

**ACADEMIC EXPECTATIONS, STRESS AND COPING
STRATEGIES IN SCIENCE AND ARTS STUDENTS OF
INTERMEDIATE LEVEL**



MS THESIS

Submitted By

SAMERA JABEEN

Reg. No. 90-FSS-MSPSY-F12

Supervised By

Dr. UZMA MASROOR

**FACULTY OF SOCIAL SCIENCES
DEPARTMENT OF PSYCHOLOGY
INTERNATIONAL ISLAMIC UNIVERSITY, ISLAMABAD**



Accession No 714-14998 (V) 9p



MS
155-5
SAA

- Academic Stress
- " Expectations
- Gender and age.

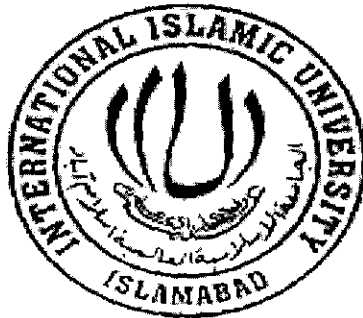
Academic Expectations, Stress, and Coping Strategies in Science and Arts Students of Intermediate Level

Submitted by

SAMERA JABEEN

Supervised by

Dr. UZMA MASROOR



Thesis submitted in partial fulfillment
Of the requirements for the degree of
MS IN CLINICAL PSYCHOLOGY

**FACULTY OF SOCIAL SCIENCES
PSYCHOLOGY DEPARTMENT
INTERNATIONAL ISLAMIC UNIVERSITY ISLAMABAD**

**ACADEMIC EXPECTATIONS, STRESS AND COPING STRATEGIES OF
SCIENCE AND ARTS STUDENTS OF INTERMEDIATE LEVEL**

By

Samera Jabeen

90-FSS/MSPSY/F12

Approved By



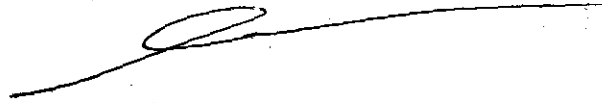
Supervisor



Internal Examiner



External Examiner



Dean Faculty Social Science

**Academic Expectations, Stress, and Coping Strategies in Science
and Arts Students of Intermediate Level**

TABLE OF CONTENTS

Chapter	Page No
LIST OF TABLES.....	i
LIST OF FIGURES.....	ii
LIST OF ANNEXURES.....	iii
ACKNOWLEDGEMENT.....	iv
ABSTRACT	v
Chapter 1	
INTRODUCTION	1
Stress in Academics.....	4
Stress Factors for Adolescents	5
Personality factors	5
Cognitive Factors	6
Environmental Factors	6
Sociocultural Factors	7
Causes of Stress	8
Academic Expectations.....	11
Coping Strategies.....	13
Theoretical Perspectives.....	13
Evolutionary Theory and Adaptation of Behavior	14
Psychoanalytic Ideas of Personal Growth.....	14
Life Cycle Development Theories.....	15
Coping from Standpoint of Transition Management and Life Crises	15
Gender and Age with Reference to Coping.....	15
Rationale of the Study.....	17
Chapter II	
METHOD	
Objectives.....	20
Hypotheses	20
Sample.....	21
Operational definitions.....	22
Academic Expectations.....	22
Stress	22

Academic Expectations	22
Stress	22
Coping Strategies	22
Instruments	23
Demographic Sheet	23
Academic Expectations Stress Inventory	23
Perceived Stress Scale	23
Brief Cope Inventory	24
Procedure	24
Chapter III	
RESULTS	26
Chapter IV	
DISCUSSION	35
Implications of the Study	42
Limitations and Suggestions	43
Conclusion.....	43
References	
Annexures	

LIST OF TABLES

Table 1	Alpha Reliability Coefficient Estimate of all scales	
Table 2	Descriptive Characteristics of all scales	
Table 3	Pearson Correlation of Academic Expectations Stress Scale (AESI), Perceived Stress Scale (PSS), and Brief Cope Inventory	
Table 4	Science and Arts Students Differences on Academic Expectations, Stress, and Coping Strategies	
Table 5	Male and Female Differences on Academic Expectations, Stress and Coping Strategies	
Table 6	Multiple Regression Analysis Showing Impact of Academic Expectations and Coping Strategies in Predicting Level of Stress	
Table 7	One Way ANOVA Showing Socioeconomic Status Differences (low, middle, high) on all Scales	
Table 8	One Way ANOVA Showing Birth Order Differences (first, middle, last) on all Scales	

LIST OF FIGURES

Figure 1	Sample Distribution	
----------	---------------------	--

LIST OF ANNEXURES

Annexure – A	Consent Form and Demographic Sheet	
Annexure – B	Permission Letter from Authors of (AESI)	
Annexure – C	Academic Expectations Stress Inventory (AESI)	
Annexure – D	Perceived Stress Scale (PSS)	
Annexure – E	Brief COPE Inventory	

DEDICATION

Dedicated to my dear parents, especially my dearest father, for he is the one from whom I “always” get warmth and support

ACKNOWLEDGEMENT

All praises be to Allah Almighty. It's because of Allah's Blessings that I have been able to accomplish this diligent task in a dignified manner.

Words of gratitude to my supervisor and my mentor who is a very capable, methodical, and A thoughtful person of great caliber, Dr Uzma Masroor, International Islamic University, Islamabad. I would have never been able to reach my destination with a sense of great achievement. I would like to place on record my special thanks and appreciation for everything she has done for me.

Many people contributed in this research work, from data collection to data entry, graphical presentations to proof reading. I thank all of them. I would also like to thank my elder friend like sisters for their prayers and moral support. My special acknowledgement goes to my dear friends Mohammad Rashid and Khurram Sheraz, for their constant and unending support that keeps me alive and motivated throughout the course of my work.

I cannot find appropriate words to express my feelings for my parents who have been a constant source of prayers. Their unmatched love taught me to cope with all the stresses of life. The dream of my parents to see me achieving all my goals successfully kept on motivating me.

Samera Jabeen

ABSTRACT

The present study was intended at exploring the relationship of academic expectations, stress, and coping strategies in science and arts students of intermediate level. The study sample comprised of 300 adolescents having an equal number of boys (n=150) and girls (n=150) with the age range of 15-18 years from various colleges of Islamabad and Rawalpindi. Measures included Academic Expectations Stress Inventory by Ang and Huan (2006), Perceived Stress Scale by Cohen (1983), and Brief Cope Inventory by Carver (2005). Reliabilities of all scales were established and found to be satisfactory. Results suggested significant correlation among study variables. A positive correlation of academic expectations was found with stress. Results also indicated that there is significant difference in study variables with respect to gender. Regression analysis revealed that stress can be predicted about 90 percent by academic expectations as well as demographic variables. Lastly, the results of One Way ANOVA showed no significant differences on the basis of socioeconomic status and birth order among science and arts students. Limitations of the study and recommendations were also discussed.

INTRODUCTION

Chapter 1

INTRODUCTION

Students from various backgrounds, gather in the colleges with a motivation and a purpose to attain the goals for securing a brighter future for them. They are likely to face many stressors and have to cope with them effectively, in their way towards the achievement of their academic goals for a brighter future and career. Coping strategies are defined as different styles, which students use to deal with everyday life stressors and improve the quality of what is expected from them regarding the academics.

Our minds and bodies have been equipped with the ability to withstand any kind of stress. All what is needed is the right attitude, and the right kind of strategy to cope with all these stressors and improving the quality of the academic performance. Adolescents are expected to get through a vast array of demanding developmental tasks of complex nature (Chan, Lee & Yik, 1992) but according to focal theory of Coleman (1978) the peak age of concern for various stressful situations differs. Although there can be some overlap yet it is unlikely for them to reach a peak at same time. Such concerns are usually not major life events rather ordinary daily stressors (DeLongis, Coyne, Dakof, Folkman, & Lazarus, 1982). These daily stressors are usually of such a magnitude that they can be handled or resolved by adolescents. However, according to different researches, coping reactions may alter the outcome of the stressors in the form of change in the intensity of negative effects. This change can also result in the varying intensity of a psychological stressor (Compas, Grant, & Orosan, 1993; Herman-Stahl, Peterson, & Stemmler, 1995).

Stress can occur due the perception of the person that he or she is incapable of coping effectively with a stressful condition that may be from past, or can also be something at present time or even a concern regarding future (Lazarus & Folkman, 1984). Stress occurs in response to how we feel fear and the ways our bodies respond towards this state of fear by creating the concept of fight or flight response (Robotham & Julian, 2006). On the basis of individual differences, same situation might be seen as fearful by some individuals while other might not perceive it as fearful. It is a significant concern as it relates to how a person perceives or interprets the reality, and burdens upon him that ultimately causing damage to self (Ross, Neibling, & Heckert, 1999). This situation is specifically related to academics, as all the students are highly expected to perform well by coping with all the loads that increases the chances of failure as well as doubting their potential and aptitude for the study (Jones, 1993).

Coping responses have different forms but two broad categories of coping were differentiated by Lazarus and Folkman (1984) as emotion focused and problem focused coping strategies. The regulation of an emotional response towards the stressor is classified as coping based upon emotions while, altering or managing the response towards a stressor is categorized as problem focused coping. External pressures or barriers as well as internal learning of skills, both direct the problem focused coping responses. Finding of studies has explored that better adjustment of adolescents is correlated with problem focused coping strategies (Ebata & Moos, 1994). Whereas, increasing engagement in the religious practices, seeking social support, reinterpreting the situation in positive way and acceptance are basic components of emotion focused coping strategies. However, distress and maladjustment result due to other coping strategies such as emotional venting off, avoidance, and using substances (Ebata & Moos, 1994; Nolen-Hoeksema, Morrow, & Frederickson, 1993).

Approaches to coping with stressors put an emphasis upon dispositional style which has a primary focus on how a person copes in a particular situation with a particular stressor effectively. Most researches done on adolescents have explored the situation specific ways to cope that are centered on the supposition that coping responses of the adolescents are consistent. These responses tend to be consistent across different situations that are stressful, which has been supported by various studies (Ayers, Sandler, & Twohey, 1998).

It has been observed through researches that dispositional coping has more impact upon adolescents and children as compared to adults. The results displayed greater adaptability of children and adolescents towards this style of coping (Catanzaro, Wasch, Kirsch, & Mearns, 2000). Moreover, dispositional coping approach was examined by Lazarus (1993) as ideal approach for the assessment of dysfunctional coping in normal individuals and clinical populations. The use of these dysfunctional coping over the period can affect the ability to adapt successfully. Furthermore, Lazarus (1993) studied clinical as well as dysfunctional coping individual populations and concluded that dispositional coping is best suitable for their assessment because use of these coping strategies deters their successful adaptation.

The stressors faced every day are subjective experiences, even a single task that one person can solve with ease might be a difficult one for another person. The ability to cope successfully is related to subjective features and a specific situation related features, but still investigators have brought to light that it's more better to describe adolescence as a time for coping with a variety of matters (Frydenberg & Lewis, 1993) instead of an era of blizzard and pressure (Hall, 1904).

