Validation and Adaptation of Perception of Academic Stress Scale

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ABSTRACT

The study was conducted for the validation and adaptation of the perception of academic stress scale. Translation of 18 items of PAS was competed through a committee that was consisted of three members who had the expertise in bilingual and possessed efficiency or command over the understanding of English and Urdu langue, and they had awareness about the culture of Pakistan in the perspective of every dimension. Translated version of PASS was administered on 120 students. The internal consistency reliability of the PASS was 0.8 (Cronbach' alpha), there was evidence for correlation between the factors of PASS and item to total correlation

Introduction

As students enter university life and encounter all of the stressors, both positive and negative, that are part of that experience, they are also transitioning from adolescence into burgeoning adulthood. They are moving away from home and its many support systems. Academic demands, social challenges, and uncertainty about the future are linked to increased levels of stress (Deasy, Coughlan, Pironom, Jourdan, & McNamara, 2014). In addition to these pressures, financial burdens contribute to the strain likely to overwhelm students (Deasy et al., 2014). With respect to feeling overwhelmed, reports over the past several years have revealed consistently high levels of anxiety and depression in university students (Regehr, Glancy, & Pitts, 2013; Schmidt, Sieverding, Scheiter, & Obergfell, 2015).

Stress can be described as a state of being; the body perceives something outside itself as threatening and enters a heightened state of arousal (Frydenberg, 2014). There are several forms of stress—both beneficial and deleterious (Frydenberg, 2014). Healthy stress occurs when a stressor serves as a motivator to assist in accomplishing a task (Frydenberg, 2014). Stress is more commonly thought of in its negative form, when it is distressing and limiting to productivity and achievement. Although both forms ultimately use up energy resources, it is only adverse sources of stress that are unprofitable for the individual. Stress is a near constant across development and individuals. Early stress, and our response to it, predicts the impact of stress in young adulthood (Karatoreos & McEwan, 2013).

Having lost their adaptive effectiveness, such methods become dysfunctional and are linked to the development of physical and psychological distress in adulthood (Wadsworth, 2015). The ability to quickly respond to perceived stress was once critical for human survival. Due to an abundance of risks in the environment, our ancestors survived based on their ability to respond to immediate threats and accurately anticipate future ones (McKlveen, Myers, & Herman, 2015). Internally perceived threats are more complicated to observe because the mind interprets a set of conditions as personally threatening, and the result is heightened nervous system activation (Karatoreos & McEwen, 2013). These internally perceived threats, though not necessarily physically dangerous, may signal a threat to a goal that the person has identified as important, such as social status, academic success, or career achievement (McKlveen et al., 2015). When chronic stress causes sustained arousal, executive functions can be negatively impacted, including decision making, planning, and response inhibition (McKlveen et al., 2015). Perhaps more importantly, impairment in these functions causes further deterioration, as these are also the tools needed to adapt to a stressor in the environment (McKlveen et al., 2015).

Stress among undergraduate and graduate students is multifactorial, arising from both academic and

non-academic factors, including socio-cultural, environmental, and psychological attributes (Brand and Schoonheim-Klein, 2009). Stress levels may escalate to significant proportions in some students, to present with symptoms of anxiety especially during tests and examination periods. In fact, previous research suggested a modest prevalence rate of 10 to 35 percent of college students' experience functionally impairing levels of test anxiety (Chapell et al., 2005; Naveh-Benjamin et al., 1997). However, not all students experience anxiety with the same severity. In the Social Survey of the German Student Union, it was estimated that approximately 15–20 percent of student's functioning become impaired by exam nerves in a "modest" to "high" degree (Neuderth et al., 2009). Also, it was demonstrated that the delay and the drop-out in university students occur significantly more often in students with test anxiety and is associated with psychiatric morbidity including suicidal behavior and high economic costs (Schaefer et al., 2007). Also, it was demonstrated that 10 percent of dental students suffered from severe emotional exhaustion, 17 percent complained about a severe lack of accomplishment, and 28 percent reported severe depersonalization symptoms (Pohlmann et al., 2005).

