
HOW STUDENTS TAKE THE PRESSURE FOR ACHIEVING COMMENDABLE ACADEMIC PERFORMANCE: A CASE STUDY ON GRADUATE LEVEL STUDENTS

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ABSTRACT

This study is created on the basis of generating the answer about ‘How students take the pressure for achieving commendable academic performance’. The major purpose of the study was to investigate about, what extent, students take academic pressure and how they can overcome that pressure by taking multiple factors into consideration which might be the reason of stress. In addition, this research also explored different perspectives by taking more than one area of study to find out that either different study area possesses a high or low level of stress due to their different nature of the study. This research utilized qualitative method by taking case study approach to investigate the study by conducting data through properly listening the interviews, making transcriptions and observations of two final year students/participants belong to the two different study areas like; Master in Business Administration and Doctor of Pharmacy. Coding and theme, data analysis method was adapted for analyzing the data. The results showed that the students are neither pressurized by the family nor by the monetary investment, but they even take workload in a positive way and one of them take failure as a challenge but other student might get dishearted if suffered from the same thing. Though multiple new factors were also emerged during the analysis, which highlighted that the students have academic stress, but it can be overcome by taking it as a challenge and investing more hardwork and motivation to it.

KEYWORDS

Work load, Family pressure, Monetary pressure, Fear of failure and Academic

*Performance***INTRODUCTION**

In the current scenario of the World, education is becoming the most important and most crucial step in future survival because it represents the success and the progress of the nation. Every nation demands individuals who don't just have quality education, but a superior and out class performance in their academic career and these individuals are preferred to be in the best possible position to run the company and support the economy, but if we go one step beyond and talk about these individual's struggle in their academic career, that would not show the process of attaining the Graduate and Postgraduate degree as a piece of cake.

In the academic perspective, competition among students for attaining good and highest possible grades and results is becoming intense due to the high demand of job requirement and in the process of meeting that job criteria, students do every possible effort and hard work to get those jobs which proposed in the market because the job offering in the market is shrinking but the graduate and post graduate students increasing every year and creating a negative relationship, so in order to get that job in their hands, they do every possible struggle in getting better and the best academic performance which is creating intense pressure over the student's life.

Such academic pressure might impact some students in an extremely drastic way, but some students over-come such pressure because they have the idea to handle such pressure. But those who can't incur such kind of pressure might face numerous problems which doesn't just influence their academic life, but also their health conditions create different problems for them, so they should know how they could over-come such kind of pressure and what initiative they should take in consideration while they face such situations in their life.

According to Radman, Ahmed, Ahmed and Gopal (2013), they focus to examine the stress among medical students in Malaysia and what coping strategies they utilize. A Cross sectional study carried out between 376 medical and medical sciences undergraduates from management and Science University in Malaysia. In their study, the majority of participants were females and they were aged around 21 years and they all are Malays. The findings show that students were mainly facing financial and academic issues. Most of the students adopted coping strategy instead of avoidance strategy. The findings suggest that consultation should provide to students on how to cope up with stress.

Similarly, Elani, Bedos and Allison (2013) presented the problem that defines the sources of stress among pre-doctoral dental students and first year residents of dental

school and to determine how these sources extend during the four year curriculum and the first year after graduation. A mixed approach was adopted. Data collection for quantitative study was started in September 2010 till eleven months. Quantitative data were collected through questionnaire and web surveys each month. The investigators conducted Dental Environment Stress (DES) twice, each at the end of the semester. Descriptive statistics were used to analyze the data. Data collection for qualitative study was started from September 2011 till December 2011. Qualitative data were collected through one-on-one semi structured interview. For analysis, interviews were recorded and verbatim transcribed. The results show that factors such as pressure of examinations and good grades as well as workload are major stressors among Dental students all over the year. In addition, patient treatment and future planning are also known as the source of stress among clinical students and students of last year respectively. Thus, the study concluded that stress among these students and first year residents differ according to phase of their program and period of the year.

There are so many studies regarding this area of research but it doesn't matter how many and how much researcher do studies over academic life, it will not be enough due to the varying nature of the economic circumstances and unpredictable curriculum of the academic institutions, so it'll always leaves a room to be studied plus this research doesn't only study about the perspective of only one degree program but it would take more than one field of study into consideration to get multiple views regarding academic pressure and would also offer the possible ways to minimize or eliminate such pressure.

