

## The relationship between academic stress and core life skills among students with special needs

**Ogunwale Oluwatoyin Racheal\*** , Federal College of Education, Main Campus, Oyo, Nigeria.  
**Oladimeji Oyeyemi Omolayo**, Federal College of Education, Main Campus, Oyo, Nigeria.  
**Fatai Kafaya Olawumi**, Federal College of Education, Main Campus, Oyo, Nigeria.  
**Ojo Funmi Dorcas**, Federal College of Education, Main Campus, Oyo, Nigeria.

### Suggested Citation:

Racheal, O.O., Omolayo, O.O., Olawumi, F.K. & Dorcas, O.J. (2023). The relationship between academic stress and core life skills among students with special needs. *International Journal of Special Education and Information Technologies*. 9(1), 19-26. <https://doi.org/10.18844/jeset.v9i1.9186>

Received from July 01, 2023; revised from August 12, 2023; accepted from October 1, 2023.

Selection and peer review under the responsibility of Prof. Dr. Adile Askim Kurt, Editor-in-Chief, Anadolu University, Turkey

©2023 by the authors. Licensee Birlesik Dunya Yenilik Arastırma ve Yayıncılık Merkezi, North Nicosia, Cyprus.

This article is an open-access article distributed under the terms and conditions of the Creative Commons Attribution (CC BY) license (<https://creativecommons.org/licenses/by/4.0/>).

### Abstract

Academic stress is a mental distress concerning some anticipated frustration associated with academic failure or unawareness of the possibility of such failure. Core life skills are the ability of students with special needs to adapt and have positive behavior that will enable them to deal effectively with the demands and challenges of everyday life. This paper therefore examines academic stress among students with special needs about core life skills. Three research questions guided this study. Two instruments were used for data collection. The study adopted a descriptive research design of correlation type. The sample comprised 200 students with special needs. Data were analyzed using Pearson product-moment correlation and multiple regression analysis. Results indicate that core cognitive life skills had a significant correlation with academic stress, frustration, financial changes, pressures, and self-expectation. This indicates that all of these independent measures had a significant relationship with the dependent variables (core cognitive) skills. The second research question revealed that there was a significant joint effect between the independent variables to the dependent variables. The third research question showed that all independent variables are potential predictors of core cognitive life skills.

**Keywords:** Academic stress; core life skills; special needs

\* ADDRESS FOR CORRESPONDENCE: Ogunwale Oluwatoyin Racheal, Federal College of Education, Main Campus, Oyo, Nigeria.  
E-mail address: [semilorejosh7@gmail.com](mailto:semilorejosh7@gmail.com)

## 1. Introduction

School education is very important in every aspect of a student's life and also a turning point in their academic life. At each stage, their academic performance plays an important role in deciding the next stage of their education, which in turn helps to shape their career (Alyahyan & Düşteğör, 2020; Zysberg & Schwabsky, 2021). The appearance of academic stress at these stages can have adverse effects that may be difficult to control. Stress has become part of student's academic life due to the various internal and external expectations placed upon their shoulders (Hitches et al., 2022). Students with special needs are vulnerable to problems associated with academic stress as it can occur to students at any level (Reddy et al., 2018; Parmigiani et al., 2021). Academic stress is the body's response to academic-related demands that exceed the adaptive capabilities of students.

However, in today's highly competitive world, students face various academic problems including examination stress, lack of interest in studying or attending classes, and inability to understand a subject. According to Thakkar (2018) and Hosseinkhani et al., (2021), academic stress involves mental distress regarding anticipated academic challenges or failure or the fear of the possibility of academic failure. Students with special needs were not exempted from this possibility of academic failure. These categories of students

Core life skills are the ability of students with special needs to adapt and have positive behavior that will enable them to deal effectively with the demands and challenges of everyday life (Das, 2021; Ronkainen, Aggerholm, Ryba & Allen-Collinson, 2021). It also involves self-awareness, empathy, creative thinking, critical thinking, problem-solving, decision-making, coping with emotion, healthy interpersonal relationship, and effective communication (Vikaspedia, 2020). Coping with stress as a core life skill is used for this paper. Effective dealing with the stresses of every day is important for students with special needs to cope. To buttress this point, Sana (2019) highlighted the importance of core life skills in that, core life skills enable students with special needs to achieve their major targets and goals. The core life skills provide ease and comfort in upcoming stages of life for every student with special needs.