Academic factors were the predominant cause of stress in most students, followed by physical, social, and emotional. Majority of students with stress reported high scores of poor self-esteem, and about half scored high on depression scales (Baste and Gadkari, 2014). Results from the literature suggest that higher level of stress to be associated with poor academic performance (Sohail, 2013). Perceived stress was reported in some research, to vary among different sociodemographic groups (Acharya, 2003; Pau et al., 2007; Polychronopoulou and Divaris, 2005). For example, it was found that females, younger students, those without a previous higher education qualification, and those not satisfied with their decision to study dentistry were significantly more likely to report perceived stress levels when compared to their counterparts (Morse and Dravo, 2007; Pau et al., 2007). However, in other studies, men showed more stress (62.9%) than women. However, females perceived more stress in the interpersonal domain

score more significantly than males (Saxena et al., 2014; Tangade et al., 2011).

In a recent study, it was demonstrated that the most common sources of stress among medical students ($n = 161$) were related to both academic and psychosocial pressures. These included high parental expectations, frequency of examinations, vastness of the academic curriculum, sleeping difficulties, worrying about the future, and about becoming a doctor. From reviewing the literature, stress among dental and medical students in different cultures is well documented and was associated with significant psychiatric morbidity in the literature (Al-Omari, 2005; Naidu et al., 2002; Pohlmann et al., 2005; Rajab, 2001; Shah et al., 2010; Tuisuva and Morse, 2003).

For example, it was demonstrated recently that more than half of the respondents were affected by depression, and over two-thirds by anxiety and stress, and females consistently reported higher score of stress as compared to their male counterparts (Iqbal et al., 2015; Kumar et al., 2014). In a number of studies, authors found that the most frequently reported factors contributing to stress and anxiety around the examination periods were extensive course loads, lack of physical exercise, and long duration of exams, reported by the students (Harikiran et al., 2012; Hashmat et al., 2008; Sansgiry and Sail, 2006; Shah et al., 2010). The perception of extensive course load and long duration of examinations were found to be the most important sources of test anxiety in a number of research studies. For example, in a cross-sectional study, Hashmat et al. (2008) examined factors contributing to exam anxiety among the final medical students ($n = 120$), using structured self-administered questionnaire including questions about lifestyle, study style, psychological problems, and examination system. Authors found that the most frequently reported factors by the students, contributing to exam anxiety, were extensive course loads (90.8%), lack of physical exercise (90%), and long duration of exams (77.5%). Authors also reported that most students had poor knowledge of exam-taking and anxiety-reduction (Hashmat et al., 2008). Medical students' performance in periodic examinations was the most frequently and severely occurring sources of stress (Shah et al., 2010).

It was demonstrated in both laboratory and in self-report questionnaires that students report and

experience higher levels of anxiety from the objective structured clinical examination (OSCE) than from the written examinations (Furlong et al., 2005). Also, Omigbodun et al. (2006) and Polychronopoulou and Divaris (2005) found that excessive school work, congested classrooms, strikes by faculty, and lack of laboratory equipment were identified as a source of stress. The fear of course failure, uncertainty about future, clinical training difficulties, and work overload were among the perceived sources of stress among dental students (Acharya, 2003; Polychronopoulou and Divaris, 2005). In a recent study, it was reported that 16.2 percent of the variance accounted for the excessive cognitive, somatic, and emotional responses on the Examination Anxiety Scale scores (Bedewy and Gabriel, 2013).

Based on a self-administered survey, it was demonstrated that test anxiety among pharmacology students ($n = 198$) was positively correlated with students' perceptions of course load and negatively related to their ability to manage time with course work (Sansgiry and Sail, 2006). Morse and Dravo (2007) utilized a modified version of the Dental Environment Stress questionnaire (41 items) to assess levels of stress among undergraduate students ($n = 115$). Authors reported that there was slight to moderate stress. However, sources of stress were more prominent among female students and with the following items: full loaded day, followed by criticism from clinical supervisors in front of patients, amount of assigned work, fear of failing a course or year, examination and grades, financial resources, fear of employment after graduation, and fear of facing parents after failure (Morse and Dravo, 2007).

