



THE INFLUENCE OF STRESS ON THE EMOTIONAL AND PSYCHOLOGICAL WELL-BEING OF STUDENTS

A Research Presented to the
Faculty of the Humanities and Social Sciences
St Teresa International University

In Partial Fulfillment
of the Requirements for the Degree
Bachelor of Arts
major in English for Business Communication

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SEPTEMBER 2024

APPROVAL SHEET

This research entitled, “**THE INFLUENCE OF STRESS ON THE EMOTIONAL AND PSYCHOLOGICAL WELL-BEING OF STUDENTS AT ST TERESA INTERNATIONAL UNIVERSITY**”, in partial fulfillment of the requirements for the degree **BACHELOR OF ARTS** major in **ENGLISH FOR BUSINESS COMMUNICATION** by **CHOCKCHAI RUNKLIN, PEERANAT SRIMAS, YADALYNN TIWAWONG** has been examined, accepted and recommended for Oral Examination.

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ACKNOWLEDGEMENT

This research would not have been possible without the assistance of these individuals who guided us throughout the process. We would like to take this opportunity to thank them.

We are grateful to Dr. Juan Rodrigo B. Del Villar for providing us with a solid educational foundation. We also would like to thank researchers whose studies are critical to the effective completion of our research. Your constant commitment to the pursuit of knowledge has been significant in pushing the boundaries of comprehension forward.

Finally, we would like to express our heartfelt thanks to all the participants and supporters who generously gave their time and effort, as their contributions have been essential in making this project a reality.

DEDICATION

This research is sincerely dedicated to our supportive family, who have inspired and supported us throughout this journey. The researchers are deeply grateful for their encouragement and financial support. We also would like to thank them for believing in us even when we doubted ourselves. Moreover, we dedicated this research to our advisor, Dr. Juan Rodrigo B. Del Villar; you always sacrifice your time to support us along the way. Also, your guidance and expertise have been crucial in shaping this project, and we are deeply grateful for your hard work, kindness, insightful feedback, and dedication, which have inspired and motivated us along the way. This research reflects the combined support and belief of everyone who has been with us on this journey.

ABSTRACT

In today's globalized world, stress is a major issue affecting everyone regardless of age, gender, or education, particularly impacting college students' physical and mental health. This study aimed to investigate the influence of stress on the emotional and psychological well-being of students. This study utilized correlational and causal quantitative research design to gain a more in-depth understanding. This research used a random sampling technique with a sample of 115 first-year students from various faculties. The data collected directly with a questionnaire. The questionnaire, mainly composed of closed-ended and checklist-style items, was administered online through Google Forms. This research employed both descriptive and inferential statistics, revealing that stress accounted for about 32.3% of students' emotional well-being and 40.5% of their psychological well-being. Based on these findings, future researchers should explore other potential causes of stress. This could help uncover a broader range of factors contributing to stress and lead to more effective strategies for managing it.

Keywords: stress, students, emotional well-being, psychological well-being, university.

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Chapter 1**THE PROBLEM AND ITS SCOPE****Introduction**

Stress is a significant issue that impacts not only life but also physical and mental health, and it is one of the things that people have to face. Stress could happen to anyone without regard to age, gender, or educational status, especially among college students. The transition of students from the high school level to the college level is inherently stressful for students. It could cause them psychological, academic, and social shock (Yikealo et al., 2018). University students do not only have to encounter a new environment or new people, but they also have to encounter a new teaching method that is different from what they have learned in high school before. Besides that, stepping into living life as an adult for the first time, whether it be time management, self-management, academics, finances, relationships, etc., all factors cause stress for all students, which greatly affects them emotionally and psychologically.

It can be seen that the accumulated stress levels of Thai university students have been increasing every year due to the increasingly intensive education system and the higher level of competition in the modern era compared to the past. Sangkaman and Surapolchai (2023) stated that 40 percent of students is in high stress. 4.3 percent were diagnosed with mental conditions, such as depression or bipolar disorder. Over 4 percent of students across the country frequently or always thought of committing suicide, 12 percent of this group had attempted to self-harm and 1.3 percent repeatedly and always self-harmed and the highest rate showing in Bangkok Metropolitan Region, as well as Northern Region. Therefore, stress among Thai students should be considered a societal problem that requires attention and

resolution, as stress can lead to other issues, including affecting their emotions and psychological well-being, which may impact their future life plans.

Stress is one of the main factors affecting students' emotions and psychological well-being at St Teresa International University. Since St Teresa is an international university, English is used as the primary language for communication and learning. Additionally, the diverse environment, with students and teachers of different nationalities and cultures, requires students to undergo significant changes and adaptations. These include language adaptation, cultural adjustment, environmental changes, diverse interpersonal relationships, various teaching methods, time management, and other factors that contribute to accumulated stress, impacting both the physical and mental health of the students. This stress can lead to future problems, especially in mental health, as increased stress directly affects students' emotions and psychological well-being by reducing their ability to focus and think rationally. In severe cases, it can also lead to major problems in the future.

Consequently, stress is a major factor affecting the emotional and psychological of students at St Teresa International University. This is due to increased competition, higher pressure, teaching methods, and diverse environments. Additionally, English is a crucial component for communication and learning at St Theresa International University, as well as in modern education. This results in university students bearing a greater emotional and responsibility burden to survive in society. Therefore, the researchers recognized the problem of stress that needs to be addressed. This study looked into the influence of stress to the emotional and psychological of university students of St Teresa International University and how to overcome it.

Theoretical Framework and Conceptual Framework

This study is anchored on the Diathesis-Stress Model. The Diathesis-Stress Model (2012) is the foundational concept for understanding how stress influences emotional and psychological well-being by considering both individual vulnerabilities and environmental stressors. It investigates how different levels of vulnerability interact with different types of stress to influence emotional and psychological responses. High levels of stress can cause unpleasant emotions such as anxiety, fear, sadness, and rage. Also, emotional exhaustion and burnout are possible consequences of chronic stress. Moreover, stress can also worsen diseases such as depression, anxiety disorders, and post-traumatic stress disorder (PTSD) in people who are predisposed to mental health problems. According to Mehta and Binder (2012), an individual's well-being is influenced not just by their genetic predispositions but also by how these interact with external stressors, which can play a role in developing health conditions. The study also pointed out that some people have genes that make them more prone to poor emotional and psychological well-being, especially when they face certain types of stress.

Figure 1 shows the representation of the proposition which this study intended to establish and or confirm or disconfirm.

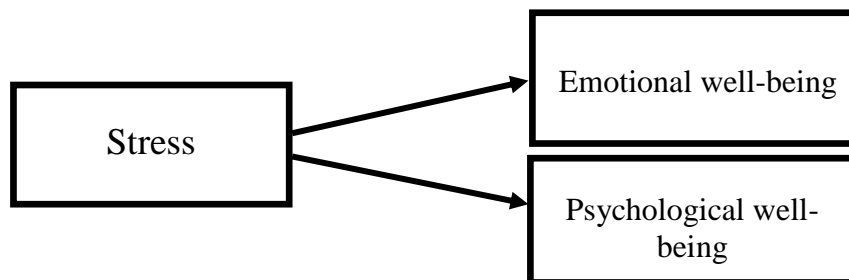


Figure 1. Schematic Diagram of the Study

Statement of the Problem

This study sought to investigate the influence of stress on the emotional and psychological well-being of students at St Teresa International University. Specifically, the study seeks to answer the following questions:

1. How do the respondents respond to the indicators of stress?
2. How do the respondents respond to the indicators of emotional well-being?
3. How do the respondents respond to the indicators of psychological well-being?
4. Is there a significant relationship between the level of stress and the emotional well-being?
5. Is there a significant relationship between the level of stress and the psychological well-being?
6. Which of the dimensions of the independent variables influence the dependent variables?