Adolescents of present era are facing not only expectations and demands but hazards and enticements and it seems unlimited and very difficult in nature that the previous generations have

faced (Feldman & Elliot, 1990). Most adolescents today have positive relationships regarding socialization and academics. Findings of a research by Offer and Church (1991) disagrees the view about adolescence as an era of extremely troubled, excessively stressful duration of life time. On contrary, adolescents view this era of transition as encompassing challenges related to cognitive, physical, as well as social development. Though this transitional period has its own advantages but there is also a view that adolescents of the time are not provided with appropriate measures of support and opportunity so that they can have a smooth transition into their adulthood as complete human beings (Lerner, Entwisle, & Hauser, 1994). Along with the load of stress related to physical changes in body, adolescents go through another critical period where they have to perform and excel in academics as their performance at this stage guarantees the brighter future and success. Hence, it brings forth further stress in their lives.

Stress in Academics

Stress can be simply the reaction towards a stimulus that tries to disturb our mental or physical equilibrium. It can be defines as a type of alarm reaction that can be both psychological and physiological. Human brain produces a reaction to stress when some physically and mentally demanding situation occurs. Generally, some stress is normal, as it is helpful in protecting against potential sources of danger. D'Aurora and Fimian (2001) stated that if the level of stress is manageable and limited, it can provide excitement and challenge in life. Although it is normal to feel bit stressed before an important examination and it helps in focusing the energy in revision but if stress is unwanted and it prolongs over a sufficient period, it can cause psychological as well as physical problems.

Psychologically stress refers to the environmental stressors and their impact on human functioning. Stress can be internal as well as external. Internal stress is generated by perceptions

that cause anxiety and result in negative consequences and beliefs while external factors, which are related to environment, become a source of stress when a person starts feeling that his coping resources are insufficient for dealing with the stressors that he faces in the environment. Petermann and Hampel (2005) came with the conclusion after a study that girls have more tendencies to score higher on emotional distress and maladaptive use of coping as compared to boys. They also had lower scores of distraction as compared to boys of same study sample.

Stress factors for adolescents. Stress is the sign of trying times. Even if it cannot be said for sure that adolescents of this age are facing more stress, one thing is evident from research findings that the stressors that adolescents are facing now, have increased. Following are discussed different factors that can contribute towards producing stress in adolescents.

Personality factors. There has been a shift in the research trends in recent years as researchers are more interested in exploring the connection of stress and health with adolescent personalities. During the examination, the researchers have figured out that increased levels of illnesses related to sleep disturbance, cardiovascular symptoms, and muscle tension, in children as well as adolescents are associated with having an A type personality (Murray, Mathews, Blake, Prineas, & Gillum, 1988). Researchers also support that children and adolescents having A type personality most likely have A type parents and it was seen that this phenomenon was most true for sons and fathers (Weidners, Sexton, & Friend, 1988). During an investigation of A type parents interacting with their children, parents had reservations regarding the performance of their children, they openly criticized them along comparing their performance with other children (Eagleston, Kirmil-Grey, Thoresen, et al., 1986). These faulty patterns of family interaction may be responsible for ineffective methods of stress coping.

On the opposite side, some of the recent adolescent studies compared the stressors of the ill adolescents with those who were healthy and it was seen that both groups of adolescents had same stressors and these stressors were seen as typical adolescents and not as due to some illness (Pontefract, 2003). These findings recommend stressors of the adolescents are not caused only by the personality factors but there are other stressors that are related to this particular age and it is very important to understand and address them.

Cognitive factors. The cognitive appraisal and interpretation of the incidents partly cause stress for adolescents. According to Lazarus (1993) cognitive appraisal can be seen in the lives of the people as those incidents that can potentially cause hostility, hazards, or difficult conditions with a relevant view of an individual's deficiency at the coping resources. According to Lazarus, there are two ways to appraise the events: during a primary appraisal, adolescents conclude that if an occurrence has already occurred damage with it or a hazard of potential danger or some task that needs to be addressed. In secondary appraisal, the adolescents assess their capitals to cope with the occurrence in an effective way. Lazarus (1993) stated that a balance of primary and secondary appraisal collectively forms the experience of stress for an adolescent. In case where injury and danger are at high levels, with trial and capitals are low, stress would be high whereas, in case of injury and danger at low levels with trials and capitals at high levels, the stress would be low or reasonable level.

Environmental factors. Environmental factors, not matter big or small, always produce stress and at times, they become so intense that they become unbearable for adolescents to cope effectively. Stress can come in way from various resources such as a loved one dying, a traffic accident, or war times along with other reasons like overload of college work, greater academic expectations and a state of frustration due to parental expectations, poor living circumstances,

also produce high stress. Mostly, loud music attracts adolescents and high energy activities but if the constant loud noise or a state of rush is prolonged over a period of time, it becomes unbearable and it is same case with workload that adolescents have to face. When these adolescents feel that they do not have enough time to do all the required work in a day, it creates a feeling of burnout, which further causes physical as well as emotional fatigue (Pines & Aronson, 1988). Miller (1959) says that when adolescents face multiple conflicting situations, it becomes hard for them to decide and when time comes to make a solid decision, avoidance tendencies take over. Adolescents have many hindrances such as not having plenty of money for desired shopping, need for good grades, good job, or delayed school arrival due to traffic. At times, stress comes from a major source such as parental divorce, or a suicide by a dear one or simply due to buildup of daily stresses.

Socio-cultural factors. In a society where different religious and cultural populations coexist, the members of the minorities traditionally experience prejudice, lack of support in difficult times and resentment towards those in majority that resultantly cause distancing, isolation and heavy stress. Among socio-cultural factors, socioeconomic status has huge impact upon adolescents as well as their families (Belle, 1990). Lasting circumstances of life as poor accommodation, heavy accountabilities, hazardous locality, and financial doubts are strong stressors. Generally, adolescents are fine with themselves and what they require is lasting support and genuine prospects from elders who truly care for them. Young people of every generation are different in their mannerism and taste as compared to elders. They look different, prefer different music, behave differently, style their hair differently, and wear clothes that they like. However, their passion for trying new personalities and enjoying reasonable amounts of despicable behavior must not be taken as opposition towards standards of parents and society.

Rutter (1979) proposed that how frequent stressful event occur in the life of an adolescent makes a huge difference. According to him, a single stressful event does not have considerable danger however, when they are exposed to a succession of stressors, hostile effects increase manifold.

Causes of stress. There are a wide range of stressors which affect young people. Among all these factors, most important is the limitations of an incident. According to the review of literature on stress, a lot of information is considered as the limitations of an expected stressful incident that also defines how a person can respond towards stressful event (Lazarus & Folkman, 1991). Results of many empirical studies reveal that the key variables of age, gender, ethnicity, and culture are the types of stress experienced by different individuals. In relation to age, an interesting study by Larson and Asmussen (1991) showed that older adolescents were more likely to have negative emotions relating to the domains of opposite sex friends and non-school activities (jobs, the environment, leisure time), while the level of negative emotions was higher in the family and school domains among younger adolescents.

Another cross-cultural study (Rohail, Seiffge-Krenke, & Gelhaar, 2004) discovered that age 14 is most stressful period on the average for German as well as Pakistani adolescents. The adolescents of this age face relatively greater stress in areas such as family, school, peers, and future as compared to elder colleagues. Many researchers have brought it to light that young boys and girls experience stress differently. Compas and Wagner (1991) reported that females appear to find family, friendships and sexual relationships more stressful than males during adolescence. Heavens (1996) concluded in a study higher levels of sensitivity among females in personal setups as compared to men.

Coping strategies of adolescents get influenced by social support and stress. It is necessary for adolescents to obtain a great range of strategies for coping due to rapidly fluctuating socio-economic as well as political conditions. A study carried out on Zimbabwean adolescents discovered that they experienced minor stress and the major stressors sources for them comprised of relationships, school work, social life and economic suffering. The results reported females having higher levels of perceived stress as compared to males. Zimbabwean adolescents were found using emotion focused strategies more often than problem focused strategies (Magaya, Asner-Self, Schreiber, & James, 2005).

In a research by Rohail, Krenke, and Gelhaar, (2004) it was found, on contrary to other researches that report females having elevated levels of stress in areas such as family, self, peer relations or future, Pakistani male adolescents are facing greater problems as compared to girls, except problems related to self. The findings of another research brought to light that frequent use of maladaptive coping strategies results in the perception of the greater levels of stress and leads towards poor mental health and life circumstances. Moreover, female adolescents were seen using these maladaptive coping strategies more often as compared to male adolescents. Furthermore, female adolescents seem to use maladaptive coping strategies more than males (Bahrani, et al., 2013).

Theodoratou (2006) states that occupational stress is increasing in university students and students are using a variety of strategies, such as focus, social support, withdrawal, diversion, control and denial. Most of the students are able to keep stress under their control yet on the basis of age, gender, and unit differences exist. Lawrence, Ashford and Dent (2011) inspected dissimilarities between male and female students in higher education and their adaptation of the use of coping strategies during the first year. It was also established how these coping strategies

influenced self-confidence and achievement. Noteworthy dissimilarities were seen amid male and female students coping strategies. Males used behavioral coping styles whereas; females used emotional coping styles mostly.

The results of a study suggested that the gender of the adolescent and an incident like either of parent dying plays an important role in how the stress is coped by the adolescent (Kausar & Munir, 2004). A study was conducted to see the differences on the basis of gender and it was concluded that women tend to experience greater stress as compared to men and the way of coping adopted by them is primarily based upon the use of emotions while men focus on problems. The results of a study conducted to see the dissimilarities on the basis of gender in coping with stress suggested that coping styles of females are mostly based upon emotions and that they tend to suffer from stress than males. Furthermore, the scores of females were higher than males on avoidance and emotional strategies while they scored lower on rational coping skills (Matud, 2004). Another study reported that women experience considerably higher depression, stress, and avoidant styles of coping as compared to men (Stein, & Nyamathi, 1999).

During adolescence, students are under huge pressure of performance and they have to live up to the expectations of self as well as others around them for the brighter future and respectable livelihood for the rest of lives. Thus, these expectations add tons of loads upon adolescents who are already passing through critical time period of stress. Mostly, stress occurs in adolescents because of academics as students spend most of their time at schools (Genshaft and Broyles 1991; McGuire and Mitic 1987).

Academic Expectations

Expectation can be defined as an act or the state of expecting or anticipating some act. Expectations are often the prospect of future benefits or goals. Students always have these expectations regarding their academic excellence and they look towards a brighter future. There is a positive relationship between academic expectations and achieving and excelling in academics (Rumberger, 1995; Trusty, 2000) however, excessive stress and concerns of mental health that arise due to pressure are also very much influencing the adolescents (Shek, 1995).

It was found in a study that types of personality and the choice of an academic discipline are correlated about the expectations of students that they have from any institute. It was also concluded that these expectations are vital element of the initial selection of any academic major by a student (Pike, 2006).

