CHAPTER FIVE
STUDY THREE

Developmental Impact of cultural variation and climate supportiveness on academic stress management

Stress is the way we respond to change. Stress is what you experience when you believe you cannot cope effectively with a situation. For many people “tension” or “pressure” is other words for stress. Most people think of stressors as negative but stressors can also be positive experiences. Your body may react with tense muscles, headache, or stomach ache to making a public speech or completing satisfying projects as well as to the loss of a loved one. Stress has physical and emotional effects on us. It can create positive or negative feelings. It is the wear and tear our bodies experience as we adjust to our continually changing environment. We cannot eliminate stress from our lives but we can learn how to manage stress and its effects.

Who Can Use This Information?
Anyone interested in understanding stress and how to recognize stress and its effects will find this information helpful.

You can assess if you are experiencing stress by answering these questions:

- Do you wake up exhausted?
- Do you get angry when you are stuck in traffic?
- Do you lose your temper with attendants?
- Do you dread holidays that should be enjoyable?
- Do you often forget things?
• Do you have little or not time for daily chores?
• Do you feel depressed at the end of the day?
• Do you have frequent headaches, fatigue, muscles aches, and/or digestive problems?
• If you are experiencing stress related symptoms you will benefit from understanding and learning how to manage stress.
• How Can You Manage stress?
• If you recognize signs of job related stress then the next step is to identify the stressor(s).
• Could it be:
  • Work overload/underload?
  • Too much/too little responsibility?
  • Dissatisfaction with current role or duties?
  • Long hours?
  • Lack of adequate resources?
  • Excessive paperwork/reporting?
  • Low participation of clients?
  • Changing and new regulations/policies/personnel?
  • Public speaking?
• Techniques for Relieving the Effects of Stress
  • Minor healthful changes to your daily routine can add to your body’s ability to cope with stress.
  • Physical activities such as aerobic exercise, deep breathing, stretching exercises that can be done at the office and yoga can relieve the physical tension that often accompanies stress.
  • Depending on whether you drive or ride, make the most of your commute time by listening to smoothing music or self-help tapes, reading, writing or daydreaming.
  • Everyone can get a head start to diminish the effects of stress by starting the day with a good breakfast. To keep your body functioning well during your work day never skip lunch, but eat less at midday. Do not drink alcohol, avoid excessive
caffeine (coffee, soft drinks), and try to skip dessert; consider low fat yogurt, fruit, water or juice and salad.

- Why should You Use This Information?
- As a positive influence, stress can help compel us to action; it can result in a new awareness and create exciting new perspectives. Positive stress adds anticipation and excitement to life and we all thrive under a certain amount of stress. In fact, insufficient stress acts as a depressant and may leave us feeling bored or defected. Deadlines, competitions, confrontations, and even our frustrations and sorrows add depth and enrichment to our lives. Therefore, understanding stress and its effects can help you turn potential stressors into positive challenges. Our goal then is to find an optimal level of stress, that which will motivate us but not overwhelm us.

**Twelve Stress Management Tips**

1. Create a “to do” list for the next day.
2. Leave work problems at work
3. Leave home problems at home
4. Take a relaxing walk.
5. Listen to relaxing music.
6. Read a chapter from a good book.
7. Make and keep schedules
8. Get organized and clear out the clutter
9. Prioritize projects
10. Delegate when appropriate
11. Don’t procrastinate
12. Motivate and be good to yourself

**Ten Characteristics of Highly Effective Stress Managers**

1. They know how to relax
2. They eat right and exercise often
3. They get enough sleep
4. They don’t worry about the unimportant
5. They don’t get angry often
6. They are organized
7. They manage their time efficiently
8. They have and make use of a strong social support system
9. They live according to their values
10. They have a good sense of humor

In this study, an attempt was made to find out the impact of age, cultural variation, types of climacteric variation and levels of climatic supportiveness on academic stress and stress management. The objective and hypotheses were as follows:

1. The first objective of this study was to ascertain out the pattern of academic stress and stress management as affected by cultural variation. It was hypothesized that variation in culture would cause variation in the magnitude on academic stress and stress management.

2. The second objective of this study was to explore out the pattern of academic stress and stress management as affected by sex. It was formulated that sex variation would cause variation in the magnitude on academic stress and stress management.

