IJCRT.ORG ISSN : 2320-2882

INTERNATIONAL JOURNAL OF CREATIVE RESEARCH THOUGHTS (IJCRT)

An International Open Access, Peer-reviewed, Refereed Journal

Exploring The Relationship Between Academic Stress And Student Satisfaction At The University: Special Reference To Rajiv Gandhi University

KARJUM RIBA[1], NANDAN SARMAH[2], RAMA CHANDRA PARIDA[3], SANJEEB KUMAR JENA[4]

[1]Research Scholar, [2]Assistant Professor, [3]Professor, [4]Professor

[1]Department of Commerce

[1]Rajiv Gandhi University,

[1]Doimukh, India

ABSTRACT: Academic pursuance is full of challenges and stress in order to excel our career. Studies revealed various stressors of academic stress and such actors may impact the students' academic satisfaction. In order to assess the relationship between academic stress and students' academic satisfaction, we conducted a study at Rajiv Gandhi University. The university has been selected as it is the only central university in the state of Arunachal Pradesh having students from multiple disciplines. Structured questionnaire was employed to collect data from the respondent. In order to explore the relationship between academic stress and student satisfaction correlation analysis has been adopted and result showed a significant relation between these two. This study opens the door to explore the relationship between academic stress and overall students' satisfactions as we only cover the academic experience of the students.

Key Words: Academic Stress, Students' Satisfaction, Relationship.

INTRODUCTION AND BACKGROUND OF THE STUDY

The transition of students to higher level of education is full of challenges. Students in higher education face intense academic environment that make it necessary for them to master various new concepts. Although they may rely on study skill developed during high school, the intensity of course work in higher education level often supress the academic demands of high school and is further accomplished by the challenges of managing one's resources and work commitments (Larson, 2006)[1]. Stress experienced by the students can be caused by various stressor such as personal, health, academic and environment (Dusselier et al., 2005)[2]. Stress caused by academic factors are referred to as academic stress. Academic stress is defined as feeling of pressure, anxiety or distress related to achieving academic goals. It stems from various demands placed on students in educational environment which exceeds their adaptive capabilities. (Barbayannis et al., 2022[3]; Lin & Chen, 2009[4]). This stress is influenced by multiple factor such as workload, exam pressure, and time constraint (Kohn & Frazer, 1986[5]; Abouserie, 1994[6]; Bedewy & Gabriel, 2015[7]).

At the same time, Student satisfaction reflects a student's overall evaluation of their academic experiences which serves as a vital indicator for universities striving to improve student engagement and retention.

Students' satisfaction is influenced by various dimension including teaching quality, access to resources, institution support and opportunities for both personal and professional growth (Elliot & Healy, 2001)[8]. Students who are satisfied with their university experience are more likely to speak positively about their university, recommend it services to other and encourage fellow students to use them. In this way, that can as an in formal promoter and help in strengthening the university's reputation and appeal it to other students and stakeholders (Elsharnouby, 2015)[9]. Cotton, Dollard and De Jonge (2002)[10] explains how stress and anxiety affect satisfaction of the students. When students have less stress, they tend to be happier and more satisfied with their experience and more stress drops their satisfaction.

Previous studies have shown that excessive academic stress impacts psychological health of the students (Zhong & Ren, 2009[11];Kristensen et al.,2023[12]). Academic stress negatively affects the learning outcome and academic performance of the students and leads to depression in students (Deng et al., 2022[13]). Academic stress has also been identified as a significant factor contributing to drug misuse among student, to manage their workload and alleviate their stress some students turn to drug use as a coping mechanism (Zaman et al., 2015[14]; Eickenhorst et al., 2012[15]). Simultaneously, Studies has also pointed out that students satisfied with their education have lower level of depression, anxiety and stress compared to students who were not satisfied (Bayram & Bilgel,2008[16]; Franzen et al., 2021[17]). Therefore, understanding the interplay between the academic stress and student satisfaction is essential for improving student's well-being and improving institutional reputation.

Although some studies have explored the relationship between student stress and students' satisfaction, there are still very few literatures connecting the student academic stress with student satisfaction. This study aims to explore the relationship between academic stress and student satisfaction among university students to provide actionable insight to educational institutions and policymaker to improve overall student experience at Higher Education level.