Students are the bright future of every nation. Every year number of Job opportunities offered by the different companies, but that much amount of job openings is way too much low to cater a huge number of students who get their higher level degree every single year. Such imbalance creates competition to get best and highest possible academic performance plus (Ji and Zhang, 2011) also found employment situations, individual factors, study conditions and economic conditions as the causes of stress. Such conditions influence individual to achieve best grades in order to get better jobs for their living, but on the other hand, this pressure leads them towards the different conditions which is the primary focus of this study over those students who are going through this and the study will answer about: "How students take the pressure for engaging in exceptional Academic performance?"

Theories

In this Research, there were several theories arose in the support of human mental pressure and stress and also numerous theories came out in the support of eliminating that stress and mental pressure, but in order to conduct this research in the prescribed time frame, this study depicting just two most relevant theories, which are as follows:

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- (General Adaptation Syndrome) G.A.S Model by Hans Selye.
 - Cognitive Therapy by Aaron Beck.

General Adaptation Syndrome) G.A.S Model by Hans Selye

A very well well-known scientist and expert, Hans Selye (1907-1982) also known as *the daddy of stress study*, presented the G.A.S (General Adaptation Syndrome) model in the year of 1936 which highlighted three significant segments that have suspected impact of over the body of the individual. These three segments are as follows:

- 1: Alarm Segment
- 2: Resistance Segment
- 3: Exhaustion Segment

Selye also detected that the human body would react to any extrinsic biotic cause of stress with a pre-decided biotic design in order to reestablish internal homeostasis of the body. Stiffness, burden and other stressors can greatly damage the regular metabolism of the human because individuals have a restricted stream of adaptive energy in order to handle the stress but that quantity might falls due to nonstop contact with those stressors.

Long-lasting stress can hurt nerve cells of brain tissues and organs. Mostly defenseless is the hippocampus area of the brain. Intellectual and remembrance are possible to become decreased, which leads towards unhappiness, nervousness, heart syndromes, high blood pressure and other sickness due to stress. The method of how human fight in the purpose of maintaining and creating balance and equality is actually what Selye labeled the G.A.S (General Adaptation Syndrome) model.

Cognitive Therapy by Aaron Beck

In the circumstances of depression, Aaron beck's system of cognitive therapy has been utilized mostly, it supports patients suffering from depression and the therapists who are treating them in the way of identifying any undesirable or negative views about themselves and inaccuracies in sense that results in depression.

Aaron Beck highlighted three processes in his Cognitive Therapy (1967), which he believed that these are the reasons for getting into depression and these mechanisms are as follows:

- 1: The cognitive triangle
- 2: Adverse self-plans
- 3: Inaccuracies in Logic

Beck indicated that the human abnormality is the result of the individual's process of unconscious thoughts which are negative. Likewise, we encounter different

circumstances that come in life, both uplifting and disturbing memories and thoughts goes through our head. According to Beck, these are called unconscious thought of unbidden cognition.

The clients also directed by the psychotherapist to test and inquire themselves about their dysfunctional feelings and thoughts, attempt innovative, new and fresh interpretations and in their regular lives, they should apply different ways of thinking.

LITERATURE REVIEW

In this segment of the study, valid and relevant studies provided as a supporting material for this research, which also highlights related research quarries by addressing their research methods and outcomes are also discussed along with some of the outcome implications. Quain et al. (2016) conversed about the substance and prominent declining academic performance of final semester students constantly year by year and the motives behind this declining performance was calculated by utilizing a mixed method procedure for collecting the data from the total number of 135 final year students who were doing their final year research project which was one of their academic requirements. Also the data were collected through consequent focus interview and for qualitative approach they used were free-listing technique plus coefficient correlation method was used to calculate the questionnaires to complete the quantitative analysis, which highlighted the outcomes that there is no such huge influence of the stress over the performance of students but the student's academic performance and process is very crucial for the universities.

Brahmbhatt (2013) examines that emotional disturbance and stress among students are comparatively common and apparent universal problem. The main objective of the study is to assess the frequency of perceived stress and find out the reasons of stress among students. The research conducted cross function study and data was collected through questionnaires, which was filled with 200 students. The findings of the study are that the high levels of observed stress are present in undergraduate students.