3. The third objective of this study was to trace out the pattern of academic stress and stress management as affected by types if climatic variation. It was thought that types of climatic variation would cause variation in the magnitude on academic stress and stress management.

4. The fourth objective of this study was to find out the pattern of academic stress and stress management as affected by levels of climatic supportiveness. It was contended that level of climatic supportiveness would cause variation in the magnitude on academic stress and stress management.

Keeping these objectives and hypotheses in consideration this study was planned.

**Method**

**Sample:** Participants selected in the study I and study II served again and they were arranged according to the requirement of four way factorial design with three levels of
cultural variation (*Tharu, Buxa, General Kumaoni*), two sex (*boys and girls*), two types of climatic conditions (*home and school*) and two levels of climatic supportiveness (*high and low*) i.e. 10 participant in each cell. The design is presented in *table 5.1*.

<table>
<thead>
<tr>
<th>Table 5.1</th>
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<tr>
<td><strong>Schematic presentation of experimental design</strong></td>
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<table>
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<tr>
<th></th>
<th>A1</th>
<th>A2</th>
<th>A3</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
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<td>B</td>
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<tr>
<td>B1</td>
<td>C1</td>
<td>C2</td>
<td>C1</td>
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<tr>
<td>B2</td>
<td>C1</td>
<td>C2</td>
<td>C1</td>
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<tr>
<td>D1</td>
<td>10</td>
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</tr>
<tr>
<td>D2</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
</tbody>
</table>

**Legends**

**A- Cultural Variation**
- A2-Buxa
- A3-General Kumauni

**B- Sex**
- B1-Boys
- B2-Girls

**C-Types of Climatic Variation**
- C1-Home
- C2-School

**D-Levels of Climatic Supportiveness**
- D1-Low level of climatic supportiveness
- D2-High level of climatic supportiveness

**Measures:**

*Academic Stress Inventory:* This measure was conducted by *Shukla & Karnatak (1996)*. It consists of fifteen items. Each item reveals expression of stress as well stress management. Score ranged between 15-75. Low scores Indicate higher stress and high scores vice-versa. Stress management was assessed by the response of participants. Scoring can made positive and negative according to the statements of the participants. Prior to the conduction of the work participants were instructed as follows:
Procedure: Data collection was done individually and group as per convenience of the participants. Best attempt will be made to our external distractions.

Results

Data were analyzed by four ways ANOVA and findings are given below:

(i) Impact of cultural variation, sex, types of climate variation and levels of climatic variation on stress and stress management

Obtained data were analyzed by 4 ways ANOVA and interpreted in terms of cultural variation, sex types of climatic supportiveness and levels of climate supportiveness as affectors of academic stress and stress management. Findings are presented in table 5.2.
Table 5.2
Summary table of ANOVA showing the impact of cultural variation, sex, types of climate variation and levels of climate supportiveness on academic stress and stress management.

<table>
<thead>
<tr>
<th>Sources of variation</th>
<th>Ss</th>
<th>df</th>
<th>MS</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>11.51</td>
<td>2</td>
<td>5.74</td>
<td>10.66</td>
</tr>
<tr>
<td>B</td>
<td>1.94</td>
<td>1</td>
<td>1.94</td>
<td>3.61</td>
</tr>
<tr>
<td>C</td>
<td>.027</td>
<td>1</td>
<td>.027</td>
<td>.05</td>
</tr>
<tr>
<td>D</td>
<td>.61</td>
<td>1</td>
<td>.61</td>
<td>1.14</td>
</tr>
<tr>
<td>AB</td>
<td>10.36</td>
<td>2</td>
<td>5.18</td>
<td>9.61</td>
</tr>
<tr>
<td>AC</td>
<td>9.62</td>
<td>2</td>
<td>4.81</td>
<td>8.91</td>
</tr>
<tr>
<td>AD</td>
<td>9.30</td>
<td>2</td>
<td>4.65</td>
<td>8.62</td>
</tr>
<tr>
<td>BC</td>
<td>1.68</td>
<td>1</td>
<td>1.68</td>
<td>3.12</td>
</tr>
<tr>
<td>BD</td>
<td>1.68</td>
<td>1</td>
<td>1.68</td>
<td>3.12</td>
</tr>
<tr>
<td>CD</td>
<td>1.65</td>
<td>1</td>
<td>1.65</td>
<td>3.06</td>
</tr>
<tr>
<td>ABC</td>
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<td>2</td>
<td>5.82</td>
<td>10.79</td>
</tr>
<tr>
<td>ABC</td>
<td>11.62</td>
<td>2</td>
<td>5.81</td>
<td>10.76</td>
</tr>
<tr>
<td>ACD</td>
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<td>2</td>
<td>5.94</td>
<td>11.01</td>
</tr>
<tr>
<td>BCD</td>
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<td>1</td>
<td>2.29</td>
<td>4.25</td>
</tr>
<tr>
<td>ABCD</td>
<td>11.40</td>
<td>2</td>
<td>5.70</td>
<td>10.56</td>
</tr>
<tr>
<td>Error within</td>
<td>116.64</td>
<td>216</td>
<td>.54</td>
<td></td>
</tr>
</tbody>
</table>