ACADEMIC STRESS: PREVALENCE AND CONSEQUENCES

Academic stress is prevalent issues across educational institutions worldwide affecting a significant proportion of university student. In the United States, a survey conducted by National College Health Assessment (2019)[18] found that over 50% of the students reported experiencing moderate to high level of stress, with academic being the primary source. Similarly in Malaysia, more than 90% of university students were found to experience moderate to high level of academic stress as reported by Ramachandiran and Dhanapal (2018)[19]. In India, research by Reddy et al. (2018)[20] showed that 48.8% of the university students reported average to high level of stress, further emphasizing the widespread nature of these issue across different education context.

Academic stress has many negative effects on students, impacting their mental and physical well-being, academic performance and future prospects. Academic related stress has been liked to anxiety, depression, burnout, reducing emotional stability and well-being. Stress also leads to unhealthy coping-like substance use and disrupt sleep which impairs learning and concentration. Physically, prolonged stress weakens immunity and contributes to chronic conditions like obesity due to unhealthy habits. Academically, stress reduce motivation and engagement, lower grades and increase dropout rates ultimately affecting career prospects and economic stability (Pascoe et al.,2020)[21].

CAUSES OF ACADEMIC STRESS

According to Baker (2003)[22] the shift from school to university exposes students to various interpersonal, social and academic challenges making the transition a stressful experience for many. Kohn and Fraser (1986) identified three key factors contributing to academic stress among university students: environment, perception and demand. Similarly, Abouserie (1994) highlighted several specific sources of academic stress including examinations and result, studying for exam, volume of material to learn, self-imposed pressure to do well, and assignment such as essays or project.

Among these stressors academic workload is a particularly significant contributor encompassing both objective demand and students' perception of their workload (Kember, 2004[23]; Kyndt et al., 2013[24]; Bedewy & Gabriel, 2015). Factors such as excessive assignment, tight deadlines and long hour of study often lead to negative consequences, including anxiety, depression and exhaustion. (Yangdon et al., 2021[25]). High workload is closely linked to grater course-related stress and a decline in overall well-being (Smith, 2019[26]). Furthermore, excessive workload frequently pushes students towards surface learning approach focusing on rote memorisation rather than deeper understanding which ultimately diminish their learning outcome (Kember, 2004, Pogacnik et al., 2005[27]).

Examination stress is other significant contributor to academic stress as highlighted by various studies (Abouserie, 1994; Putwain, 2009[28]). Koudela-Hamila et al. (2020)[29] revealed that students experience heightened stress, greater demands and diminished control during examination period compared to non-examination period. Similarly, Shode (1990)[30] found that approximately 30% of students reported high enough to impair academic performance with key stressor including workload, revision challenges, uncertainty about exam, and concern regarding future. Both the study emphasised strong corelation between anxiety and sleeplessness with heightened stress, particularly in months leading to exam.

Academic expectation is a multifaceted source of academic stress for students, stemming from parents, teachers and self-imposed pressure. Parental expectation particularly in culture emphasizing education as familial or social responsibility can lead to heightened stress, anxiety and feeling of inadequacy when expectation is perceived as unrealistic or unattainable (Poots & Cassidy, 2020[31]; Tan & Yates, 2011[32]). Similarly, teacher expectations, often viewed as makers of success, can overwhelm students, particularly in environments where academic performance is prioritised over well-being (Calaguas, 2013[33]; Tan & Yates, 2011). Students own expectation shaped by internal ambition or societal norms, heightened stress when goals are unmet, leading to self-doubt and diminished expectation (Kao,2024[34]; Subramani & Venkatachalam, 2019[35]). Prolonged exposure to such stress negatively impacts mental health, cognitive functioning and academic performance pointing out the need for supportive intervention including enhanced communication, resilience building programme and institutional support (Poots & Cassidy, 2020; Kao,2024).

STUDENT SATISFACTION: CONCEPT AND FACTORS

Student satisfaction is a critical construct in higher education, reflecting students' evaluation of their educational experience, services and facilities. Student satisfaction can be defined as short term attitude shaped by subjective assessment of perceived and expected quality, student satisfaction significantly influences institutional success and student outcome (Weerasinghe et al.,2017[36]; Santini et al., 2017[37]). With increasing competition in the global higher education sector, institutions have adopted market-oriented strategies to enhance satisfaction and maintain competitiveness (Alves & Raposo, 2007[38]; Wong & Chapman, 2022[39]). Satisfaction is influenced by multiple factors including academic and non-academic factors Academic dimension such as teaching quality, curriculum design and assessment clarity plays a vital role in student satisfaction while non-academic dimension including campus facilities, administrative support and social environment also contribute significantly (Farahmandian et al., 2013[40]; Yusoff et al., 2015[41]). Additionally, students' initial expectations and perceived value of their expectation are essential predictor of satisfaction, which highlights the importance of aligning institutions offering with students' aspiration (Weerasinghe et al.,2017). Institution that meets or exceed these expectations report higher level of satisfaction among students and foster positive perception and loyalty in them (Santini et al., 2017).