Elias et al. (2011) examined the stress and educational attainment of scholar students in a university from diverse punitive regions. By group sampling, 376 undergraduates were picked to chip in this study. Academic achievement of the undergraduate students based on their end results, Grade Point Average (GPA). CUSS (The College Undergraduate Stress Scale) was utilized to assess students' level of stress. The levels of stress of undergraduate were evaluated based on their year of study, and their degree courses. The verdicts of the study explained that generally, the undergraduate experienced modest stress levels. The medical students had the uppermost level of stress amid the students. Furthermore, the results illustrated that the 1st-year students had low levels of stress. It was also originated that there is a momentous, but a sad

negative bond between undergraduate students' level of stress and their academic accomplishment.

Sani et al. (2012) investigated that physical appearance and stress are genetic in human life and therefore are the major cause of concern in today's society. Medical studies hypothetically threaten students throughout the world. So that cross sectional study was accompanied to determine the factor related to stress. General Health Questionnaire (GHQ) used to conduct 20 questionnaires to measure the level of stress. Descriptive data were used for analyzing the brief outcome variable. This study concludes that stress was present in almost three fourths of the study groups. It can be overcome by implementing effective change in the syllabus to make the student friendly environment.

Sohail (2013) presented the problem that discovers a correlation between academic performance and stress among medical students of first year and to become aware of the grounds of stress and what strategies they develop to overcome with it. A mixed approach is adopted. Qualitative data were collected through discussion with 12 students of first year. Quantitative data were collected through a survey among 250 students while only 120 students' answered. The research was done in Allama Iqbal Medical College, Lahore, Pakistan. The methodology adopted was correlation and in-depth interviews. The findings of the study demonstrate that superior level of stress is linked with deprived academic performance. It is also found that there are several causes of stress in medical students.

Elani et al. (2013) presented the study that assesses the literatures on concerning the impact, sources of stress among dental students. Qualitative and quantitative studies were coded and collected results from studies that used the questionnaire of Dental Environment Stress to explain the stress level among dental students, 4720 studies were acknowledged. 124 were included in qualitative mix and 21 in meta-analysis. The research findings from evaluation of both quantitative and qualitative showed that dental students experience stress throughout their training period. Sources of stress among students are mostly related to academic, personal and clinical aspect of training. It is also originated that the student's health and academic performance are directly affected due to stress.

Bataineh (2013) presented the problem of undergraduate students experiencing academic stresses at university. The sample size consists of 232 members from the education faculty of King Saud University. The research was done in Riyadh, Saudi Arabia. Descriptive statistics, correlation and Anova techniques were used to analyze the attained data. The findings show that sources such as academic burden, course awkward, inadequate study time, semester workload, exams, lack of motivation,

family expectations and fear of failure persuade stress among students, thus showed that there is an optimistic connection between these sources and academic stress.

Ji and Zhang (2011) suggested the study that examines the psychological stresses among college students. The sample size consists of 800 students of Chuangchun University of Science and Technology in China. The Correlation was used to analyze the data. The findings show that there are mainly four causes of stress, which involve employment situations, individual factors, study conditions and economic conditions. Each one has a positive relationship with the mental stresses among college students. The study suggested that colleges should pay concentration towards this difficulty, and assist students to discover strategies to overcome these stresses.

Hurst, Baranik and Daniel (2013) investigated the multiplicity of qualitative methods to observe stressor that demonstrating the subsequent themes: lack of resources, expectations, relationships, academics and many other stressor. The most common stated theme was the relationship and sheltered wide areas including peer, family and relationships with the faculty. The research covered both qualitative and quantitative sections of information and used literature review methodology by taking 40 qualitative researches in to consideration, which suggested that the faculty and students are familiar with one another in a particular situation, so that faculty must be aware of academic stressor that students are facing during their exam period.

Batool, Abbas and Naeemi (2011) suggested the study that examines the factors that convince undergraduate students to cheat. The sample consisted of 300 undergraduate students from 5 universities of Islamabad, Pakistan. The sample size contains 60 students from every institution of higher education. Correlation and other tools were used to identify the connection between variables. The finding shows that student's CGPA (Cumulative Grade Point Average), parental pressure, lack of preparation are the key factors that persuade students to cheat, this shows that there is a positive connection among all variables.

Nadeem, Ali, Maqbool and Zaidi (2012) investigated the indicators and influence of anxiety due to the academic performance pressure over the student of university in Bahawalpur, Pakistan, collecting almost 97 students out of 200 through stratified sampling and imposed survey method and descriptive research for collecting the data and analysis of the data was completed by utilizing regression analysis with the support of SPSS (Statistical Package for the Social Sciences) software which depicts the adverse connection among academic performance and anxiety in both genders however it presented that female students are highly impacted by anxiety as match with the male students.

