An Investigation of Stressors among University Students: A Qualitative Approach

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Abstract
Stress is considered as any kind of physical hardship, pain and torment in an individual’s life. Stress can change the state of mind, attitudes and behavior of individuals. This study investigates the various stressors influencing university students. An interpretive approach in examining the way stressors cause stress among university students has been employed also an insider/outsider researcher role has been used to collect data. A semi-structured interview was conducted among 15 university students from the department of information technology in their fifth or sixth semester of different universities. The findings shows five distinct learning stressors which are academic related stressor, intrapersonal related stressor, interpersonal related stressor, group social related stressor and learning and teaching related stressor. Furthermore, the results reveals academic related stress to bring about the most influence upon the students. Various new classifications associated to ARS and IntraRS were established in the research pertaining to attendance and financial concern. The results contribute significantly to the body of knowledge and have implications for designing appropriate instructional plans while dealing with students learning stressors. Furthermore, higher educational authorities should understand the concerns of stressors faced by IT students. Therefore, implementation of the policies can minimize the concerns.

Keywords: Stressors, Qualitative Research, Stress Management, IT University Students

1. Introduction
Stress results in disturbances in the emotional wellbeing and in the individuals’ physiology. The individual needs to create procedures to decrease the physical and mental agony. Events relating to stress are exceptionally regular in academic settings, both for instructors and students as stressful occasions influence each undergraduate day-by-day (Monteiro, Balogun, & Oratile, 2014). The way in which undergraduates stand up to distressing occasions depends altogether on how they see and respond to the circumstances (Monteiro et al., 2014). Unfortunate reactions arise when stressor demand to surpass one’s adapting capacities, where students change fundamentally in their reaction to an upsetting circumstance (Tessner, Mittal, & Walker, 2011; Sripongwiwat et al., 2017).

One crucial economic malady identified by experts from various divisions corresponds to be stress, as it hampers an individual’s efficiency, intelligence and attitude (Ribeiro I., et al., 2017; Haidar, Vries, Karavetian, & Rassi, 2018). Stress relates

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to a position of pressure that may result in accident or loss (Lai, Chao, Chanf, & Chang, 1996). Nowadays stress is seen as any kind of strain, pressure or calamity in a person’s daily activity where IT causes an individual’s mood, action or attitude to change, moreover; such characteristic of behavior has been found among graduates and faculty members (Khan & Chaudary, 2014; Sripongwiwat, Bunterm, & Ngang, 2017).

Pakistan pertains to be one of the vulnerable nations where anxiety, stress, depression and discouragement are at the most elevated level (TVI, 2017). A coordinated case mental examination study showed overpowering proof of relationship among stress, discouragement, depression and suicide after accommodating for employment, education, and marital status (Naveed, Qadir, Afzaal, & Waqas, 2017). The objective of this study is to understand that what are the stressors affecting (information and technology) IT students. The major reason for the consideration of IT students in the study has been due to advancement in technology all around the world. In addition, many students gain interest and pursue their career in the field of IT. These students attain education in order to get jobs as per to survive and compete in the world. This might cause them to face pressure, fatigue and stress. Secondly, much has been explored relevant to stress and handling stress among students from the medicine department in Pakistan (Shah, Hasan, Malik, & Sreeramareddy, 2010; Bukhsh, Shahzad, & Nisa, 2011; Haidar et al., 2018). Therefore, the opportunity has been taken to conduct study on IT universities students. Qualitative method has been seen previously as a vigorous mode of understanding complex phenomena and perspectives on such phenomena (Dahan & Bedos, 2010). Henceforth, the nature of this study pertains to be of qualitative nature to study university student's stressors.

Moreover, learning under stress can affect performance (Schwabe & Wolf, 2010). Issues relating to stress differ for students than the other individuals, where the burden on a graduate to score exceptional results causes fatigue in their behavior (Hirsch & Jon, 1996). The causes of stress for graduate students relate to submitting projects and assignments on time (Khon & Frazier, 1986). Furthermore, relations with friends, and family, lonesome feeling and reduced sleep time also leads graduate students to face stress (Wright, 1967). Too much stress could lead to serious complications towards the health of a person causing a change in behavior of the individual and in extreme cases can cause students to attempt for suicide (Khokher & Khan, 2005). Thus, stress for students could cause hampered relations with their friends or relatives, illness, dullness or depression, annoyance, use of drugs etc. (Naseem & Khalid, 2012; Khan & Chaudary, 2014).