Academic stress among students with special needs may be due to methodologies used by teachers, the quality of teachers, also problems with fellow students (Crispel & Kasperski, 2021). The academic stress is compounded by ineffective ways of dealing with stress. The use of proper problem-solving approaches can be a way out of academic stress.

Anxiety and stress have a substantial negative effect on students' social, emotional, and academic success (Trigueros et al., 2020). Depression is becoming a common mental health problem that most students with special needs encounter these days. It is a reflection of students' academic frustration, academic conflict, academic anxiety, and academic pressure (Thakkar, 2018). In some parts of the world today, the student population is the least affected by any sort of stress or problems. Stress is now known as a lifestyle crisis that affects students (Masih and Gulrez, 2006). Studying for tests and examinations are the only tasks students are expected to undertake and it is not perceived as stressful. The only task that proved to be stressful was the expectations parents had for their children, which in turn became a burden on students (Ren, Li, Chen, Chen & Nie, 2020; Eriksen, 2021; Zheng et al., 2023). According to the statistics by the National Crime Record in India, one student commits suicide every hour making India the country with the highest suicide rate in the world (Saha, 2017). She also opined that there is an increased prevalence of psychological and physical problems like depression, anxiety, nervousness, and other stress-related disorders which can affect their academic performance.

Lee and Larson (2000) reported that academic stress is the primary cause of this increasing rate of suicide; this explains stress as an interaction between environmental stressors, students' appraisal, and reactions. Kadappatti and Vijayalaxmi, (2012) averred that academic stress has become a career stopper. According to Deb et al., (2015), depression, anxiety, behavioral problems, irritability, etc. are a few of the problems associated with students with high academic stress. Other problems are financial management, changes in the living atmosphere, difficulties managing personal and academic life, etc. (Chernomas & Shapiro, 2013; Jimenez et al., 2010; Moscaritolo, 2009). The system of educating students with special needs also contributes to the increased stress level experienced by students with special needs which is dangerous to health (Song et al.,

Racheal, O.O., Omolayo, O.O., Olawumi, F.K. & Dorcas, O.J. (2023). The relationship between academic stress and core life skills among students with special needs. *International Journal of Special Education and Information Technologies*. 9(1), 19-26. <https://doi.org/10.18844/jeset.v9i1.9186>  
2019; Hester, Bridges & Rollins, 2020; Zhang et al., 2020). Awino and Agolla (2008) and Voisin et al., (2023) listed some of the environmental drivers of stress which include: overcrowded lecture halls, school grading system, inadequate resources and facilities vastness of the syllabus, long hours, and expectation of rote learning. Yun & Greenwood (2022) also emphasized the impact of lack of sleep on the stress level of students.

Incidences of depression were found among stressful students with special needs as this relates to their inability to concentrate on their academic activities, fear of failure, negative evaluation of the future, etc. (Busari, 2012). According to the American College Health Association, 2009; Bennet and Holloway, (2014); King et al., (2014), students who are academically stressed indulge in various risky behaviors such as increased consumption of alcohol, illicit drugs, sex, other physical activities, poor eating, and sleeping habit. The ability of students with special needs to cope with this academic stress is important. These pressure the students to perform them often resulting in increased suicidal attempts.

Uchil (2017), opined that low stress does not necessarily ascertain that the students will do better in his or her academics. Though certain levels of stress can push some students towards improvement of their academic performance, when it is not managed efficiently due to inadequate resources to cope with the stress, it can lead to serious consequences for students as well as the institution. It was against this background this paper examined academic stress among students with special needs about their core life skills.

### **1.1. Purpose of the Study**

Academic stress is mental stress concerning some anticipated frustration associated with academic failure or even unawareness of the possibility of such failure. Students with special needs have to face many academic demands, for example, school examinations, answering questions in class, and showing progress in school subjects. teacher teaching methodology, competing with other classmates and fulfilling teachers' and parents' academic expectations. These demands may be too much for students with special needs who are not gifted. Hence, this paper examines Academic Stress among Students with Special Needs in Relation to their Core Life Skills.