Preeti (2013) identifies the factors which influence the academic achievement through emotional intelligence of students by gathering the secondary data and applying correlation technique which portrays that providing the emotional and social skills to the students wouldn't just increase their performance academically but it similarly helps them for achieving success in long term and it won't be possible without making emotional intelligence as an important part of their process of academic achievement since lack of emotional intelligence built weak personality and nature among students however it's presence enhances education quality and nature and it even support the individual to build optimistic relations not just in their institutions but also in their workplaces.

Ekaterini et al.(2015) attempt to identify the connection between educational achievement and emotional intelligence from side to side the study of demographic and emotional traits of the students. The learners of the Senior High Schools of Sparta were in use as a sample. It is a cross-sectional quantitative study and questionnaire were issued to the learners to gather facts and statistical techniques were applied for scrutiny. The upshots of the study confirmed that, in general Emotional Intelligence as an attribute is not burly described statistically to the scores attained by the students. However, it was derived that the boost in the sociability pole is sturdily related to enhanced grades in Senior High School. Moreover, it was established that girls when contrasted to boys had a superior overall achievement in Personality Trait as an Emotional Intelligence but also in welfare and self-discipline.

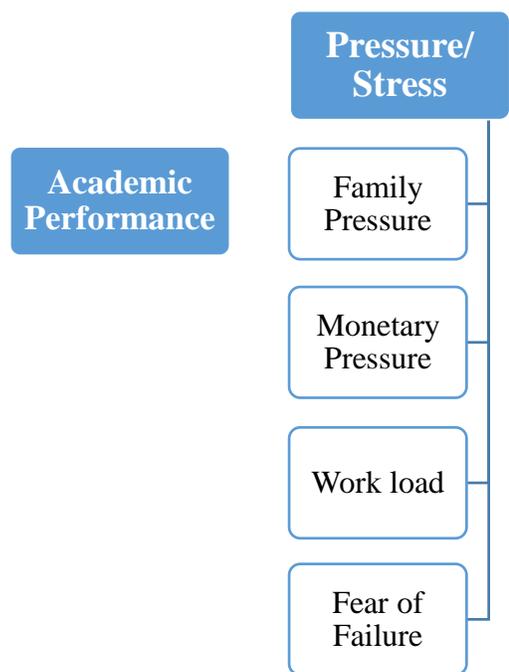
Rajsasekar (2013) studied regarding to the controlling and techniques for controlling the higher level business student's stress that would be helpful for the students to eliminate or decrease the consistency of the stress level and for this purpose, total number of 100 students were taken from the business school of AMET (Academy of Maritime Education and Training) by using convenience sampling techniques and the data were collected through questionnaires. Rajasekar (2013) utilized regression techniques to examine the collected data which highlighted that it all depends over the students that how they manage the academic stress, it might affect positively or negatively, depends over students that how they perceive their stress, so they must build self-confidence, positive attitude and image regarding their own selves.

Saeed and Zyngier (2012) focus on attaining the knowledge regarding the student involvement in their academic studies is further deeply integrated whether by using extrinsic, intrinsic or both types of motivation and in order to get the answer, they collected the information from 24 students age between 11-13 by using PALS (Peer Assisted Learning Strategy) Survey and several questions were asked from the students which shows that student involvement in knowledge , learning and education were more perfect when they get intrinsic motivation but on the other side of the picture,

extrinsic motivation helped the students to produce ritual involvement , however few students who received both types of motivation, had numerous types of engagement in their academic learning. Also, they have emphasized over the several extrinsic and intrinsic techniques which can motivate and engage the students in achieving better academic results and they have also suggested that students can also get motivation from their teachers, if they plan their work and lecture in a way which takes the students towards motivation.

Kumaraswamy (2013) focus on academic stress, depression and anxiety are the main reason of concern because every country spends a lot of money on education. Literature review methodology is used in this research. The paper defines the researches that approved in the last 3 years regarding stress, anxiety and depression. The study suggested that colleges or universities compulsory conduct mentor programs and workshop for teachers and students on various academic or psychological problems.

