



## ***Issues And Challenges of Academic Stress Among First-Year University Students: An Investigative Study***

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### ***Abstract***

*During their time in college, students face various problems and difficulties that might negatively impact their academic success if they are not adequately handled. But it does have its share of challenges and growing pains. It takes work to get used to new surroundings. Students from an academic school environment to a university may encounter psychological, intellectual, and social challenges. Continuous learning stress can exhaust a person's resources and lead to several adaptation problems, claim Bedewy and Gabriel (2015). This study sought to understand the problems and obstacles that first-year university students encounter that lead to academic stress and identify strategies or solutions that assist them in managing stress-related problems and obstacles that impact their academic performance during their first year of study. The research included semi-structured interviews to gather data from fifteen second and third-semester students at various institutions in Karachi. The participants were selected based on their backgrounds, including public sector colleges, private colleges, and A-level colleges. Based on the research results, stress is caused by fear of failing, academic workload, instructor behavior, adjustment to a new setting, and assessment and examination routines.*

**Keywords:** *Issues and Challenges, Academic Stress, First-year University Students.*



## **Introduction**

Students' experiences at university are different from their college and school days. It is distinguished by a high degree of independence as well as liberty, which could be very daunting for certain pupils. Several issues and challenges might arise for first-year university students, such as getting used to new the surrounding area, getting along with elderly citizens, and learning new test and assessment protocols. According to (Mikolajczyk et al., 2010), students deal with a variety of pressures, such as an overwhelming burden from their studies, peer pressure to do well and go above and beyond, a lack of personal time, and a lack of free time to spend with their loved ones. According to Yang and Chen (2016), pressure from academia is a type associated with anxiety or hardship brought on by having to comply with the rules of learning environments. Academic performance (Samaha & Hawi, 2016), adjustment to university life (Belay Ababu et al., 2018), disappointment levels (Karaman & Watson, 2017), and likelihood of having depression (Barker et al., 2018; Asif et al., 2020) have all been linked to learning stress, according to prior research. We guarantee fresh and fascinating experiences, personal development, and freedom. During their college years, pupils deal with a variety of issues that, if not managed properly, might harm their academic performance. It does, nonetheless, face some difficulties and developing pains. Acclimating to a brand-new setting requires effort. There has been a lot of research done on the subject of well-being or suitable positive functioning. The six discrete components of wellness—which have been defined as a multifaceted and philosophically sound construct—are environmental mastery, positive relationships, self-acceptance, personal growth, and goals in life (Ryff, 1989; Ryff & Keyes, 1995). Research on the issues and challenges faced by students entering university for the first time in the setting of Karachi, Pakistan, is yet to be conducted, although numerous efforts to do so are in the larger literature. Stressful situations are linked to psychological well-being (Lazarus & Folkman, 1984). Finding out how much first-year university students believed their problems and challenges were, how these issues influenced their performance in school, and whether these issues may increase students' academic stress were the goals of this study.

## **Statement of the Problem**

The difficulties graduate students confront must be acknowledged to prevent similar problems from arising for them as they continue their academic careers. According to Gardner (2009) and Overall, et al. (2011), students who receive less support are also more likely to experience stress.



The purpose of this study was to comprehend the issues and challenges that first-year college students experience. This study provided insight into the difficulties and roadblocks first-year college students encountered, in addition to the coping strategies they used, from the perspectives of second and third-semester students. This study also looked at whether the campus environment affects a pupil's first year of university experience.

### **Significant of the study**

The results of this study may be able to assist students in overcoming obstacles. The results of the study can be used by university lecturers to create courses that tackle the issues faced by first-year students. Ultimately, the results of this study might potentially be applied to enhance the methods that academics and subject-matter experts employ in their instruction.

### **Research Questions**

1. What issues and challenges related to academic stress do students encounter throughout the first year of university?
2. How does the environment of students' previous college affect their first year of university?
3. How can first-year university students overcome these stress-related issues and challenges that affect their academics?

### **Literature Review**

During their first year of college, students deal with a variety of problems. Observing senior students' particular environments and behaviors, as well as the deadlines for group assignments, assessments, and exams. Their academic backgrounds are diverse, ranging from private to public to A-level institutions. They all attend a similar school or take the same class. Students at universities who are shy or have a hard time establishing friends might not enjoy the many group projects and teamwork exercises. Acclimating to an unfamiliar setting requires effort.