The results of the evaluation on the comprehensive type of international assessment like Trends in International Mathematics and Science Study showed that Asian students showed above average scores on international level as compared to rest of the world (TIMSS, Kelly, Mullis, & Martin, 2000). In 2003, the scores of fourth and eighth grade students from Japan, Singapore and Taiwan performed better on TIMSS as compared to the students of US (National Center for Education Statistics, 2007). Moreover, high achievements patterns have been reported with consistency in Asian and Asian American students (Sue & Okazaki, 1990). Alongside, mental health concerns such as higher levels of academic stress have also been reported in Asian adolescents.

The comparison was done in a study between Korean adolescents and all most all adolescents from west and it was seen that Korean adolescents expressed greater negative emotions that are related to academics. Asian and Asian-American samples are mostly

considered as having higher expectations in academics and stress because these factors are closely related to Asian culture (Diener et al., 1995). Two major sources of stress were seen in a literature review about academic stress and it was seen that these expectations arise either from self of the student or from the expectations of parents or teachers (Wong et al., 2005; Ang & Huan, 2006).

In addition to stress related to academic that arises from the expectations that a student has from his own self, adolescents of Asian culture also have to bear the stress related to their academic excellence in an order to live up the expectations of their parents and to save respect for them. Moreover, these students has a pressure to perform equally well in the school scenario so that they do not dissatisfy parents (Salili, Chiu, & Lai, 2001).

The results of the literature findings on the relationship between self and culture provides basis for explaining the academic stress that arises out of expectations in Asian as well as European American cultures. The concept of self in western cultures is independent whereas, in Asian cultures, this concept of self is interdependent (Markus & Kitayama, 1991). As this difference of the cultures influences the concept of the self, the very difference of the cultures will lead towards the differences in the psychological health and procedures that are concerned in the making of the self of a person (Kitayama, Markus, Matsumoto, & Norasakkunkit, 1997).

It was seen is a study by Wilgosh (2002) that adolescent girls might start focusing on looks and fame that results in decreasing their ability to perform well academically, especially in sciences and mathematics, which results in avoidance and lesser levels of achievement in careers that are related to these subjects. In another study, it was noticed that positivity and self-respect impact expectations regarding career, successively foretelling goals, planning and exploration of career in males however, identifying a totally diverse path for females as optimism being

predictor of career planning as well as exploration of the career due to its impact upon goals of the career (Patton, 2004).

Park and Adler (2003) stated that having active and suitable strategies of coping have the potency to defend the influence of recently met stressful situations on physical as well as mental health level. Hence, if students use their coping strategies in an efficient and proper way, it would help them in improving their level of stress positively. The effective use of these coping strategies also has an impact upon academic expectations as they improve the performance of students by reducing stress in a positive way.

Coping Strategies

Constantly changing behavioral and cognitive struggles to accomplish particular outer or inner loads that appear to be away from the present resources of any individual can be called as coping strategies (Lazarus & Folkman, 1984). Similarly, coping strategies define ways of handling with novel events that are possibly frightening and thought-provoking. It is the weaker side-view of a person that defines the type of a coping strategy a person adopts for coping with stress. The eminence of behavior does not get affected only by stress but it likewise governs that judgment methods of stress define behavioral health along with ways embraced to cope with stress by the person (Toist, 1986).

Theoretical perspectives. There are four major viewpoints that provide basis for understanding have present methods of coping namely, evolutionary theory and adaptation of behavior, psychoanalytic ideas of personal growth, life cycle developmental theories, and life crises and transitions management.

Evolutionary theory and adaptation of behavior. Darwin studied the process of adaptation to environment in his theory of evolution. There are two basic features of the theory of evolution namely are differences of living beings and selection of nature. The inner feature of differences is viewed as positive and inspiring and it harvests the variety required for growth whereas, the outer feature of selection by nature eradicates the injurious or less valuable differences and allows the beneficial to grow and breed. Ecology was formed around the idea of Darwin, which focused on communal adaptation. This adaptation is an outcome of adjusting to certain coping strategies by humans that aid in the concept of community as well as survival of groups. This direction opened the doors towards the greater way of individual as well as group survival with an ever increasing emphasis upon the use of behavioral ways of solving problems. More recent behavioral approaches highlight the character of cognitions in active alteration. The way an individual understands the meaning of his identity and the incident, from standpoint of problem solving skills based upon behavior is called cognitive behaviorism. Self-efficacy, as leads towards the successful efforts in mastering novel chores, hence is considered as an important mean of coping (Bandura, 1989).

Psychoanalytic ideas of personal growth. The psychoanalytic viewpoint of Freud (1920) described the concept of coping with stress as an intra-psychic and cognitive side. He was of the view that conflicts of a person's instincts and outer reality restraints are fixed by ego. Ego processes are basically mechanisms based upon cognition and their basic function is to defend against the bitter reality and to reduce the pressure by using emotion focused strategies. Neo-Freudians opposed this intra-psychic standpoint of Freud and speculated a 'conflict-free ego sphere' that has independent vigor that energizes a process based on reality like perception and

attention. They believed people search for innovation and enthusiasm to dominate their environment.

Life cycle development theories. In contrast to psychoanalytic theories which believe that life events in infancy have a strong relationship with adult personality formation, individual coping means are well considered in developmental approaches throughout life. Erikson (1963) defined eight stages of life; every one of them encompasses a novel challenge or catastrophe that needs be debated so that a person may cope successfully with following stage. Individual coping resources accrued in adolescence as well as young adult hood form coping processes and concept of self in later stages of life. Developmentalists say that suitable determination of emotional difficulties at any stage in life leaves a coping resource legacy helpful to resolve subsequent crises.

Coping from standpoint of transition management and crises of life. Profound studies related to adaptation processes to crises of life and transitions have ignited an attention into human coping and capability. Few utmost convincing explanations involve traumatic conditions such as enforced work, sickness, starvation, a constant threat of death, concentration camps and war prisoners. Opposition and patience can best be explained by the experiences those by jailbirds in concentration camps. Other works in the domain have concentrated on more widespread stressors like death of someone close, relocation, kidnapping, being raped, flood, violence (Moos, 1986). Other studies show human adaptation to life threatening surgeries as well as medical trials (Moos, 1984). According to the conclusion of these studies, most of the people are able to cope in an effective and reasonable way with such crises and transitions of life.

Gender and age with reference to coping. Some investigators have identified gender differences in coping. McCrae (1989) established that females mostly practice avoidance coping

than males such as hostile reaction, distraction, passivity and wishful thinking. However compared with men Moos (1992) found that women reported more reliance on both approach and avoidance coping. Some studies found out that in coping with stress, women make greater use of emotional regulation and social support as compared to men (Pontefract, 2003).

When gender comparison was made in a study, it was established that stressors and problems regarding family and relationships are considered most stressful according to females. For managing stress, females mostly used active coping strategies and looked for social support more than males. They also relied more on family support and behavioral avoidance along with emotional venting. All these coping strategies were also used in dealing with problems related to school and studies (Kobus, & Reyes, 2000).

In a recent study, the relationship between adjustment, coping, and intensity of stressor was seen among Japanese adolescents and it was brought to light that girls were experiencing greater stress of peer relations and how they feel themselves as compared to boys (Jose, & Kilburg, 2007). There is also some association between age and coping preferences as it was seen by Folkman, Lazarus, Novacek and Pimley (1987) that people in elderly age tend to rely more upon avoidance and cognitive framework of approach rather than behavioral approach processes. The study by Pearlin and Schooler (1978) analyzed 18 to 66 year olds, and found that with increasing age there was a decreasing willingness to accept help or conditions for help. Other authors found association between increasing age and increased primitiveness and rigidity in coping abilities (Gutman, 1970).

Years of extensive research work advocates that during stressful events of life, only coping strategies can predict how a person can respond towards any negative event both psychologically and bodily (Lazarus, 2000). During considerably researches, predictors and

outcomes of coping are studied alongside coping mechanisms and coping preferences of a person (Cohn, Mertens, & Weisner, 2002). Brain activity and limbic system are connected with a person's coping preferences. They can also predict the behavior patterns and the resultant outcomes of the behavior (Lazarus, 2000). Emotion focused coping strategies such as avoidance, distancing, minimization, and selective attention is considered as lesser form of coping under any condition. Whereas, coping strategies such as focusing on positive aspects, and acceptance are considered higher forms of coping under any condition in life (Lazarus, 2000).

Carver, Scheier, and Weintraub (1989) defined an added difference between active and avoidant coping strategies. He stated active coping strategies as those psychological or behavioral reactions that lead a person towards altering the stressor for benefit while, those strategies that can lead a person towards withdrawal or drug use are defined as emotion focused coping strategies as these strategies does not let the person to come directly in contact with the stress.

Normally, active coping strategies are better ways for handling with stress in life while there is a psychological risk in adopting avoidant coping responses as they tend to take a person towards adverse circumstances. According to the results of a study upon medical students, they considered academic pressure and financial constraints as basic stressors. It was also concluded in the study that most students applied active coping strategies rather than avoidant coping strategies (Al-Dubai, et al. 2011).

Rationale of the Study

The basic purpose of the current study is to explore the impact of academic expectations on the level of stress and the resultant use of coping strategies among science and arts student of intermediate level. There is a significant level of reported problems that hinder the performance

of students as well as how it influences their psychological well-being. Among these factors, parental expectations are major source of stress for adolescents because these expectations influence as well as hinder the performance of adolescents. The expectations of teachers also play an important role in a student's perception of studies and resultant performance. Moreover, what a student expects from his/her self is also significant as it determines the level of confidence a student has upon his/her own capabilities required to perform well.

All these expectations contribute towards the difficulty of the adolescents who are in a critical and important stage of their lives where they have to take decisions and decide about their future occupation and career. However, adolescents at this stage are faced with another heavy stressor that comes from the selection of the study program. Once, a student has opted science subjects, other options are permanently closed for that student and he/she is faced with a difficult situation where he/she has to make sure to perform and move forward in life smoothly. Similar is the case with arts students, who upon opting arts subjects lose a life time chance for being a doctor or an engineer. Now, they have to come up with best of their performance and results so that they can carry some other profession successfully.

Although, researches have been done on the academic difficulties of the adolescents but the comparison of the academic expectations of science and arts students and how it influences their stress levels and resultant coping strategies they adopt, has to be explored yet. Researches conducted on Pakistani population frequently focus the daily stressors and coping strategies of adolescents (Shaikh, et al., 2004). Rohail (2005) established a problem checklist for the adolescents in order to know about the problems of Pakistani adolescents. The results indicated that the level of stress is higher among science students because they have to cope with changes of the study environment and transition period at same time. Furthermore, they have to fulfill the

expectations and perform for better grades to their goals for selecting a desired occupation. Sheikh et al. (2004) conducted a study to investigate coping strategies of medical students and their stress level. The findings of this study showed medical students having elevated levels of stress and increased use of adaptive coping strategies.