The main purpose of this study is to investigate academic stress among students with special needs about their core life skills and specifically to:

1. Find out the relationship between the independent variables (frustration, finances, conflicts, pressures, changes, and self-expectation) and the dependent variable (core life skills).
2. Examine the joint contribution of the independent variables (frustration, financial, conflicts, pressures, changes, and self-expectation) to the prediction of the dependent variable (core life skills).
3. Determine the relative contribution of the independent variables (frustration, financial, conflicts, pressures, changes, and self-expectations) to the prediction of the dependent variable (core life skills).

In examining the academic stress among students with special needs about their core life skills, the following research questions were raised to guide this study:

1. Is there a relationship between the independent variables (frustration, finances, conflicts, pressures, changes, and self-expectation) and the dependent variable (core life skills)?
2. What is the joint contribution of the independent variables (frustration, financial, conflicts, pressures, changes, and self-expectations) to the prediction of the dependent variable (core life skills)?
3. What is the relative contribution of the independent variables (frustration, financial, conflicts, pressures, changes, and self-expectations) to the prediction of the dependent variable (core life skills)?

## **2. Methods and materials**

This study adopted a descriptive research design of the Correlational type.

### **2.1. Participants**

A sample of 200 students in training was drawn through stratified sampling techniques from a selected school.

## 2.2. Data collection Instrument

Two instruments were used for collecting data in this study. They are:

1. The Life Skills Assessment Scale by Nair, Subassee, and Ranjan was adapted in this study.
2. Student Academic Stress Scale (SASS) by Busari (2012): This scale was also adopted in this study.

## 2.3. Data Analysis

Data collected were analyzed using Pearson’s Product Moment Correlation Coefficient (PPMC) and Multiple Regression Analysis. This study presents the result of the research carried out on academic stress among students with special needs about their core life skills. Three research questions were formulated and used for this study. The data were analyzed using Pearson Product Moment Correlation (PPMC) and Regression Analysis. The summary of the data analysis is discussed.

## 2.4. Ethical consideration

Participation in this study was voluntary. The study poses no harm to the participants, organization, or the environment.

## 3. Results

### 3.1. Research Questions

**RQ<sub>1</sub>:** Is there any relationship between the independent variables (frustration, finances, conflicts, pressures, changes, and self-expectation) and the dependent variable (Core life skills)?

**Table 1**

*Inter-correlation Matrix of independents and dependent variables*

Variable	Core life	frustration,	financial	conflicts,	pressures	change	expectation
						s	
Core life skills	1						
Frustration, (P value)	.462** .000	1					
financial (p-value)	.432** .000	.751** .000	1				
Conflicts (p-value)	.253** .003	.643** .000	.520** .000	1			
pressures (value)	.242** .005	.646** .000	.644** .000	.656** .000	1		
changes (p-value)	.317** .000	.536** .000	.809** .000	.557** .000	.644** .000	1	
Self-expectation (p-value)	.590** .000	.695** .000	.754** .000	.482** .000	.596** .000	.695** .000	1
Mean	21.50	22.59	21.58	22.96	21.23	22.06	26.84
Standard Deviation	4.44	4.88	5.34	6.76	3.86	6.10	6.02

Table 1 showed that: there was a significant relationship between the independent variables (frustration, financial, conflicts, pressures, changes, and self-expectation) and the dependent variable (Core life skills). That is, Frustration ( $r = .462$ ,  $N = 132$ ,  $p < .05$ ), Financial ( $r = .432$ ,  $N = 132$ ,  $p < .05$ ), Conflicts ( $r = .253$ ,  $N = 132$ ,  $p < .05$ ), Pressures ( $r = .242$ ,  $N = 132$ ,  $p < .05$ ), Changes ( $r = .317$ ,  $N = 132$ ,  $p < .05$ ) and Self-expectation ( $r = .590$ ,  $N = 132$ ,  $p < .05$ ), has significant relationship with Core life skills. It implies that there was a significant relationship between the independent variables (frustration, finances, conflicts, pressures, changes, and self-expectation) and the dependent variable (Core life skills).