Hypotheses

H₀₁ There is no significant relationship between the level of stress and the emotional well-being of the students

H₀₂ There is no significant relationship between the level of stress and the psychological well-being of the students

H₀₃ None of the dimension of dependent variables is influenced by the independent variable

Significance of the Study

This research is only part of the business research subject for the fourth-year students in the first semester of 2024 at St. Teresa International University. This study aimed to investigate the causes of stress and its influences on the emotional and psychological well-being of students at St Teresa International University. Therefore, this study is intended to

provide valuable information and solutions that will help students overcome stressful situations at St Teresa International University. Moreover, the study aims to raise awareness among teachers, students, faculty, and administrators about the importance of stress and how it can affect students' emotional and psychological well-being. This research is beneficial for students, teachers, faculty, school administrators and other researchers. They will be aware of the influence of stress to the emotional and psychological well-being of student and they will know how to cope with stress effectively which can prevent negative outcomes.

Scope and Limitations of the Study

This research emphasized identifying the influence of stress to the emotional and psychological well-being of students' studies at St Teresa International University. Additionally, the researchers aim to find effective solutions to either resolve or reduce student stress. This will serve as a guideline for enhancing emotional and psychological well-being and reducing future problems, such as negative emotions, or worse, psychological instability among students. Furthermore, this research also focuses on analyzing potential solutions to provide experts with comprehensive information to offer informed recommendations and implement effective improvements. This research will survey first year students at St Teresa International University in Ongkharak District, Nakhon Nayok.

Definition of Terms

To provide a better understanding of the study, the following terms are operationally defined:

Academic. This term refers to education, which involves gaining knowledge in schools, colleges, and universities, focusing on providing academic knowledge to students.

Academics encompass various fields, each with different content. Academic subjects often have tests to measure knowledge, and test scores or grades help gauge students' understanding of the subject matter. For instance, in academic language, the content focuses on learning the language from basic to advanced levels, including vowels, consonants, pronunciation, etc.

Anxiety. This term refers to an uneasy feeling you get when you're worried or nervous about something that might happen. It can make you feel nervous, like your heart is racing or your palms are sweaty.

Cognitive Functioning. This term refers to how well your brain works for things like thinking, learning, and remembering. It's all about how well you process information and solve problems.

Coping Mechanisms. This refers the ways you deal with stress or tough times. It could be anything from talking things out with a friend, taking a walk, or doing something you enjoy to help you feel better.

Depression. This term refers to a negative feeling that more than just feeling sad. It's a serious condition where you feel persistently down, lose interest in things you usually enjoy, and can struggle with daily tasks.

Emotional Exhaustion. This term refers to a feeling that completely drained from dealing with emotional stress. It's like you've run out of energy to handle feelings and problems, and you feel overwhelmed.

Environment. This refers to the various things surrounding humans, which can either occur naturally or be man-made. Natural environments include air, trees, lakes, mountains, forests, etc. Man-made environments include buildings, houses, schools, roads, cars, etc. The

environment plays a role in shaping human identity, whether it is the living conditions as well as the culture and society in a given area.

Intrapersonal. This term refers to a person's self-awareness, including their thoughts, emotions, motivations, and behaviors that influence their understanding of themselves. It involves recognizing one's strengths and weaknesses and using this self-awareness to develop and plan one's life. For example, a person with a positive mindset who knows their strengths and weaknesses can use their strengths in their studies or work and improve on their weaknesses to enhance their potential further.

Mood Swings. This term refers to a sudden, dramatic changes in how you feel. One minute you might be on top of the world, and the next, you could be feeling really down or angry for no clear reason.

Relationship. This term refers to the interaction between two or more individuals, including communication, thoughts, emotions, or sharing experiences that may be similar or different. All these factors contribute to familiarity, closeness, and the development of various types of relationships, such as personal relationships and business relationships.

Self-Esteem. This refers to how you feel about yourself. If you have high self-esteem, you see yourself positively and feel good about who you are. Low self-esteem means you might not think very highly of yourself.

Social Interactions. This term refers to how you connect with others through talking, spending time together, and engaging in social activities. It's all about how these connections impact your mood and behavior.

Time. This term refers to a numerical representation of the differences between events over a period, indicating whether those events occurred in the past, present, or future. Time is divided into seconds, minutes, hours, days, weeks, months, years, decades, centuries, and millennia. Furthermore, time also signifies a continuous forward progression that cannot be reversed, occurring from the past, through the present, and affecting the future.

Chapter 2

LITERATURE REVIEW

This chapter provides an overview of the relevant literature and studies related to the present study. These sources include books, unpublished studies, journals, and websites that serve as a frame of reference for the research.

Stress

Stress is described as the state of emotion or feeling that arises when a person faces various problems and feels pressured, afraid, or anxious. It is an inevitable thing in human life. According to the World Health Organization (2023), stress has a significant impact on our overall well-being. A little bit of stress is good and can help us perform daily activities, but too much stress can cause physical and mental health problems. Especially, stress among students. Imed (2024) pointed out that stress among students is real, and in some situations, it may be comparable to the stress that adults experience because students are not only dealing with a bigger academic demand, but also expected to operate socially, plan financially, and live away from home for the first time. Accordingly, some stress factors that are especially common among university students are academic, relationship, intrapersonal, time management, and environment.

Academic Stress

Academic stress is a common problem among students. It has a negative impact on students’ emotional and psychological well-being. According to Mariam et al. (2022), academic stressors can be divided into four categories: study habits and exams, sleep and living situations, attitude-related issues, and class and teaching factors. The most common

factors that were significantly associated with academic stress were difficulty remembering all that was studied (66.7%), followed by worrying about the exams (54.1%). Exam papers are challenging and of low value (23.8%), and exams are too difficult, regardless of my personal effort (21.6%). Among factors linked to sleep and living situations, not getting enough sleep before the exam was strongly correlated with academic stress (46.3%). Furthermore, among attitude-related factors, lack of self-confidence and the belief that one will pass were strongly correlated with academic stress (22.9%). Finally, among factors connected to class and instruction, teachers lack of interest in students (30.3%) and dislike of particular courses that affect students' motivation to study them (34.6%) were substantially associated with the level of academic stress.

Relationship Stress

Relationship stress can happen in any time, according to Essel and Owusu (2017), all these relationship stress can be in a relationship which are conflicts with a roommate, working with people you don't know, contact with strangers and family problems. The student turns to stress up to about these issues and begins to think a lot about ways to solve them which leads to impact to the emotional and psychological well-being. It might cause so much stress than one can imagine especially in the life of students.

Intrapersonal Stress

Intrapersonal stress is a conflict within yourself, and it can develop into emotional stress if it is left unresolved. Anju et al. (2021) stated that students are more stressed when their intrapersonal conflicts are on the rise. Their study demonstrated that poor self-esteem, cognitive dissonance, and internal discordance are significant contributors to intrapersonal

stress because students would have difficulties understanding their true feelings, with doubt about themselves and a lack of knowledge on how to behave in the current settings. This might result in a loop of negative self-talk and increased stress. Additionally, Sotiria et al. (2020) discovered that perfectionism is a substantial contributor to intrapersonal stress among students, frequently resulting in anxiety and depressive symptoms because they tend to set unreasonably high goals for themselves and become too critical when these standards are not met, which can result in chronic tension and feelings of inadequacy.

Time Management Stress

Time management is crucial because stress, sleep problems, anxiety, depression, and other mental health disorders are more common among those who struggle with time management. According to Daniel et al. (2022), students have difficulties arranging their work, revision, and preparation time, whether it is for finishing projects, writing dissertations, preparing for examinations, or taking exams each semester. They get stressed because they don't have enough time to complete all the tasks assigned. They struggle to prioritize deadlines. Some people's stress may have cognitive implications, while others may experience physical symptoms.

Environmental Stress

Dawit et al. (2018) pointed that the transition of students from a school environment to a university environment could cause a psychological, academic and social shock to them, since this educational system has huge differences. In this case, students may face new teaching strategies, new academic requirements, new types of relations between students and faculties and even new relations among students themselves. Due to these changes, students

can face different types of stress that can influence their emotional and psychological well-being.