This research aims at having a vision regarding basic factors, which increases the likelihood of being stressed in adolescents of intermediate level and how it can influence their academic avenues. The role of coping strategies is very eminent in handling stress, and how it may impact the academic levels of the college students who are in a transitional stage of life. At this stage, these factors have much importance in directing the path of their future lives. Additionally, this research will help in understanding how the findings can help in designing interventions for the students, which can bring good results for them in near future. For these and other reasons, further study of factors that contribute to difficulties related to stress, academic expectations, and coping strategies of students is desirable.

METHOD

METHOD

Objectives

1. To investigate and compare the level of academic expectations, stress and coping strategies, in science and arts students of intermediate level.
2. To examine the differences of gender in academic expectations, stress and coping strategies.
3. To study the effect of demographic details upon the variables of the study.

Hypotheses

1. There will be a positive relationship between academic expectations, and stress in students of science and arts.
2. The level of academic expectations will be different for science students as compared to arts students.
3. Science students will have higher level of stress as compared to arts students.
4. Coping strategies of science students will be different than those of arts students.
5. The level of academic expectations will be different in girls as compared to boys.
6. Girls will show high stress as compared to boys.
7. Boys will use problem focused coping strategies while girls will use emotion focused coping strategies.

8. Stress would be predicted by academic expectations and coping strategies in science and arts students.

Sample

The total sample consisted of 300 students as research participants ($N=300$). The selected participants were in intermediate final year and they were selected from different government and private colleges of Islamabad and Rawalpindi. The age range of the research participants was from 15 to 18 years belonging to different socioeconomic status. Sample was collected by using purposive sampling method. The students that were approached for the collection of data are categorized in the figure:

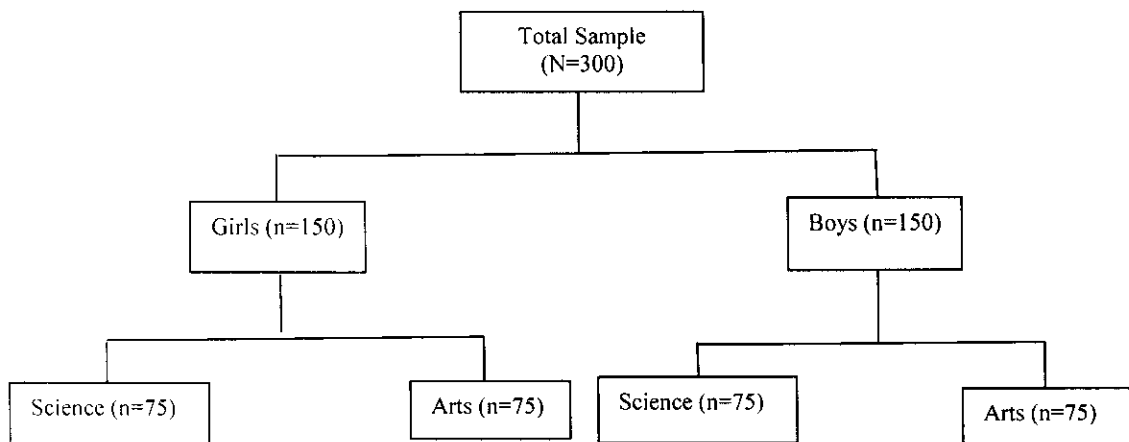


Figure 1

Sample distribution of the current study.

The figure illustrates the classification of the subjects and gender that was used for data collection. The sample comprised of 300 students ($N=300$) including boys ($n=150$) and girls ($n=150$). Further, each group was divided into arts ($n=75$) and science ($n=75$). Among arts

(n=75) students, (n=38) were taken from government colleges while (n=37) were taken from private colleges. Whereas, among science (n=75) students, (n=38) pre-medical students were taken from government and private colleges and (n=37) pre-engineering students were taken from government and private colleges.

In the inclusive criteria, the students of only fresh final years of intermediate were taken. While in the exclusive criteria, those students who were in first year, those who were repeating the course, taking the optional courses or those who had already passed the examination were not taken.

Operational Definitions:

Following are the operational definitions

Academic expectations. Academic Expectations are the expectations that arise from the parents/teachers and students regarding their academics. Academic Expectations are defined in this study as the scores obtained by Academic expectations Stress Inventory (AESI, 2006).

Stress. Stress is the perception of a person about his life that how erratic, overpowering, and loaded a person discovers his life. Stress is defined in this study as the scores obtained on Perceived Stress Scale (PSS, 1983).

Coping strategies. Constantly changing behavioral and cognitive struggles to accomplish particular outer or inner loads that appear to be away from the present resources of any individual can be called as coping strategies. Coping strategies are defined here in this study as the scores obtained by Brief Cope Inventory (2005).

Instruments

Demographic sheet

A demographic sheet was be involved with scales to acquire essential information related to demographic details of applicants. This information included age, gender, and name of institute, study area (science or arts), last three academic grades, birth order, and socioeconomic status, and family system. Necessary analysis was also computed for these variables.

Academic Expectations Stress Inventory (AESI, Ang & Haun 2006)

Academic Expectations Stress Inventory (AESI) is a scale that measures the expectations with reference to causing stress in middle and high school Asian students. Ang and Huan (2006) planned the scale which consists on nine-items with two aspects. There are five items in expectations of parents or teachers and there are four items in expectations of self. Respondents are to level items on a scale of 1 to 5 on both aspects. A total score on AESI can also be calculated along with a subscale score. The Cronbach alpha values are (.89) for total scale, (.83) for self, and (.87) for others.

Perceived Stress Scale (PSS, Sheldon Cohen 1983)

This scale was established to calculate how stressful a particular situation is seen in the life of an individual. It is most popular and used psychological measure for calculating how stress is perceived. There are 10 items in the scale and the responses are rated on a 0- scale. This scale measures the degree of stressful situations in life. The items of the scale are planned to check how erratic, overpowering, and loaded a participant discover his life. This scale also measures the current stress level of the respondent. This scale is to be applied on participant having junior high school education at least. The items of the scale are easily understandable

with simple changes of the responses. The value of Cronbach's alpha coefficient of scale is 0.87 with test-retest reliability scores of 0.86.

Brief COPE Inventory (Carver, 2005)

Brief COPE Inventory is so designed that the items deal with how a person cope with stress. There are different ways of dealing with life stressors and every individual does it in his own way. Brief Cope is a 28-item measure on which respondents rate their experience on coping with environmental stressors. A 4 point scale is used to rate items. The scale has 14 subscales and each subscale comprises two items. The subscales are; substance use, active coping, self-distraction, use of instrumental support, use of emotional support, denial, positive reframing, behavioral disengagement, planning, humor, venting, self-blame, acceptance, and religion. Every item states something about a specific way of coping with life stress. The Cronbach's alpha values ranged from 0.57 to 0.90, also showing that scale has internal consistency.

Procedure

In the first phase of study, reliability of Academic Expectations Stress Inventory, Perceived Stress Scale and Brief Cope Inventory was found by pilot testing of these instruments on 30 students from different colleges of Islamabad and Rawalpindi.

In the second phase of study, 300 students were selected as the research participants. The research participants were taken from different government and private colleges of Islamabad and Rawalpindi using purposive sampling. After briefing and obtaining the informed consent, the study participants were given Academic Expectations Stress Inventory (AESI, Ang & Haun, 2006), Perceived Stress Scale (PSS, Sheldon Cohen, 1983), and Brief Cope Inventory (Carver, 2005) and they were requested to fill the instruments with the best of their intention and

knowledge. Institutional permission was also obtained from the concerning authorities so that the process of data collection could be carried out smoothly. Confidentiality of the data collected was also assured to the participants.

RESULTS

.....

Table No 1

Alpha Reliability of Academic Expectations Stress Scale (AESI) Brief COPE Inventory and Perceived Stress Scale (PSS) (N=300).

Scales	No. of Items	Chronbach α
AESI		
AESI (Self)	4	.58
AESI (Teacher)	5	.79
Brief COPE		
Problem focused	10	.85
Emotional focused	10	.64
PSS	10	.60

Note. α = reliability coefficient, AESI= Academic Expectations Stress Inventory, Brief COPE= Brief Cope Inventory, PSS= Perceived Stress Scale

Table 1 shows that the reliability for AESI subscales is .58 and .79; for Brief Cope subscales is .85 and .64 and for PSS is .60 respectively. The alpha reliabilities of scales and subscales are acceptable and satisfactory.

Table No 2

Descriptive Statistics of Academic Expectation, Coping Strategies (emotion focused, problem focused) and Stress (N=300)

Scales	Mean	SD	Score Range		Skew	Kurt
			Actual	Potential		
Academic Expectations	30.61	5.70	5-45	13-44	-.31	-.60
Emotions Focused	28.70	3.54	10-40	15-39	-.58	-.05
Problem Focused	26.73	4.62	10-40	16-40	.30	-.87
Stress	30.80	5.71	0-40	14-40	-.52	-.36

Note. Skew= Skewness, Kurt= Kurtosis, AESI= Academic Expectations Stress Inventory, Brief COPE= Brief Cope Inventory, PSS= Perceived Stress Scale

Table 2 shows the descriptive statistics for all the variables used in the study. Mean scores for Academic Expectations is 30.61 and ranges from 13-44. Mean scores for emotional focused coping is 28.70 and ranges from 15-39. Mean score of problem focused coping is 26.73 and ranges from 16-40. Mean scores for stress is 30.80 and ranges from 14-40.

Table No 3

Pearson correlation of Academic Expectations Stress Scale (AESI) and Perceived Stress Scale (PSS)

Variables	1	2	3	4
1. Academic Expectations	-	.84**	-.061	.228**
2. Stress		-	-.029	.193**
3. Problem Focused			-	-.498**
4. Emotional Focused				-

Note; **p<.001

The above table shows that there is strong significant positive relation between academic expectations and stress in students of science and arts. Moreover the above table showed that there is strong positive relation between emotional focused and academic achievement in science and arts students. In the same way the stress has positive relation with emotional focused in science and arts students.

Accession No TH-14999

Table No 4*Mean differences of Science and Arts students on all Scales (N=300).*

Variables	SS		AS		<i>t</i> (298)	<i>p</i>	95%CI		Cohen's <i>d</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			<i>LL</i>	<i>UL</i>	
Academic Expectation	34.6	4.6	27.7	6.0	-11.0	.000	-8.0	-5.6	1.3
Stress	34.5	4.2	27.4	6.2	-11.0	.000	-8.3	-5.9	1.34
Emotional Focused Problem Focused	29.1	4.7	29.2	4.5	.025	.980	-1.1	1.1	-0.02
	27.2	4.8	27.1	5.3	-.477	.634	-1.4	.87	0.02

Note; SS= Science Student AS= Arts Students; *p*= significant value; CI= confidence interval; LL: lower limit; M = mean; SD = standard deviation.