Racheal, O.O., Omolayo, O.O., Olawumi, F.K. & Dorcas, O.J. (2023). The relationship between academic stress and core life skills among students with special needs. *International Journal of Special Education and Information Technologies*. 9(1), 19-26. <https://doi.org/10.18844/jeset.v9i1.9186>

**RQ<sub>2</sub>:** What is the joint contribution of the independent variables (frustration, finances, conflicts, pressures, changes, and self-expectation) to the prediction of the dependent variable (Core life skills)?

**Table 2**

*Summary of Regression Analysis of the combined prediction of frustration, financial, conflicts, pressures, changes, and self-expectation on Core life skills*

. R	R Square	Adjusted R Square	Std. Error of the Estimate
0.626	0.392	0.363	3.54812

  

SUMMARY REGRESSION ANOVA						
	Sum of Squares	Df	Mean Square	F	P	Remark
Regression	1013.349	6	168.891			
Residual	1573.644	125	12.589			
Total	2586.992	131				

Table 2 showed there was a significant joint contribution of the independent variables (frustration, finances, conflicts, pressures, changes, and self-expectation) to the prediction of the dependent variable (Core life skills). That is Core life skills correlated positively with the independent variables (frustration, finances, conflicts, pressures, changes, and self-expectation). The table also shows a coefficient of multiple correlations (R) of 0.626 and a multiple R square of 0.392. This means that 36.3% (Adj. R<sup>2</sup>=0.363) of the variance in the Core life skills is accounted for by the independent variables when taken together. The significance of joint contribution was tested at p<0.05 using the F- ratio at the degree of freedom (df = 6/125). The table also showed that the analysis of variance for the regression yielded a F-ratio of 13.416. The above present is significant at 0.05 level.

**RQ<sub>3</sub>:** What is the relative contribution of the independent variables (frustration, finances, conflicts, pressures, changes, and self-expectation) to the prediction of the dependent variable (Core life skills)?

**Table 3**

*The relative contribution of the independent variables to the dependent variables (Test of significance of the regression coefficients)*

Variable	Unstandardized		Standardized		T	Sig.	Remark
	Coefficients (B)	Std. Error	Coefficients Beta				
Model							
Constant	11.332	1.837	-		6.169	.000	-
Frustration	.156	.124	.371		3.256	.012	Sig.
Financial	.056	.135	.068		2.418	.042	Sig.
Conflicts	.006	.069	.050		2.091	.034	Sig
Pressures	.235	.125	.431		3.880	.000	Sig
Changes	.108	.103	.315		3.050	.030	Sig
Self-expectation	.472	.086	.640		5.475	.000	Sig

Table 3 reveals there is a significant relative contribution of the independent variables to the dependent variable, expressed as beta weights. The relative coefficients of frustration, financial, conflicts, pressures, changes, and self-expectation on Core life skills. Using the standardized regression coefficient to determine the relative contributions of the independent variables. Self-expectation ( $\beta = 0.640$ ,  $t = 5.475$ ,  $p < 0.05$ ) indicates most potent contributor to the prediction, follow by Pressures ( $\beta = 0.431$ ,  $t = 3.880$ ,  $p < 0.05$ ), Frustration ( $\beta = 0.371$ ,  $t = 3.256$ ,  $p < 0.05$ ), Changes ( $\beta = 0.315$ ,  $t = 3.050$ ,  $p < 0.05$ ) while financial ( $\beta = 0.068$ ,  $t = 2.418$ ,  $p < 0.05$ ) and Conflicts ( $\beta = 0.050$ ,  $t = 2.091$ ,  $p < 0.05$ ) has a relative contribution to Core life skills. It implies that there was a relative contribution of the independent variables (frustration, finances, conflicts, pressures, changes, and self-expectation) to the prediction of the dependent variable (Core life skills). The above present is significant at 0.05 level.