2. Literature Review

A few researchers think that there are three parts to pressure that interface between the individual and their condition: the stressor, examination, and the pressure reaction (Grant, Behling, Gipson, & Ford, 2005; Bunterm, et al., 2014). Selye (1979) insisted stress as a physiological non-particular response to outer or interior condition. Furthermore, a stressor is characterized as an environmental or individual occasion that causes stress to an individual (Lazarus R. S., 1990; Yusoff, 2011). A stressor is a danger to person’s life, property, or mental state. Examinations indicate whether an individual sees those dangers and whether they can figure out what sort of reactions one ought to have when adapting with such stressors (Lazarus & Folkman, 1986; Biggs,
Brough, & Drummond, 2017). Stress reactions show the physiological changes and mental changes that are experienced when confronting pressure, for example, substantial excitement and stress (Liebert & Morris, 1967; Ribeiro I., et al., 2018).

Uneasiness is an essential human feeling and is the most well-known and critical reaction to stress (Sung & Chao, 2014; Biggs, Brough, & Drummond, 2017). The most ordinary tension reactions are physical excitement, for example, a quickened heart rate furthermore, sweating and passionate reactions, such as tension, or dread. Lazarus and Folkman (1986) stated that stress pertains to be two ways (Table 1); it includes the generation of stressors by the surroundings of an individual, and the reaction of one who is exposed to these stressors. Similarly, cognitive evaluation happens when an individual considers two central points that significantly contribute in his reaction to pressure. First, the undermining inclination of the worry to the individual, and second the appraisal of resources required to limit, endure or annihilate the stressor and the pressures (Lazarus & Folkman, 1986; Sincero, 2014; Biggs, Brough, & Drummond, 2017).

**Table 1: Lazarus Stress Theory**

<table>
<thead>
<tr>
<th><strong>Primary Appraisal</strong></th>
<th><strong>As per psychologists typical answers include</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Asks himself</td>
<td></td>
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</tbody>
</table>
What do this stressor and/or situation mean? | this is not important |
| How can it influence me? | this is good |
| | this is stressful |

<table>
<thead>
<tr>
<th><strong>Secondary Appraisal</strong></th>
<th><strong>(happens simultaneously with the primary appraisal)</strong></th>
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<tbody>
<tr>
<td>Positive Secondary Appraisal</td>
<td>Negative Secondary Appraisal</td>
</tr>
<tr>
<td>I can do it if I do my best, I will try whether my chances of success are high or not</td>
<td>I can’t do it; I know I will fail,</td>
</tr>
<tr>
<td>If this way fails, I can always try another method</td>
<td>I will not do it because no one believes I can and,</td>
</tr>
<tr>
<td></td>
<td>I won’t try because my chances are low</td>
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Source: Author Compilation

A stressor is characterized as an individual or natural occasion that causes pressure (Yusoff, 2011; Sripongwiwat et al., 2017). Stress has expansive outcomes on the capacity to learn and recollect upon undergraduate students (Maloney, Waechter, Risko, & Fugelsang, 2012; Sripongwiwat et al., 2017). Hence, essential needs should be met by giving students with a protected domain, structure, consistency, and, positive connections. Stress can prompt disturbances in both physical and emotional wellness, also there have been not very many investigations done as such far to evaluate the view of stress among undergraduates relating to IT students (Brosschot, Verkuil, & Thayer, 2018). Stressors have been assembled into six classifications which are intrapersonal related stressor (IntraRS), group social related stressors (GSRS), academic related stressors (ARS), learning and teaching related stressors (LTRS), teacher related stressors (TRS) and interpersonal related stressors (InterRS); also studies have uncovered that the stressors influencing students' prosperity is by all
accounts identified with the school training (Yusoff, 2011; Sripongwiwat, Bunterm, & Ngang, 2017).

ARS has been explained to be any educational, college, university, school, instructive or understudy occasions that hampers students’ performance and causes stress (Hirvonen, Kivisto, Putwain, Ahonen, & Kiuru, 2019). Furthermore, InterRS has been identified with relationship among people, for example physical, verbal, and emotional mishandle caused by different people, and struggle with faculty, instructors, staff, and associates (Aktekin, et al., 2001; Biggs, Brough, & Drummond, 2017). Similarly, IntraRS identified with relationship of one own self, for example, low confidence, high self-desire to be better academically, self-conflict and feeling of inadequacy (Kaufman et al., 1998; Yusoff, 2011). Likewise, LTRS are events related to teaching or learning that cause stress on students. The methods of teaching and learning, annoyance with the quality of education, feedback systems and supervision and recognition to work done, which relates to ambiguity of what is expected from the students were also anticipated as stressors (Aktekin et al., 2001; Yusoff, 2011).