Transitioning from a school setting to a university can provide academic, social, and psychological challenges for students. The education system is highly diverse, as described by Hussein and Hussein (2006), and students must adapt to changing academic requirements, new teaching strategies, and the development of relationships with teachers and other students.

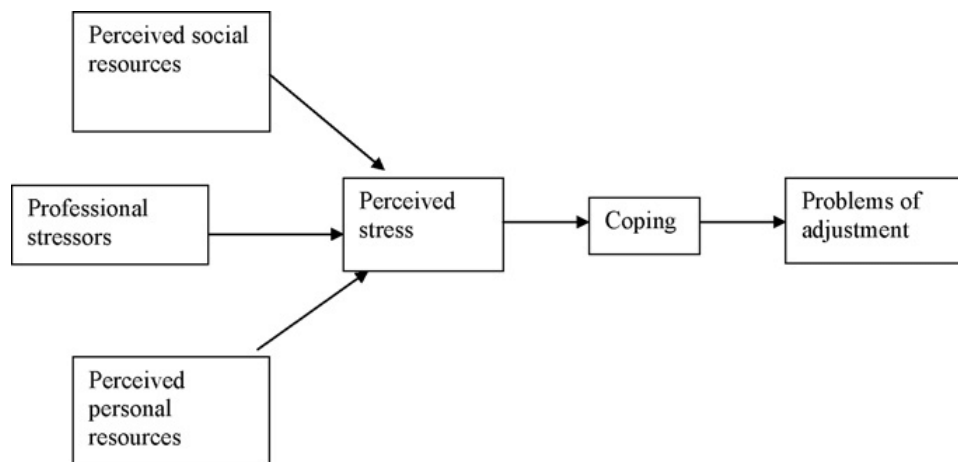
According to Mikolajczyk et al. (2010), there are many demands placed on students, such as an overwhelming amount of coursework, pressure from peers to do well and go above and beyond, a lack of free time, and a restriction of time spent with loved ones. Students are worried about



their futures and experiencing financial hardships in several parts of the world. University students face unique barriers and problems when compared to individuals of different ages and professions. Pupils may encounter powerful, captivating, and engaging difficulties; however, they can additionally be challenging, cause anxiety, and lead to several psychological issues. Students frequently experience the coeducational system when they first enroll in a university or college, and the methods of instruction and assessment used there are similarly different from those at institutions. Having trouble fitting in might lead to psychological issues for some college students. Eisenberg et al. (2007) state that issues that might result in mental illnesses are often acknowledged to exist among college students. First-year university students experience anxiety and depression as a result of the problems and difficulties. Caleb J. Othieno et al. (2014) state that the study identifies subgroups of learners who may be more likely to experience mood disorders and health issues, such as first-year pupils, pupils who live off campus, and those who come from low-income families. It also demonstrates that a significant number of undergraduates experience depression. Even after committing to and completing a four-year program, students still face several challenges that prevent them from achieving their academic goals. According to Young's (1992) research, college students have financial difficulties, leave class to work, are frequently interrupted to attend to household chores, and have little time for studying. The integration between the social, environmental, and interpersonal components of educational experiences with no cognitive component has been the subject of recent studies

### Transactional Model of Stress

Figure 1





During their first year of college, students deal with a variety of problems. Observing senior students' particular environments and behaviors, as well as the deadlines for group assignments, assessments, and exams. They are from different universities; some are A-level, some are private, and others are public. They all attend the same school or take the same class. Students at universities who are shy or have a hard time establishing friends might not enjoy the many group projects and teamwork exercises. Acclimating to an unfamiliar setting requires effort.