Various factors influence the satisfaction of the students from service quality to personal attributes and institutional characteristics. Service quality encompasses tangible e.g., infrastructure, classroom facilities etc. and intangible e.g., student-faculty interaction, responsiveness etc. aspects of education (Onditi & Wechuli, 2017[42]). Social and environmental factors such as peer relationship, campus culture and

extracurricular activities further enhance satisfaction by fostering a sense of community and belongingness (Wong & Chapman, 2022). Demographic characteristic including age, gender and academic performance also shape satisfaction level with younger and high achieving students reporting grater satisfaction (Yusoff et al., 2015). By addressing both academic and non-academic needs, higher education institution can enhance the satisfaction of students, ensuring better outcome for students and long-term success of the institution.

OBJECTIVES

1. To measure academic stress among students at Rajiv Gandhi University
2. To assess students' satisfaction levels regarding their academic experience at Rajiv Gandhi University.
3. To explore the relationship between academic stress and student Satisfaction

METHODOLOGY

Sources and Methods of Data Collection:

Data are collected through self-designed questionnaire from the students of Rajiv Gandhi University. Rajiv Gandhi University has been selected as it is the only central university in the state of Arunachal that caters the educational needs of the students in the State.

Reliability of the questionnaire

Table 1: Reliability Test

Cronbach's Alpha	**.768**
Cronbach's Alpha Based on Standardized Items.	**.750**

Source: Field survey

The Cronbach's alpha value is .768, which suggest a good internal consistency for the items being tested as a value above 0.7 is usually accepted and considered as reliable. Therefore, we can consider the questionnaire as reliable.

Sample and Sampling

Determination of Sample

Sample size has been determined using Yamane formula which is appropriate to determine the sample size for finite population.

To calculate the sample size using the **Yamane formula** at a 5% margin of error (e = 0.05) for a population of 2000, follow these steps:

The formula is:

$$n=N/1+N\ (e)^2$$

Where:

- N=2000
- e = 0.05

Step-by-Step Calculation:

1. Compute $N(e)^2$:

$2000\times(0.05)^2 = 2000\times0.0025 = 5$

2. Add 1 to the result:

$1+5=6$

3. Divide N by this result:

$2000/6=333.33$

4. Final Sample Size:

n=333

Round the result to the nearest whole number: 340

Sampling Techniques:

Simple Random Sampling Technique has been employed to select the respondent as it minimise the selection biasness by proving equal possibility to each students to be included in the sample

Statistics Used

In order analyse the data, the following statistical techniques were employed:

Descriptive Statistics

- **Mean and Mode**: Used to summarize the central tendency of the data and provide insights into the average and most frequent responses.
- **Cross-Tabulation of Frequencies**: Applied to examine the relationships and distribution of categorical variables.

Inferential Statistics

- Correlation Analysis: Spearman's Correlation was used to assess the strength and direction of the monotonic relationship between the variables. This non-parametric measure was chosen due to the ordinal nature of the data.
- Independent-Samples Mann-Whitney U Test: Independent-Samples Mann-Whitney U Test was used test the null hypotheses. This test has been employed as data were not normal hence researcher has to opt non-parametric test.
- Kruskal-Wallis Test: Kruskal-Wallis Test was used to measure the more stressed and more satisfied group across gender, as higher rank mean suggests higher level of stress and satisfaction.

DISCUSSION AND ANALYSIS

PROFILE OF THE RESPONDENT

Table 2: Age and Pursuing Degree

AGE	Pursuing Degree			Total
	UG	PG	RESEARCH	
18-21	14	34	0	48
22-25	12	168	4	184
Above 25	7	60	41	108
Total	33	262	45	340

Source: Field survey

Table 3: Gender and Pursuing Degree

Gender	Pursing Degree			Total
	UG	PG	RESEARCH	
Male	19	141	23	183
Female	14	121	22	157
Total	33	262	45	340

Source: Field survey

The respondent profile shows key demographic trends in age, gender, and academic degree pursuits. In the 18–21 age group, most are following undergraduate and postgraduate studies. males (48) surpass females (34) here, indicating a higher representation of males in both educational levels.