TRS relates to competency of instructors in overseeing and conveying their contribution to educate students. Disappointment with nature of instructors’ supervision abilities, showing aptitudes, absence of perusing materials given and improper task given to the understudies were additionally seen as stressors (Kaufman et al., 1998). GSRS is any type of assemble occasions and communications, group and social connections that relate to stress upon students (Zenkour & Alghanmi, 2019). It is for the most part related investment in discussion, presentation with group and others desire to do well, relaxation time with family, working intrusion by others (Rahim, Yaacob, & Yusoff, 2010; Yusoff, 2011; Haidar, Vries, Karavetian, & Rassi, 2018).

The research gap which has been identified is that much literature is available on medical students facing stress (Khan, Mahmood, Badshah, Ali, & Jamal, 2006; Shah, Hasan, Malik, & Sreeramareddy, 2010; Sharma & Rajshekhar, 2013; Daniel & Queiroz, 2015; Haidar, Vries, Karavetian, & Rassi, 2018). Haidar, Vries, Karavetian, and Rassi (2018) claimed and proposed that future research needs to be focused on investigating stressors among IT university students. Hence, this study is a response to the call for future research and is directed to investigate the stressors which are faced by IT students. This research investigates the distinctive view of stressors among the IT undergraduates group that is unique in its nature.

3. Methodology

3.1 Interpretive Approach

An interpretive approach has been employed in the study (Rabinow & William, 1987; Haidar, Vries, Karavetian, & Rassi, 2018). This method or approach that endeavors to present the understanding and experience of participants, without offering priority to earlier hypothetical perspectives. Moreover, to imply as to being interpretive does not only suffice as researchers have occupied with more profound levels of understanding. Fairly, it was an attempt to present to the participants’ subjective comprehension and experience in wording that is sufficient at their level of understanding of the situation. Hence, this research tends to utilize the experiences and explanation of the participants much importance has been given to participants.
informative views, which can provide rich information and helps the researchers develop categories (Gioia D. A., Thomas, Clark, & Chittipeddi, 1994).

3.2 Population and Sample
This qualitative research was conducted among 15 IT students from top IT universities, Lahore, Pakistan. Students were from fifth and sixth semesters in study. Generally, the length of the interviews was about 30 to 35 minutes. The interviews were conducted in the library of the universities and the rational for doing so was as library provides a vibrant, inviting, agreeable, and safe environment. Moreover, the participants could feel comfortable, convenient, relaxed and not harassed in any way amid the discussion.

After modifying the questions for the interview (Sripongwiat, Bunterm, & Ngang, 2017), the pilot study had been conducted. Besides, subsequent to directing the pilot study, no ambiguities were found among the questions, the respondents were ready to comprehend the significance of the items easily and could provide suitable information in regards to the discussion at hand. The pilot study showed authenticity in the questions. The interview related to be a semi-structured type of interview. At the commencement of each interview, the respondents were informed about the objectives of the study. During the fieldwork, the interview was recorded (audio) with the consent of the participants. The authors played a vital role during the session. Both the authors also wrote down the responses. One question was asked first and opinion of the interviewee was taken. Hence, after the transcription process, the responses of the individuals were analyzed to check the pattern among it. Majority of the pattern matched with the literature and categories were formed.

3.3 Role of Researchers
One of the researchers was offered consent to go to the classes to observe and also was allowed authorization to tape all consultations. In this manner, the researchers procured an unmistakable vantage for exploring the stressors among undergraduates. Since, the essential idea of the examination was ethnography, the part of the researcher who held sanction to sit in the classroom is depicted as a participant observer or member spectator. That is, he/she was an "insider" who took an interest in the progressing exercises of the gathering, utilized witnesses, kept field notes, and so on. The other one i.e. outside researcher, act as the observer as his/her main job was to play a role of moderator in the interview. Hence, with the insider and outsider researchers approach, this study endeavored to accomplish the coveted pluralist viewpoints on the investigation of the stressors (Gioia et al., 1994).