A close perusal of the table reveals that the main effect of culture variation was significant \((F, 2,216=10.66 P<.01)\) it was found that cultural variation was lowest among Tharus \((x=30.00)\) followed by Buxas \((x=52.87)\) and general Kumauni \((x=64.62)\). It was found that Tharu \((x=28.22)\) were lowest in academic stress and stress management. The next main effect of sex was also significant \((F, 1,216=3.61 P<.05)\). It was noted that the magnitude of academic stress and stress management was higher in girls \((x=51.25)\) than boys \((x=47.08)\). The types of climate variation was insignificant \((F, 2,216=0.05 P>.05)\). It was found that academic stress and stress management was affected by school climate...
(x=49.00) than home climate (x=49.33) The last main effect of levels of climate supportiveness was also insignificant (F, 1,216=1.14 P>.05) It was found that academic stress and stress management was highly pronounced among those who experienced high supportiveness (x=50.25) Than those who had less supportive (x=48.08).

The 2-way interaction of cultural variation x sex was significant (F, 2,216=9.61 P<.01) and it is presented in figure 5.1. Figure reveals that sex related discrepancy was highest in general Kumaunies followed by Buxas and Tharus. The next interaction of cultural variation X types of climate supportiveness was also significant (F, 2,216=8.91 P<.01) and it is mentioned in figure 5.2. Figure reveals that maximum difference is academic stress and stress management magnitude was appeared at general Kumauni group.

The cultural variation x levels of climate supportiveness was also significant (F, 2,216=8.62 P<.01) and it is presented in figure 5.3. Figure reveals that the common trend was shared here.

The sex x type of climate supportiveness was significant (F, 1,216=3.12 P<.05) and it is appeared in figure 5.4. It was found that both variables yielded their impact on academic stress and stress management.

The sex x levels of climate supportiveness was significant (F, 1,216=3.12 P<.05) and it is appeared in figure 5.5.

The type of climate supportiveness x levels of climate supportiveness was significant (F, 1,216=3.06 P<.05) and it is appeared in figure 5.6. It was noted that both variables exhibited their impact on academic stress and stress management.
Fig. 5.1
Mean values showing the impact of cultural variation and sex on academic stress and stress management

Legends
A - Cultural Variation
A1 - Tharu
A2 - Buxa
A3 - General Kumauni

B - Sex
B1 - Boys
B2 - Girls
Mean values showing the impact of cultural variation and types of climatic variation on academic stress and stress management.

**Legends**

A - Cultural Variation
- A1 - Tharu
- A2 - Buxa
- A3 - General Kumauni

C - Types of Climatic Variation
- C1 - Home
- C2 - School
Fig. 5.3
Mean values showing the impact of cultural variation and level of climatic supportiveness on academic stress and stress management

Legends
A - Cultural Variation
A1 - Tharu
A2 - Buxa
A3 - General Kumauni

D - Levels of Climatic Supportiveness
D1 - Low level of climatic supportiveness
D2 - High level of climatic supportiveness
Fig. 5.4
Mean values showing the impact of sex and types of climatic variation on academic stress and stress management.