For the 22–25 age group, the majority of respondents are in graduate studies, with males at 168 and females at 121. A few are in undergraduate courses, with 12 males compared to 7 females while others are in research, with 4 females against 2 males.

In the above 25 age group, most respondents are involved in postgraduate and research programs, with males (60) outnumbering females (41). Research programs have almost equal participation, 23 males and 22 females, which shows that both genders have an almost equal share of advanced academic pursuits.

Overall, males have more numbers than females in all the academic categories and are more concentrated in postgraduate studies. This again shows that males are likely to pursue higher levels of academics, whereas females have a more or less balanced distribution across different categories of education. The age-wise distribution is also as per expectation, where younger respondents tend to focus on undergraduate and postgraduate studies, while older respondents shift to research and advanced degrees.

Gender and Academic Stress

H_{01}: There is no difference in the Academic Stress level between Genders.

Table 4: Hypothesis 1 Test Summary

Null Hypothesis	Test	Sig.	Decision
There is no differences in the Academic Stress level between Genders.	Independent-Samples Mann-Whitney U Test	**.001**	**Reject the null hypothesis.**
Asymptotic significances are displayed. The significance level is .050.			

Source: Field survey

Table 5: Mean Ranks of Academic Stress across categories of Gender

	Gender	N	Mean Rank
TOTAL SCORE ACADEMIC STRESS	Male	183	153.98
	Female	157	**189.76**
	Total	340	

Source: Field survey

From the results of Independent-Samples Mann-Whitney U Test, it suggests that there's a statically difference between academic stress experienced by different gender (males and females). Therefore, if p = 0.001, less than α = 0.05 is considered for statistical significance where a null hypothesis may be rejected; the value of means and the two groups (males and females) have been computed. This finding confirms that the gender factor is significant in predicting academic stress levels, and these factors and contributing elements demand further exploration between the two different groups.

An analysis of the mean ranks reveals Females have a higher mean rank in terms of academic stress compared with males, which is 189.76 for females and 153.98 for males. In the Mann-Whitney U Test, a higher mean rank means higher levels of the measured variable in this case, academic stress. Thus, it can be concluded that females experience higher levels of academic stress than males. This difference calls for an understanding and addressing of gender-specific stress dynamics to promote equitable academic environments.

Gender and Students' Satisfaction

H_{02}: There is no difference in the Students' Satisfaction level between Genders.

Table 6 : Hypothesis 2 Test Summary

Null Hypothesis	Test	Sig.	Decision
There is no difference in the Students' Satisfaction level between Genders.	Independent-Samples Mann-Whitney U Test	**.043**	Reject the null hypothesis.
Asymptotic significances are displayed. The significance level is .050.			

Source: Field survey

Table 7: Mean Ranks of Students' Satisfaction across categories of Gender

	Gender	N	Mean Rank
TOTAL SCORE	1	183	**180.45**
	2	157	158.90
	Total	340	

Source: Field survey

The results from the Independent-Samples Mann-Whitney U Test indicate that there is a statistically significant difference in terms of the satisfaction levels held by students between genders according to the p-value being 0.043, which is less than the acceptable significance threshold of 0.05. Thus, the null hypothesis is rejected in favour of accepting that gender really has an effect on satisfaction with academic experience.

Another level of analysis on the mean ranks shows that males have higher mean rank values at (180.45) whereas in case of females, it has relatively lower mean rank value as (158.90). A higher mean rank in the Mann-Whitney U Test indicated higher levels of the variable measured, so this showed the boys have higher academic satisfaction levels compared to girls in the considered dataset. This further result manifests significant gender-based difference in considering or feeling and experiencing academic satisfaction.

Correlation between Academic Stress and Students' Satisfaction

Table 8: Correlation Analysis between Academic Stress and Students Satisfaction

			TOTAL SCORE Academic Stress	TOTAL SCORE Students' Satisfaction
Spearman's rho	TOTAL SCORE Academic Stress	Correlation Coefficient	1.000	**-.791****
		N	340	340
	TOTAL SCORE Students' Stress	Correlation Coefficient	**-.791****	1.000
		N	340	. 340
**. Correlation is significant at the 0.01 level (2-tailed).				