Racheal, O.O., Omolayo, O.O., Olawumi, F.K. & Dorcas, O.J. (2023). The relationship between academic stress and core life skills among students with special needs. *International Journal of Special Education and Information Technologies*, 9(1), 19-26. <https://doi.org/10.18844/jeset.v9i1.9186>

#### 4. Discussion

From the previous studies, academic stress can have adverse effects that may be difficult to control. According to Reddy et al., (2018), stress has become part of students' academic life due to various internal and external expectations placed on students with special needs, in this, study, however, academic stress (frustration, financial changes, conflicts, pressure, and self-expectation have been discovered to have a significant relationship with core life skills of students with special needs. These findings corroborated the studies of Saha (2017), who found out that in a national crime, one student commits suicide every hour due to academic stress. This implies that academic stress, if not properly controlled, may lead to suicide. In a study of Busari (2012) on academic stress of students who are teachers in training correlated with their core life skills. The ability of the students to cope with academic stress depends on the students themselves. Likewise, Lee and Larson (2000), in their study of the increased rate of suicide explain the interaction between environmental stressors, students' appraisal, and reactions.

Similarly, the findings made by Deb et al., (2015) also found that academic stress is associated with depression, anxiety, behavioral problems, and irritability among students in general. Contradictory to the findings from Masih and Gulrez (2006) found no significant academic stress on everyday life skills (core life skills). In their study, stress is a lifestyle that is normal for individuals as tests and examinations are the only tasks that students are expected to undertake and are not perceived as stressful. They added that the only proven stress is parental expectations.

#### 5. Conclusion

Academic stress has become a pervasive problem and it varies all over the world in culture and ethnic groups. This study brought to light that academic stress continues to be a devastating problem affecting students with special needs; their mental health and well-being. Management of this condition should become fundamental at every level (personal, social, and institutional). Techniques such as yoga, and life training psychotherapy have been found to reduce stress among students with special needs all over the world.

Given proffering suitable intervention for students with special needs to reduce academic stress (frustration, financial changes, conflict, pressures, and self-expectation and encourage students to experience high academic performance, schools should be made available to mental health counselors in their school. Cognitive restructuring training of students with special needs could be handled by psychologists and counselors; this will encourage students with special needs to be focused on their studies. Psychosocial support is also needed by students with special needs by government. It will not be too much for the government to provide a bursary for all categories of students with special needs to cater to their financial problems.

In addition, it is also recommended that special focus should be given to social support of students with special needs from parents, schools, peers, non-government organizations, and the government. This is necessary to foster psychological academic needs for learners with special needs.

#### References

- Alyahyan, E., & Düşteğör, D. (2020). Predicting academic success in higher education: literature review and best practices. *International Journal of Educational Technology in Higher Education*, 17, 1-21. <https://link.springer.com/article/10.1186/s41239-020-0177-7>
- American College Health Association (2009). American College Health Association- National College Health Assessment II: Reference group executive summary fall. *Linthicum, MD: American College Health Association*.
- Awino, J. O., & Agolla, J. E. (2008). A quest for sustainable quality assurance measurement for universities: A case study of the University of Botswana. *Educational Research and Reviews*, 3(6), 213. <https://academicjournals.org/journal/ERR/article-full-text-pdf/AFD4F513337.pdf>