Transitioning from a school setting to a university may present psychological, academic, and social challenges for students. The education system is highly diverse, as described by Hussein and Hussein (2006), and students must adapt to changing educational requirements, new teaching strategies, and the development of relationships with teachers and other students. According to Mikolajczyk et al. (2010), there are many demands placed on students, such as an overwhelming amount of coursework, pressure from peers to do well and go above and beyond, a lack of free time, and a shortage of time spent with loved ones. Students are worried about their futures and experiencing financial hardships in several parts of the world. University students face unique barriers and problems when compared to individuals of different ages and professions. Pupils may encounter powerful, captivating, and engaging difficulties, but they can also be challenging, cause anxiety, and lead to several psychological issues. Students frequently experience the coeducational system when they first enroll in a university or college, and the methods of instruction and assessment used there are similarly different from those at institutions. The inability to fit in might cause psychological issues for certain college students. Eisenberg et al. (2007) state that issues that might result in mental illnesses are often acknowledged to exist among college students. First-year university students experience anxiety and depression as a result of the problems and difficulties. Caleb J. Othieno et al. (2014) state that the study identifies groups of pupils who may be more likely to experience mood disorders and health issues, such as first-year students, pupils who live off campus, and those who come from low-income families. It also demonstrates that a significant number of undergraduates experience depression. Even after committing to and completing a four-year program, students still face several challenges that prevent them from achieving their academic goals. According to Young's (1992) research, college students have financial difficulties, leave class to work, are frequently interrupted to attend to household chores, and have little time for studying. The integration of the



social, environmental, and interpersonal components of educational experiences with no cognitive component has been the subject of recent studies.

### **Research Methodology**

Because the qualitative technique would aid in the formation of the themes that functioned as the overall representation of this inquiry, it may prove to be equally appropriate and very beneficial. The approach used in the study was qualitative. The atmosphere of Karachi's many institutions served as the foundation for this inquiry. To see or understand the event, a qualitative research approach was used. It presented opposing views along with a clear understanding. This method included a variety of unstructured and semi-structured data collection methods, such as group discussions, one-on-one interviews, journaling and diary activities, and participation from other individuals. It takes observation and analysis of conduct, habits, and body language to pinpoint problems and provide solutions. Several studies revealed that a broad range of research disciplines utilized the qualitative research approach. The approach used in the study was qualitative. This was constructed against the backdrop of Pakistan, encompassing the many establishments in Karachi. According to Patton (2001), the purpose of qualitative research was to comprehend the phenomena under discussion by applying a naturalistic method in a real-world setting. Understanding the issues and challenges that first-year students at universities faced that contributed to academic stress was the aim of the current study. Due to its ability to facilitate the development of themes that reflected this investigation as a whole, the qualitative approach may be both suitable and very advantageous. Participants in the study were second and third-semester students from several institutions in Karachi, Pakistan. Fifteen second- and third-semester students from different universities made up the sample. The researcher selected five pupils from private colleges, five from government colleges, and five from A-level institutions to be registered at the university out of the fifteen responders. Convenient/purposeful sampling was used in this investigation. The purposive sample approach may be helpful when the purpose of the study design and its goals and objectives allow for the use of a limited number of people as the main sources of data. Because it helps find people who are easily available to collect data and gain important information on fascinating issues, this approach is often used in qualitative research. Purposeful sampling can help academics get valuable insights from their data. This might be used by researchers to justify the social implications of their results. Semi-constructed interview questions were used for this study, which involved 15 university learners during their



second and subsequent semesters. The method for gathering data is semi-structured interviews. Several open-ended questions on the problems and difficulties faced by first-year undergraduates were asked during the debate. The data collection experiment included only second and third-semester students from different private colleges. Deliberate sampling may be your only viable option if the study is expected to benefit from a small number of main data sources. These interviews used semi-structured, open-ended questions to elicit more information about the student's experiences. The data gathered through interviews was impacted by the many themes that emerged from the participant responses. Lastly, the goal of this study was to pinpoint the problems and difficulties faced by university freshmen. The qualitative method technique was also attempted in this study, and it was overseen by providing extensive literature studies. Fifteen second and third-semester students from different institutions in Karachi participated in semi-structured interviews that were captured on camera using a smartphone. Theme analysis was the method used in this exploratory investigation. Using digital instruments and software, the transcripts were created following the recording of the interviews. Many codes were produced throughout the transcribing process. After the code was changed, a new theme was used.

### **Discussion and Analysis**

The goal of the study was to investigate several issues and challenges that lead to academic stress among first-year College students. A smartphone was used to record each interview, and internet tools and software were used to complete the transcription. Transcribing resulted in the generation of many codes. The code was changed to use an alternate theme. The fifteen students in their second and third semesters who took part in the interview talked about the challenges they had in their initial year of college, the impact these challenges had on their prior college surroundings, and the coping strategies they used. An evaluation of comparable applications along with supporting literature justified the choice of the study's approach study subjects, and sampling methodologies. The study identified themes about many issues and challenges that substantially augment the growth in academic stress experienced by first-year university students. These topics helped the investigator assess and put the study's suggestions into practice. The researcher has selected a few of these significant topics for examination and debate. The main objective of these interviews was on the themes that defined the students' views of the issues and challenges that contributed to academic anxiety in a specific research environment. All of the interviews were conducted online, with the recordings being made with a smartphone.