It was demonstrated in a number of studies that parental pressures and teachers' expectations were associated with stress around the time of examinations or about choosing particular academic study or a future career. For example, students who joined dentistry due to parental pressure, with associated fear of facing parents after failure, described greater stress than those who joined of their accord (Acharya, 2003; Tangade et al., 2011). Authors recommended that parents need to be counseled against forcing their children to join an educational program, not of their choice (Tangade et al., 2011). Also, receiving criticism from supervisors about

academic or clinical work was one of the sources associated with significant stress among dental students (Kumar et al., 2009). Other authors suggested that parental pressure predicted a higher degree of test anxiety, as the threat of negative evaluation from others is increased. Conversely, it was theorized that parental support would predict a lower degree of stress and test anxiety, as the threat of negative evaluation is reduced (Putwainet al., 2010). Also, a higher than expected levels of emotional exhaustion were found in a large sample of first year undergraduate students, and among entry-level students dental students in seven European dental schools (Polychronopoulou and Divaris, 2005), and recently,

Tangade et al. (2011) found that final year students presented with higher stress scores. Using a descriptive cross-sectional design, Wang and Yeh (2005) examined the perceptions and sources of entrance exam stress among third-year nursing students ($n = 441$) and its effect on coping behavior. Authors concluded that the five main stressors of entrance exam stress, in descending order, included taking tests, the student's own aspirations, learning tasks, teacher's aspirations, and parent's aspirations (Wang and Yeh, 2005).

Other sources which are commonly related to students' academic self-perceptions involve such scores especially those related to their personality characteristics, intelligence, their past academic achievements, and other academic environmental and psychosocial sources. Hancock (2001) and Hembree (1988) reported that negative cognitions related to examinations, when such students underestimate their own abilities, or overestimation of the consequences related to their failure, are often accompanied by higher anxiety levels and poor performance. It was demonstrated that in a number of studies, among dental and medical students, stress was high enough to present with psychiatric disorders in substantial proportions of students. The experience of severe stress and anxiety among dental school students is well documented.

Students often report stress-related symptoms that may range from mild anxiety to sleep and eating disorders, as well as resulting in reduced performance, inability to concentrate, hostility, depression, and other debilitating effects (Stewart et al., 2006; Westerman et al., 1993). In a cross-sectional survey examining the level of perceived

academic stress among medical, dental, psychology, and sports students, it was demonstrated that sports and psychology students had a lower perceived stress risk compared with medicine students (Neveu et al., 2012).

The relationship between personality traits and stress and anxiety related to taking examinations was also examined in a number of studies. For example, Liu et al. (2006) argued that test anxiety should be related to the personality and self-esteem, and that the prevalence of test anxiety should be higher in introversive, unstable emotional, apparent psychotics or low self-esteem students. Xu et al. (2005) examined the effects of self-concept on the test anxiety among medical college students, using the test anxiety questionnaire and the English-learning self-concept scale. Authors found that all the dimensions of self-concept were significantly related to test anxiety, among which are the general self-concept and the academic self-concept. Others claimed that perceived academic competence was related to worry and tension (Putwain et al., 2010).

Literature Review

Stress is an inevitable body condition or experience that entangles every human being irrespective of their unique demographic characteristics (Ramachandiran & Dhanapal, 2018; Bukoye, 2017) as each tries to adjust to the ever changing human society (Bakksh & Sayed, 2015). The word 'stress' is etymologically derived from the Latin word 'Stringere' which means to draw tight and it was used in the early 1700s to describe pain, hardship or affliction (Dhanalakshmi & Murthy, 2018). Early stress theorists such as Canon (1914), Selye (1965) and Mason (1971) theorized stress on physiological basis and defined it as the pressure an individual faces from the environment strain within himself or herself. However, today, stress is considered as the interaction between a situation and an individual (Michie, 2002). It is seen as the perception of discrepancy between environmental demands (stressors) and an individual's capacities to cope with these stressors (Kaur, 2016).

Stress is described as the response of mental action through hormonal signaling with the perception of danger setting off an automatic response system known as the fight and flight response (Saqib & Rehman, 2018). Stress always presents itself when the internal and external pressures exceed the individual's resources to cope with the situation (Arafeen, Priya & Gayathri, 2018). Many researchers posit that stress is not an entirely disturbing phenomenon (Aafreen et al, 2018; Bukoye, 2017). Wani, Nagar and Buhroo (2018) aver that stress is generally accepted by stress theorists as having two opposite effects which are positive stress (eustress) and negative stress (distress).