3.4 Data
The insider observer utilized three essential sources of information: (1) his field notes, as a journal; (2) the tapes and transcripts of the classes went to and (3) all documentation identifying with the stressors looked by understudies. The outsider researcher depended on the dialect utilized by the respondents during their interviews to attempt to construe the implications and experiential understandings. It took about five months to collect the data, relating to conducting interviews, notes and appropriate documentation.
3.5 Analysis

Researchers concentrated on engaging upon a more fine-grained analysis of the accessible information mainly from the interview transcripts. After the interview, both the researchers indulged in an initial independent coding of each of the respondents. Initially, at the start both the researchers repeatedly read the verbatim transcripts during listening to the audio taped interviews of the participants to gage the informants understanding of the arrangement of stressors.

The researchers were able to construct a range of first order coding, after which both the researchers indulged into a discussion to come upon an agreement as per the first order coding (sub categories established). Then with the consent or agreement of both the researchers the meaning of the sub categories was established as per the transcribed information to formulate second order coding (establish constructs). Moreover, the process from transcribing till first order coding, there was a high convergence in the coding information or content (74 percent of agreement among the researcher’s analysis), where contrasting opinions occurred relating to the choices of labels by the researchers for coding categories. However, further discussion and negotiation led to understanding or agreement upon established categories as well as withdrawal of categories that did not develop or emerge from the process.

After the completion of this stage, the researchers then continued towards the development of second order coding by examining the information established (first order coding) (Spradley, 1980). This method led to labeling of patterns (pattern matching) relating to groups of first order codes which were established previously in the literature relating to stressors among students. The first and second order categories emerged are shown in figure 1:
Figure 1 First order codes and second order categories

First Order Codes
- Competitive Learning Environment
- Final Examination/Exam Anxiety
- Too much content to learn
- Getting Poor Marks
- Difficult to understand learning content
- Not clear in choosing specialization
- Learning Schedules too packed
- Lack of time for revision
- Having Low Attendance

Second Order Categories
- Academic related stressors
- Interpersonal related stressors
- Learning and teaching related stressors
- Intrapersonal related stressors
- Group/social related stressors

First Order Codes
- Too many assignments given by teacher
- Conflict with peers
- Conflict with family
- Unwillingness to go to University
- Interruptions by others during learning
- Crowded classroom
- Lack of motivation to learn
- Lack of feedback from teachers
- Lack of recognition of work done
- Having to participate in group discussions
- Having to participate in class presentations
- Arriving late at university

Source: Author Compilation
4. Results and Discussion

Stress has extensive outcomes on the capacity to learn and understand by university undergraduates, with attaining scoring good results in university (Sripongwiwat et al., 2017). Considering that learning stressors are widespread academically and even in IT undergraduate students. Therefore, it has been accounted for in this investigation as well. As per the analysis process, numerous stressors emerged. The stressors were related to interpersonal related stressors, intrapersonal related stressors, learning and teaching related stressors, academic related stressor and group social related stressors, which have been found in numerous previous researches (Yusoff, 2011; Sripongwiwat et al., 2017). Moreover, some further categories were also explored in the current study as a contribution in the field of the research.

Lazarus (1996) elucidated that stress pertains to be two ways; so as per the responses of the informants during the interview process, it was gauged that the informants went through the two-way process as well. The informants revealed whenever any situation arises in an academic setting; their mind immediately translates the significance and impact of such situation, thereby, further leading the participants to encode the meaning of the situation by asking themselves the impact of the arisen assignment, quiz, project etc. Similarly, the informants also explained it. That many at times the informants would consider the work given or any other situation relating to the academic setting to be “stressful”. This process is related to the primary appraisal as explained by (Lazarus & Folkman, 1986; Lazarus, 1996) shown in table 1 above. Furthermore, the informants also experienced the secondary appraisal (which occurs simultaneously with the primary appraisal). Whereby it was gauged that IT students due to conceiving many of the situation stressful related to feel that they would not be able to cater to the situation effectively, they feel they would fail and felt incompetent. This case related to the stress theory as explained by (Lazarus & Folkman, 1986). However, it was perceived that occurrence of various work related situations faced by IT students cause them to fall upon negative secondary appraisal. As majority of the respondents felt that, they would fail to effectively dealing with the situation or work.