Emotional Well-being

The National Centre for Emotional Wellness (NCEW) defines emotional well-being as the ability to recognize, comprehend, and accept one's feelings, as well as the ability to manage effectively during times of transition or struggle. According to Golovey et al. (2019) emotions are present in the majority of human reactions, including stress reactions. During stressful circumstances, one may feel unhappy, anxious, distracted, etc. Stress can greatly influence emotional well-being in a variety of ways, including emotional reactivity. Preston et al. (2007) discovered that acute stress enhances emotional reactivity, specifically negative emotional reactions like fear and anxiety. Preston et al. (2007) used a gambling task paradigm in which participants were subjected to acute stress before completing decision-making tasks. The Effects of Anticipatory Stress on Decision Making in a Gambling Test Study found that participants who experienced acute stress demonstrated an increased emotional response when confronted with possible losses during the gambling test. They demonstrated heightened fear and anxiety reactions, which influenced their decision-making processes. Besides, stress enhances emotional reactivity, which makes people more sensitive and receptive to emotional cues. This heightened responsiveness might lead to greater experiences of negative emotions such as anxiety, fear, rage, or sadness. This increased emotional reactivity was detected using both subjective self-reports and physiological measurements, such as increases in skin conductance and heart rate variability.

Anxiety

Anxiety Brenda et al. (2021) stated that anxiety disorders are the most common type of mental disorder and often begin before or in early adulthood. Core characteristics include extreme fear and anxiety, as well as avoidance of perceived risks that are persistent and debilitating. Anxiety disorders are characterized by abnormalities in brain circuits that respond to threats. Genetic, environmental, and epigenetic variables all increase the risk of developing anxiety disorders. Katie and Mark (2015) highlighted that teenager who face stressful life events such as academic pressures, relationship problems, family conflict, etc, are at higher risk of developing mental health issues, including anxiety. Moreover, stress can weaken emotional regulation, which makes it difficult for teenagers to manage their emotions effectively, which can lead to an increase in anxiety levels.

Mood swings

Mood swings are a sudden change from one emotional to another one emotional and that is often a normal part of life. This is a very common thing during periods like teenagers, pregnancy, or times of high stress (Lisa and Rena, 2024). James (2014) stated that chronic stress can worsen these issues by weakening the system of the brain involved in emotion control. Strong mood swings can happen in the person who is under stress when they cannot manage or control their emotions. This can lead to a variety of psychological disorders, including anxiety and depression.

Depression

Depression (major depressive disorder) is a widespread and serious mental illness that affects how you feel, think, act, and experience the world. Furthermore, symptoms of

depression can range from moderate to severe and show up differently in each individual, occurring at any time and at any age (Chinenye, 2024). According to Xingmin et al. (2014), stress is a significant component that influences depression, and undergraduate students with high stress reported greater depression ratings than those with low stress and poor social support levels. Furthermore, unpleasant life events such as an extremely heavy study, increasing career or admission stress, romantic failure, and disagreement or misunderstanding with peers might cause students to develop depression (Penny et al., 2012).

Emotional exhaustion

Emotional exhaustion is one of the signals of burnout. It is the feeling of being emotionally worn out and exhausted as a result of chronic stress. Furthermore, long-term stress can cause emotional exhaustion and overwhelm (Jacquelyn, 2023). According to Esben et al. (2015), high academic requirements and expectations from parents contribute strongly to stress among students and correlate with increased levels of anxiety disorders, depression, and emotional exhaustion as students struggle to meet academic expectations while managing their mental well-being.

Psychological Well-being

Matthew et al. (2016) pointed out that psychological well-being can be defined as the presence of positive feelings (e.g., good self-esteem) or the absence of negative feelings (e.g., symptoms of depression or anxiety). Golovey et al. (2019) pointed that emotional stability fully mediates the effect of perceived stress on psychological well-being. Despite the fact that felt stress and emotional stability were both strongly connected with psychological well-being, the power of the emotional stability impact was stronger, and perceived stress was not significant. Additionally, the failure to regulate stress has been linked to a wide range of psychological diseases and long-term health consequences, such as major depression, substance abuse, and anxiety disorders (Pablo et al., 2021). Furthermore, Halina and Ali (2020) stated that psychological well-being is affected by several factors, including health, family, social relationships, etc.

Cognitive functioning

Katherine et al. (2021) defined cognitive functions as an executive function characterized by the ability to consciously switch between rules, techniques, and tasks. Furthermore, those with higher levels of chronic stress demonstrate poorer cognitive flexibility when challenged with acute stressors. This study shows that chronic stress can worsen one's ability to adapt and switch between cognitive tasks successfully. Katherine et al. also addressed their last hypothesis, which proposed that the effect of severe stress on cognitive functions was mediated by an interplay between severe stress and perceived chronic stress.

Self-esteem

Self-esteem refers to individual's perception or subjective appraisal of one's own self-worth, one's feelings of self-respect and self-confidence and the extent to which the individual holds positive or negative views about self. Self-esteem is related to personal beliefs about skills, abilities, and social relationships (Sedikides & Gregg, 2003). According to Michael et al. (2016) lots of researches have been shown that low self-esteem and stress are associated with mood disorders and depression. Moreover, low self-esteem and low self-worth are associated with stress and depression. Both of them, constitute risk factors for appearance of depression, as people cannot manage and cope with the stressful life events (Jocelyn & Judy, 2011).

Coping mechanisms

According to Guruprakash (2018), a stressed condition can cause a variety of psychological responses, including anxiety, hopelessness, impatience, depression, or a general sense of inability to cope with life. Furthermore, their research found that people who used negative coping methods such as denial, venting, self-blame, and disengagement had higher perceived stress. On the other hand, people who used positive coping methods, such as emotional response and planning, reported decreased stress.

Social interactions

Humans are social animals. According to Wanqing Hu (2023), social interaction is a crucial element of human beings in a social collective setting, and when people choose not to or intentionally refuse to communicate or interact with others, they experience social withdrawal. Additionally, stress can greatly affect human social lives, as Carmen and József

(2015) noted. To add a bit more to that definition, chronic stress reduces an individual's social motivation and interactions. Furthermore, the study found that when people are under high-level or continuous stress, they frequently withdraw from social interactions and become irritable and angry.

Chapter 3**RESEARCH METHODS**

This chapter provides a detailed discussion of the various elements of the research, to include, the research design, the research setting, research participants, research instrument, data gathering procedure, data analysis, and ethical considerations. By outlining these key components, it is expected that interested parties can gain a better understanding of the methodology used in the present study.

Design

This study utilized correlational and causal quantitative research design to gain a more in-depth understanding. A correlational-causal design is a type of quantitative research, combining both elements of correlational and causal research methods, allowing researchers to explore the relationships between variables (correlational aspect) and make inferences about cause-and-effect relationships (causal aspect). While correlational studies identify associations between variables, causal studies seek to determine whether changes in one variable cause changes in another. Saul (2023) pointed out that correlation research design assesses the extent to which two or more variables are related. Additionally, Scott (2017) stated that causal study design determines a cause-and-effect link between variables.

Setting

This study was conducted at St Teresa International University. The primary data emphasizes information about stress and its influence on the emotional and psychological well-being of first year students at St Teresa International University. The information is collected from the internet and other research sources on stress and its influence on emotional and psychological well-being. The respondents are first year students at St Teresa International University.

Respondents and Sampling Procedure

The study sought to determine the influence of stress on the emotional and psychological well-being of first-year students at St Teresa International University. A sample consisting of 115 first-year students was chosen from several faculties, including humanities and social sciences, nursing, business administration, public health, and education. Participants were men, women, and others between the ages of 18 and 20.

This research employed a simple random sampling technique to gather relevant and comprehensive data related to the study's topic, which was then used to complete online tests. According to Bhardwaj (2019), the random sampling technique is also known as probability sampling, which indicates that the members of the sample are selected randomly and purely by chance. Hence, the quality of the sample is not affected, as every member has an equal chance of being selected in the sample.

In addition, the researchers used a random sampling technique, which people have an equal chance of being chosen. This aims to lessen biases and increase the preciseness of the

study. The research was conducted on the St Teresa International University campus to ensure that the sample accurately represents the university's first-year student population.