Table 4 shows that there is significant difference between science students and arts students on academic expectations. Further, the table shows that science students have more academic expectations as compared to arts students. The table also shows that there is significant difference between science students and arts students on stress and that science students have more stress than arts students. The above table shows a non-significant difference between science students and arts students on coping strategies (emotional focused and problem focused).

Table No 5*Mean Differences in Gender among all Scales of Study (N=300).*

Variables	Girls		Boys		<i>t</i> (298) <i>p</i>	95%CI		Cohen's d	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>		<i>LL</i>	<i>UL</i>		
Academic Expectation	32.5	6.6	29.8	5.8	-3.8	.000	-4.1	-1.3	.00
Stress	32	6.7	29.9	5.9	-1.4	.005	-3.5	-.65	.33
Emotional Focused	32.4	2.4	25.9	4.1	-16.8	.000	-7.2	-5.7	1.93
Problem Focused	23.1	2.7	31.1	3.4	22.1	.000	7.2	8.7	-2.6

Note; *p*= significant value; CI= confidence interval; LL: lower limit; M = mean; SD = standard deviation.

Table 5 shows that there is significant difference between males and females students on academic expectations. Further, the table shows that female students have more academic expectations than male students. The above table shows that there is significant difference between males and females students on stress. Further, the table shows that female students have more stress than male students. The above table shows that there is significant difference between males and females students on emotional focused coping. The table shows that female students use more emotional focused coping than male students. In the same way, table shows that there is significant difference between male and female students on problem focused coping. Further, the table shows that male students use more problem focused coping than female students.

Table 6

Hierarchical Multiple Regression Analysis Showing Impact of Academic Expectations and Coping Strategies in Predicting Level of Stress (N=300).

Predictors	ΔR^2	β
Step 1	.337**	
Control Variables		
Step 2	.564**	
Academic Expectation		.922**
Step 3	.000	
Coping Strategy		.014
Total R^2	.901	

Note. Control Variables; Age, Gender, subject; $\Delta R^2 = R^2$ change; $\beta =$ standardized beta

Table 6 multiple regression (enter method) was used and three models were formed. In the first model, all demographics variables were entered while in second model academic expectation was entered. In third model coping strategies were entered. In first step all demographic variables were added and controlled. Table suggests that about 33% variance was produced in stress by demographic variables. In second step academic expectations was added. The result shows that academic expectations produced about 56% variance. In third step coping strategies were added. The result also shows that coping strategies produced 0% variance in the results so it is a non-significant predictor. Overall, 90% variance was produced in the stress due to the variables of the study.

Table 7

ONE WAY ANOVA showing socio economic status differences (low, middle, high) on Academic Expectation, Coping Strategies and Stress (N=300).

Variables	Low	Middle	High	F	P
	<i>M (SD)</i>	<i>M (SD)</i>	<i>M (SD)</i>		
Academic Expectation	30.3(6.1)	30.4(6.3)	31.8(6.7)	1.40	.234
Stress	30.2(5.9)	31.4(6.2)	31.3(7.1)	.978	.377
Problem Focused	26.8(5.3)	27.1(5.1)	27.5(4.8)	.422	.656
Emotion Focused	28.9(4.3)	29.4(4.6)	29.1(4.6)	.773	.258

Note; SS= sum of square; MS= Mean square; F= F-ratio p= significant value;

Table 7 shows that there is a non-significant difference among socio-economic status on academic expectation, stress, and problem focused coping and emotional focused coping.

Table 8

ONE WAY ANOVA showing birth order differences (first, middle, last) on Academic Expectation, Coping Strategies and Stress.

Variables	First	Middle	Last	<i>F</i>	<i>P</i>
	<i>M (SD)</i>	<i>M (SD)</i>	<i>M (SD)</i>		
Academic Expectation	30.3(6.1)	30.4(6.3)	31.8(6.7)	1.4	.234
Stress	30.2(5.9)	31.4(6.2)	31.3(7.1)	.978	.377
Problem Focused	26.8(5.3)	27.1(5.1)	27.5(4.8)	.422	.656
Emotion Focused	28.9(4.3)	29.4(4.6)	29.1(4.6)	.258	.773

Note; SS= sum of square; MS= Mean square; F= F-ratio p= significant value;

Table 8 shows that there is non-significant difference among birth order (first, middle, and last) on academic expectation, stress, and problem focused coping and emotional focused coping.

DISCUSSION

.....

Chapter IV**DISCUSSION**

The current study was conducted to see the relationship in academic expectations, stress and coping strategies in science and arts student of intermediate level. The total sample size was N=300 students (n=150 were science students and n=150 were arts students). Academic Expectations Stress Inventory (AESI) by Ang and Huan (2006) was used to determine academic expectation in students. Brief COPE Inventory by Carver (2005) was used to determine coping strategies in adolescent students. Perceived Stress Scale (PSS) by Cohen (1983) was used to determine stress in students. The tabular form of results is presented in chapter four. The results are debated in the light of former researches here.

First hypothesis of the current study was that there will be significant relationship among academic expectations, stress and coping strategies in students of science and arts. Pearson Product Moment Correlation was used to see this relationship. The results showed a significant positive correlation between academic expectations and stress in students of science and arts it also showed that those students who have high level of academic expectations, experience higher level of stress and vice versa. Therefore, first hypothesis of the current study was accepted. Numerous studies support the same results as of first hypothesis of this study. Frydenberg and Lewis (1993) produced the same results in their research that there exist a significant positive relation between academic expectation and stress in students of science and arts students. Ang & Huan (2006) concluded that stress due to academics, can also lead adolescents towards suicidal ideation. Pike (2006) also studied this relationship and found that there is significant positive relation between academic expectation, academic achievement and stress in students. There might be different possible reasons for this result. First reason is that parents and guardians

expect more from their children which ultimately enhances the competition energy in students which directly or indirectly affect their level of stress. Higher the expectations higher will be the level of stress. Secondly, this expectation is very high in collectivist societies and more than half of population of Pakistan is collectivist in nature. Calagaus (2013) reported a positive relation between stress and academic expectations.

The second hypothesis of the present study was that the level of academic expectations is different for science students as compared to arts students. Independent sample t-test was used to evaluate this hypothesis. The result showed that there is a significant difference between science students and arts students on the basis of academic expectations. The result also showed that science students have more academic expectations than arts students. Therefore, second hypothesis of the current study was accepted. Different studies conducted on the same variables support the results. Sue and Okazaki (1990) reported that science students have more academic expectations as compared to arts students. It has been observed that brilliant and hardworking students select science subjects at intermediate level. Hence, the level of academic expectations becomes higher in science students than those students who opt arts. Moreover, only those students get admission in science subjects who have obtained very good percentage of marks in their secondary examination (metric), so their previous record is another factor which may enhance the level of academic expectations of these students. Same results were also produced by the indigenous researchers Kausar and Munir (2004) that in Pakistani context the level of academic expectations and academic achievement is higher in science students than that of arts students.

The third hypothesis of the present study was that science students have higher level of stress as compared to arts students. The results showed a significant difference between science

students and arts students on stress. Further, the results showed that science students have more stress than arts students. Hence, this hypothesis was accepted. Several studies provide same results. Michie, Glachan, & Bray (2001) reported students seeking professional and science studies tend to experience more stress of performance and excellence as compared to arts students. There are diverse possible reasons for these results. Firstly, the level of competition enhances the level of stress among students, this competition is very high as for as science students are concerned. Secondly, there is a continued struggle to get admission in professional institutions such as engineering universities or medical colleges and for the fulfillment of this target, science students feel high levels of stress while there are no such requirements among arts students. Solomon and Saeed (2012) performed a study and concluded that science students have more stress as compared to arts students.

The fourth hypothesis of the present study was that coping strategies of science students are different as compared to arts students. To evaluate this hypothesis Independent sample t-test was used. The result showed that there is a non-significant difference between science students and arts students on coping strategies. It was also seen that the extent and way of the use of coping strategies is nearly same in both groups. Therefore, this hypothesis of the current study was rejected. Many studies are conducted on the same variables. Jose and Kilburg (2007) conducted a study on different school grade students and came to conclude that no significant coping strategy differences were seen among these groups. There are different possible reasons for this result. Problems or traumatic situations have same effects on both groups and all adolescents try to cope in the same way with stressors. Moreover, both groups have almost same exposure or experiences in life that might be due to cultural and societal values and standards, which is why they tend to use same ways to cope with any stressor. Yasin and Kausar (2009)

conducted a study and reported that in resilience and coping with the stress, two groups of different study areas were compared and it was concluded that both groups have same results.

In hypotheses 5, 6, and 7, gender differences on the basis of academic expectations, stress, and coping strategies were seen with the use of independent sample t-test. The results showed significant differences between male and female students on academic expectations. Further the result showed that female students have more academic expectation than male students. Therefore, fifth hypothesis of the current study was accepted. Different studies support same results. A difference on the basis of gender was seen regarding academic expectations in a study by de Leon in (2007). Yasin and Kausar (2009) performed a study to see the gender difference on academic expectation and academic achievement and concluded that there is significant difference on academic expectation and academic achievement in intermediate students. Calagaus (2013) reported that male and female students differ on the basis of academic expectations. There are different reasons for this result. Statistics of Pakistan show that females have better grades in their respective examinations, so academic expectation have become high for females.

On gender differences upon stress, the result showed a significant difference between males and females students on stress. Further, the result showed that female students have more stress than male students. Hence, this hypothesis was accepted. Gender was seen to have its effects on process of stress (Barnett, Biener, & Baruch, 1987). McDonough & Walters (2001) concluded that there exists a difference in the experience of stress on the basis of gender. There are different likely explanations for this result. First, females consider everything more serious as compared to males. Secondly, the expression of feeling is higher in females that are why females feel more stress as compared to males in the same situation. Pike (2006) showed that there is

significant difference on stress between males and females. Moreover, females exhibit more stress as compared to males. Matud (2004) reported women scoring higher levels of stress in long term as well as daily matters. In the same way, Hussain and Kumar (2008) reported academic stress differences on the basis of gender.

On gender differences upon coping strategies, the result showed a significant difference between male and female students on coping strategies. Further, the findings showed that male students use problem focused coping strategies while female students use emotion focused coping strategies. Hence, this hypothesis was also accepted. Various studies provide same conclusion. Miller and Kirsch (1987) pointed out differences of gender on coping strategies in their study. They also concluded that men opt problem focused coping styles while women opt emotion focused coping styles. Ben-Zur and Zeidner (1996) reported emotion focused coping use for women and problem focused coping use for men in daily stressors. Matud (2004) came to conclude that the scores of women were greater on emotional coping strategies as compared to men and it was also concluded that men are used to inhibit emotions more as compared to women. Men also scored higher on problem focused coping strategies. Yasin and Kausar (2009) did a study and concluded that there exists a significant difference on the use of coping strategies between males and females. Further males use more coping strategies as compared to females. There are diverse probable reasons for this explanation. Firstly, males face more troubles and difficulties outside the home in the practical fields, they have to adopt an approach that can work in tough and demanding situations while female mostly remain at home and their primary focus is upon relationships and they tend to be sensitive towards interpersonal and emotional matters so, they adopt emotion focused coping strategies. Secondly, in Pakistani culture a good deal of responsibilities lie upon the shoulders of males and they face a number issues which required

more handling power and realistic approach towards matters, which exhibit in the shape of problem focused coping strategies.

