational activities on campus	2.17	2.36	2.3	3.2	2.87	2.67	2.92

Table 2: source of stress survey: Mean scores for seven departments in four cluster group of stressors

NO	Source of stress group	Mean score of DEL	Mean score of DCE	Mean score of DRI	Mean score of DLW	Mean score of DMD	Mean score of DTHM	Mean score of DARC
1	Interpersonal stressors	1.73	1.14	1.52	1.61	1.32	1.61	1.34
2	Intrapersonal stressors	1.99	1.97	1.97	2.12	1.67	1.93	2.02
3	Academic stressors	1.87	1.83	2.2	2.32	2.03	2.14	2.14
4	Environmental stressors	1.87	2.18	2.18	2.4	2.28	2.02	2.21

Perceived stress scale (PSS)

The perceived stress scale (PSS) measured the stress level of participants. The Perceived stress level is a 10- question liker type scales the measures the degree to which one's life situations and circumstances are perceived as stressful by using the participants' responses to items. These 10 items are individually rated on a numerical scale from 0 (never experienced) to 5 very often experienced. Scores are obtained by reverse scoring the positively stated questions (items 4, 5, 7 and 8) and summing all items; they can range from 0-5 with higher scores indicating a higher level of perceived stress. The mean normal score for females on the PSS is 13.7 with a standard deviation of 6.6, and the mean normal score for males is 12.1 with a standard deviation of 5.9 (Cohen & Williamson 1988; Dr. Cohen's scales, 2015). The mean PSS scores of the entire sample were 20.27. The finding of the study reflects that, most of the students were experiencing high stress in their daily life. This indicates students experiencing high stress in their daily life. This indicates students experience a lot of pressure from table 3, analysis of the distribution revealed significantly higher stress in students (60.8%).

Table 3: PSS among seven-department student

Department	Mean in PSS score	Standard deviation in PSS
DEL	20.73	4.04
DCE	19.67	4.7
DIR	20.23	5.78
DMD	20.43	3.65
DLW	20.32	5.95
DTHM	19.98	5.01
DARC	20.56	4.42

4. Discussion

This section elaborates the research findings, examined how the research question were addressed and discussed the implications of the results. Research question; there statistically significant difference in the perceived stress levels among students in different field of study?

This research question was answered using an analysis of variance (ANOVA) with all outcomes response. Table 3 presents descriptive statistics on the means of the four department's respondents. An alpha level .05 determined the level of significance. As shown in table 4, there is no significance difference in perceived stress level among different departments in the study. An ANOVA yielded an F-ratio of 0.28, which means that students from different academic field of study experience the same level of stress at same level of stress at 5% level of significance. This indicates that academic field of study has low effect on the perceived stress level of students. Walton (2002) found out a significant difference in the perceived stress of nursing and social work students. The social workers identified a significantly higher level of perceived stress than did the nursing students the research reveals no difference in perceived stress level may be because of the time the research conducted or the sampling techniques as the sample have taken only undergraduate students in specific departments. So, further research is needed to clarify the influence of academic field of study on stress considering these limitations of study.

The research is not also support a general belief that medical students are more stressed than other students in other departments. However, the results of this study report the opposite that medical students have the least mean score in the perceived stress level and most of them experience moderate stress. Most people think that medical students stressed, as they are work with patients, but the tool that measure the source of stress does not include stressor that are related to patients. This may underestimate the PSS scores of medical students. Future study of stress in medical students would be conducted using instrument that specifically developed for medical students. Even if there is no significant difference among the seven department students, the mean scores for each group is not the same. The PSS mean of English language and literature (20.27) students was the highest compared to other departments students. Interestingly, medicine students PSS mean scores (19.67) were the least scorers in the PSS as shown in Table3. These findings give strong support to the notation that university student's experience higher level of stress.

Table 4: Analysis of variance data for perceived stress scale.

Source	DF	SS	MS	FS
Between groups	3	18.19	6,06	0.28
With groups	117	2553.28	21.82	
Total	119	2571.47		

Research questions two: *what are the common stressors among students in different academic field of study.*

As shown in table 5, environmental source of stress were most common stressors in the seven departments students' academic stressors were also the most frequently reported stressor. However, intrapersonal stressors were the least source of stress among the respondents of the study. The most frequently listed sources of stressors were; increased class workload (2.72), all forms of assessment (2.58), lack of recreational activities on campus (2.5), new responsibilities (2.44) and financial difficulties (2.33). Interestingly, stressors were; trouble with boyfriend/girlfriend (1.34), friendship conflict (1.36), trouble with parents (1.28) not

having enough support from others (1.45), and fear of failing (1.47) as shown in Table5. These findings do not correspond with the other studies conducted on source of stress by (Ross, Niebling & Heckert, 1999). They found out that intrapersonal source of stress is the most common source of stress. According to the five most frequently stressors were change in sleeping habits, change in eating habits, new responsibilities and increased class workload. The difference between this study findings and ross et al. finding is may be because of the difference in respondents that was students from different backgrounds and developed countries. The second reason may be, because of instrument used. This study integrates students stress survey (SSS) and University Students stress (USS). But Ross et.al, (1999) study used only SSS.