Saqib (2018) and Yikealo, Tareke and Karvinen (2018) contend that from an adaptive point of view, mild stress can be very beneficial for both faculty and students as it serves as a motivator for hardwork and eventual productivity. Avoiding stress completely is seen as leading to a very boring life (Veena & Shastri, 2016). However, high and uncontrolled stress can have dire mental, psychological and physical consequences (Jain & Singhai, 2018; Reddy, Menon & Thattil, 2017; Essel & Owusu, 2017).

This concurs with the view of Cooper and Quick (2017) who described stress as the spice of life and the kiss of death. Stress has become an important and urgent topic for academic research (Taraj, 2013; Ahmed et al., 2013) because academic stress has been an age-long canker in higher institutions (Zawawi & Jye, 2012) due to the high academic demands and professional expectations from students and faculty respectively (Kaini et al, 2017; Adiele et al., 2018). In fact, the pursuance and administration of higher education is stressful to students who are mandated to adapt to the new educational and social environments (Ramachandiran & Dhanapal, 2018) and also faculty who are expected to undertake very intensive faculty work (Ng et al., 2016; Hashim, 2003). The existence of stress is as a result of the presence of stressors (Chen, 2009) that are events or stimulus that propel a person to experience stress. The two most disturbing stressors in higher institution environments are academic related stressors and institutional stressors (Azila-Gbettor et al., 2015).

Stankovska et al. (2018) conceptualizes academic stress as a person's interaction with environmental stressors, his or her cognitive appraisal and coping mechanism of the academic related stressors as well as psychological or physiological response to the stressors. However, academic stress cannot be limited to only academic-related stressors (Zeidner, 1992). All kinds of stressors

(intrapersonal/self stressors, interpersonal/social stressors, time/balance stressors, institutional stressors, financial stressors and others) that impede academic output of students and professional expectations of faculty, thereby causing unpleasant psychological and physical situations qualifies as academic stress (Wani et al., 2018). Aam et al (2017) concurs that all forms of performance related anxiety in academic institutions of learning constitutes academic stress. Academic stress is a career stopper (Kadapatti & Vijayalaxmi, 2012) as it stifles the professional growth of faculty. The position of the researchers is that every kind of stress that significantly inhibit the psychological wellbeing of students (Bukoye, 2017) and faculty, thereby negatively affecting their academic and professional outputs exemplify the term academic stress.

The common stressors that impede academic and professional performance of students and faculty identified by researchers include academic and coursework overloads (Stankovska et al., 2018; Shkulaku, 2015), financial difficulties (Essel & Owusu, 2017), poor eating and sleeping habits (So & Park, 2016), health problems (Ng et al., 2016), college environmental situation (Li & Lin, 2003), poor time and resource management (Bukoye, 2017), domestic responsibilities, (Jain & Singhai, 2018), examination (Ramli et al., 2018), social comparison and competition (Ramachandiran & Dhanapal, 2018), lack of academic guidance (Radcliff & Lester, 2003), high expectations from family and teachers (Yikealo et al, 2018), pressure to secure a 'respectable' job from excellent academic performance (Duncan-Williams, 2015), thoughts of failure (Teh et al (2015), preparation for oral presentations (Thawabieh & Qaisy, 2012) and lack of friendship and family support (Pedersen & Jodin, 2016).

Stress negatively affects an individual's psychology, physiology and sociology (Lin & Chen, 2009); drastically reduce his or her learning and memory (Saipanish, 2003); preempt suicidal ideation (Oginyi et al., 2018); decreases one's productivity (Essel & Owusu, 2017); depression and cognitive worry (Busari, 2012); lack of energy and sleeping disorders such as sleep-wake systems (Ramachandiran & Dhanapal, 2018); behavioral symptoms such as loss of appetite, increased consumption of alcohol, tobacco and food (Duncan-Williams, 2015); diminished

students' motivation and enthusiasm (Ackon, 2014); reducing the cumbersome academic plan and procedures while teaching stress coping mechanisms through advocacy programmes (Bukoye, 2017); risk factor for psychopathology (Aafreen et al., 2018) and low self-esteem (Mulyadi et al., 2016).