Legends
B-Sex
B1-Boys
B2-Girls
C-Types of Climatic Variation
C1-Home
C2-School
Fig. 5.5
Mean values showing the impact of sex and level of climatic supportiveness on academic stress and stress management

Legend
B - Sex
B1 - Boys
B2 - Girls
D - Levels of Climatic Supportiveness
D1 - Low level of climatic supportiveness
D2 - High level of climatic supportiveness
Fig. 5.6
Mean values showing the impact of types of climatic variation and level of climatic supportiveness on academic stress and stress management

Legends
C - Types of Climatic Variation  D - Levels of Climatic Supportiveness
C1 - Home  D1 - Low level of climatic supportiveness
C2 - School  D2 - High level of climatic supportiveness
The three way interaction of cultural variation x sex x levels of climate supportiveness was significant \((F, 2,216=10.79 \ P<.01)\) and it is appeared in figure 5.7. The next interaction of cultural variation x sex levels of climate supportiveness was also significant \((F, 2,216=10.76 \ P<.01)\) and it is presented in figure 5.8.

The cultural variation x types of climate supportiveness x levels of climate supportiveness was significant \((F, 1,216=11.01 \ P<.01)\) and it is presented in figure 5.9.

The sex x types of climate supportiveness x levels of climate supportiveness was significant \((F, 2,216=4.25 \ P<.05)\) and it is presented in figure 5.10.

The last four way interaction between cultural variation x sex x climate supportiveness x levels of cultural variation was significant \((F, 2,216=10.56 \ P<.01)\) and it is appeared in figure 5.11. Figure shows that all variable in sum laid their impact of academic on stress & stress management.
Fig. 5.7
Mean values showing the impact of cultural variation, sex and types of climatic variation on academic stress and stress management

**Legends**

A - Cultural Variation
A1 - Tharu
A2 - Buxa
A3 - General Kumauni

B - Sex
B1 - Boys
B2 - Girls

C - Types of Climatic Variation
C1 - Home
C2 - School
Mean values showing the impact of cultural variation, sex and levels of climatic supportiveness on academic stress and stress management

**Legends**

A - Cultural Variation
A1 - Tharu
A2 - Buxa
A3 - General Kumauni

B - Sex
B1 - Boys
B2 - Girls

D - Levels of Climatic Supportiveness
D1 - Low level of climatic supportiveness
D2 - High level of climatic supportiveness
Fig. 5.9
Mean values showing the impact of cultural variation, types of climatic variation and levels of climatic supportiveness on academic stress and stress management.

**Legends**

**A - Cultural Variation**
- A1 - Tharu
- A2 - Buxa
- A3 - General Kumauni

**B - Types of Climatic Variation**
- C1 - Home
- C2 - School

**C - Levels of Climatic Supportiveness**
- D1 - Low level of climatic supportiveness
- D2 - High level of climatic supportiveness
Fig. 5.10
Mean values showing the impact of sex, types of climatic variation and levels of climatic supportiveness on academic stress and stress management.

Legends
B - Sex
B1 - Boys
B2 - Girls

C - Types of Climatic Variation
C1 - Home
C2 - School

D - Levels of Climatic Supportiveness
D1 - Low level of climatic supportiveness
D2 - High level of climatic supportiveness
Fig. 5.11
Mean values showing the impact of cultural variation, sex, types of climatic variation and levels of climatic supportiveness on academic stress and stress management.

Legend
A - Cultural Variation
A1 - Tharu
A2 - Buxa
A3 - General Kumauni

B - Sex
B1 - Boys
B2 - Girls

C - Types of Climatic Variation
C1 - Home
C2 - School

D - Levels of Climatic Supportiveness
D1 - Low level of climatic supportiveness
D2 - High level of climatic supportiveness
Discussion

Stress is generally defined as the body's nonspecific response or reaction to demands made on it, or to disturbing events in the environment (Rosenhan DL, and Seligman ME.1989; Selye H. 1974) It is a process by which we perceive and cope with environmental threats and challenges (Myers DG. 2005). Personal and environmental events that cause stress are known as stressors (Lazarus , 1990). Therefore, stress is simply defined as emotional disturbances or changes caused by stressors. Stress which promotes and facilitates learning is called good stress. An optimal level of stress can enhance learning ability (Kaplan and Saddock, 2000). On the other hand, stress which inhibits and suppresses learning is called bad stress. The bad stress must be prevented and avoided (Linn and Zeppa, 1984). It is noteworthy that the same stressors may be perceived differently by different students, depending on their cultural background, personality traits, experience and coping skills (Kaufman, Day and Mensink, 1998).