The eighth hypothesis of the current study was that stress will be predicted by academic expectation and coping strategies in science and arts students. To check this hypothesis multiple regression (enter method) was used and three models were formed. In the first model, all demographics variables were entered while in second model academic expectation was entered. In third model coping strategies were entered. In first step all demographic variables were added and controlled and about 33% variance was produced in stress by demographic variables. In second step academic expectations was added. The result shows that academic expectations produced about 56% variance. In third step coping strategies were added. The result also shows that coping strategies produced about no variance in the results so it is a non-significant predictor. Overall, 90% variance was produced in the stress. Hence, the eighth hypothesis was accepted. There are different studies that produced same results. Frydenberg and Lewis (1993) performed a study and concluded that academic expectation is a significant predictor of stress in students of intermediate. Same results were produced by Pike (2006) that academic expectations are the significant predictor of stress in intermediate students. A number of reasons support the same findings. Stress is produced due to fear and that fear is produced by the academic expectations due to pressure of performance, maintained by parents and teachers as well as by the self of the student. Further, this external pressure threatens and leads towards highlighted levels of internal problems. So, academic expectations leads students towards greater stress. Yasin and Kausar (2009) also performed a study and reported that academic expectations are the unique predictor of stress in intermediate students.

Demographics of any research are a valuable source for obtaining the information regarding related factors of a research that are not directly concerned yet they have their impact. Through these demographics, information regarding different factors such as family, culture, personality, birth order, socioeconomic status, academic achievements can easily be obtained at the same time. This information can also be used effectively later on.

As for as the demographic variables of this study are concerned, One Way ANOVA was used upon two of them in additional analysis. One was socio-economic status and second was birth order. It was postulated that there would be significant difference on academic expectation, stress and coping strategies on the basis of socio-economic status (low, middle, high). It was postulated that there would be a significant difference on academic expectation, stress and coping strategies on the basis of birth-order (first, middle, last). Analysis of variance was used to see this difference. The main assumptions of ANOVA are independent observation and sample size. These assumptions are fulfilled. The result of the analysis showed that there is non-significant difference among three groups on stress, academic expectations and coping strategies. In this way these two hypotheses were rejected. Some studies are discussed here which produced the same results. Lazarus and Folkman (1984) produced the same result that birth order and socio-economic status did not affect the level of stress and coping strategies which means that all groups have same score on stress and they used the same pattern of coping strategies. In the same way Matud (2004) also produced the same results that there is non-significant difference on basis of class on coping strategies. Similarly Park and Adler (2003) produced the same result that there exist a non-significant difference on stress and coping strategies on students of different socio-economic status.

Moreover, during analysis, a non-significant difference was found between government and private colleges students that can be due to different factors. First of all, there is no such difference in the parental expectations on the basis of this division. Secondly, students use similar coping strategies under similar circumstances hence, no division can alter this human nature. Moreover, stress remains same for all students as they all have a common goal of excelling academically. It was also seen during analysis that pre-medical students face considerable higher level of stress that can be due to the type of study that demands mental capacities rather than technical or mathematical skills as required in engineering studies.

Implications of the Study

The findings of the current study have certain important implications. Firstly, given the variety of demands of institutional environment, students need more information, knowledge, skills and attitudes to cope successfully with the demands implied upon them in their college environment, as it is the phase in which they have to struggle because their future lies in their good performance in college. Additionally, this research will help in understanding how the findings can help in designing interventions for the students, which can bring good results for them in near future. The result of present study can be used to educate and counsel the parents or guardians to develop more rational and logical expectations from their children. Through result, the level of stress is highlighted hence, stress reduction techniques can also be taught to the students in order to handle the stress in a better way. The results will also help in broadening the repertoire of effectively coping strategies in relation to stress and academic expectations for the benefit of all concerned.

Limitations and Suggestions

The followings are the limitations and suggestions of the current study.

1. In the current study only two types of coping strategies were used while rest of the coping strategies were ignored.
2. Only intermediate level students were considered in current study and other students' especially O level students were ignored in the present study.
3. An important study area commerce was ignored in the present study.
4. The length of measure of coping strategy was long which may create boredom in participants as they had to rate their responses for three scales.
5. The scales used with adolescent should be of moderate length, so that the students can easily respond to those without getting bored or stressed.
6. All possible types of coping strategies should be used and calculated for even better results.
7. Data must be collected from different cities in order to have a better picture of the situation and facts.
8. Indigenous scales should be used for data collection as they can represent our society in a much better way.

Conclusion

The current study was steered to see the relationship in academic expectations, stress and coping strategies in intermediate students. It was postulated that there will be a significant relation between academic expectations and stress in intermediate students. It was comparative study. The total sample size of the present study was three hundred students (150 males and 150 females). Academic Expectations Stress Inventory (AESI) by Ang and Huan (2006) was used to

size academic expectations among intermediate students. Brief COPE Inventory by Carver (2005) was used to size coping strategies among intermediate students. Cohen Perceived Stress Scale (1983) was used to size stress among intermediate students.

Statistical Package for Social Sciences Version 20 (SPSS-20) was used to analyze the data. The results of first hypothesis showed a significant positive relation between academic expectations and stress in students of science and arts. The result of second hypothesis showed a noteworthy difference among science students and arts students on academic expectations. Further the result showed that science students have more academic expectation than arts students. The result of third hypothesis showed a noteworthy difference between science students and arts students on stress. Further the result showed that science students have more stress than arts students. The result of fourth hypothesis showed a non-significant difference between science students and arts students on basis of coping strategies. Fifth hypothesis results showed a noteworthy difference between males and females students on academic expectation.

Further the result showed that female students have more academic expectations as compared to male students. The result of sixth hypothesis showed a noteworthy difference between males and females students on levels of stress. Further the result showed that female students experience more stress than male students. The result of seventh hypothesis showed a noteworthy difference between males and females students on coping strategy. Further the result showed that male students have used problem focused coping strategies while female students used emotion focused coping strategies. The result of eighth hypothesis showed that in first step all demographic variables were added and controlled. Table suggests that about 33% variance was produced in stress by demographic variables. In second step academic expectations was added. The result shows that academic expectations produced about 56% variance. In third step

coping strategies were added. The result also shows that coping strategies produced about no variance in the results so it is a non-significant predictor. Overall, 90% variance was produced in the stress.

REFERENCES

REFERENCES

- Ang, R.P. & Haun, V.S. (2006). *Educational and Psychological Measurement*, 66(3), 3522-539. doi: 10.1177/0013164405282461
- Ang, R. P., & Huan, V. S. (2006). Academic Expectations Stress Inventory: development, factor analysis, reliability and validity. *Educational and Psychological Measurement*, 66, 522e539.
- Ayers, T. S., Sandler, I. N., & Twohey, J. (1998). Conceptualization and measurement of coping in children and adolescents. In T. H. Ollendick & R. J. Prinz (Eds.), *Advances in clinical child psychology* (Vol. 20, pp. 243-301). New York: Plenum.
- Al-Dubai, S. A., Al-Naggar, R.A., Alshagga, M.A., & Rampal, K.G. (2011). Stress and coping strategies of students in a medical faculty in Malaysia. *Malays Journal of Medical Sciences* 18(3), 57-64.
- Bandura, A. (1989). Social cognitive theory. In R. Vasta (Ed.) *Six theories of child development*. Greenwich, CT: JAI Press.
- Bahrani, M., Aldhafri, S., et al. (2013). Age and gender differences in coping style across various problems: Omani adolescents' perspective. *Journal of Adolescence*, 36, 303-309. DOI: <http://dx.doi.org/10.1016/j.adolescence.2012.11.007>
- Barnett, R. C., Biener, L., & Baruch, G. K. (1987). *Gender & stress*. New York: The Free Press.
- Belle, D. (1990). Poverty and women's mental health. *American Psychologist*, 45, 385-389.

- Ben-Zur, H., & Zeidner, M. (1996). Gender differences in coping reactions under community crisis and daily routine conditions. *Journal of Personality and Individual Differences, 20*, 331–340.
- Calaguas, G., M. (2013). Parents/teachers and Self Expectations as Source of Academic Stress. *International Journal of Research Studies in Psychology, 2*(1), 43-52.
- Carver, C. S., Scheier, M. F., & Weintraub, J. K. (1989). Assessing coping strategies: A theoretically based approach. *Journal of Personality and Social Psychology, 56*, 267-283.
- Carver, C., S. (1997). You want to measure coping but your protocol's too long: Consider the brief COPE. *International Journal of Behavioral Medicine, 4*, 91-100.
- Catanzaro, S. J., Wasch, H. H., Kirsch, I., & Mearns, J. (2000). Coping-related expectancies and dispositions as prospective predictors of coping responses and symptoms. *Journal of Personality, 68*, 757-788.
- Chan, D. W., Lee, H. B., & Yik, M., S. (1992) Coping Styles and Psychological Distress among Chinese Adolescents in Hong Kong. *Journal of Adolescent Research, 7*(4), 494-506.
- Cohen, S., Kamarck, T., & Mermelstein, R. (1983). A global measure of perceived stress. *Journal of Health and Social Behavior, 24*, 386-396.
- Cohen. S., Mertens, R., & Weisner, T. (2002). A global measure of perceived stress. *Journal of Health & Social Behavior 24*, 385-96.
- Coleman, J., C. (1989). Focal Theory of Adolescence: A Psychological Perspective

From Social World of Adolescents: *International Perspectives*, 43-56.

- Compas, B., E., Orosan, P. G., & Grant, K. E. (1993). Adolescent stress and coping: Implications for psychopathology during adolescence. *Journal of Adolescence*, *16*, 331-349.
- Compas, B., & Wagner, B. (1991). Psychosocial stress during adolescence: intrapersonal and interpersonal processes. In M. Colten, & S. Gore (Eds.), *Adolescent stress: causes and consequences*. Aldine De Gruyter. New York.
- de Leon, F., M. (2007). Hiyang: A Filipino approach to healing. *Humanities Diliman*, *4*(1), 187-191.
- DeLongis, A., Coyne, J. C., Dakof, G., Folkman, S., & Lazarus, R. A. (1982). Relationship of daily hassles uplifts and major life events to health status. *Health Psychology*, *1*, 119-136.
- Diener, E., Suh, E. M., Lucas, R. E., Smith, H. L., Shao, B. P., Grant, G., & Whittell, B. (1995). Subjective well-being: Three decades of progress. *Psychological Bulletin*, *125*, 276-302.
- D'Aurna, B., & Fimian, Y. (2001). A model for academic success: the school and home environment of East Asian students. *Anthropology and Education Quarterly*, *21*, 358-377.
- Eagleston, J. R., Kirmil-Grey, K., Thoresen, C. E., Widenfield, S. A., Bracke, P., Helft, L., & Arnow, B. (1986). Physical health correlates of Type-A behavior in children and adolescents. *Journal of Behavioral Medicine*, *9*, 341-362.
- Ebata, A., & Moos, R. (1994). Personal, situational and contextual correlates of coping in adolescence. *Journal of Research in Adolescence*, *4*, 99-125.