Throughout the transcription process, many codes were created. The code was updated to include a new theme. The fifteen interviewees talked about the challenges and problems that add to their workloads, the effects and causes of their past college environments on their academic stress, and the coping mechanisms they employed. The key themes that were identified from the data are listed below.

Figure 1

*Theme 1: Causes of Stress*



### **Adaptation of New Environment**

Increased academic responsibilities, living alone in a foreign place, alterations in familial ties, adjustments to social circles, and exposure to novel individuals, concepts, and temptations are among the typical pressures experienced by university students. When they go to university, things change. Teachers' teaching methods, the amount of work they require, and exam schedules differ. As a result, they encounter numerous problems and obstacles that lead to academic stress during their first year of study. In college, their close companions are with them; for the most part, they are from school. Today's university students usually deal with more complex problems than they did ten years ago. Time constraints, the fear of failing, the struggle to define oneself, the requirement for academic excellence, and challenging competency are some of the main problems that are specific to first-year students at universities. Emotional problems such as thinking too much, worrying too much, feeling unworthy of life, or feeling inferior to others. Feel tight with no obvious cause. "The primary challenges in their initial year of university are trouble integrating within, residing on their own, adjusting to a tougher educational atmosphere,





as well as discovering how to prioritize themselves," stated one participant. This involves transitioning from a beginning phase marked by psychological stress and strain to a final stage characterized by a predominance of functioning and a state of well-being suited to the new demands. Thawabieh and Qaisy (2012) posit that the shift for pupils from the school to the university setting may cause them to experience psychological educational, and social shock because of the disparities in the system of education new teaching techniques, academic expectations, and the nature of interactions between pupils and teachers as well as among themselves.

### **Culture Diversity**

Connell (1994) and Postle et al. (1997), for example, have extensively researched the first-year experience. Their study highlights the absence of cultural familiarity among the diverse group of students attempting to integrate into university culture. According to Beasley (1997, p. 29), "Students come with their own unique but varied cultural values, and universities have cultural norms and values to which new students must adjust." "Interacting with individuals from different roots, metropolitan areas, financial circumstances, traditions, and other aspects of life," was the response from one student. "Students come from different colleges, like public and private sector colleges," said an additional attendee. Some are from the Cambridge CIE A-Level, while others are from the Intermediate Board System. Students experience academic stress due to this variance. This corpus of work is comparable to critical theorists' output. For example, Gee (1990) contends that it is difficult for students whose upbringings seem to diverge from, or even conflict with, the favored modes of text, knowing, and appreciating in an academic context to comprehend the many modes of communication in a classroom environment. Students themselves say, "It's an environment that is entirely distinct from what most of us are used to" (cited in Beasley, 1997, p. 182).

### **Teachers' Behavior**

Effective behavior control is unquestionably among the most crucial teaching skills that both instructors and students must acquire. Instructors with good classroom management skills can better meet the educational needs of their students (Ormord, 2006). These instructors also believe that instructing is less stressful and demanding (Rogers, 2006). As one student put it, "Teachers should act carelessly and handle us like servants because they are irresponsible." Most of them ignore our lab days and behave rudely towards us. Another student stated, "There was no



assessment scheme or anything, therefore I had struggled with managing the e-course load, adjusting to university life, and comprehending what every instructor required of me." All of the teachers use rubrics to test their students. "A well-considered educational philosophy might provide direction during difficult times. Peer and instructor support is essential for students to succeed during their undergraduate studies since it helps them adjust to the degree's academic requirements.