More responsibilities and extra stressors lead undergraduates especially inclined to stress (Lakshmi, 2009; Monteiro et al., 2014). Undergraduates often feel they must meet expectations that they achieve academically while managing a host of interpersonal and environmental changes (Monteiro et al., 2014). Students experience life stressors, for example, change in accordance with school, deprivation, social seclusion, expanded workload at school and numerous other unpleasant life occasions (Lakshmi, 2009).

4.1 Academic related stressors

The first type of stressor identified after the analysis related to be academic related stressors (ARS). The analysis revealed majority of the IT students felt deprived, fatigued and burdened due to academic constraints. Majority if the informants revealed that every semester leads to the same process being repeated again. The instructors aim to finish the course in order to be done with their job, there by neglecting the impact upon the students.
The participants revealed their level of burden increases throughout the semester as they study a course. Whereby, many concepts are difficult for them to grasp quickly (difficulty to understand learning content), as the instructors teach too fast in order to finish the course neglecting the need for students to understand the core concepts or methods. Where responden10 reported, “In each semester, there are so many lectures in one day for which it is difficult to grasp the knowledge of every course immediately”. Also mentioned by respondent seven that their instructors do not follow the approach of “quality over quantity”, this makes it difficult for the students to cope with the difficulty of understanding the IT knowledge themselves. The insider researcher elucidated that many at times the instructors try to finish the course, and neglect that whether the concepts are clear to the students or not.

Moreover, issue relating to comprehending the learning content further causes IT students to lack behind the revision or course schedule. Which cause the students to learn too much course in a short period of time (too much content to learn). Similarly, as per the observer, many students were too sensitive and felt cheated due to “unfair grading system”. Likewise, responden3 revealed, “there are some students which become favorites of the teacher, and thence the teacher gives them grace marks”. In addition, responden8 revealed, “Many at times teachers went bias towards some of the students which really made me feel angry”.

As time passes by, the informants revealed, they had less time to revise (learning schedule too packed) and cover the course for the quizzes. Hence, leading the students to achieve or attain poor marks (Sripongwiwat et al., 2017). The informants revealed as facing of such situation relates to be a process faced by IT students every semester for which students felt fatigued, burdened and faced severe pressure due to such ARS. Furthermore, it was also found out that the students felt stressful due to “competitive learning environment”, as per informant 13 “too much competition in the class does cause one to strive hard but also brings about more stress in the process”.

Therefore, final exams approach and students feel highly burdened or stressful due to such process (Niemi & Vainioma, 2006). As per responden1 “I have encountered exam fear many times due to stress I close by books and I sleep”, similarly responden6 portrayed “final exams are what scare me the most”. Previous studies also found students from various disciplines to face ARS due to instances relating to pressure of exam, too frequent assignments, scoring poor grades, less time for preparation, course content too much packed, difficulty for students to easily understand the course knowledge (Niemi & Vainioma, 2006; Yusoff, 2011; Radillo, Serrano, Fernández, Velasco, & García, 2014; Sripongwiwat et al., 2017).

Furthermore, as per the analysis carried by the researchers, various categories were also found among ARS by the researchers (not clear in choosing specialization, having low attendance). Such concerns have not been considered before which tend to lead IT students to feel burnout, feeble, onus, strained and stressful. The respondents conceded as to being not clear relating to choosing specialization, where responden15 revealed, “Various courses which are taught to us, are not necessary as per the objective of our degree”. Correspondingly, responden4 revealed “there are different courses which are taught to us such as web application development, design and analysis of algorithms, mobile application development etc…. but I personally am still
not clear of which course should I opt for specialization in the foreseeable future”. Therefore, such perception revealed to have an effect upon the IT students as well.

Furthermore, another concern related to ARS related to be “Attendance Constraint” whereby respondent 12 revealed “one concern which has caused severe impact upon my studies is low attendance for which I lost course content taught, notes and many other practical knowledge which happened in the class. Therefore, caused burden for me to cope to the lost content taught in the class myself”, which was confirmed by asking for attendance sheet from the respondents and also observed by the researchers as well.

4.2 Intrapersonal Related Stress

Likewise, a second stressor, which emerged after the analysis related to be IntraRS, which is connected to stress due to individuals own, thought leading to fatigue or burden. The informants revealed to face certain stressors connecting to IntraRS, which include (high expectation from other individuals). The informants explained there are certain typical expectations set by others from them such as family and relatives. Furthermore, parents expecting their children to achieve first position in the class academically were being better than the rest. Thereby such a situation causes pressure for the students as respondent 14 revealed “I felt stress as when my mother asked me about my result, which was not that good, for which she scolded me saying that they are providing me with everything then what is the reason for such bad result, plus why am I not able to perform better than my friends in the group I hang out with” such concern caused the informant to face stress.