The milieu of secondary education has always been regarded as a stressful environment to students. 20 percent of children around the world were estimated by World Health Organization to have mental health problems (Sidek Remaja Kesihatan 2009). Many studies have revealed a negative association of stress with mental, emotional and physical morbidity (Aktekin, Karaman, Senol, Erdem, Erengin and Akaydin, 2001; Dahlin, Joneborg, Runeson,2005; Firth, 1986; Guthrie, Black, Bagalkote Shaw, Campbell and Creed, 1998; Ko SM, Kua EH, Fones CSL, 1999; Saipanish R, 2003; Sherina MS, Lekhraj R and Nadarajan K,2003; Zaid ZA, Chan SC and Ho JJ, 2007; Liselotte ND, Matthew RT and Tait DS, 2005). Chronic and excessive stress leads to physical, emotional and mental health problems (Niemi PM and Vainiomaki PT,1999) reduced self-esteem (Kaplan HI and Saddock BJ, 2000; Silver HK and Glicken AD, 1990) and affects students academic achievement, personal and professional development (Matthew RT and Tait DS, 2005 ).

It is noteworthy that over exposure stress causes physical, emotional and mental health problems (Niemi PM and Vainiomaki PT,1999). Therefore, early detection and intervention may prevent and minimize the exert effects of stress on the students in the future (Aktekin, Karaman, Senol, Erdem, Erengin and Akaydin, 2001;Firth, 1986;
Stress on secondary school students needs to be recognized, and strategies developed to improve it should be focused on both individual and situational factors (Brissie JS, Hoover-Demprey KV and Bassler OC. Park & Adler,1988) reported that effective and appropriate coping strategies may buffer the impact of newly encountered stressful situations on mental and physical health. Therefore, using coping strategies effectively and appropriately will help the students in improving their stress level.

According to Folkman & Lazarus (Folkman S and Lazarus RS, 1980; Lazarus RS and Folkman S, 1984) coping strategies can be grouped into two general types; problem-focused and emotion-focused coping. Problem-focused coping is aimed at problem solving or doing something to alter the source of stress. Emotion-focused coping is aimed at reducing or managing the emotional distress that is associated with the situation. Although most stressors elicit both types of coping, problem-focused coping tends to predominate when people feel that something constructive can be done, whereas emotion-focused coping tends to predominate when people feel that the stressor is something that must be endured. Carver et al. (Carver CS, Scheier MF and Weintraub JK, 1989 and Carver CS, 1997) have proposed 16 dimensions of coping: five dimensions assess conceptually distinct aspects of problem-focused coping [active coping, planning, suppression of competing activities, restraint coping, seeking of instrumental social support]; five dimensions assess aspects of what might be viewed as emotion-focused coping (seeking of emotional social support, positive reinterpretation, acceptance, denial, turning to religion); and six dimensions assess coping responses that are less useful (focus on and venting of emotions (venting), behavioral disengagement, mental disengagement (self-distraction), humor, substance use, self-blame). These coping strategies if used effectively may buffer the unwanted impacts of stressful situation on physical, emotional and mental well being.

In the process of growing up, all children experience stress. These experiences are potentially valuable in that they may foster the development of effective coping strategies,
and thus enhance overall psychological development. Band and Weisz \textit{(Band EB and Weisz IR, 1988)} reported that children as young as 6 years old are aware of stress in their lives. Although they are exposed to significant levels of stress, children may lack both the necessary experience and maturity to understand stress and the intellectual and emotional resources to cope effectively with it \textit{(Omizo MM, Omizo SA and Suzuki LA, 1988)} Some investigators have suggested that the presence of stress can be used productively to build higher levels of future immunity to anxiety \textit{(Clarizio HF and McCoy GF, 1983), D'Aurora and Fimian D'Aurora DL and Fimian MJ,1988)} argued that limited and manageable levels of stress provide challenges and an enthusiasm for living.