Data Gathering Procedure

The following procedure is used in research before starting to survey and conduct research:

In order to get the data of first-year students at St Teresa International University, the researchers wrote a letter to the registration office to get the number of first-year students at St Teresa International University. Then, the rector signed to approve by the researcher's adviser and the dean of St Teresa International University for approval. After receiving approval, the researcher will go through the distribution questionnaire process at St Teresa International University.

Instrument

The study collected data directly with a questionnaire. The questionnaire consisted mostly of closed-ended or checklist-style items. The questionnaire was developed and modified by the researchers, with contributions from Azila et al. (2015), Sidney and Peter (1995), Christina and Susan (1981), Robert et al. (2000), Donald et al. (2000), Sheldon et al. (1983), Robert et al. (1996), David et al. (1989), and Danni et al. (2023).

The questionnaire was separated into two sections. The first section was centered on a demographic profile questionnaire. The following part focused on the influence of stress on emotional and psychological well-being. Following approval, the questionnaire was delivered online via Google Forms, with respondents able to access it via a QR code. The filled-out questionnaires were then collected and analyzed.

Categorization of Variables**A. Stress**

Scale	Range	Description	Interpretation
5	4.21 – 5.00	Always	Very high stress
4	3.41 – 4.20	Often	High stress
3	2.61 – 3.40	Sometimes	Moderate stress
2	1.81 – 2.60	Rarely	Slightly stress
1	1.00 – 1.80	Never	Not stress at all

B. Emotional well-being

Scale	Range	Description	Interpretation
5	4.21 – 5.00	Always	Very low emotional well-being
4	3.41 – 4.20	Often	Low emotional well-being
3	2.61 – 3.40	Sometimes	Moderate emotional well-being
2	1.81 – 2.60	Rarely	Good emotional well-being
1	1.00 – 1.80	Never	Very good emotional well-being

C. Emotional well-being

Scale	Range	Description	Interpretation
5	4.21 – 5.00	Always	Very low psychological well being
4	3.41 – 4.20	Often	Low psychological well-being
3	2.61 – 3.40	Sometimes	Moderate psychological well being
2	1.81 – 2.60	Rarely	Good psychological well-being
1	1.00 – 1.80	Never	Very good psychological well-being

Statistical Treatment

The descriptive statistics used to assess the situation in problems 1, 2, and 3 which involve mean and standard deviation. For problems 4 and 5, inferential statistics in the correlation will be used to assess whether there is a significant association between stress levels and emotional and psychological well-being. Furthermore, problem 6 will utilize a T-test to determine whether there is a significant difference between the respondents' gender and their level of stress. Finally, regression will be utilized in problem 7 to determine which of the dependent variables can predict the independent variable.

Chapter 4

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter discusses the results of the data obtained from the instrument used in the study. The data were collected and processed and then interpreted in response to the problems posed in chapter 1.

Table 1. Perception of Respondents on their level of Stress

	Indicators	Mean	SD	Description	Interpretation
1.	I am stressed when I have to study for tests and exams	3.852	.984	Often	High Stress
2.	I have too many assignments to do	3.513	.911	Often	High Stress
3.	I don't understand anything in class	2.826	.930	Sometimes	Moderate Stress
4.	I have difficulty managing all my different responsibilities	2.556	.929	Rarely	Slightly Stress
5.	I am afraid to fail my exams	4.148	1.094	Often	High Stress
6.	I often feel overwhelmed when dealing with my personal issues alone	2.965	1.177	Sometimes	Moderate Stress
7.	I have to handle my personal relationship	2.730	1.150	Sometimes	Moderate Stress
8.	Some students treat me like I do not belong to the group	1.782	.925	Never	Not Stress at All
9.	The teacher teaches me things that are not related to my major	2.383	1.112	Rarely	Slightly Stress
10.	I have felt that there are not enough facilities, such as study spaces and recreational areas	3.609	1.137	Often	High stress
11.	I have experienced frustration due to the lack of helpful administrative staff when trying to resolve issues	2.652	1.060	Sometimes	Moderate Stress
Overall Mean		3.001	1.038	Sometimes	Moderate Stress

Note: 4.21-5.0 Always; 3.41-4.20 Often; 2.61-3.40 Sometimes; 1.81-2.60 Rarely; 1.00-1.80 Never

Table 1 depicts the level of stress of the respondents. The data reveals that indicator 5, *I am afraid to fail my exam*, received the highest mean ($M = 4.15$, $SD = 1.10$) with the interpretation high stress. This result implies that students are afraid to get F because they don't understand English language. As noted, major exams are in English language and students are not allowed to bring any gadgets or translation tools that will support them. This

finding is supported by Peter and Tammy (2012), whose study clarifies that learners experienced stress or anxiety when it is required to use the foreign language in learning, especially in classroom situations, particularly stressful, which can lead to stress for students during exams in a non-native language. On the other hand, indicator 8, *some students treat me like I do not belong to the group*, received the lowest mean ($M = 1.78$, $SD = .925$) with the interpretation not stress at all. This result implies that students are likely to get along well with the groups and have a supportive relationship. The finding is supported by Walton and Cohen (2007), in academic settings, students who feel like they are not belonging to the group are more likely to experience stress, while students who feel included and accepted by the group are less likely to experience stress.

Table 2 on the next page reveals the emotional well-being of the respondents. The data demonstrate that indicator 8, *I feel tired when I get up in the morning and have to face another day at university*, received the highest mean ($M = 3.30$, $SD = 1.26$) with the interpretation moderate emotional well-being. This result implies that students may experience stress, as it could be worries about exams, deadlines, or social pressure, which can lead to emotional exhaustion and make students not want to face another day at university. The finding is supported by Dharshini et al. (2022), stress can cause individuals to feel anxious or other negative emotions in response to a situation. On the other hand, indicator 10, *I was so irritable that I shouted at people or started fights or arguments*, received the lowest mean ($M = 1.81$, $SD = 1.11$) with the interpretation very good emotional well-being. This result implies that students are likely to manage their emotions well by having a supportive environment, relationships, and coping strategies. This finding is supported by Johnmarshal (2016),

individuals tend to have better management of stress and irritability when they have a positive relationship and live-in supportive environments, which lead to good emotional well-being.

Table 2. Perception of Respondents on their Emotional Well-being

Indicators	Mean	SD	Description	Interpretation
1. I was aware of dryness of my mouth	2.382	1.152	Rarely	Good Emotional Well-being
2. I experienced breathing difficulty (e.g., excessively rapid breathing, breathlessness in the absence of physical exertion)	2.122	1.141	Rarely	Good Emotional Well-being
3. I experienced trembling (e.g., in the hands)	2.113	1.098	Rarely	Good Emotional Well-being
4. I felt down-hearted and blue	2.235	1.020	Rarely	Good Emotional Well-being
5. I was intolerant of anything that kept me from getting on with what I was doing	2.061	.967	Rarely	Good Emotional Well-being
6. I felt I was close to panic	2.000	1.076	Rarely	Good Emotional Well-being
7. I feel emotionally drained by my study	3.035	1.213	Sometimes	Moderate Emotional Well-being
8. I feel tired when I get up in the morning and have to face another day at university	3.296	1.263	Sometimes	Moderate Emotional Well-being
9. I felt so good or so hyper that the other people thought I was not my normal self	2.374	1.232	Rarely	Good Emotional Well-being
10. I was so irritable that I shouted at people or started fights or arguments	1.809	1.107	Never	Very Good Emotional Well-being
Overall Mean	2.343	1.126	Rarely	Good Emotional Well-being

Note: 4.21-5.0 Always; 3.41-4.20 Often; 2.61-3.40 Sometimes; 1.81-2.60 Rarely; 1.00-1.80 Never

Table 3. Perception of Respondents on their Psychological Well-being of Respondents