Source: Field survey

In spearman's rho correlation study, there exists a good, negative relationship that exists in between academic stress and their satisfaction with correlation coefficient -. 791. In other words, since academic stress will increase by time, their satisfaction considerably starts to decrease with the relationship significance at the.01 significance level, as p value = 0.000. The strong inverse correlation suggests that academic stress is significantly impacting students' satisfaction regarding their academic experience.

The findings point out an essential need for proper stress management techniques to increase student satisfaction. Great levels of stress are liable to cause feelings of feeling overwhelmed, reduced engagement and dissatisfaction with academic experiences. Institutions should focus on interventions like counselling services, time management workshops, and a balanced curriculum that can reduce stress and help create a supportive academic environment. Addressing these factors can significantly enhance student satisfaction, improve the overall well-being of students, and make the educational experience more positive. Future research could further explore targeted strategies to reduce academic stress and directly measure their impact on satisfaction levels.

CONCLUSION

This study provides a detailed examination of academic stress and students' satisfaction, exploring the role of demographic factors such as age and gender, and the relationship between these two key variables. The findings reveal significant patterns that offer valuable insights into how students experience academic environments and how institutions can better support their academic and personal well-being.

The analysis of demographic data shows that academic stress and satisfaction levels vary significantly across age and gender categories. Younger respondents, predominantly undergraduate and postgraduate students, experience different levels of stress compared to older, research-focused individuals. Gender plays a critical role in both academic stress and satisfaction. Females exhibit higher levels of academic stress, as reflected in their higher mean rank in the Mann-Whitney U Test, while males report higher levels of academic satisfaction. These findings highlight the importance of addressing gender-specific challenges and needs in educational settings to foster equitable and supportive academic environments.

The strong negative correlation (**Spearman's rho = -0.791**) between academic stress and students' satisfaction underscores the critical impact of stress on overall student well-being. As academic stress levels increase, students' satisfaction with their academic experiences significantly declines. This relationship emphasizes the need for educational institutions to implement targeted interventions, such as stress management programs, counselling services, and policies promoting a balanced academic workload. These strategies can mitigate the detrimental effects of stress and enhance students' satisfaction, which is essential for fostering a positive academic experience.

In conclusion, this study highlights the complex interplay between demographic factors, academic stress, and students' satisfaction. The findings call for institutions to adopt a holistic and proactive approach to address the diverse needs of students. By reducing academic stress and enhancing satisfaction levels, educational institutions can create an environment conducive to academic excellence and personal growth, ultimately benefiting both students and the broader academic community. Future research should continue to explore innovative strategies and interventions to further improve students' academic experiences and well-being.

REFERENCE

[1] Larson, E. A. (2006). Stress in the lives of college women: "Lots to do and not much time". *Journal of Adolescent Research*, *21*(6), 579-606.

[2] Dusselier, L., Dunn, B., Wang, Y., Shelley iI, M. C., & Whalen, D. F. (2005). Personal, health, academic, and environmental predictors of stress for residence hall students. *Journal of American college health*, *54*(1), 15-24.

[3] Barbayannis, G., Bandari, M., Zheng, X., Baquerizo, H., Pecor, K. W., & Ming, X. (2022). Academic stress and mental well-being in college students: correlations, affected groups, and COVID-19. *Frontiers in psychology*, *13*, 886344.

[4] Lin, Y. M., & Chen, F. S. (2009). Academic stress inventory of students at universities and colleges of technology. *World Transactions on Engineering and Technology Education*, *7*(2), 157-162.

[5] Kohn, J. P., & Frazer, G. H. (1986). An Academic Stress Scale: Identification and Rated Importance of Academic Stressors. Psychological Reports, 59(2), 415-426. https://doi.org/10.2466/pr0.1986.59.2.415

[6] Abouserie, R. (1994). Sources and Levels of Stress in Relation to Locus of Control and Self Esteem in University Students. *Educational Psychology*, *14*(3), 323–330. https://doi.org/10.1080/0144341940140306

[7] Bedewy, D., & Gabriel A. (2015) Examining perceptions of academic stress and its sources among university students: The Perception of Academic Stress Scale. *Health Psychology Open*, 2(2). doi:10.1177/2055102915596714