Many ways of managing academic stress have been suggested by researchers. Some of these include the university administration offering avenues for student consultation with psychologists in addressing the negative effects of academic stress (Kumaran & Javid, 2016); encouraging students and fostering good student-teacher relationship (Wani et al, 2018); reading books, listening to music and watching movies (Yikealo et al., 2018); social support systems (Ng et al, 2016; Duncan-Williams, 2015); learning to set limits (Aafreen et al., 2018); assigning academic mentors and counselors for students (Aam et al, 2017); implementation of mindfulness practices in the classrooms (Ramli et al, 2018); music therapy (Ng et al, 2016); psychotherapy (Reddy et al, 2017); realistic assessment of students (Taraj, 2013); getting enough sleep and having regular exercises (Bakksh & Sayed, 2015); engagement in physical and extracurricular relaxing activities (Kaini et al., 2017); university management team creating a conducive learning environment with suitable teaching and learning methods (Ramachandiran & Dhanapal, 2018).

Many of the studies on academic stress in higher institutions globally have generally focused on students with few assessment of academic stress on faculty (Hanna et al., 2018; Oginyi et al., 2018; Stankovska et al., 2018; Yekealo et al., 2018; Aafreen et al., 2018). Also, many of the studies on academic stress are limited to particular year levels (Bataineh, 2013; Alzahem et al, 2013) and single programmes of studies such as business students (Azila-Gbettor et al, 2015), pharmacy students (Hanna et al, 2018), medical students (Adiele et al, 2018; Saub, 2013). From the Ghanaian perspective, Duncan-Williams (2015) investigated the relationship between the academic stress faced by Senior High school remedial students in the Greater Accra Region of Ghana and its impact on their psychological well-beings. Azila-Gbettor et al (2015) also assessed the sources of academic stress and their effects on the academic performance of Business students in the Ho Polytechnic in Ghana using a cross

sectional research design. They found out that the total environmental / campus / administrative / transition stressors and total academic stressors were the dominant stressors that affected academic performance among the students.

Previous studies on academic stress in the Ghanaian tertiary institutions have been limited to one academic institution, students studying the same programme and in the same year as well as using only quantitative data set (Cole et al., 2014; Essel, 2014; Duncan-Williams, 2015; Azila-Gbettor et al., 2015). Essel and Owusu (2017) suggested that for a more in-depth study on academic stress in higher institutions of learning, future researchers should approach the topic using both quantitative and qualitative sets of data as they would yield richer and more comprehensive understanding of the subject. This study utilizes the convergent parallel mixed method approach in soliciting for both qualitative and quantitative sets of data on academic stress. Dhanalakshmi and Murty (2018) suggested the assessment of the academic stress of students studying various programmes. They argued that academic stress studies in higher institutions should not be limited to a particular programme of study. Based on this backdrop, this study assessed academic stress of Ghanaian students in various faculties, academic levels and programmes of study. The survey reported that the main factors affecting the tertiary studies of Australian university students aged 17–25 was stress (Rickwood, Telford, O'Sullivan, Crisp, & Magyar, 2016). In an observational study of 456 German undergraduate medical students, higher perceived academic-related stress was found to predict poor academic performance (Kotter, Wagner, Bruheim, & Voltmer, 2017).

Objectives of the Study

1. To translate the perception of academic stress scale into Urdu langue
2. To assess the psychometric properties of translated versions of measurement tool
3. To validate and adapt the perception of academic stress scale

Process of Translation

The following steps are taken to translate the scale into Urdu langue, which are given below: A committee was consisted of three members who had the expertise in bilingual and possessed efficiency or command over the understanding of English and Urdu langue, and they had awareness about the culture of Pakistan in the perspective of every dimension. Translated items of scales were analyzed for the purpose of cultural relevance. Vague and ambiguous items were reviewed and changes were made regarding their wording according to familiar words. Translated items of Urdu langue were back translated again by the same team into English. These were compared with their original English versions to determine any dissimilarity between translated items. Further updates were made for reassurance of translated versions.

Methodology

There were 120 students, male and female, ranging from the 19 to 26 years of age who participated. They were selected conveniently from the department of social sciences Bahauddin Zakariya University, Multan, Pakistan. All items were reviewed for clarity and grammatical corrections. After the scale had been written, the Microsoft Word computer program was used to assess the grammar, in order to ensure that students could easily understand and interpret each item. The scale was pilot tested with 120 students. Student's concerns and feedback were sought in the following aspects of the scale: Clarity of items, identifying and reporting any ambiguous items, and items difficult to interpret, Difficulties with language, technical jargon, or any offending language, Reactions and responses to the format and layout of each item. Time needed to complete the scale.