Indicators	Mean	SD	Description	Interpretation
1. I read something and find I haven't been thinking about it and must read it again	3.357	.957	Sometimes	Moderate Psychological Well-being
2. I often found that I could not cope with other things that I had to do	2.452	.910	Rarely	Good Psychological Well-being
3. I feel like I am not good enough at studying and I will get bad grades on my report	3.339	1.199	Sometimes	Moderate Psychological Well-being
4. I feel like I am not good at learning new subjects	2.957	1.165	Sometimes	Moderate Psychological Well-being
5. I am unable to develop a plan to solve the issue	2.104	.949	Rarely	Good Psychological Well-being
6. I use alcohol or drugs to distance myself from the issue	1.487	.912	Never	Very good Psychological Well-being
7. I don't want to communicate with other people	2.078	.975	Rarely	Good Psychological Well-being
8. I don't want to spend time with my friends	1.678	.854	Never	Very good Psychological Well-being
Overall Mean	2.432	0.997	Rarely	Good Psychological Well-being

Note: 4.21-5.0 Always; 3.41-4.20 Often; 2.61-3.40 Sometimes; 1.81-2.60 Rarely; 1.00-1.80 Never

Table 3 depicts the level of psychological well-being of the respondents. The data reveals that indicator 1, *I read something and find I haven't been thinking about it and must read it again*, received the highest mean ($M = 3.36$, $SD = .957$) with the interpretation moderate psychological well-being. This result implies that when students are stressed, it affects their prefrontal cortex, which causes remembering, thinking, and concentration issues, leading to reducing cognitive functions. Arnsten (2009) indicates that stress can cause changes in the prefrontal cortex (PFC), which is the most brain region, and it is the most sensitive to the harmful effects of stress exposure, as PFC regulates our thoughts, actions, and emotions through extensive connections with other brain regions. On the other hand, indicator 6, *I use*

alcohol or drugs to distance myself from the issue, received the lowest mean ($M = 1.49$, $SD = .912$) with the interpretation very good psychological well-being. This result implies that students may have a supportive relationship where they can trust and share their problems with others, or else, they may have good stress management, which leads to better cognitive functions. This finding is supported by Julianne et al. (2010), indicates that individuals with supportive relationships where they can trust and share their problems are less likely to distance themselves from the issue by using drugs or alcohol.

Table 4. The Correlation Matrix Between Stress and Emotional Well-being

Variables	r	p-value	Interpretation	Decision
Stress (Academic) vs. Emotional Well-being	0.448	.000	Moderate Correlation	Reject H_{01}
Stress (Environment) vs. Emotional Well-being	0.553	.000	Moderate Correlation	Reject H_{01}

Note: 0 - .10 Negligible Correlation; 0.10 – 0.39 Weak Correlation; 0.40 – 0.69 Moderate Correlation; 0.70 – 0.89 Strong Correlation; 0.90 – 1.00 Very Strong Correlation (Schcher et al., 2018).

Table 4 displays the correlation matrix between all dimensions of stress and emotional well-being among students. Data reveals that there is a statistically significant moderate relationship between stress and emotional well-being. Specifically, there are moderate relationships between emotional well-being and academic ($r = 0.448$, $p < 0.001$) and environment ($r = 0.553$, $p < 0.001$). The statistical results imply that stress is a significant factor that affects students' emotional well-being. Students who experienced both academic and environmental stresses can lead to lower emotional well-being, including anxiety, depression, emotional exhaustion, and mood swings. Dharshini et al. (2022) pointed out that moderate to high stress can affect the emotional well-being of an individual, and stress can cause an individual to feel anxious or other negative emotions in response to a situation.

Table 5. The Correlation Matrix Between Stress and Psychological Well-being

Variables	r	p-value	Interpretation	Decision
Stress (Academic) vs. Psychological Well-being	0.513	.000	Moderate Correlation	Reject H ₀₂
Stress (Environment) vs. Psychological Well-being	0.615	.000	Moderate Correlation	Reject H ₀₂

Note: 0 - .10 Negligible Correlation; 0.10 – 0.39 Weak Correlation; 0.40 – 0.69 Moderate Correlation; 0.70 – 0.89 Strong Correlation; 0.90 – 1.00 Very Strong Correlation (Schcher et al., 2018).

Table 5 displays the correlation matrix between all the dimensions of stress and psychological well-being among students. Data reveals that there is a statistically significant moderate relationship between stress and psychological well-being. In particular, there are moderate relationships between psychological well-being and academic ($r = 0.513$, $p < 0.001$) and environment ($r = 0.615$, $p < 0.001$). The statistical results imply that stress is associated with psychological well-being; as stress from academic and environmental conditions increases, psychological well-being tends to decrease, which can lead to insufficient cognitive functions, thinking, and concentration issues. According to Arnsten (2009), the effect of stress can affect psychological well-being because stress can directly affect the prefrontal cortex, which is the most sensitive to the detrimental effects of stress exposure.

Table 6. Multiple Regression Analysis Between Stress and Emotional Well-being

Variable that influences Emotional Well-being	Beta	T	Sig.
Stress (Academic)	0.167	1.670	0.098
Stress (Environment)	0.449	4.497	0.000
Model Summary			
R = 0.568 R ² = 0.323 Adjusted R ² = 0.311 F = 26.68 Sig. = 0.000			

The multiple regression analysis on Table 6 demonstrates that environmental stress has a moderate impact on emotional well-being, with a beta value of 0.449. This relationship is statistically significant, as the t-value is 4.497 and a p-value is 0.000. Nevertheless, academic stress does not have a statistically significant effect on emotional well-being, as a beta value of 0.167 and a p-value of 0.098. Overall, the model is statistically significant ($F = 26.68$, $p = 0.000$) and explains that approximately 32.3% of the variance of emotional well-being is attributed to stress. According to Larsen et al. (2017), stress can actually boost emotional well-being when people experience it as excitement, motivation, or satisfaction. In this way, even challenging situations can bring about positive emotions.

Table 7. Multiple Regression Analysis Between Stress and Psychological Well-being

Variable that influences Psychological Well-being	Beta	T	Sig.
Stress (Academic)	0.211	2.254	0.026
Stress (Environment)	0.483	5.161	0.000
Model Summary			
R = 0.636 R ² = 0.405 Adjusted R ² = 0.394 F = 38.09 Sig. = 0.000			

Table 7 displays the results of a multiple regression analysis exploring how academic and environmental stress affect psychological well-being. Both types of stress have a positive relationship with psychological well-being. However, environmental stress has a stronger effect (Beta = 0.483) than academic stress (Beta = 0.211). Moreover, the model demonstrates that 40.5% of the variation in psychological well-being is affected by both academic and environmental stress, and the overall model fit is statistically significant ($F = 38.09$, $p < 0.001$). The results imply that students experience stress from both academic demands and their environment. It could be assignment overload, language barriers, and the need to adapt to a new culture and environment, especially in an international university. This suggests that while both stress factors matter, environmental stress plays a more substantial role in influencing psychological well-being. This is consistent with the findings of Issac et al. (2018), academic stress can directly affect the psychological well-being of students, and students who perceived lower levels of academic stress had higher levels of psychological well-being than students who perceived higher levels of academic stress.

Chapter 5**SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS**

This chapter presents the summary of the problem, methods, and findings of the study. It also discusses the conclusion and processes appropriate recommendations from the findings and conclusion of the study.

Summary

Problem 1. According to the results, the overall mean stress level is 3.001, with a standard deviation of 1.038, indicating that respondents sometimes experience moderate stress. The stressors that cause high stress include studying for tests and exams (mean = 3.852), managing multiple assignments (mean = 3.513), and not having enough facilities like study spaces (mean = 3.609). Other factors that contribute to moderate stress levels are managing personal responsibilities, understanding class content, and dealing with unhelpful administrative staff. The least stressful factors are being treated as an outsider by peers and irrelevant teaching content, with respondents rarely or never finding them stressful. Overall, the primary sources of stress for respondents are academic pressures and insufficient facilities.