- Erikson, E. H. (1963). *Childhood and society* (2nd ed.). New York: Norton.
- Frydenberg, E. & Lewis, R. (1993). Social issues: do young people care? Do they cope? *Peace Psychology Bulletin*, 2, 30-36.
- Feldman, S., & Elliot, G. (1990). *At the threshold: the developing adolescent*. Cambridge, MA: Harvard University Press.
- Folkman, S., Lazarus, R. S., Pimley, S., & Novacek, J. (1987). Age differences in stress and coping processes. *Psychology and Aging*, 2, 171-184.
- Freud, S. (1920). *A general introduction to psychoanalysis*. New York: Boni and Liveright.
- Genshaft, J., & Broyles, J. (1991). Stress management with the gifted adolescent. In M. Bireley & J. Genshaft (Eds.), *Understanding the gifted adolescent: Educational, development and multicultural issues* (pp. 76–87). New York: Teachers College Press.
- Gutman, D. L. (1970). Female ego style and generation conflict. In J. M. Bardwich (Eds.), *Female personality and conflict* (pp. 187-196). Belmont: Brooks-Cole.
- Hall, G. S. (1904). *Adolescence* (Vols. 1 & 2). Englewood Cliffs, NJ: Prentice Hall.
- Heavens, P. (1996). *Adolescent health: the role of individual differences*. Rotledge. London.
- Herman-Stahl, M. A., Stemmler, M., & Petersen, A. C. (1995). Approach and avoidant coping: Implications for adolescent mental health. *Journal of Youth and Jones, R. Adolescence*, 24, 649-665.
- Hussain, A., Kumar, A., & Husain, A. (2008). Academic stress and adjustment among high school students. *Journal of the Indian Academy of Applied Psychology*, 34,

70-73.

- Jones, R. W. (1993). Gender-specific differences in the perceived antecedents of academic stress. *Psychological Reports, 72*, 739–743.
- Jose, P. E. & Kilburg, D. F. (2007). Stress and coping in Japanese children and adolescents. *Anxiety Stress and Coping, 20*(3), 283-298.
- Kausar, R. & Munir, R. (2004). Pakistani adolescents' coping with stress: effect of loss of parent and gender of adolescents. *Journal of Adolescence, 27*, 599–610.
doi:10.1016/j.adolescence.2003.11.015
- Kelly, D.L., Mullis, I.V. S., & Martin, M.O. (2000). Profiles of student achievement in mathematics at the TIMSS international benchmarks: U.S. performance and standards in an international context. Chestnut Hill, MA: Boston College.
- Kitayama, P. M., Markus, B.K., Matsumoto, P.T., & Norasakkunkit (1997). Individual and collective processes in the construction of the self: self-enhancement in the United States and self-criticism in Japan. *Journal of Personality and Social Psychology, 72*, 1245-1267.
- Kobus, K. & Reyes, O. (2000). A descriptive study of urban Mexican American adolescents' perceived stress and coping. *Hispanic Journal of Behavioral Sciences, 22*, 163-178.
- Larson, R., & Asmussen, L. (1991). Anger, worry and hurt in early adolescence: an enlarging world of negative emotions. In Colten, M. and Gore, S. (Eds.), *Adolescent stress: causes and consequences*. New York: Aldine De Gruyter.
- Lazarus, R. S., & Folkman, S. (1984). *Stress, Appraisal, and Coping*. New York: Springer

Publishing Company.

Lazarus, R., & Folkman, S. (1984). *Stress, appraisal and coping*. New York: Springer.

Lazarus, R. S. (1993). Coping theory and research: Past, present and future.

Psychosomatic Medicine, 55, 234-247.

Lazarus, R. S. (2000). Toward better research on stress and coping. *American*

Psychologist, 55, 665–673.

Lerner, R. M., Entwisle, D. R., & Hauser, S. T. (1994). The crises among contemporary

American adolescents: A call for the integration of research, policies and

programs. *Journal of Research on Adolescence*, 4, 1-4.

Lawrance, G., & Ashfold, B. & Dent, K. (2011). Differentiated Coping Strategies in

Families with Children or Adults with Intellectual Disabilities: the Relevance of

Gender, Family Composition and the Life Span. *Journal of Applied Research in*

Intellectual Disabilities, 14, 113-116. doi: 10.1046/j.1468-3148.2000.00035.x

Magaya, L.; Asner-Self, K. K., & Schreiber, J. B. (2005). Stress and coping strategies

among Zimbabwean adolescents. *British Journal of Educational Psychology*, 75,

661-671.

Markus, H.R., & Kitayama, S. (1991). Culture and the self: implications for cognition,

emotion, and motivation. *Psychological Review*, 98, 224-253.

Matud, M., P. (2004). Differences in stress and coping styles. *Personality and individual*

differences, 37, 1401-1415. doi:10.1016/j.paid.2004.01.010

McDonough, P., & Walters, W. (2001). Gender and health: reassessing patterns and

explanations. *Social Science & Medicine*, 52, 547–559.

- McGuire, D. P., & Mitic, W. (1987). Perceived stress in adolescents: What normal teenagers worry about. *Canada's Mental Health, 35*, 2–5.
- Michie, F., Glachan, M., & Bray, D. (2001). An evaluation of factors influencing the academic self-concept, self-esteem and academic stress for direct and re-entry students in higher education. *Educational Psychology, 21*, 455-472.
- Miller, S. M., & Kirsch, N. (1987). Sex differences in cognitive coping with stress. *Gender & Stress (pp. 278–307)*. New York: The Free Press.
- Miller, N. E. (1959). Liberalization of basic S-R concepts: Extension to conflict behavior, motivation and social learning. In S. Koch (Ed.), *Psychology: A study of science*. New York: McGraw Hill.
- Moos, R. (1984). Coping with physical illness: New perspectives. In G. V. Voelho, D. A. Hamburg, & J. E. Adams (Eds.), *Coping and adaptation*. New York: Plenum.
- Moos, R. (1986). Coping with life crises: An integral approach. In G. V. Voelho, D. A. Hamburg, & J. E. Adams (Eds.), *Coping and adaptation*. New York: Plenum.
- Moos, R. (1992). *Coping Responses Inventory manual*. Palo Alto, CA: Center for Health Care Evaluation, Department of Veterans Affairs and Stanford University Medical Centers.
- Murray, D. M., Mathews, K. A., Blake, S. M., Prineas, R. J., & Gillum, R. F. (1988). Type-A behavior in children: Demographic, behavioral and physiological correlates. In B. G. Melamed & others (Eds.), *Child health psychology*. Hillsdale NJ: Erlbaum.
- National Center for Education Statistics. (2007). *Trends in international mathematics and science study: TIMSS 2003 results*. Retrieved from

<http://nces.ed.gov/timss/results>.

- Nolen-Hoeksema, S., Morrow, J., & Frederickson, B. L. (1993). Response styles and the duration of episodes of depressed mood. *Journal of Abnormal Psychology, 102*, 20-28.
- Offer, D., & Church, R. B. (1991). Generation gap. In R. M. Lerner, A. C. Petersen, & J. Brooks-Gunn (Eds.), *Encyclopedia of adolescence* (Vol. 1). New York: Garland.
- Park, B. C., & Adler, G., L. (2003). Adolescent leisure dimensions, psychosocial adjustment, and gender Effects. *Journal of Adolescence, 35*, 1167–1176.
doi:10.1016/j.adolescence.2012.03.006
- Patton, W. (2004). The impact of value discrepancies and cultural identity on psychological and socio-cultural adjustment of sojourners. *International Journal of Intercultural Relations, 15*, 209-225.
- Pearlin, L. J., & Schooler, C. (1978). The structure of coping. *Journal of Health and Social Behavior, 19*, 2-21.
- Petermann, F. & Hampel, P. (2005). Perceived stress, coping, and adjustment in adolescents. *Journal of Adolescent Health, 38*, 409–415.
doi:10.1016/j.jadohealth.2005.02.014
- Pines, A., & Aronson, E. (1988). *Career burn out: Causes and cures*. New York: Free Press.
- Pontefract, A. (2003). *Differentiating coping patterns for illness-related and other types*

of stressors in adolescents with chronic illness. Doctoral Thesis. School of Psychology.

- Pike, W. (2006). Educational planning and academic achievement of middle school students: A racial and cultural comparison. *Journal of Counseling & Development, 73*(5), 518–526.
- Robotham, D., & Julian, C. (2006). Stress and higher education student: A critical review of the literature. *Journal of Further and Higher Education, 30*(2), 107–117.
- Rohail, I., Seiffge-Krenke, I., & Gelhaar, T. (2004). *Pak–German adolescents stress with daily hassles. A cross–cultural study*. Paper presented at National Conference of National Institute of Psychology, Islamabad, Pakistan.
- Ross, S. E., Niebling, B. C., & Heckert, T. M. (1999). Sources of stress among students. *College Student Journal, 33*(2), 312–317.
- Rutter, M. (1979). Protective factors in children's responses to stress and disadvantage. In M. W. Kent & J. E. Rolf (Eds.), *Social competence in children* (pp. 49–74). Hanover, NH: University Press of New England.
- Rohail, S. M. (2005). Stress and coping of medical students. *Journal of Social and Behavioral sciences, 3* (1). 856–876
- Rumberger, R. W. (1995). Dropping out of middle school: a multilevel analysis of students and schools. *American Educational Research Journal, 32*, 583–625.
- Salili, F., Chiu, C. Y., & Lai, S. (2001). The influence of culture and context on students' motivational orientation and performance. In F. Salili, C. Y. Chiu, & Y. Y. Hong (Eds.), *Student motivation: The culture and context of learning* (pp. 221–248). New York, NY: Kluwer Academic/Plenum Publishers.

- Shaikh, B.T, Kahloon, A., Kazmi, M., Khalid, H., Nawaz, K., Khan, N., & Khan, S. (2004). Students, stress and coping strategies: a case of Pakistani medical school. *Education for Health, 17*(3) 346-53.
- Shek, D. T. L. (1995). Adolescent mental health in different Chinese societies. *International Journal of Adolescent Medicine and Health, 8*, 117-155.
- Solomon, V., & Saeed, S. (2012). *Gender differences on stress, academic expectations in intermediate students* (Unpublished Mater Thesis). University of the Punjab, Lahore, Pakistan.
- Stein, J., A., & Nyamathi, A. (1999). Gender differences in relationships among stress\ coping\ and health risk behaviors in impoverished\ minority populations. *Personality and Individual Differences, 26*.141-157.
- Sue, S., & Okazaki, S. (1990). Asian-American educational achievements: a phenomenon in search of an explanation. *American Psychologist, 45*, 913-920.
- Theodoratou, M. M., Tafiadis, D. & Fotiadou, S. (2006). Coping strategies by the Greek university students facing stress. *Annals of General Psychiatry, 25*, 12-15
doi:10.1186/1744-859X-5-S1-S221
- Toist, B. E. (1986). Privileged but pressured? A study of affluent youth. *Child Development, 73*, 1593–1610.
- Weidners, G., Sexton, G., & Friend, R. (1988). Type-a behavior in children, adolescents and their parents. *Developmental Psychology, 24*, 118-121.