Furthermore, another stressor relating to intrapersonal pertained to be afraid of possibility of not getting in a place for further study where respondent 2 revealed “I do feel tension many at times thinking about future progress, thinking whether or not I would be able to get a good job or acquire admission abroad”, thence feeling stressful or burdened at present. Likewise, undergraduates also reported stressors relating to talking of personal problems with peers. Many at times, due to some situation faced by an individual at home, relationship concern or any other matter. Students share their feelings with their close friends for support, understanding and compassion. However, friends make fun of the other person, which leads to pressure, strain and feeling of distrust causing stress towards the individual.

Moreover, certain new stressors associated to IntraRS also emerged after the analysis (poor communication skills and financial difficulties) which have not been considered before tends to lead IT students to feel burnout, onus, strained and stressful. In addition to this, IntraRS which has been drawn from the analysis relates to be (poor communication skills) both the informants described they felt highly stressful due to not fluently able to communicate in presentations. Respondent 11 revealed, “During presentations I fail to speak fluent English”. Similarly, another category which had emerged after the analysis connected to be (financial difficulties), where by informants described as to paying huge sums of fee to the university with their family facing financial constraints leads them to feel fatigued, burdened and stressful, where, respondent 5 portrayed “I belong to a middle class family, my family has faced some financial trouble for which it was a difficult period for me and my family for which I was thinking and trying to find a way to support them”.

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4.3 Interpersonal Related Stress

InterRS has been identified with relationship among people, for example physical, verbal, and emotional mishandle caused by different people, and struggle with faculty, instructors, staff, and associates. Similarly, various categories emerged from the analysis which became visible to the researchers to be InterRS such as (too many assignments assigned by the instructor, conflict with fellow classmates, conflict with family, unwillingness to go to university, interruptions by others during learning) (Yusoff, 2011).

The informants revealed they face pressure due to too frequently assignments assigned by the instructors (too many assignments given by the teacher). The assignments as per the informants are not easy to attempt, are quite lengthy and require prior knowledge taught in previous courses. Where reported by respondent nine "Teachers assign us too many assignments to attempt such as web development assignments". The students have to undertake online coding to be done accurately which then allows the student to move towards the next step. Hence, as the students face difficulty while attempting their assignments, they felt pressurized and frustration. There by causing the behavior of the students to change and caused them to either seek aid from a fellow class fellow or give up. Such concern causes the informant to lose marks and lack behind, which leads to more stress towards the student. Furthermore, the informants described that there had been many instances where they had to face (conflict with their classmates). Which occurred mostly due to projects or class presentations, such a head caused the informants to feel anger, pressure etc.... Where respondent 2 reported “a fellow classmate took the responsibility of making the slides for their 25percent weightage presentation, whereby on the day of presentation the member mailed the slides to others and had messed up where by not researching the topic in detail, for which I was not able to present such concern caused a quarrel with the member after class”. Moreover, also respondent 1 revealed “As I sleep late at night and have a class at 8 0 clock in the morning, many at times I don't want to wake up to go to university” which suffices that the students displayed (unwillingness to go to university) (Sripongwiwat et al., 2017).

On top of that, the informants also revealed to face InterRS due to (interruptions of others while studying), where they portrayed to face stress from such a head. As they revealed when they build motivation to study, many at times they are disturbed either by friends, relatives or family members. For which their time is utilized to handle other businesses and thence lose the time that could have been utilized to cover some topic or practicing for practical. Where respondent eight revealed “As I settle down to study my friends out of nowhere they text me that they are coming at my place”.

Moreover, respondent 13 revealed, “when I am stressed out I talk in an angry manner with my family which I regret afterwards” hence suffice conflict with family.

4.4 Learning and Teaching Related Stressors

LTRS are events related to teaching or learning that cause stress on students. The methods of teaching and learning, annoyance with the quality of education, feedback systems and supervision and recognition to work done, which relates to ambiguity of what is expected from the students were also anticipated as stressors. Nevertheless, various categories connected to learning and teaching methods caused the IT students
to feel strain and burnout. The first one related to be (lack of motivation to learn). Motivation is a drive that is necessary for an individual to cater to any activity efficiently and effectively, thereby enhancing the quality of work done. Making the student to feel recognized with a sense of achievement and leading IT students to attaining good grades, further reducing stress.