- Racheal, O.O., Omolayo, O.O., Olawumi, F.K. & Dorcas, O.J. (2023). The relationship between academic stress and core life skills among students with special needs. *International Journal of Special Education and Information Technologies*, 9(1), 19-26. <https://doi.org/10.18844/jeset.v9i1.9186>
- Bennett, T. H., & Holloway, K. R. (2014). Drug misuse among university students in the UK: Implications for prevention. *Substance use & misuse*, 49(4), 448-455. <https://www.tandfonline.com/doi/abs/10.3109/10826084.2013.846378>
- Busari, A. O. (2012). Evaluating the relationship between gender, age, depression, and academic performance among adolescents. *Scholarly Journal of Education*, 1(1), 6-12.
- Chernomas, W. M., & Shapiro, C. (2013). Stress, depression, and anxiety among undergraduate nursing students. *International journal of nursing education scholarship*, 10(1), 255-266. <https://www.degruyter.com/document/doi/10.1515/ijnes-2012-0032/html>
- Crispel, O., & Kasperski, R. (2021). The impact of teacher training in special education on the implementation of inclusion in mainstream classrooms. *International Journal of Inclusive Education*, 25(9), 1079-1090. <https://www.tandfonline.com/doi/abs/10.1080/13603116.2019.1600590>
- Das, P. M. (2021). Life Skills Education to Address the Challenges during Adolescence. *Journal of Global Humanities and Social Sciences*, 2(1), 1-4. <http://ojs.bonfuturepress.com/index.php/GHSS/article/view/111>
- Deb, S., Strodl, E., & Sun, H. (2015). Academic stress, parental pressure, anxiety and mental health among Indian high school students. *International Journal of Psychology and Behavioral Science*, 5(1), 26-34. <https://eprints.qut.edu.au/86092/>
- Eriksen, I. M. (2021). Class, parenting and academic stress in Norway: Middle-class youth on parental pressure and mental health. *Discourse: studies in the cultural politics of education*, 42(4), 602-614. <https://www.tandfonline.com/doi/abs/10.1080/01596306.2020.1716690>
- Hester, O. R., Bridges, S. A., & Rollins, L. H. (2020). 'Overworked and underappreciated': special education teachers describe stress and attrition. *Teacher Development*, 24(3), 348-365. <https://www.tandfonline.com/doi/abs/10.1080/13664530.2020.1767189>
- Hitches, E., Woodcock, S., & Ehrich, J. (2022). Building self-efficacy without letting stress knock it down: Stress and academic self-efficacy of university students. *International Journal of Educational Research Open*, 3, 100124. <https://www.sciencedirect.com/science/article/pii/S2666374022000036>
- Hosseinkhani, Z., Hassanabadi, H. R., Parsaeian, M., Osooli, M., Assari, S., & Nedjat, S. (2021). Sources of academic stress among Iranian adolescents: a multilevel study from Qazvin City, Iran. *Egyptian Pediatric Association Gazette*, 69, 1-9. <https://link.springer.com/article/10.1186/s43054-021-00054-2>
- Jimenez, C., Navia-Osorio, P. M., & Diaz, C. V. (2010). Stress and health in novice and experienced nursing students. *Journal of Advanced Nursing*, 66(2), 442-455. <https://onlinelibrary.wiley.com/doi/abs/10.1111/j.1365-2648.2009.05183.x>
- Kadapatti, M. G., & Vijayalaxmi, A. H. M. (2012). Stressors of academic stress study on pre-university students. *Indian Journal of Scientific Research*, 3(1), 171-175. <https://www.indianjournals.com/ijor.aspx?target=ijor:ijsr1&volume=3&issue=1&article=030>
- King, K. A., Vidourek, R. A., & Singh, A. (2014). Condoms, sex, and sexually transmitted diseases: Exploring sexual health issues among Asian-Indian college students. *Sexuality & Culture*, 18, 649-663. <https://link.springer.com/article/10.1007/s12119-013-9214-1>
- Lee, M., & Larson, R. (2000). The Korean 'examination hell': Long hours of studying, distress, and depression. *Journal of youth and adolescence*, 29(2), 249-271. <https://link.springer.com/article/10.1023/A:1005160717081>
- Masih, P. P., & Gulrez, N. K. (2006). Age and gender differences on stress. *Recent trends in human stress management*, 97-104.
- Moscaritolo, L. M. (2009). Interventional strategies to decrease nursing student anxiety in the clinical learning environment. *Journal of Nursing Education*, 48(1), 17-23. <https://journals.healio.com/doi/abs/10.3928/01484834-20090101-08>
- Parmigiani, D., Benigno, V., Giusto, M., Silvaggio, C., & Sperandio, S. (2021). E-inclusion: online special education in Italy during the Covid-19 pandemic. *Technology, pedagogy and education*, 30(1), 111-124. <https://www.tandfonline.com/doi/abs/10.1080/1475939X.2020.1856714>
- Reddy, K. J., Menon, K. R., & Thattil, A. (2018). Academic stress and its sources among university students. *Biomedical and pharmacology journal*, 11(1), 531-537.