### **Academic Workload**

"The biggest challenges in my first year of university were tougher studies, a heavier workload, new social groups, a new setting, and unfamiliar academic requirements," asserted one of the participants. As one student put it, "A student's academic achievement may also be impacted if they struggle with time management or understanding the course material." These challenges may also affect a pupil's social life, which may intensify feelings of isolation or loneliness. "Not understanding what the instructor wants in the way of answers and what exactly to compose or how much to write," remarked one student, "is incredibly stressful." Thawabieh and Qaisy (2012) posit that the shift for pupils from the school to the university setting may cause them to experience mental disorders and educational, and social shock because of the disparities in the system of education regarding new teaching techniques, academic expectations, and the nature of relationships between learners and teachers as well as among themselves.

### **Fear of Failure**

Students who avoid failure are the quintessential people who dread failure. In addition to being driven by a fear of failure and self-doubt, they commonly suffer anxiety (Alpert & Haber, 1960) and lack confidence in their ability to achieve or prevent failure (Covington & Omelich, 1991). "I felt anxious about being on a lower level to other students and had an anxiety of being left out," a student stated. "The requirements for managing among all of the lessons staying behind in every single one, and submitting work by the deadline further increase stress," stated another student. One more student stated, "The pressure to get through all of the lectures on time, stay advanced in every single one, and turn in work by the deadline adds to the stress." Many of the factors associated with this stress "come together for the ride" since the fear of failure often drives the striver's behaviors; this phrase was intentionally selected because, although productivity may not be impacted, the journey is not joyful.

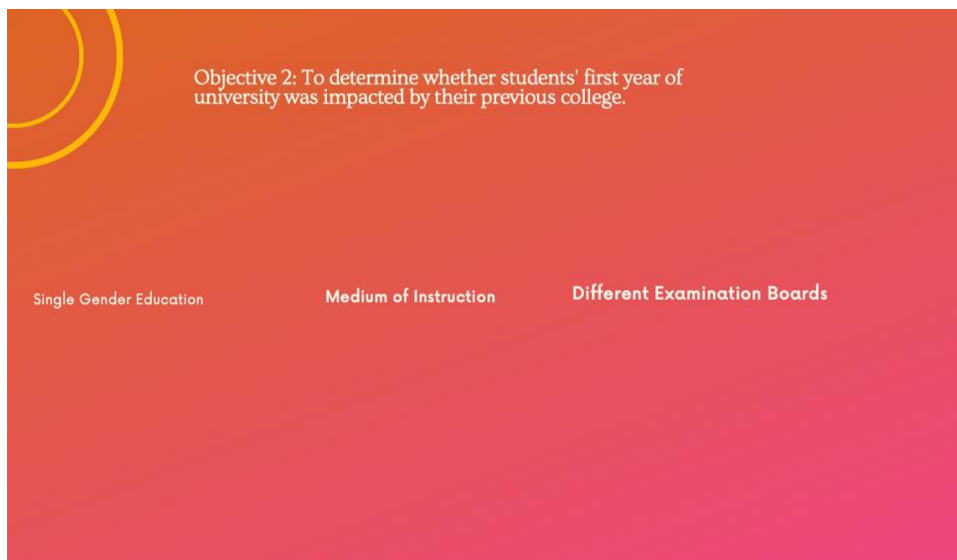


## Assessment and Examination Pattern

Given that the largest predictor of students' level of course satisfaction was their opinion on assessment methods, it is clear that students are typically satisfied when they feel that the mechanisms for assessment are appropriate. "Students come from institutions where an established design of coursework consequently, an assessment design has been established, and instructors and pupils follow the same guideline," asserted one participant during their initial year of university. "I was confronted with multiple issues, like not knowing how to get ready for exams or make assignments," one student stated. "I also had to deal with the difficulty of making new companions with whom I could share my problems because I was not well-known to everyone." That is, students who feel that they are receiving high-quality education during school hours are more likely to achieve better grades, no matter how they pursue their studies. Several previous studies by Lizzio et al. (2002), Prosser & Trigwell (2001), and Ramsden (1997) have demonstrated the beneficial relationship between comprehensive learning and effective instruction. "They stress you out because you have to meet targets and prepare for exams, but you have plenty of things on your plate and cannot get ready for either in an appropriate manner," stated another participant.

### Figure 2

*Theme 2: Previous College Environment:*





### **Different Examination Boards**

Higher education is expanding, which is resulting in a more diversified student body. Due to their diverse cultural and social origins, varied life experiences, and varying educational levels, students have varying needs and academic potential. First-year university students face a great deal of stress because they come from different college systems, such as public colleges, private colleges, and A-level universities. Students at universities who are shy or have a hard time establishing friends might not enjoy the many group projects and teamwork exercises.