\textbf{Strategies to Manage Stress}

Dealing with stress, individuals use coping strategies and resources that help them to adapt to environmental demands. These strategies play a key role in determining the nature and extent of the stressor’s impact. Coping correctly with stressors facilitates successful adaptation, while a failure in this process puts individuals in risk of poor adaptation. There are two types of strategies that have been assessed by almost all coping measures developed in the past few decades \textit{(Parker and Endler, 1996): problem focused coping and emotion-focused coping}. The problem-focused coping refers to modification of the objective situation by changing either something in the environment or how individuals interact with the environment. This kind of strategy focuses on solving, reconceptualizing, or minimizing the effects of a stressful situation. The different problem-focused coping strategies are as follows: to take direct action in dealing with the stressor (for example in case of illness looking for medical treatment), to seek information, to suppress competing activities, to restrain coping \textit{(waiting for an appropriate opportunity to act)}, or to seek social support for instrumental reasons \textit{(Bishop, 1994)}.

The emotion-focused coping consists of individual’s effort to control the emotional distress associated with a situation. This kind of coping includes self preoccupation, fantasy, or other conscious activities related to affect emotional
regulation, and it is most likely to occur when individuals believe that there is little or nothing concrete that they can do to alter the current situation. In these circumstances, individuals focus on learning to adapt to negative situations. The different emotion-focused coping strategies are as follows: to make a positive reinterpretation, to accept the reality of the situation, to deny the reality of the situation, to turn to other activities as a way to distract one’s attention of the stressful situation, to focus on whatever is distressing and ventilating those feelings, to seek social support for emotional reasons, and so on.

There are some authors that consider avoidance as another kind of coping. Parker and Endler (1996) note that along with assessing problem-focused and emotion-focused coping, most of the coping measures that have been created include scales to evaluate avoidance coping responses separately. In the case of this study, avoidance is considered within the framework of emotion-focused coping since its conceptualization in this study coincides with the emotion-focused strategy of involving in activities to provide distraction of the stressful situation.

Social Support

Social support implies the kind of aid and backing that individuals receive from their interactions with other persons (Bishop, 1994). There are two kinds of social support (Caplan et al, in Liu and Spector, 2005): emotional and instrumental. The emotional support helps individuals to feel better about themselves and their relationships with others. Persons around (family, friends, and colleagues) give support because they provide encouragement and acceptance. In addition, these persons can help simply by being there, as they provide a degree of companionship. Considering the instrumental support, persons around bring useful information, helping in this way to understand or define stressful situations and cope with them. Moreover, this kind of support may also consist of concrete assistance in the form of financial aid, needed services, or material resources.
Social support could enhance well-being by promoting positive feelings as well as giving a sense of belonging and self-esteem to individuals. Thus, social support may have a main effect on illness regardless of stress levels, in other words effects of social support may be evident in both high and low stressful situations (Underwood, 2000). On the other hand, social relationship can not always be positive. Having others around can become a source of stress. Therefore, social support can be considered as positive for health, but it can also make individuals more vulnerable to psychological disorders when social relationships are perceived as upsetting or frustrating (Bishop, 1994).

**Stress and Education**

Stress in studies or academic stress is basically defined as the impact that educational organizations may produce on their students (Muñoz, 2003; Polo, Hernández, and Pozo, 1996). Moreover, Muñoz (2003) states that there are four types of stressful situations identified in different studies on stress in students:

- **Assessment**: sometimes students feel anxious when they are assessed because they are afraid of failing the exam. Other causes could be the exam overload (many exams at the same time or the preparation for the exam comprises a large amount of information) and ambiguity (uncertainty about the way that the exam will be evaluated by the teacher).
- **Work overload**: excessive assignments, excessive class hours, difficulties in planning time, lack of free time, difficulties in combining academic life and personal life, difficulties in keeping concentration, demands of practical activities, and failed or lost courses.
- **Other conditions of the learning process**: relationship between the teacher and the students that involves variables such as teacher style, teacher expertise, teacher personality, feedback and support to students, expectations and conflict in the objectives, role ambiguity, and so on. On the other hand, organizational variables such as schedule, course plan, class size, physical conditions and resources, and student participation in the decision-making process could create a stressful environment.
- **Adaptation and transition problem in education**: students make an effort when they have to adapt to a new role, rules, responsibilities, and demands in a competitive
academic environment. Stressful situations in the studies have negative effects on both student health and performance. Considering health, stress has negative effects on student immune system. In the short term, students could experience changes in their emotional state. In the long term, negative effects could reflect on distress, burnout, depression, low self-esteem, difficulties in relationships, consume of drugs, and so on.

In this way all three studies were done successfully and they will be discussed, in sum, in next chapter.