Results, Findings and Discussion

After collecting the responses from the students on the Urdu version of the Perception of Academic Stress Scale, then it was used to check the psychometric properties of the research instrument by using descriptive and as well as inferential statistics.

Table 1: Experts' Rating for the Perception of Academic Stress Scale

Factors of Perception of Academic Stress Sale	Experts Rating for Relevancy of Items Min-Max (Mean ± SD)	
Competition with my peers for grades is quite intense	3-5	4.6 (0.67
My teachers are critical of my academic performance	4-5	4.3(0.38)
Teachers have unrealistic expectations of me	3-5	4.1 (0.73)
The unrealistic expectations of my parents stresses me out	3-5	4.6 (0.63)
The time allocated to classes and academic work is enough	4-5	4.3 (0.52)
The size of the curriculum (workload) is excessive	3-5	4.8 (0.69)
I believe that the amount of work assignment is too much	3-5 (0.61)	4.9
Am unable to catch up if getting behind my work	4-5	4.5 (0.53)
I have enough time to relax after work	3-5	4.9 (0.79)
The examination questions are usually difficult	4-5	4.7 (0.59)
Examination time is short to complete the answers	4-5	4.8 (0.53)
Examination times are very stressful to me	3-5	4.7 (0.41)
Am confident that I will be a successful student	4-5	4.1 (0.67)
Am confident that I will be successful in my future career	3-5	4.3 (0.51)
I can make academic decisions easily	3-5 (0.47)	4.7
I fear failing courses this year	4-5 (0.66)	4.9
I think that my worry about examinations is weakness of character	4-5 (0.69)	4.8
Even if I pass my exams, am worried about getting a job	4-5	4.2 (0.61)
Mean scores (%)	4.7 (91%)	

Table 2: Factors Loading for the Perception of Academic Stress Scale

	1	2	3	4
The competition with my peers for grades is quite intense	0.71			
The unrealistic expectations of my parents stress me out	0.73			
Examination times are very stressful to me	0.68			
I think that my worry about examinations is weakness of character	0.66			0.51
My teachers are critical of my academic performance	0.59		0.53	
I believe that the amount of work assignment is too much		0.77		
The size of the curriculum (workload) is excessive		0.79		
Even if I pass my exams, am worried about getting a job		0.68		
The examination questions are usually difficult		0.53		

Am confident that I will be successful in my future career	0.79	
Am confident that I will be a successful student	0.68	
I fear failing courses this year	0.57	
I can make academic decisions easily	0.52	
I have enough time to relax after work		0.71
The time allocated to classes and academic work is enough		0.58
Teachers have unrealistic expectations of me		0.54
Examination time is short to complete the answers		0.52
Am unable to catch up if getting behind the work		0.51

Table 3: Value for Cronbach's Alpha of Factors of Perception of Academic Stress Scale

Factors of Perception of Academic Stress Scale	Cronbach's Alpha
Pressure to Perform	.789
Perception of Workload	.653
Academic Self-perceptions	.761
Time Restraints	.867

Table 4: Pearson Product Moment Correlations between the factors of Perception of Academic Stress Scale

Subscales	1	2	3	4
Factor 1: Pressure to Perform	1	0.70**	0.63**	0.63**
Factor 2: Perception of Workload		1	0.51**	43**
Factor 3: Academic Self-perception			1	0.23**
Factor 4: Time Restraints				1

Correlation is significant at the 0.05 level (two-tailed).
Correlation is significant at the 0.01 (two-tailed).

Table 5: Item to total correlation for Perception of Academic Stress Scale

Serial Number	Items	R
1	1	.865**
2	2	.855**
3	3	.943**
4	4	.871**
5	5	.890**
6	6	.940**
7	7	.654**
8	8	.754**
9	9	.893**
10	10	.954**
11	11	.799**
12	12	.688**
13	13	.701**
14	14	.832**
15	15	.840**
16	16	.932**
17	17	.711**
18	18	.754**

Conclusion

Purpose of study was to document the psychometric properties of scales. Translation was done the English version of the scales in to Urdu version by committee members who had the proper command and grip over the English and as well as Urdu Language and they were familiar with Pakistan's cultural. Review of translated items was completed to see the cultural relevancy. Ambiguous and irrelevant items of scales were noted and changes were made regarding their wording brought about. Translation process was done again with Urdu Language items backed into English language. It was compared with its original version. Some changes were made in translated version on the basis of finding any dissimilarity. Probability regarding ambiguity was reduced through this rigorous process of items translation. As a conclusion the internal consistency reliability was 0.8 for the 18 items. In addition, the relationship between the factors of perception of academic stress scale was found positive. Furthermore, all the values of item to total correlation were significant.