Acclimating to an unfamiliar setting requires effort. Transitioning from a school setting to a university academic can provide psychological, intellectual, and social challenges for students. Compared to institutions in the public sector, A-level students have had little trouble adjusting to university life. "I hadn't been impacted, but others who had low IQs undoubtedly were," a pupil retorted. Pupils from the public sector or with intermediate backgrounds have different perspectives. A student remarked, "Being accustomed to the intermediate board system, it took me some time to understand the evaluation and scoring procedure at my institution." Burdett et al. (2015) state that there are now about 20 examination boards operating in Pakistan that are in charge of conducting national certifications and assessments. These are officially recognized as Boards of Secondary and Intermediate Education (BISE), while they are frequently referred to as regional boards. They operate mostly on a regional level. Burdett et al. (2015) found that the impact is most pronounced and noteworthy at the individual student level based on the data.

### **Single-Gender Education**

As they develop, test, and hone new psychological identities, young students are especially susceptible during their first year in university. All public colleges, including those in Karachi, have a single-gender educational model in which males and females attend different schools and universities. As a result, these students' first year of college is different from those of students who attend private and A-level universities. "It's really hard for me to talk to the boys in my class because I come from a girls' college," one participant commented. Another boy student added, "I feel awkward asking the teacher questions in front of my female classmates because I came from a boys' college." "College culture is completely different from university because my university has the blended education system," said a different attendee. While boys and girls study together, certain individuals take advantage of this and turn to negativity, which is detrimental to their academic performance. It is difficult for those who have graduated from a college for boys or



females. Compared to people who attend institutions with a coeducational system, they lack confidence. A single-sex educational system separates and educates boys and girls in separate places, buildings, classes, or schools. Before the mid-1900s, schooling exclusively for a single gender was more common, especially in high schools and secondary schools in economically disadvantaged nations like Pakistan and India (Khalil et al., 2011). The main advantages of coeducation, aside from the controversy surrounding single-gender education, are the students' improvement in a variety of domains, including moral, social, and personal development.

### **Medium of Instruction**

A language is vital in the modern world of industry and globalization, particularly the English language. This is because it provides reliable pathways for obtaining lucrative jobs in the public as well as private sectors of businesses. It goes on to say that "Students view English as a difficult language to understand and avoid using it for communication" (Singh et al., 2020). The ability of language to allow interaction among speakers and listeners is one of its basic purposes. The main objective of language is to effectively convey ideas to other people. Language must fulfill this purpose in every situation. If a language is unable to accomplish the intended aim, then barriers caused by language are seen to have been obtained in the way. Language use is essential to both teaching and learning. "It is difficult for me to follow teachers' lectures because I am native Sukkur, Sindh, and my previous education was mostly in Sindhi," remarked one student, "because English was the primary medium of classroom instruction at my university." Language use is essential to both teaching and learning. Communication between speakers and listeners is hampered by language barriers (Baran et al., 2013). "I suffer with English because my first school was an Urdu medium," said another youngster. Everyone knows that students study more efficiently when they understand what their lecturers are asking of them. Whether instruction is given in person or remotely, pupils learn best when they get clear directions from their teachers. This instruction is communicated through language (Huang et al., 2014). Without a doubt, the foundational elements of every educational method are language and interaction.

Figure 3

Theme 3: Overcome Strategies for Stress:



### **Counseling**

Counseling assists students in accurately understanding and accepting reality to maintain and enhance their mental health and social functioning, achieve their academic objectives, and develop their personalities. "Leaving where I feel at ease to interact with more people reduces my fear of being excluded and promotes teamwork," remarked one student. Sharing difficulties and having conversations with instructors is also highly beneficial. Ramachandran (2018) mentioned that college or university management teams need to make proactive efforts to decrease students' stress to ensure that students have outstanding mental health and may do well in their academics. They may do this by using efficient teaching and learning techniques and creating a welcoming learning atmosphere. They also need to provide enough treatment to lessen psychological and social stress.