Theoretical Framework



Variables and measures
Stress/Pressure

Stress is the internal sentiment of an individual which arises due to the extreme emotional and psychological pressure and such pressure converts in stress, which might lead the individual to react in unpredictable way, it might be dangerous for some people, but it might also be motivating for other people as well cause it depends on the people that how they perceive it and overcome their stress.

Family Pressure

Family pressure is one of the variable that contributes in building the academic pressure and then into stress consequently. This pressure built by the family members directly or indirectly. Directly when parents want their child to get an education more than their family members, their relatives and cousins so they do pressurize them, but they also pressurize them indirectly by making them feel emotional about the hopes and values of the family that are associated with the success of their child.

Monetary Pressure

Monetary pressure is another variable that promotes the development of stress over students. This is created by the parents and by the students as well. When parents invest their earnings into the better education for the bright future of their child, creates a whole lot of pressure over many students, but students who also do part time jobs to earn money for their good education might also create pressure over the students by their own selves because now they are giving university/college fee from their own pocket which makes them realize the true value of each penny.

Fear of Failure

In this context, fear of failure means, when a person is scared of the consequences of getting fail and remain in the same position. This frightens many students during their studies and it hinders their performance because such kind of panic doesn't allow students to take progressive action in the way of getting their things done plus it also fails them in completing their task and achieving desired results. But fear of failure might also be a great learning for some students as well.

Work Load

Work load is another possible variable that leads the student towards stress. This situation arises when a person or student have number of task and burden of work to do within a definite time interval, it creates pressure over the person/student to get the things done before deadline, plus personal life and academic work pressure also fall in this category, when somebody has a lot of work to do in both areas. Some people can't manage it properly, which results in a huge clash in between tasks, but some people do know how to manage it properly and make their way to the next steps.

ACADEMIC PERFORMANCE

Academic Performance is the successor of the academic stress, which arises by overcoming the different factors and under different circumstances like managing work pressure, having fear of getting fail, pressure about the monetary investment made in the way of getting a better education, expectations from the family and so and so forth.

RESEARCH OBJECTIVE

1. To what extent, academic pressure influences the student life?
2. What strategies students utilize to cope up with academic pressure?
3. Does academic pressure varies according to the nature of programs offering?

RESEARCH METHODOLOGY

The research employed the qualitative research design. The purpose of selecting the qualitative design is to gain deep and thorough understanding of our participant thoughts and feeling regarding academic pressure they faced in their entire academic period and to analyze their words and observation to generate themes for the study. Face to face interactions were done with interviewees to know about their perceptions and get a clear picture about their experiences regarding stated research problem that only qualitative research allows us to understand.

Case Study Approach

Case study approach is advocated for research as it gets an understanding of complex and in-depth study of issue or problem. According to the (Creswell, 2007) when the researcher has evidently distinguishable case with boundaries, the Case study style is applicable plus the investigator could also compare several cases. Thus, the current study lies under the category of case study approach. Multiple case studies were selected for our research. Two final year students from different departments were selected. The purpose of selecting students of two different departments was to answer our research question that “Does pressure varies according to the nature of program“. In-depth interviews were conducted with each participant individually to gather the data about their perceptions and experiences regarding academic pressure.

Interview Design

We conducted the interview with the full consensus of the participants also we have guaranteed them the confidentiality regarding their information, they practically signed the consent form after reading that thoroughly without any sort of pressure. Before the interview, we have also given them information about the proper venue and the duration of the interview to allow them manage their works other than the interview prior to that time and we have also finished the interview with-in prescribed duration. We made our participant felt free, we gave proper time to each participant and

conducted the interview calmly without any panic and impatience. After the interview, we also asked our participants to give feedback about us. It took 26-30 minute to complete the interview from each participant. Overall, total 54 questions were designed to conduct the interview. These questions were the combination of Open-ended with 23 questions, Close-ended with 24 questions and Situational were only 6 questions. These Questions were organized according their flow and context of the material to create harmony and friendliness in the interview and keeps the interest of the interviewee till the end by relating the questions with them in a very pleasant manner. We selected a final year student of Master in Business Administration (MBA) and a final year student of Doctor of Pharmacy (Pharm-D) because in general final year students in any discipline bare more pressure and stress than beginners, that's why we conducted interviews with them as they were right and appropriate participants to answer our questions in depth and detail what we actually wanted to propose our findings accurately.