Wilgosh, T. L. (2002). Adolescent mental health in different Chinese societies.

International Journal of Adolescent Medicine and Health, 8, 117-155.

Wong, J., Salili, F., Ho, S. Y., Mak, K. H., Lai, M. K., & Lam, T. H. (2005). The perceptions of adolescents, parents and teachers on the same adolescent health issues. *School Psychology International*, 26, 371-384.

Yasin, M., & Kausar, R. (2009). Relationship between academic expectations, academic achievement and stress in intermediate students. *Journal of Behavioral Sciences*, 32(2), 44-47.

ANNEXURES

INFORMED CONSENT

Dear participant:

I am currently a Ms. Scholar in the department of Psychology at International Islamic University Islamabad. Under the direction of Dr. Uzma Masroor, I am conducting my final thesis work on **Academic Expectations, Stress and Coping Strategies in Science and Arts Students of Intermediate Level: a Comparative Study**. For this purpose scales will be used. You are instructed to read each statement carefully and chose the best options that you truly want to state. All information will be handled in a strictly confidential manner, so that no one will be able to identify you when the results are recorded or reported. Your participation in this study is **totally voluntary**. Your willingness to participate voluntarily in this study will be of great assistance to me.

A participant's choice to respond to the demographic sheet will indicate his/her informed consent to participate.

Signature Participant _____

Personal Information

Name: _____

Date: _____

Age: _____

Sex: _____

Birth order: _____

Institute: _____

Study Area: Pre-medical () Pre-engineering () Arts ()

Last two Grades: _____ . _____

Family System: _____ Nuclear () Joint ()

Socioeconomic Status: _____



vd: Delivery Status Notification (Failure)

essages

neera Mirza <samera.mirza@gmail.com>
pgdepri@nie.edu.sg

Wed, Sep 10, 2014 at 11:10 PM

ello!

am a student of MS Psychology at International Islamic University Islamabad, Pakistan and i have conducting ny final research on the topic of academic expectations stress and coping strategies of 11 and 12 grade student if arts and sciences. i have studied a lot and found that the work of DR. Haun is best and most suitable. i want o ask her for the permission to use the scale with her consent in my research as it has never been used here efore. i have tried to contact her for this matter but she is on leave and she has asked me to contact at office if teacher education in case of urgent query. please guide me and help me how can i reach her and get ermission for the use of her scale in my research.

\waiting response

amera Jabeen, MS Scholar at IIUI, Pakistan.

----- Forwarded message -----

From: **Sameera Mirza** <samera.mirza@gmail.com>
Date: Wed, Sep 10, 2014 at 10:48 PM
Subject: Fwd: Delivery Status Notification (Failure)
To: vivien.huan@nie.edu.sg

----- Forwarded message -----

From: **Sameera Mirza** <samera.mirza@gmail.com>
Date: Wed, Sep 10, 2014 at 10:47 PM
Subject: Fwd: Delivery Status Notification (Failure)
To: rpang@ntu.edu.sg

----- Forwarded message -----

From: **Sameera Mirza** <samera.mirza@gmail.com>
Date: Mon, Aug 4, 2014 at 9:10 AM
Subject: Fwd: Delivery Status Notification (Failure)
To: vivien.huan@nie.edu.sg

Subject: permission for using the scale

Hello!

Hope you are enjoying the best of health and prosperity. I am a student of MS Psychology at International Islamic University Islamabad, Pakistan. I am conducting my final thesis on academic expectation, stress and coping strategies among science and arts students of intermediate level and for that I have studied a lot of literature and found that your scale (academic expectations stress inventory) which contains 09 items is most reliable for Asian students and is mostly used. So, I request you to please allow me to use your scale with your permission. As it would be the first ever research in my country that will explore this dimension among the adolescents of the nation.

Awaiting your reply

Best Regards

Sameera Jabeen

MS Psychology, IUI Pakistan

IG Pei-Hui Rebecca (PS) <rebecca.ang@nie.edu.sg>
: "sameera.mirza@gmail.com" <sameera.mirza@gmail.com>
: "Huan Swee Leng Vivien (TE , PS)" <vivien.huan@nie.edu.sg>

Thu, Sep 18, 2014 at 1:43 PM

Sameera, please see attached.

Regards,

Rebecca

=====

From: Sameera Mirza [mailto:sameera.mirza@gmail.com]
Sent: Thursday, September 11, 2014 2:10 AM
To: PGDEPRI (TE)

[Quoted text hidden]

[Quoted text hidden]

International Institute of Education (Singapore) <http://www.nie.edu.sg>

DISCLAIMER : The information contained in this email, including any attachments, may contain confidential information.

This email is intended only for the use of the addressee(s) listed above. Unauthorised sight,

mail.google.com/mail/u/0/?ui=2&ik=edc2774d5a&view=pt&search=inbox&th=1479f3330837a527&siml=14860c210bce1820&siml=14887ee71e1cc62b&si... 2/3

dissemination or any other use of the information contained in this email is strictly prohibited. If you have received this email by fault, please notify the sender and delete it immediately.

2 attachments

 **AESI-rev.doc**
43K

 **AESI-rev-description-scoring.doc**
30K

ameera Mirza <samera.mirza@gmail.com>
o: "ANG Pei-Hui Rebecca (PS)" <rebecca.ang@nie.edu.sg>

Thu, Sep 18, 2014 at 7:45 PM

Thank you so much for replying. The information you have sent me is highly valuable and helpful in my work. Kindly let me know if i can use your scale in my research.

Warm Regards
Sameera
[Quoted text hidden]

NG Pei-Hui Rebecca (PS) <rebecca.ang@nie.edu.sg>
o: Sameera Mirza <samera.mirza@gmail.com>

Thu, Sep 18, 2014 at 8:05 PM

Yes, you may use it in your research.

Regards,
Rebecca

From: Sameera Mirza [samera.mirza@gmail.com]
Sent: Thursday, September 18, 2014 10:45 PM
To: ANG Pei-Hui Rebecca (PS)
Subject: Re: Delivery Status Notification (Failure)

[Quoted text hidden]

Annexure C

Academic Expectations Stress Scale

There are no right or wrong answers. Read each statement carefully and decide how well it describes you using the following scale. Circle the number that best describes you.

- 1= Never True
- 2= Seldom True
- 3= Sometimes True
- 4= Often True
- 5= Almost Always True

- | | | | | | |
|---|---|---|---|---|---|
| 1. I feel stressed when I do not live up to my own standards. | 1 | 2 | 3 | 4 | 5 |
| 2. When I fail to live up to my own expectations, I feel I am not good enough. | 1 | 2 | 3 | 4 | 5 |
| 3. I usually cannot sleep and worry when I cannot meet the goals I set for myself. | 1 | 2 | 3 | 4 | 5 |
| 4. I blame myself when I cannot live up to my parents' expectations of me. | 1 | 2 | 3 | 4 | 5 |
| 5. I feel I have disappointed my teacher when I do badly in school. | 1 | 2 | 3 | 4 | 5 |
| 6. I feel I have disappointed my parents when I do poorly in school. | 1 | 2 | 3 | 4 | 5 |
| 7. I feel stressed when I know my parents are disappointed in my exam grades. | 1 | 2 | 3 | 4 | 5 |
| 8. When I do not do as well as I could have in an examination or test, I feel stressed. | 1 | 2 | 3 | 4 | 5 |
| 9. I feel lousy when I cannot live up to my teacher's expectations. | 1 | 2 | 3 | 4 | 5 |

Annexure D

Brief COPE

These items deal with ways you've been coping with the stress in your life since you found out you were going to have to have this operation. There are many ways to try to deal with problems. These items ask what you've been doing to cope with this one. Obviously, different people deal with things in different ways, but I'm interested in how you've tried to deal with it. Each item says something about a particular way of coping. I want to know to what extent you've been doing what the item says. How much or how frequently. Don't answer on the basis of whether it seems to be working or not—just whether or not you're doing it. Use these response choices. Try to rate each item separately in your mind from the others. Make your answers as true FOR YOU as you can.

- 1 = I haven't been doing this at all
- 2 = I've been doing this a little bit
- 3 = I've been doing this a medium amount
- 4 = I've been doing this a lot

1. I've been turning to work or other activities to take my mind off things.
2. I've been concentrating my efforts on doing something about the situation I'm in.
3. I've been saying to myself "this isn't real."
4. I've been using alcohol or other drugs to make myself feel better.
5. I've been getting emotional support from others.
6. I've been giving up trying to deal with it.
7. I've been taking action to try to make the situation better.
8. I've been refusing to believe that it has happened.
9. I've been saying things to let my unpleasant feelings escape.
10. I've been getting help and advice from other people.
11. I've been using alcohol or other drugs to help me get through it.
12. I've been trying to see it in a different light, to make it seem more positive.
13. I've been criticizing myself.
14. I've been trying to come up with a strategy about what to do.
15. I've been getting comfort and understanding from someone.
16. I've been giving up the attempt to cope.
17. I've been looking for something good in what is happening.
18. I've been making jokes about it.
19. I've been doing something to think about it less, such as going to movies, watching TV, reading, daydreaming, sleeping, or shopping.

20. I've been accepting the reality of the fact that it has happened.
21. I've been expressing my negative feelings.
22. I've been trying to find comfort in my religion or spiritual beliefs.
23. I've been trying to get advice or help from other people about what to do.
24. I've been learning to live with it.
25. I've been thinking hard about what steps to take.
26. I've been blaming myself for things that happened.
27. I've been praying or meditating.
28. I've been making fun of the situation.

Annexure E

Perceived Stress Scale

The questions in this scale ask you about your feelings and thoughts during the last month. In each case, you will be asked to indicate by circling how often you felt or thought a certain way.

0 = Never 1 = Almost Never 2 = Sometimes 3 = Fairly Often 4 = Very Often

1. In the last month, how often have you been upset because of something that happened unexpectedly?
2. In the last month, how often have you felt that you were unable to control the important things in your life?
3. In the last month, how often have you felt nervous and “stressed”?
4. In the last month, how often have you felt confident about your ability to handle your personal problems?
5. In the last month, how often have you felt that things were going your way?
6. In the last month, how often have you found that you could not cope with all the things that you had to do?
7. In the last month, how often have you been able to control irritations in your life?
8. In the last month, how often have you felt that you were on top of things?
9. In the last month, how often have you been angered because of things that were outside of your control?
10. In the last month, how often have you felt difficulties were piling up so high that you could not overcome them?