Problem 2. Based on the results, the overall mean score is 2.343, with a standard deviation of 1.126, indicating that respondents rarely experience emotional distress and generally have good emotional well-being. Most indicators, such as experiencing dry mouth, breathing difficulties, trembling, and feeling downhearted, scored low, displaying good emotional stability. However, some respondents sometimes feel emotionally drained by their studies (mean = 3.035) or struggle with fatigue and stress when facing another day at university (mean = 3.296), leading to moderate emotional well-being in these areas. Positive

emotional states, such as feeling hyper or excited, are also rarely experienced. Overall, the data indicate that respondents maintain good emotional well-being, with only occasional challenges related to academic pressures.

Problem 3. According to table 3, the results reveal the summarized respondents' psychological well-being across several indicators, with an overall mean of 2.432 and a standard deviation of 0.997, indicating that respondents rarely experience psychological distress and generally maintain good psychological well-being. Some areas of concern include occasionally feeling the need to reread material due to lack of focus (mean = 3.357) and anxiety about academic performance, such as not feeling competent in studying (means = 3.339) or learning new subjects (means = 2.957), which reflect moderate psychological well-being. However, respondents rarely struggle with issues like coping with responsibilities, developing problem-solving plans, or avoiding social interactions, reflecting good to very good psychological well-being in these areas. The use of alcohol or drugs to distance oneself from problems is reported as almost nonexistent (mean = 1.487), further suggesting a stable psychological state. Overall, the data suggests that while there are occasional challenges, respondents generally have good psychological health.

Problem 4. Based on the results, there is a moderate, statistically significant relationship between stress (both academic and environmental) and emotional well-being, as an r value for academic stress and emotional well-being is 0.448, with a p -value of .000. Likewise, environmental stress demonstrates a moderate correlation with emotional well-being, with an r value of 0.553 and the same level of significance ($p = .000$). In both cases, the null hypothesis (H_{01}) is rejected. This implies that both academic and environmental stress

have a notable impact on emotional well-being, with environmental stress showing a slightly stronger association.

Problem 5. According to the results, the r value of academic stress is 0.513, indicating a moderate and statistically significant relationship with psychological well-being, with a p -value of .000. Similarly, environmental stress has a moderate correlation with psychological well-being, with a slightly stronger r value of 0.615, also statistically significant with a p -value of .000. In both instances, the null hypothesis (H_{02}), which suggests no significant correlation, is rejected. This suggests that both academic and environmental stress are significantly correlated to psychological well-being, with environmental stress having a slightly stronger impact.

Problem 6. The results of a multiple regression analysis examining the relationship between stress and emotional well-being in Table 6 show an r value of 0.568, which suggests a moderately positive relationship between stress and emotional well-being. The R square value is 0.323, which means approximately 32.3% of stress contributed to students' emotional well-being. The adjusted r square is 0.311, lower than the r square value. The significance level of 0.000 indicates that the relationship between stress and emotional well-being is statistically significant, meaning there is a very low probability that this result is due to random chance.

The results of a multiple regression analysis examining the relationship between stress and psychological well-being in Table 7 show that the correlation coefficient (r) of 0.636 indicates a moderate positive relationship. The r square value of 0.405 means that approximately 40.5% contributed to students' psychological well-being. The adjusted r square

is 0.394, very close to the r square value, showing that the model fits the data well. The significance level of 0.000 implies that the findings are statistically significant, with a very low possibility that the observed relationship is due to random chance.

Conclusions

Problem 1: It can be concluded that respondents often experience moderate stress, mainly due to academic pressures like studying for tests and managing multiple assignments, as well as not having enough facilities. Other stressors have less impact. It can be suggested that academic and environmental factors are the primary contributors to their stress levels.

Problem 2: Based on the findings, it can be concluded that respondents rarely experience emotional distress and they maintain good emotional well-being. However, some academic challenges can cause stress, which leads to moderate emotional well-being, indicating that while their emotional state is generally stable, it can be affected by academic pressures.

Problem 3: According to the findings, the respondents rarely experience significant psychological distress and generally maintain good psychological well-being. While some academic concerns, such as focus and anxiety about performance, present moderate challenges, most indicators point to a stable psychological state with good coping abilities.

Problem 4: It can be concluded that there is a moderate, statistically significant relationship between stress and emotional well-being. Both academic and environmental stressors negatively impact emotional well-being, with environmental stress having a slightly stronger effect.

Problem 5: It can be concluded that stress is moderately and significantly related to psychological well-being. Both academic and environmental stress contribute to psychological distress, with environmental stress having a slightly stronger impact.

Problem 6: It can be concluded that both emotional and psychological well-being are significantly affected by stress, showing a moderately positive relationship in each case. Both relationships are statistically significant, indicating a reliable connection between stress and these aspects of well-being.

Recommendations

The results of the research can be used and presented as suggestions for implementing to eliminate or reduce stress and improve the emotional and psychological well-being of students:

1. Students must acknowledge the stress because it can lower students' risk for other conditions. After that, students must learn how to express themselves; they can do that by journaling and writing down their thoughts and feelings, which helps them understand their stress better. Students can also practice self-compassion by using affirmation to build confidence and positive thinking. With these, it can prevent any problems in the future. Most significantly, it helps students know the root cause of stress, which leads to the right solution for the problems.

2. Students should reach out and share their problems or feelings with trusted individuals, whether they're experiencing positive or negative emotions. Doing so can help reduce stress, anxiety, and even depression, leading to better emotional well-being. Additionally, universities could offer a course with a psychologist on staff to support and guide students who are at risk of emotional instability.

3. The university can create activities that allow students to take a break from their academic responsibilities and enjoy time with friends. These activities could focus on enhancing psychological well-being and fostering an environment where students feel comfortable and supported. Moreover, the universities can establish clubs that offer various choices so that students can enjoy doing what makes them happy, which not only decreases stress but also enhances emotional and psychological well-being

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APPENDICES**Appendix A – APPROVAL LETTER**

July 24, 2024

Lecturers

St Teresa International University
Nakhon Nayok, Thailand

Dear Lecturers:

Greetings!

We hope this letter finds you well. We are Year 4 BE students and we are currently enrolled in Business Research 121 211 under Dr. Juan Rodrigo Del Villar.

We are currently working on our research entitled, *"The Influence of Stress on the Emotional and Psychological Well-being of Students at St Teresa International University"*. We are writing to seek approval to distribute a questionnaire to your respective classes for not more than 10 minutes only.

The research will involve questionnaires with students from different faculties. The data collected will be used to develop a comprehensive understanding of how stress affects our students' emotional and psychological health and to formulate strategies for enhancing their well-being.

This research has been reviewed and endorsed by Dr. Juan Rodrigo Del Villar. We believe that the findings will provide valuable insights that can contribute to the development of effective support systems for our student community.

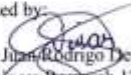
We would be grateful for your formal approval to proceed with this study. Please let us know if there are any specific protocols or additional information required for this request. We are more than willing to discuss the research plan in detail and address any concerns you may have.

We look forward to your positive response on this matter

On behalf of the group,

Yadalyinn Tiwawong
Leader

Noted by:


Dr. Juan Rodrigo Del Villar
Business Research 121 211 Instructor
St. Teresa International University

Appendix B – SURVEY QUESTIONNAIRES**Part 1: Demographic Profile****1.1 Gender**☐

Male

☐

Female

☐

Other

1.2 What type of high school did you graduate?☐

Public school

☐

Private school

☐

Department of Non-Formal Education (NFE) (กศน.)

☐

Homeschool

☐

General Educational Development (GED)

1.3 What program did you study in high school?☐

Thai program

☐

English program

☐

Bilingual program

1.4 Faculty☐

Business Administration

☐

Humanities and Social Sciences

☐

Education

☐

Public Health

☐

Nursing Science

Part 2 - Stress questionnaire**THE LEVEL OF STRESS QUESTIONNAIRE**

Adapted with modifications from Azila et al. (2015)

Direction: The following statement refer to factors that may influence emotional and psychological well-being of students. These factors are related to stress and to the individual's perception of the situation. When answering the following statements, put the check ✓ mark which represents the degree to which you agree or disagree with the statements. Please set out 5-10 uninterrupted minutes to make insightful comments. Please don't identify yourself on this instrument.