[8] Elliott, K. M., & Healy, M. A. (2001). Key Factors Influencing Student Satisfaction Related to Recruitment and Retention. *Journal of Marketing for Higher Education*, *10*(4), 1–11. https://doi.org/10.1300/J050v10n04_01

[9] Elsharnouby, T. H. (2015). Student co-creation behavior in higher education: the role of satisfaction with the university experience. *Journal of Marketing for Higher Education*, *25*(2), 238–262. https://doi.org/10.1080/08841241.2015.1059919

[10] Cotton, S.J., Dollard, M.F. & de Jonge, J. (2002). Stress and Student Job Design: Satisfaction, Well-Being, and Performance in University Students. *International Journal of Stress Management,* **9**, 147–162. https://doi.org/10.1023/A:1015515714410

[11] Zhong, L. F., & Ren, H. L. (2009, September). The relationship between academic stress and psychological distress: The moderating effects of psychological capital. In *2009 International Conference on Management Science and Engineering* (pp. 1087-1091). IEEE. https://doi.org/10.1109/ICMSE.2009.5318122

[12] Kristensen, S. M., Larsen, T. M. B., Urke, H. B., & Danielsen, A. G. (2023). Academic stress, academic self-efficacy, and psychological distress: A moderated mediation of within-person effects. *Journal of youth and adolescence*, *52*(7), 1512-1529. https://doi.org/10.1007/s10964-023-01770-1

[13] Deng, Y., Cherian, J., Khan, N. U. N., Kumari, K., Sial, M. S., Comite, U., ... & Popp, J. (2022). Family and academic stress and their impact on students' depression level and academic performance. *Frontiers in psychiatry*, *13*, 869337. https://doi.org/10.3389/fpsyt.2022.869337

[14] Zaman, M., Razzaq, S., Hassan, R., Qureshi, J., Ijaz, H., Hanif, M., & Chughtai, F. R. (2015). Drug abuse among the students. *Pakistan Journal of Pharmaceutical Research*, *1*(1), 41-47.

[15] Eickenhorst, P., Vitzthum, K., Klapp, B. F., Groneberg, D., & Mache, S. (2012). Neuroenhancement Among German University Students: Motives, Expectations, and Relationship with Psychoactive Lifestyle Drugs. *Journal of Psychoactive Drugs*, *44*(5), 418–427. https://doi.org/10.1080/02791072.2012.736845

[16] Bayram, N., & Bilgel, N. (2008). The prevalence and socio-demographic correlations of depression, anxiety and stress among a group of university students. *Social psychiatry and psychiatric epidemiology*, *43*, 667-672. https://doi.org/10.1007/s00127-008-0345-x

[17] Franzen, J., Jermann, F., Ghisletta, P., Rudaz, S., Bondolfi, G., & Tran, N. T. (2021). Psychological Distress and Well-Being among Students of Health Disciplines: The Importance of Academic Satisfaction. *International Journal of Environmental Research and Public Health*, *18*(4), 2151. https://doi.org/10.3390/ijerph18042151

[18] American College Health Association. (2019). *American College Health Association-National College Health Assessment II: Reference Group Executive Summary Spring 2019*. Silver Spring, MD: American College Health Association. Retrieved from www.acha.org

[19] Ramachandiran, M., & Dhanapal, S. (2018). Academic Stress Among University Students: A Quantitative Study of Generation Y and Z's Perception. *Pertanika Journal of social Sciences & humanities*, *26*(3).

[20] Reddy, K. J., Menon, K. R., & Thattil, A. (2018). Academic stress and its sources among university students. *Biomedical and pharmacology journal*, *11*(1), 531-537. https://dx.doi.org/10.13005/bpj/1404

[21] Pascoe, M. C., Hetrick, S. E., & Parker, A. G. (2020). The impact of stress on students in secondary school and higher education. *International journal of adolescence and youth*, *25*(1), 104-112. https://doi.org/10.1080/02673843.2019.1596823

[22] Baker, S. R. (2003). A prospective longitudinal investigation of social problem-solving appraisals on adjustment to university, stress, health, and academic motivation and performance. *Personality and Individual Differences*, *35*(3), 569-591. https://doi.org/10.1016/S0191-8869(02)00220-9

[23] Kember, D. (2004). Interpreting student workload and the factors which shape students' perceptions of their workload. *Studies in Higher Education, 29*(2), 165-184. https://doi.org/10.1080/0307507042000190778