FINDINGS AND DISCUSSION

Family Pressure

When Participants were asked about the questions related to the family pressure both answered that they did not face any kind of family pressure. The participant of pharmacy proposed statement which appeared in the axial coding like: her Family promotes and support the study, she gets motivation from parents, feels proud and confident, not committed, introverted, work oriented and less family oriented, Moreover, when we funneled it in selective coding we found that she take her family for granted, work oriented and Free from family pressure. Participant of MBA discussed her answer which appeared in axial coding like: she gets Satisfaction, motivation, family support, do commitment, outgoing, friends and family oriented, prefer family first and believes to balance, these coding were further extracted in selective coding as: She maintains balance between personal and professional life, but gives value to the family. The findings of this research are contrasted with the Bataineh (2013) who stated that high family expectations lead to moderate level of stress for students conversely, the findings of this research shows that, family pressure does not lead to stress for students. In addition the findings of this research are also contrasting with the Hurst, Baranik and Daniel (2013) who demonstrated that family expectations/family relationship was the source of stress for students, while our findings does not consider family pressure as a cause of stress for students. However, these findings were also contrasted with the Batool, Abbas and Naeemi (2011) as in their research, parental pressure considered the reason for students to cheat to get good marks/grades while our findings do not reveal it.

Monetary Pressure

When the participants were asked about the questions related to the monetary pressure,

both showed that they are free from monetary pressure they are supported by their parents, the participant from D-Pharmacy study area, proposed statement which emerged in the axial coding like: she study over family expenses her parents pay the fees, she works hard on the other hand, she gets did hearted if gets fail, further when we funneled it in selective words we found that, she contributes her effort to achieve good results but she is free from financial pressure. On the other hand, the participant from MBA study area discussed her answers in a way which leads towards creating an axial statement like she also study over her family expenses her parents pays the fees, such coding further extracted in selective form, as in she is highly motivated because she is free from financial pressure. However, the findings that arise from both the participants were contrasted with the (Radman, Ahmed, Ahmed and Gopal, 2013) as in this case, the students face the financial pressure and they adopt coping strategy to solve this issue.

Work Load

When the participants were asked about the questions related to the work load, both showed signs to perceive work load in a positive way but in different manners, the participant from D-Pharmacy study area, proposed statement which emerged in the axial coding like: she believes in accepting the reality and hard work to achieve the best possible results with dedication and pure self-effort, further when we funneled it in selective words we found that, she prefer Professionalism and perfection, doesn't matter what it cost. These results are trustworthy with the findings of (Sohail, 2013, Elani, Bedos & Allison, 2013, Solanky.P et al, 2012 and Bataineh, 2013). On the other hand, the participant from MBA study area discussed, her answers in a way which leads towards creating an axial statement like she is easy going and believe in Combine team work and support to tackle the work pressure, such coding further extracted in selective form, as in she is relaxed because she knows, with the combine support, everything is going to settle down in the end. These results are consistent with the findings of (Preeti, 2013; Saeed and Zyngier, 2012 and Bataineh, 2013). However, these findings were contrasted with the (Ji and Zhang, 2011) as in this case, the stress is not in the result of employment conditions, individual facets, study conditions and economic circumstances and (Quain et al, 2016) as there is an collision of stress over the academic performance of students.

Fear of Failure

In this research the questions are asked regarding failure and achievement from the participants. The axial coding that arises from the interview of the participant from MBA is that she is marks oriented because generally less marks lead to de-motivation, for her, appreciation is an achievement and interested subjects do not burdens her, failure means hard work to her not stress instead. The selective coding come up from this encouraged participant's answer is that she strives for appreciation and gets

motivated by failure and seems it as a chance to do better next time. Alternatively, participant from Pharm-D response totally in a different way to the same questions as she improves her mistakes due to which she gets less marks, she is interest oriented no matter what she is getting except for failure because failure will make her feel bad and discouraged. Both the participants have different perspective regarding failure. The selective coding that drives from this participant's response is, fear of failure makes her feel dis-hearted and she focuses on self-interest rather than targets. The findings of our research for participant from Pharm-D is consistent with the findings of (D. Sibnath 2015) because in both researches the academic failure and fear of failure in the students is a cause of stress to the students and according to the other participant from an MBA program, the results of our research is in contrast because there is fear of failure faces by the her but in a positive way. Collectively, the results of the study show that, one participant is perceiving fear of failure negatively and the other one perceives it in a positive way so this result is consistent with Schafer (1996) illustrates the fear of failure as entirely usual and can encourage you to organize and execute well but in some cases, fear of failure turn into unnecessary expressive and substantial distress.