Legend: 1. Never 2. Rarely 3. Sometimes
 4. Often 5. Always

Stress	5	4	3	2	1
1. I am stressed when I have to study for tests and exams (ฉันรู้สึกเครียดเมื่อฉันต้องเตรียมตัวสำหรับการสอบข้อและการสอบกลางภาคและปลายภาค)					
2. I have too many assignments to do (ฉันมีงานหรือการบ้านที่ต้องทำมากเกินไป)					
3. I don't understand anything in class (ฉันไม่เข้าใจอะไรเลยในชั้นเรียน)					
4. I have difficulty managing all my different responsibilities (ฉันมีความยากลำบากในการจัดการกับความรับผิดชอบต่าง ๆ ของฉัน)					
5. I am afraid to fail my exams (ฉันกลัวที่จะสอบตก)					
6. I often feel overwhelmed when dealing with my personal issues alone (ฉันมักรู้สึกหนักใจเมื่อจัดการกับปัญหาส่วนตัวเพียงลำพัง)					
7. I have to handle my personal relationship (ฉันต้องจัดการกับความสัมพันธ์ส่วนตัวของฉัน)					
8. Some students treat me like I do not belong to the group (นักเรียนบางคนปฏิบัติกับฉันเหมือนฉันไม่ใช่ส่วนหนึ่งของกลุ่ม)					
9. The teacher teaches me things that are not related to my major (ครูสอนสิ่งที่ไม่เกี่ยวข้องกับสาขาวิชาของฉัน)					
10. I have felt that there are not enough facilities, such as study spaces and recreational areas (ฉันรู้สึกว่าสิ่งอำนวยความสะดวกไม่เพียงพอ เช่น พื้นที่สำหรับการศึกษาและพื้นที่สันทนาการ)					
11. I have experienced frustration due to the lack of helpful administrative staff when trying to resolve issues (ฉันรู้สึกหงุดหงิดเนื่องจากขาดความช่วยเหลือจากเจ้าหน้าที่เมื่อฉันประสบปัญหา)					

Part 3 – Emotional well-being questionnaire**THE INFLUENCE OF STRESS ON THE EMOTIONAL WELL-BEING
QUESTIONNAIRE**

Adapted with modifications from Lovibond and Lovibond (1995), Maslach and Jackson (1981), Hirschfeld et al. (2000).

Direction: The following statement refer to how stress may affect the emotional well-being of students. These factors are related to the students' responses to stress and to the individual's perception of the situation. When answering the following statements, put the check ✓ mark which represents the degree to which you agree or disagree with the statements. Please set out 5-10 uninterrupted minutes to make insightful comments. Please don't identify yourself on this instrument.

Legend: 1. Never 2. Rarely 3. Sometimes
 4. Often 5. Always

Emotional well-being	5	4	3	2	1
1. I was aware of dryness of my mouth (ฉันรู้สึกกว่าปากแห้ง)					
2. I experienced breathing difficulty (e.g., excessively rapid breathing, breathlessness in the absence of physical exertion) (ฉันมีปัญหาในการหายใจ เช่น การหายใจเร็วเกินไป หายใจไม่ออกทั้งที่นิ่งหรือยืนอยู่เฉยๆ)					
3. I experienced trembling (e.g., in the hands) (ฉันรู้สึกสั่น เช่น มือสั่น)					
4. I felt down-hearted and blue (ฉันรู้สึกเศร้าและหดหู)					
5. I was intolerant of anything that kept me from getting on with what I was doing (ฉันไม่มีความอดทนต่อสิ่งใดที่ขัดขวางฉันจากสิ่งทีฉันกำลังทำอยู่)					
6. I felt I was close to panic (ฉันรู้สึกเหมือนใกล้จะตื่นตระหนก)					
7. I feel emotionally drained by my study (ฉันรู้สึกว่าการศึกษาทำให้ฉันเหนื่อยล้าในด้านอารมณ์)					
8. I feel tired when I get up in the morning and have to face another day at university (ฉันรู้สึกเหนื่อยเมื่อฉันตื่นขึ้นในตอนเช้าและต้องเผชิญกับอีกวันที่มีมหาวิทยาลัย)					
9. I felt so good or so hyper that the other people thought I was not my normal self (ฉันรู้สึกดีหรือกระตือรือร้นมากกว่าปกติจนคนอื่นคิดว่าฉันไม่เป็นตัวของตัวเอง)					
10. I was so irritable that I shouted at people or started fights or arguments (ฉันรู้สึกรำคาญมากจนฉันตะโกนใส่คนอื่นหรือเริ่มทะเลาะวิวาทหรือโต้เถียง)					

Part 4 – Psychological well-being questionnaire**THE INFLUENCE OF STRESS ON THE PSYCHOLOGICAL WELL-BEING
QUESTIONNAIRE**

Adapted with modifications from Broadbent et al. (1982), Cohen et al. (1983), Felner et al. (1996), Tobin et al. (1989).

Direction: The following statement refer to how stress may affect the psychological well-being of students. These factors are related to the students' responses to stress and to the individual's perception of the situation. When answering the following statements, put the check ✓ mark which represents the degree to which you agree or disagree with the statements. Please set out 5-10 uninterrupted minutes to make insightful comments. Please don't identify yourself on this instrument.

Legend: 1. Never 2. Rarely 3. Sometimes
 4. Often 5. Always

Psychological well-being	5	4	3	2	1
1. I read something and find I haven't been thinking about it and must read it again (ฉันอ่านอะไรบางอย่างแล้วพบว่าสิ่งที่ฉันอ่านไม่เข้าหัว และต้องอ่านมันอีกครั้ง)					
2. I often found that I could not cope with other things that I had to do (ฉันมักพบว่าฉันไม่สามารถรับมือกับสิ่งอื่น ๆ ที่ต้องทำได้)					
3. I feel like I am not good enough at studying and I will get bad grades on my report (ฉันรู้สึกว่าคุณเรียนไม่เก่งและจะได้เกรดไม่ดี)					
4. I feel like I am not good at learning new subjects (ฉันรู้สึกว่าฉันไม่เก่งในการเรียนรู้วิชาใหม่ ๆ) (ฉันรู้สึกว่าฉันไม่เก่งในการเรียนรู้วิชาใหม่ ๆ)					
5. I am unable to develop a plan to solve the issue (ฉันไม่สามารถวางแผนในการแก้ไขปัญหาได้)					
6. I use alcohol or drugs to distance myself from the issue (ฉันใช้แอลกอฮอล์หรือยาเสพติดเพื่อหลีกเลี่ยงปัญหา)					
7. I don't want to communicate with other people (ฉันไม่ต้องการสื่อสารกับคนอื่น)					
8. I don't want to spend time with my friends (ฉันไม่ต้องการใช้เวลาอยู่กับเพื่อนๆ)					

Appendix C – CURRICULUM VITAE



Chokchai Runklin

Hard Skills

- Design presentations through PowerPoint and Canvas. (Advanced)
- Have knowledge and understanding of English communication skills. (Advanced)
- Translation of English to Thai, Thai to English. (Advanced)
- Website design. (Medium)

Soft Skills

- Fast learner.
- Work under pressure.
- Clean and neat.
- Creative.
- Be punctual.
- Eloquent.
- Can work in many positions.
- Team working skills.

Education

- Prachin Kallayanee School (High School)
- St Teresa International University (Bachelor's degree)

Work Experience

- **Part-time job – March – April /2017**
KFC employee (Cashier, Kitchen Staff and Service Crew), Prachinburi/Thailand
 - Take orders from customers. When the food is finished, call the customers to come pick up the orders.
 - Arrange food and put it in the prepared food box.
- **Part-time job - February - April /2018**
Swensen's employee (Cashier and Ice Cream Scooper), Prachinburi/Thailand
 - Scoop ice cream to order.
 - Prepare various ice cream menus.
 - Keep the ice cream-making area clean.
 - Taking care of cleanliness and order in the workplace.