- Racheal, O.O., Omolayo, O.O., Olawumi, F.K. & Dorcas, O.J. (2023). The relationship between academic stress and core life skills among students with special needs. *International Journal of Special Education and Information Technologies*, 9(1), 19-26. <https://doi.org/10.18844/jeset.v9i1.9186>  
<https://biomedpharmajournal.org/vol11no1/academic-stress-and-its-sources-among-university-students/>
- Ren, J., Li, X., Chen, S., Chen, S., & Nie, Y. (2020). The influence of factors such as parenting stress and social support on the state anxiety in parents of special needs children during the COVID-19 epidemic. *Frontiers in Psychology*, 11, 565393. <https://www.frontiersin.org/articles/10.3389/fpsyg.2020.565393/full>
- Ronkainen, N. J., Aggerholm, K., Ryba, T. V., & Allen-Collinson, J. (2021). Learning in sport: From life skills to existential learning. *Sport, Education and Society*, 26(2), 214-227. <https://www.tandfonline.com/doi/abs/10.1080/13573322.2020.1712655>
- Saha, D. (2017). Every hour, one student commits suicide in India. *Hindustan Times*.
- Sana, H. O. (2019). The Importance of Core Life Skills in Students' Life. <https://medium.com/arise-impact/importance-of-life-skills-in-the-education-and-training-of-the-differently-abled-66cd413518b>
- Song, C., Fu, Z., & Wang, J. (2019). Social support and academic stress in the development of psychological adjustment in Chinese migrant children: Examination of compensatory model of psychological resilience. *Child Indicators Research*, 12, 1275-1286. <https://link.springer.com/article/10.1007/s12187-018-9577-9>
- Thakkar, A. (2018). Academic Stress in Students. [www.medium.com/one-future/academic-stress-in-students-498c34f064d7](http://www.medium.com/one-future/academic-stress-in-students-498c34f064d7)
- Trigueros, R., Padilla, A. M., Aguilar-Parra, J. M., Rocamora, P., Morales-Gázquez, M. J., & López-Liria, R. (2020). The influence of emotional intelligence on resilience, test anxiety, academic stress, and the Mediterranean diet. A study with university students. *International journal of environmental research and public health*, 17(6), 2071. <https://www.mdpi.com/1660-4601/17/6/2071>
- Uchil, H. B. (2017). The effect of stress on students' performance. *Stress Management Professional International Journal*, 5(1), 17-21.
- Vikaspedia (2020). Life skills: <https://vikaspedia.inhealth/women-health/adolescent-health-i/management-of-adolescent-health/life-skill>.
- Voisin, L. E., Phillips, C., & Afonso, V. M. (2023). Academic-support environment impacts learners' affect in higher education. *Student Success*, 14(1), 47-59. <https://search.informit.org/doi/abs/10.3316/informit.978728413250128>
- Yun, C. T. P., & Greenwood, K. M. (2022). Stress, Sleep, and Performance in International and Domestic University Students. *Journal of International Students*, 12, 81-100. <https://researchonline.jcu.edu.au/73152/>
- Zhang, H., Nurius, P., Sefidgar, Y., Morris, M., Balasubramanian, S., Brown, J., ... & Mankoff, J. (2020). How does COVID-19 impact students with disabilities/health concerns? *arXiv preprint arXiv:2005.05438*. <https://arxiv.org/abs/2005.05438>
- Zheng, G., Zhang, Q., & Ran, G. (2023). The association between academic stress and test anxiety in college students: The mediating role of regulatory emotional self-efficacy and the moderating role of parental expectations. *Frontiers in Psychology*, 14, 1008679. <https://www.frontiersin.org/articles/10.3389/fpsyg.2023.1008679/full>
- Zysberg, L., & Schwabsky, N. (2021). School climate, academic self-efficacy, and student achievement. *Educational Psychology*, 41(4), 467-482. <https://www.tandfonline.com/doi/abs/10.1080/01443410.2020.1813690>