Coping Strategies

While conducting the interview, the participants discussed about what they do when they face academic pressure and stress during studies which leads towards unique answers. The Final year student of D-pharmacy said: "I usually drink coffee and listens music to relieve stress" plus she also add multiple things in different ways which collectively shows in axial coding as she is reluctant towards publicizing, smart and reserve also the selective coding of these words highlighted as she take stress as a challenge and accept the conventional system. The other final year student form MBA program, said: "I watch television to reduce stress" plus her other statements showed in axial coding that she keeps strong mental capacity by Focusing on concepts rather than memorization and demand good marks for the hard-work, which further identified in selective words as she is, an experiment oriented person, stay Hasle-free by taking pressure in a positive way and divert attention to the relax mind.

Health and Fitness

When both participants were asked about their health and fitness, they answered in a different manner. The participant of pharmacy answered which showed in axial coding as: she spends less time in study, 2-3 hours study, had balanced diet, improve sleep during vacation, feels happy and healthy in vacations but also miss university when vacation gets long. The coding was further extracted in selective form as: she Balanced health and fitness by efficiently managing time. On the other hand, participant of MBA conferred which emerged in axial coding like: she gives more time to study, spend more time over a computer to make assignments, had unbalanced diet, but during vacations, diet increases and sleep routine improve, feel happy, physically and

psychologically relax. Further, these coding were funneled in selective statement as: she gives priority to the work over health.

Faculty Relationship

When the participants were asked about the questions related to the faculty relationship, both showed that university contain favoritism but more interaction with teachers doesn't affect their GPA, the participant from D-Pharmacy study area, proposed statement which emerged in the axial coding like: she thinks that university contain peer politics and leg pulling, she do formal interaction with faculty because interaction with faculty sometimes brings favoritism, she believes that in her hard work, she also thinks that there is totally unbiased checking, further when we funneled it in selective words we found that, she usually avoids involving academic diplomacies, she also focuses on self-effort. On the other hand, the participant from MBA study area discussed her answers in a way which leads towards creating an axial statement like she also thinks that university contain favoritism, but she thinks that more interaction with teachers does affect her grade because performance matter in university, such coding further extracted in selective form, as she also avoid involving in academic diplomacies and she only focus on her self-efforts.

The study provided the information on how students take pressure to attain commendable academic performance. The results derived from each participant interview was analyzed thoroughly, further related themes were extracted from the analyzed data. There are several factors that become the reasons to pressurize the students. Some of the factors we identified from previous literatures wherefamily pressure, monetary pressure, workload and fear of failure were highlighted factors.. We found that students did not face any sort of family pressure. They were highly motivated and gets support for their families. It is also observed that work load does not create stress for them unless they found it as a motivation factor that leads to work completed on time. They take the work load in a positive way as they believe in work hard. They did not perceive stress and did not believe that family expectations make them pressurized. It has also been observed that both the participants are supported by their families as their parents pay their fees. It is also being examined that fear of failure makes some students dis-hearted, and for some it results to perform better in future and to work harder next time.

RECOMMENDATIONS

Recommendation in General

After conducting the research, it felt crucial to suggest some advice to the students and universities as well as to the further area of research; following are the recommendations for the students and the universities:

Students mustn't criticize their selves when they face any blunder and failure, instead

of doing so, they should take it as a chance to learn, nurture and discover and should gain knowledge and experience to make it correct in the next shot.

Students must generate internal motivation factor because the thinking of students perceive about their selves create a significant influence on their actions and feelings. They should always take undesirable statements as positive learning.

Universities also need to support students to overcome their academic stress by arranging programs, seminars and sessions which help in building strong psychological and mental capabilities to positively overcome such stress.

Students should manage their work according to the time to avoid any lag in between the deadline; doing so would help them to achieve their task within the time frame.

Recommendation for further studies

Multiple studies can also be generated to discover more about the questions discussed in current research. Selected recommendations are highlighted below:

Other than Business and D-Pharmacy, more study areas or fields of study could be cover to investigate about the nature of academic pressure in different study area.

Factor used in this research could also be study by creating their sub factors and variable to identify relationship of these factors with each other.

In the conclusion, few factors were emerged in this study; further researches could also take those factors as their main variable and discuss them more deeply.

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