### **Time Management**

First-year students often struggle with transitioning to a university's unique teaching and learning environment, particularly about managing their time and self-study skills. For this article, time management and self-study are considered to be part of the same skill set that is associated with creating and adhering to a timetable for a range of study tasks. A participant stated, "My friends and I frequently use methods for time management, consistent physical activity, mindfulness or methods of relaxation, looking for assistance from university amenities like Counselling solutions, and establishing an equilibrium among academic and social activities as ways to manage academic stress." A 2007 study by the United Kingdom's Higher Education Academy



found that students frequently struggle with time management. A study conducted by Krause and Coates (2008), analyzed the results of a pupil engagement instrument, the ability to effectively organize one's own time, studies, and strategies for accomplishment as a student is essential to achievement during the first year.

### **Focus on studies**

College freshmen who lack the basic ability to study are "probably to grow highly worried about the unfamiliar academic setting," which limits their prospects of academic success, as stated by Cone and Owens (1991) (p. 1211). "I spread out my workload, by performing less but completing it each day, and through being reliable and effective rather than putting everything for the end," said one student in an explanation of how they concentrated on their academics. Another participant stated, "Some methods I've often used to cope with academic stress include frequent physical activity, awareness or relaxation techniques, time management techniques, obtaining support from campus facilities like counseling services, and creating an equilibrium between educational and social activities." For first-year university students, concentrating on their academics is a useful tactic to lessen academic stress.

### **Social Integration**

A student has to blend in with the campus community to be socially integrated. Finding wonderful companions who are also strong academics and who prioritize their education is important, according to one student. Making myself work even when I'm not motivated to meet deadlines. Locating reliable internet resources to support my education. Due to their mutual support and abundance of commonalities, the pupils in this socialization pattern have been seen by some researchers to offer advantages (Montgomery & McDowell, 2009).

### **Self-Study**

According to Bandura, self-efficacy may characterize both the likelihood that an activity will be carried out effectively as well as the choice and level to which it is attempted. By dividing up my responsibilities, studying for a little period every day, and being dependable and productive rather than putting things off till the last minute, one student clarified. "I just need to start self-studying and concentrate on my studies to get good results," stated another student. Research by Newby-Fraser & Schlebusch (1997) and Hackett et al. (1992) shows that self-efficacy has a significant negative correlation with stress levels, meaning that those with greater levels of self-



efficacy are likely to report less stress. Therefore, it would appear that higher levels of self-efficacy might reduce stress among college students.

### **Conclusion and Recommendations**

It's critical to acknowledge the difficulties first-year university students have to ensure that they do not run into similar problems later in their studies. Several research (Leung et al., 2010; Tholen et al., 2022; Zhang et al., 2022) have found that learning stress is a major cause of academic anxiety among first-year college students. A helpful foundation for comprehending the potentially predictive character of university students' perceptions of a stressor is provided by Lazarus and Folkman's (1984) transactional model for stress. The transactional viewpoint views stress as a process that entails ongoing "transactions," or modifications and adaptations, between a person and their surroundings. It is believed that the person is a proactive participant who may use psychological mental, and emotional coping mechanisms to decrease the effects of a stressor. This study aimed to determine the causes of academic stress experienced by first-year university students, how those causes were influenced by their previous college contexts, and the coping strategies employed by the participants. As an active participant, the person can use behavioral, cognitive, and emotional coping mechanisms to mitigate the effects of a stressor. The language of teaching, single-gender classrooms, and examination boards that differ from those of the students' prior institutions can also cause academic stress in first-year university students. The research participants provided several helpful coping mechanisms for handling stress related to their studies. The methods of coping they used, like time management, asking for help from teachers and university counselors when needed, focusing on their studies, creating a self-study schedule, and interacting socially with their higher-up class colleagues, helped them get over the inflexibility of their prior college environment, the predetermined exam schedules, coming from a system of education that only offered instruction in their native tongue, and more. These actions will all help pupils feel less stressed as a result of their academic pursuits. It is also noted that there are shortcomings in this study, mostly related to the sample size. Therefore, to confirm the reliability of the results and extrapolate them to the broader community, it is suggested that comparison research be carried out with a larger sample size. To support the current findings and shed light on corrective measures, more extensive studies including sociodemographic, psychological, and institutional features must be undertaken in the future. The current study's findings could help pupils overcome their problems and obstacles. University instructors might





utilize the study's findings to design courses that specifically address the problems encountered by first-year students. In the end, the study's findings may potentially be applied to improve the teaching strategies used by professors and subject matter experts.

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