Inspiration is a mental component that brings out a desire to accomplish a specific objective. However, in the current study this was not the case as the students were not motivated to learn as per respondent 10 “gaining such knowledge was difficult task for me, even though I scored less marks but I learned things, I can use my knowledge to do something but I not so much motivated”. The informants revealed they were not fully motivated regarding studies and for such reason among many occasions felt disappointed as to not performing well in courses. The students pushed themselves in the process and causing strain, burnout and eminently confronting stress. The reason for such strain was due to not fully motivated by the instructors to learn effectively, informants reported that it is the job of the instructors to encourage students and show them responsibility to get them associated with the classroom. In addition, teachers should try to establish participation as an interest by giving every student word to do. Furthermore, the instructors should try to become role models for their students and in such case they failed to do so. For which the students felt the loss of their time, money, resources and felt stress.

Furthermore, another concern regarding learning and teaching stressors pertained to be (lack of feedback from teachers). In such demonstration, the informants revealed that their teachers did not full fill their duties to the fullest and did not play a role of an understanding and effective role model for their students to follow. Meaning, most of the times the teachers full fill their duty only by conveying lectures in the class and assigning assignments or projects, but not providing an energetic response to the students in case of any problem the students face while attempting the assignments or projects.

This causes stress towards the students as the informants revealed if they do not know what is expected from them with no feedback how can one full fill the work assigned. Also such concern is a loss for the students where by not learning the concept or method for which the feedback had not been provided to them is a loss of energy and internal resourcefulness. As respondent three portrayed “teachers do favoritism” and respondent seven revealed, “I go to the teacher to ask for his help but they do not provide feedback”. Over and above that, a further concern associated to learning and teaching related stressor connected to be “lack of recognition of the work done”. Where respondent 13 revealed, “I have put a lot of effort to do my work but teacher fails to recognize my work”. At the point when students were given only negative evaluations, they felt depressed and would not have any desire to advance exertion in the classroom. They beforehand felt their endeavors might be met with criticism for which they felt strained and prefer to put minimal effort. These instances were also established by studies conducted by various researchers, through which, Aktekin et al., 2001 established that students felt highly vexed and annoyed as to a ton of additional work being unacknowledged.
4.5 Group Social Related Stressors

GSRS related to gather events, interchanges, and societal associations that identify with worry upon students. It is generally related interest in dialogue, also introduction with gathering and others want to do well, less time spent with family. The first component connected to group social related stressor associated with “arriving late at university”. Similarly, respondent one portrayed that “one of the situation in which I generally feel stress is arriving late at university”. Furthermore, students who arrive early at university for classes have favorable position over other students. Appropriate excuses for being late can mean short-term penalties and deep-rooted outcomes for future. The informants revealed arriving late to the university caused them to face many constraints such as disciplinary consequences. As most universities have particular arrangements concerning student’s lateness. For the most part, these strategies take into consideration the periodic late instances; uncommon occasions of pardoned lateness all through the school year are excused.

Nevertheless, subsequent to achieving a foreordained number of unexcused late arrivals, students might be put on an organized disciplinary arrangement to address any further late entries (Sripongwiwat et al., 2017). Contingent upon their proceeded with infractions, students might be given after-school work, fines or even suspension. Students build concern and tension by arriving late due to missing important information. As IT students relate to study codes, designs, lab work which requires practice for which presence on time is essential and therefore, suffering the loss of important or useful information.

Students appearing late may pass up a major opportunity for pointers on important information regarding the course and thus, be caught off guard for some future class test or exam. Thereby causing difficulty for students to appear prepared for quizzes, presentation, practical’s or exams such a head of GSRS was categorized as a stressful component. Over and above that, another concern connected to GSRS pertained to “having to participate in class participation”. Respondent 14 revealed, “To participate in class presentation causes stress”. The informants revealed they face tremendously shy, nervous and stress to participate in class participations, the rational which came about as per the analysis from the informants unveiled that students are encouraged to present in “English Language” which is a universal language utilized worldwide. Thereby students are not able to fluently present the concepts, methods and coding knowledge fluently and make mistakes further feeling shy. In addition, students seem uncomfortable due to fear of speaking wrong and failure of being laughed at by others (Rahim et al. 2010). The informants revealed many at times students are not fully prepared to present and thence are hesitant to present which leads to slide reading which is discouraged by teachers, such occasions hamper the confidence of the students (Stress) and they try to avoid presenting (Aktekin et al., 2001).