About me

Enthusiastic and adaptable student seeking a marketing role in a dynamic company. Possess strong interpersonal skills and a passion for creative problem-solving. Eager to learn and grow within a collaborative team environment.

Contact Me

- Tel: 094-562-4028
- G - mail: chok8098@gmail.com
- Facebook: โชคชัย รุ่งกลิ่น
- Instagram: chokie_ok
- Line@0945624028

Languages

Thai – Native Speaker

English – Highly Proficient

**PEERANAT SRIMAS**

094-8627539



peeranat.srimas@gmail.com



Chanthaburi, Thailand, 22000

**SUMMARY**

I am Peeranat Srimas, or you can call me Earth. I am a responsible, honest and enthusiastic person. I am a fourth year student at St. Teresa International University, majoring in English for business communication. I am passionate about learning new things. Also, I eager to make the most of the lessons I learned from the university and my experiences, contributing to the company's performance.

EDUCATION**St Teresa International University**

Bachelor of Arts in English for Business communication

- **GPA:** 3.60
- **Relevant Coursework:** English for Marketing, English for Public Relations, Online Content Provider, Advance English Business Writing, English for Business Presentation, Interpersonal Communication

SKILLS**• Soft skills**

Adaptability	Expert
Communication	Proficient
Problem-solving	Intermediate
Creativity	Intermediate
Time management	Expert

• Hard skills

Microsoft Word	Proficient
Microsoft Excel	Intermediate
Canva	Proficient
Video Editing	Intermediate

WORK EXPERIENCE**BAR B Q PLAZA**

- Waiter (Part-time) **2023**

SWENSEN'S

- Ice cream scooper (Part-time) **2024**

LEADERSHIP & ACTIVITIES**Morals and Ethics Activity (2023)**

- Organize the whole activity
- Manage and provide the information for participant in the activity

Trsu Sport Day (2022-2023)

- Be a basketball player and a flag bearer

Video Making Contest (2023)

- Be an actor and a script writer

Nation TV (2023)

- Read the World News on Nation TV (Volunteer)

TRSU SAO (2022)

- Volunteer (Planting trees)

Performance Show (2023)

- Violin and guitar duet show

LANGUAGES

Thai	Native
English	Fluent



YADALYNN TIWAWONG

Nakhon Nayok, Thailand, 26120

Phone: 092-251-4188 | y.tiwawong@gmail.com

EDUCATION

St Teresa International University

Nakhon Nayok, Thailand

Bachelor of Arts in English for Business Communication

Expected Graduation in March 2025

- **GPA:** 4.00
- **Relevant Coursework:** English for Marketing, English for Public Relations, Online Content Provider, Advance English Business Writing, English for Business Presentation, Interpersonal Communication

WORK EXPERIENCE

Freelance

March 2024 - Present

- English Tutor

Bitter Sweet Cafe

2021

- Waitress (Part-Time)

Mirasan

2015

- Barista (Part-Time)

LEADERSHIP & ACTIVITIES

TRSU International Day Event

2023

- Organized a Philippine booth on international day
- Responsible for organizing and decorating booth as well as cooking Philippines' food

TRSU Moral and Ethics Activity

2023

- Organized activities for first-year and second-year students
- Delivered a speech on the topic of the environment

Video Making Contest

2023

- Topic of interpersonal conflict
- Role: director, videographer, editor, scriptwriter, actress
- Won 1st Prize

Nation TV

2023

- Volunteered to read World News on Nation TV

TRSU Sport Day

2022-2023

- Welfare Personnel

TRSU SAO

2022

- Volunteered to plant trees

SKILLS

Hard Skills

- **Writing** - Proficient
- **Video Editing** - Intermediate
- **Canva** - Intermediate
- **Microsoft Office** - Intermediate

Soft Skills

- **Self-management** - Expert
- **Interpersonal** - Expert
- **Communication** - Expert
- **Creativity** - Proficient

Languages

- **Thai** - Native
- **English** - Fluent

Appendix D – TOEIC SCORE

ETS TOEIC		LISTENING AND READING TEST OFFICIAL INSTITUTIONAL SCORE REPORT		EF 0041698
	Name	CHOCKCHAI RUNKLIN	LISTENING	275
	Date of Birth	JULY 23, 2002	READING	115
	ID Number	1249900658872	TOTAL SCORE	390
	Test Date	AUGUST 17, 2024	Report is valid for two years from the test administration date.	
Client		PERSONAL		
TOEIC® Services Thailand – Certified Score Report – Issued AUGUST 20, 2024				
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ETS TOEIC		LISTENING AND READING TEST OFFICIAL INSTITUTIONAL SCORE REPORT		EF 0041699
	Name	PEERANAT BRINAS	LISTENING	440
	Date of Birth	AUGUST 27, 2003	READING	380
	ID Number	1229901029208	TOTAL SCORE	820
	Test Date	AUGUST 17, 2024	Report is valid for two years from the test administration date.	
Client		PERSONAL		
TOEIC® Services Thailand – Certified Score Report – Issued AUGUST 20, 2024				
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ETS TOEIC		LISTENING AND READING TEST OFFICIAL INSTITUTIONAL SCORE REPORT		EF 0041703
	Name	YADALYIN TIWAWONG	LISTENING	465
	Date of Birth	SEPTEMBER 29, 1996	READING	430
	ID Number	1103000112453	TOTAL SCORE	895
	Test Date	AUGUST 17, 2024	Report is valid for two years from the test administration date.	
Client		PERSONAL		
TOEIC® Services Thailand – Certified Score Report – Issued AUGUST 20, 2024				
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Appendix E – SPSS RESULT

The Correlation Matrix Between Stress and Emotional Well-being

Correlations		Stress_Acad	Stress_Envi	Whole_Emo
Stress_Acad	Pearson Correlation	1	.626**	.448**
	Sig. (2-tailed)		.000	.000
	N	115	115	115
Stress_Envi	Pearson Correlation	.626**	1	.553**
	Sig. (2-tailed)	.000		.000
	N	115	115	115
Whole_Emo	Pearson Correlation	.448**	.553**	1
	Sig. (2-tailed)	.000	.000	
	N	115	115	115

** . Correlation is significant at the 0.01 level (2-tailed).

The Correlation Matrix Between Stress and Psychological Well-being

Correlations		Stress_Acad	Stress_Envi	Whole_Psy
Stress_Acad	Pearson Correlation	1	.626**	.513**
	Sig. (2-tailed)		.000	.000
	N	115	115	115
Stress_Envi	Pearson Correlation	.626**	1	.615**
	Sig. (2-tailed)	.000		.000
	N	115	115	115
Whole_Psy	Pearson Correlation	.513**	.615**	1
	Sig. (2-tailed)	.000	.000	
	N	115	115	115

** . Correlation is significant at the 0.01 level (2-tailed).

The Multiple Regression Analysis Between Stress and Emotional Well-being

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.568 ^a	.323	.311	.56913

a. Predictors: (Constant), Stress_Envl, Stress_Acad

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	17.284	2	8.642	26.681	.000 ^a
	Residual	36.277	112	.324		
	Total	53.561	114			

a. Predictors: (Constant), Stress_Envl, Stress_Acad

b. Dependent Variable: Whole_Emo

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.304	.290		1.051	.296
	Stress_Acad	.173	.104	.167	1.670	.098
	Stress_Envl	.511	.114	.449	4.497	.000

a. Dependent Variable: Whole_Emo

The Multiple Regression Analysis Between Stress and Psychological Well-being

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.636 ^a	.405	.394	.45181

a. Predictors: (Constant), Stress_Envl, Stress_Acad

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	15.551	2	7.776	38.092	.000 ^a
	Residual	22.863	112	.204		
	Total	38.414	114			

a. Predictors: (Constant), Stress_Envl, Stress_Acad

b. Dependent Variable: Whole_Psy

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.487	.230		2.118	.036
	Stress_Acad	.186	.082	.211	2.254	.026
	Stress_Envl	.466	.090	.483	5.161	.000

a. Dependent Variable: Whole_Psy