Research question Three: *are there specific stressors that are more prevalent among students in the specific field of study than other fields of study students.*

As there are common stressors in different academic field of study (departments), there are also specific stressors that are more related with high stress levels in the different academic field of study. From table 1, competing with other students, change in eating habits, decline in personal health, learning context- full of competition, lack of helpfulness of administrative staff, and lack of recreational activities on campus related with IRL students. English language and literature students experience high stress level because of financial difficulties and accessing learning materials stressors compared to other departments. Change in sleeping habit and lower grade than anticipated were more related to medicine students. However, medical students experience high stress because of increased class workload. Civil Engineering students show high stress on instructor lack of teaching skill compared to other academic field of study as shown in table1.

This finding supports the general supports the general belief held by university student's population that each department students are more prone to different specific stressor. For example, it is believed that engineering students are more stressed because of difficulty of commuting different mathematical equations. The results for this study also show that closer

finding, that is, instructor lack of teaching stress them more. However, the result also reveals stressor for civil engineering students. As previous studies (Dyrbye, Thomas and Shanafelt, 2005) found out, the results of this study also reveal that medical students have high-class workload. This happen as result of patient responsibility and the credit hour they learn in one semester. Change in sleeping habit and lower grade than anticipated were also reveals by the study as high stressor for medical students as they have more class workload and they spend much time in the library.

Table 5: Source of stress survey: Mean scores for four departments in each item

No	Source of stress	Mean of Seven departments Respondents
1	Trouble with parents	1.38
2	Trouble with boy/girl friends	1.34
3	Competing with other students	2.28
4	Friendship conflict	1.36
5	Lack of enough support from others	1.45
6	Change in sleeping habits	2.09
7	Change in eating habits	2.15
8	New responsibility	2.44
9	Financial difficulties	2.33
10	Decline in personal health	1.64
11	Fear failing	1.47
12	Increase in class work load	2.72
13	Lower grade than anticipated	1.97
14	All from of assessment (exams, assignments, presentation)	2.58
15	Lack of support from instructors	1.89
16	Having difficulty understanding academic material	1.63
17	Inadequate learning materials	1.71
18	Lack of teaching skill of instructors	1.9
19	Learning context full completion	2.16

20	Change in living environment	1.77
21	Adjusting to campus environment	1.95
22	Lack of campus facilities and equipment	2.18
23	Lack of helpfulness from administration staff	2.32
24	Lack of communication from university	2.22
25	Lack of recreational activities on campus	2.5

Table 6: Source of stress survey: Mean scores for seven departments in four cluster group of stressor

No	Source of stress group	Mean of seven departments
1	Interpersonal stressors	1.53
2	Intrapersonal stressors	2.02
3	Academic stressors	2.068
4	Environmental stressors	2.157

5. Conclusion and Recommendation

The purpose of this study is to investigate the difference in the extent of stress as a function of academic fields of study by comparing students in different departments. The study of this phenomenon can have important implications for administrators in higher education as perceptions of high stress levels can lead to poor academic performance, attrition, depression and even serious health problems in college and university students. It also helps teachers and counselors to recognize the main sources of students stress.

Each of these tools was placed in a packet by the researcher along with cover letter. After obtaining permission from the faculty, the researcher starts to distribute questionnaires online using data collection tool. Responses from the PSS and survey on source of stress were hand scored by the researcher. Then data was analyzed using Comparative descriptive and

inferential statistics method. An alpha level of 0.05 was used to establish statistical significance.

The finding from demographic of questionnaire showed that the population was predominantly male, with 111(54%) and 94 female students (46%). The sample of English language and literature male 12 (6%) and 18 female (9%). Most of respondents were male 19(9%) in civil Engineering department, with only 11 (5%) female respondents. More than half of medicine students 16(8%) were male and 10(5%) female. In department of tourism and Hotel management consists 13 (6%) male and 17 (8%) female students. School of law contained 18(9%) male and 12(6%) female. Architecture department contained 16(8%) male students and 13 (6%) females. In international relations department most of the respondent was male students 17(8%) and only 12(6%) female students where participated in the study.

The finding reflects no significant difference in perceived stress level among different departments in the study. This indicates that academic field of study has low effect on the perceived stress level of students. The findings of survey on source of stress used to answer the second and third research questions. The result reflects environmental source of stress were most common stressors in the seven department students.

However, there are specific stressors that are more related with each department. English language and literature students, Law department students more stressed due to interpersonal source of stress. Both medical students and International relations department students were more prone to environmental stressors this were also same in tourism and hotel management department. Academic source was the most common stressor in Civil Engineering students and Architecture.

6. Recommendation

The researcher suggests the following recommendations:

- University administrator should implement comprehensive stress managements program as most of the students' experience high level of perceived stress.

- The stress management programs should be implemented to all departments fairly and equally no need to give special advantage to specific department, because different department students report almost the same level of perceived stress.

- As environmental sources are the most prevalent stressors in different academic field of study, campus administrators and counselors need to explore strategies to improve the campus environment. Administrator need to encourage and prepare different recreational activities and develop trusting and supportive relationship with students to enhance to enhance the student's academic, self-esteem and feelings of competence.

- Departments should attempt to decrease the class workload and different form of assessments such as presentation, exams and assignments. Many students reported this as the highest stressor in the questionnaire.

- Specific stress management program for each department students be design as intervention mechanism. There are specific stressor, which is related to each department students.

- Further research should be conducted on perceived stress level of different department students according to gender, year level and age. This research should be also expanded using students in other university and departments from different academic unit.

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