Finally, a further concern faced by IT students connected to GSRS “having to participate in group discussions”. Amid many discussions, conflicts and disagreements arise among team members due to parts divided among the team or due to certain member of the group not carrying out his part effectively for which disputes arise among members. The informants revealed such a head of GSRS is very much of a concern for IT students as to various projects or assignments are assigned to the students, which are to be done in groups or teams.
Conflicts arise in the form of verbal disputes among the students that is due to either disagreement regarding the parts assigned. Informants revealed blaming other member for scoring low marks in the projects or failure to effectively perform well also lead to verbal disputes among the members of the team after presentation. There by arguing and placing the blame upon others where such confrontations were identified to be traumatic and exhausting for the students.

5. Conclusion

Five stressors were established, whereby the most sub categories were found in academic-related stressor (ARS). This implies that students were stressed with having too much content to learn, final examination, had too many assignments, found it difficult to understand learning content, scoring low marks/grades, competition in the class environment, schedule of learning too packed and less time for revision. Furthermore, the contribution of the researchers in emerging further sub categories associated to ARS were “being not clear in choosing specialization” and “having low attendance” which cause stress to IT students. Learning under pressure can have inimical affect upon memory and one conceivable clarification is by all accounts that pressure went about as a distractor amid encoding, redirecting consideration from the learning material (Schwabe & Wolf, 2010).

Stress has extensive outcomes on the capacity to learn and understand by university undergraduates, with significant inference for academic settings (Sripongwiwat et al., 2017). Taking into consideration that learning stressors are all inclusive in training/education and even in university students. Understanding the various concerns connected to strain, depression, stress on learning by undergraduates is critical for IT universities students. An optimized learning and instructions is critical for the student, establishing the framework of later profession achievement and financial status (Maloney et al., 2012). Moreover, the Pakistani educational system will be exceedingly important for society in general, and in constructing and training the people to come, if instructors are ready to comprehend the various learning stressors and control them suitably. The educational institutions needs to establish a psychiatric department whereby, aiding students to share their perceptions and concerns which can further be looked into by the department.

6. Limitation and Future Research Directions

The current research neglects the demographics traits for instance, gender specifications, where previously it has been found that females are more prone to feeling stress than males (Sripongwiwat et al., 2017). Therefore, the current study does not take into consideration of such specifications and only interviewing males, where it would have provided a better insight relating to female/male students of IT facing such concern. Similarly, other specifications associated to different year of study of the students, background education, age etc. were not considered for investigating stressors. Furthermore, others can overcome such inhibitions. Likewise, the future researchers can further extend the theme by taking into consideration of various demographics traits into consideration such as gender, age, year of study, background education etc.
References


Graham, C. C., Rogers, A., & Yassin, N. (2003). 'I wouldn't want it on my CV or their records': medical students’ experiences of help-seeking for mental health problems. *Medical students, 37*(10), 873-880.


Appendix

Questions
What is your age?
What is your background education?
Do you always want to study the existing course?
What do you want to become?
Could you share your daily routine?
What do you think which factors disturb your routine life?
When do you consider that you are burdened with workload?
How do you define stress?
When do you get stress?
What do you do to cope with stress?
How do you release your stress?
When you felt that you are in stress last time?
(If she/he shares then) How did you cope it?
Which situation(s) you feel generally that you are in stress?
Have you ever encounter exam fear? If YES then why you feel so?
What do you think how you feel before exam?
How you feel after exam or when the result day is closed?
Do you feel that you are sleeping normal hours? How many hours do you sleep?
Then again come up that how many hours you sleep during exams?
Have your teacher expect something from you like good results?
Do your face pressure from parents regarding studies?
Do you share your results/grades with your relatives?
How much it is important for you to share your result with your parents, relative and friends (who are studying with you and with those who are not studying with you but they are your friends (e.g. neighbors, old fellows, gym/sports partner or fellow).

Doctor / Psychiatrist
How many years you are in the medical field?
Which kind of cases you deal?
What is your experience in dealing with students’ issue?
Which kind of problems among adult you treated in recent weeks?
What are the common symptoms in adults (students)?
What do you think the reason of these symptoms particularly in students?
What complaints (causes) students make about the stress issues?