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Perception of Academic Stress Scale
1= strongly disagree to 5= strongly agree
1= strongly agree to 5= strongly disagree

		1	2	3	4	5
1	Am confident that I will be a successful student					
2	Am confident that I will be a successful in my future career					
3	I can make academic decisions easily					
4	The time allocated to classes and academic work is enough					
5	I have enough time to relax after work					
6	My teachers are critical of my academic performance					
7	I fear failing courses this year					
8	I think that my worry about examinations is weakness of character					
9	Teachers have unrealistic expectations of me					

10	The size of the curriculum (workload) is excessive					
11	I believe that the amount of work assignment is too much					
12	Am unable to catch up if getting behind the work					
13	The unrealistic expectations of my parents stresses me out					
14	competition with my peers for grades is quite intense					
15	The examination questions are usually difficult					
16	Examination time is short to complete the answers					
17	Examination times are very stressful to me out					
18	Even if I pass my exams, am worried about getting a job					

5 =مکمل طور پر 1 = مکمل طور پرمتفق غیرمتفق

6 میرے اساتذہ میری تعلیمی کارکردگی پر تنقید کرتے ہیں۔
7 مجھے اس سال کچھ مضامین میں ناکامی کا اندیشہ ہے۔
8 مجھے لگتا ہے کہ امتحانات سے متعلق میری پریشانی میرے کردار کی کمزوری ہے۔
9 میرے اساتذہ کی مجھ سے وابستہ توقعات غیر حقیقی ہیں۔
10 مضامین کا نصاب بہت زیادہ ہے۔
11 میرا خیال ہے کہ اسائنمنٹ میں دیا گیا کام بہت زیادہ ہوتا ہے۔
12 اگر میں کسی کام میں پیچھے رہ جاؤں تو اس کام تک پہنچنے میں ناکام رہتا ہوں۔
13 میرے والدین کی مجھ سے غیر حقیقی توقعات مجھے پریشان کرتی ہیں۔
14 میرا اپنے ہم عمر ساتھیوں کے ساتھ نمبرز یا گریڈ کے لیے مقابلہ بہت سخت ہے۔
15 امتحان میں پوچھے گئے سوالات عام طور پر مشکل ہی ہوتے ہیں۔
16 جوابات مکمل کرنے کے لیے امتحان میں دیا گیا وقت ناکافی ہوتا ہے۔
17 امتحانات کے اوقات میرے لیے دباؤ سے بھر پوربوتے ہیں۔
18 میں اگر امتحان پاس کر بھی لوں تب بھی میں مجھے نوکری کی پریشانی ہو گی۔

تعلیمی دباؤ کی جانچ کا پیمانہ
درج ذیل تحریرکردہ بیانات کو 1 2 3 4 5 میں سے کسی ایک نمبر سے واضح کریں جوآپ کے تعلیمی دباؤ کی بہترین ترجمانی کرتا ہو۔
1= مکمل طور پر غیرمتفق
5= مکمل طور پر متفق

1 مجھے مکمل اعتماد ہے کہ میں ایک کامیاب طالبعلم بنوں گا۔
2 میں پر اعتماد ہوں کہ میں مستقبل میں کامیاب رہوں گا۔
3 میں تعلیم سے متعلق فیصلے آسانی سے کر سکتا ہوں۔
4 کلاسز اور تعلیمی کاموں کے لیے مختص کردہ وقت میرے لیے کافی ہوتا ہے۔
5 کام کے بعد آرام کے لیے بھی میرے پاس کافی وقت ہوتا ہے۔

درج ذیل تحریرکردہ بیانات کو 1 2 3 4 5 میں سے کسی ایک نمبر سے واضح کریں جوآپ کے تعلیمی دباؤ کی بہترین ترجمانی کرتا ہو۔