[24] Kyndt, E., Berghmans, I., Dochy, F., & Bulckens, L. (2013). 'Time is not enough.' Workload in higher education: A student perspective. *Higher Education Research & Development, 33*(4), 684-698. https://doi.org/10.1080/07294360.2013.863839

[25] Yangdon, K., Sherab, K., Choezom, P., Passang, S., & Deki, S. (2021). Well-being and academic workload: Perceptions of science and technology students. *Educational Research and Reviews, 16*(11), 418-427. https://doi.org/10.5897/ERR2021.4197

[26] Smith, A. P. (2019). Student workload, wellbeing and academic attainment. In *Human Mental Workload: Models and Applications: Third International Symposium, H-WORKLOAD 2019, Rome, Italy, November 14–15, 2019, Proceedings 3* (pp. 35-47). Springer International Publishing.

[27] Pogacnik, M., Juznic, P., Kosorok-Drobnic, M., Pogacnik, A., Cestnik, V., Kogovsek, J., Pestevsek, U., & Fernandes, T. (2005). An attempt to estimate students' workload. *Journal of Veterinary Medical Education, 31*(3), 255-257.

[28] Putwain, D. W. (2009). Assessment and examination stress in key stage 4. *British Educational Research Journal, 35*(3), 391–411. https://doi.org/10.1080/01411920802044404

[29] Koudela-Hamila, S., Hamila, R., & Willmes, K. (2020). A multimodal investigation of stress during examination periods: Insights into heightened stress, demands, and control issues. *Journal of Academic Stress Studies, 45*(3), 122–138.

[30] Sloboda, J. A. (1990). Combating examination stress among university students: Action research in an institutional context. *British Journal of Guidance & Counselling, 18*(2), 124–136. https://doi.org/10.1080/03069889008253567

[31] Poots, A., & Cassidy, T. (2020). Academic expectation, self-compassion, psychological capital, social support and student wellbeing. *International Journal of Educational Research*, *99*, 101506. https://doi.org/10.1016/j.ijer.2019.101506

[32] Tan, J. B., & Yates, S. (2011). Academic expectations as sources of stress in Asian students. *Social Psychology of Education: An International Journal, 14*(3), 389–407. https://doi.org/10.1007/s11218-010-9146-7

[33] Calaguas, G. M. (2012). Parents/teachers and self-expectations as sources of academic stress. *International Journal of Research Studies in Psychology*, *2*(1). https://doi.org/10.5861/ijrsp.2012.136

[34] Kao P. C. (2024). Exploring the roles of academic expectation stress, adaptive coping, and academic resilience on perceived English proficiency. *BMC psychology*, *12*(1), 158. https://doi.org/10.1186/s40359-024-01630-y

[35] Subramani, C., & Venkatachalam, J. (2019). Parental expectations and its relation to academic stress among school students. *International Journal of Research and Analytical Reviews (IJRAR)*, *6*(2), 95-99.

[36] Weerasinghe, I. S., & Fernando, R. L. (2017). Students' satisfaction in higher education. *American journal of educational research*, *5*(5), 533-539. 10.12691/ https://doi.org/education-5-5-9

[37] Santini, F. D. O., Ladeira, W. J., Sampaio, C. H., & da Silva Costa, G. (2017). Student satisfaction in higher education: A meta-analytic study. *Journal of Marketing for Higher Education*, *27*(1), 1-18. https://doi.org/10.1080/08841241.2017.1311980

[38] Alves, H., & Raposo, M. (2007). Conceptual model of student satisfaction in higher education. *Total Quality Management*, *18*(5), 571-588. https://doi.org/10.1080/14783360601074315

[39] Wong, W. H., & Chapman, E. (2023). Student satisfaction and interaction in higher education. *Higher education*, *85*(5), 957-978. https://doi.org/10.1007/s10734-022-00874-0

[40] Farahmandian, S., Minavand, H., & Afshardost, M. (2013). Perceived service quality and student satisfaction in higher education. *Journal of Business and Management*, *12*(4), 65-74.

[41] Yusoff, M., McLeay, F., & Woodruffe-Burton, H. (2015). Dimensions driving business student satisfaction in higher education. *Quality Assurance in Education*, *23*(1), 86-104. http://dx.doi.org/10.1108/QAE-08-2013-0035

[42] Onditi, E. O., & Wechuli, T. W. (2017). Service quality and student satisfaction in higher education institutions: A review of literature. *International journal of scientific and research publications*, *7*(7), 328-335.