



An Exploration of Students' Perceptions of Academic Stress in Assignment Completion

**Nurfarah Farhana binti Ismail, Ummi Rosyidah, Rachmelya Salsabila Firdausy, Fikri Dwi Oktafiani*

**Faculty of Information Science, Universiti Teknologi Mara, Kedah, Malaysia*

*Correspondence: E-mail: ummirosyi@upi.edu

ABSTRACT

This study examines students' perceptions of bibliographic annotation assignments and their relationship with academic stress levels and coping strategies used. This study focuses on UPI Library and Information Science Program students' understanding of the annotation task that is part of core learning and how the task affects their psychological condition. The methodology used was descriptive quantitative approach with survey technique through online questionnaire to 46 respondents. Data were analyzed using descriptive statistics with the help of Excel and SPSS. The findings showed that students had a positive perception of the usefulness of bibliographic annotation in supporting their understanding of the material, although some felt burdened by the number of assignments given. Academic stress levels were moderate, with symptoms such as fatigue and anxiety being manageable. Students generally used adaptive coping strategies, such as problem-focused coping and distraction coping. The main argument of this paper is that positive perceptions of academic tasks do not completely eliminate stress, but can help students manage pressure effectively. The contribution of this study lies in mapping students' perceptions, stress levels, and coping in the context of academic tasks, which can be useful in informing curriculum design that is more responsive to students' mental well-being.

© 2025 Kantor Jurnal dan Publikasi UPI

ARTICLE INFO

Article History:

Submitted/Received 03Sep 2025

First Revised 30 Sep 2025

Accepted 18 Nov 2025

First Available Online 28 Nov 2025

Publication Date 01 Dec 2025

Keyword:

Academic Stress, Bibliographic Annotation, Coping Strategies, Student Perceptions.



1. INTRODUCTION

Academic stress has become an increasingly important issue in higher education because students are expected to manage continuous academic demands, including deadlines, written assignments, examinations, and role conflict across study and personal life domains (AlHamlan et al., 2025; Majerová et al., 2025). Recent studies show that academic stress is associated with reduced concentration, emotional exhaustion, sleep disturbance, and lower psychological well-being among university students, even when outward academic functioning appears relatively stable (Benítez-Agudelo et al., 2025; Pérez-Jorge et al., 2025). This indicates that academic stress should not be viewed as a temporary reaction to isolated assessment events, but rather as an embedded aspect of students' everyday educational experience that may shape motivation, learning behavior, and academic adjustment over time (Charan et al., 2025; Zhang et al., 2025).

Importantly, academic stress is not confined to highly competitive or clinically oriented disciplines. Recent meta-analytic and cross-sectional evidence has shown that academic stress affects students across a broad range of fields and is strongly connected to lower emotional well-being and more fragile learning experiences in higher education generally (Ansari et al., 2025; Klinkenberg et al., 2025). In this context, ordinary coursework and routine academic obligations deserve as much attention as examinations because repeated exposure to demanding tasks may accumulate into substantial psychological burden over the course of a semester (Pérez-Jorge et al., 2025). Assignment completion is therefore an especially relevant context for studying academic stress, as students are often required to engage in sustained reading, synthesis, documentation, formatting, and submission within limited time while simultaneously managing competing academic demands (Blindheim et al., 2025; Waterhouse et al., 2024).

A task becomes stressful not only because of its objective difficulty, but also because of how students interpret and evaluate it. Contemporary stress research continues to support the view that stress is shaped by the relationship between perceived demands and perceived coping resources, meaning that the same academic task may be experienced very differently by different students depending on how useful, manageable, or overwhelming it appears to them (Chongjin et al., 2025; Scheffert et al., 2025). Students who view a task as meaningful and achievable may still feel challenged, but they are likely to respond differently from students who see the same task as excessive, unclear, or unsupported (Majerová et al., 2025; Waterhouse et al., 2024). For this reason, students' perceptions of particular assignments deserve greater attention, especially when those assignments require not only time but also sustained academic judgment and technical accuracy (Lynam, S., & Cachia, 2018).

This issue is highly relevant in the case of bibliographic annotation tasks. Such assignments require students to search for sources, read critically, summarize concisely, evaluate relevance, and present information in an academically acceptable format. Although these tasks are often positioned as valuable learning tools for strengthening literature comprehension and critical thinking, they may also generate pressure when students experience difficulty interpreting the purpose of the task, mastering the expected format, or managing the workload involved (Kusumoto, 2018). In practice, assignment-based stress may intensify when tasks are perceived as repetitive, technically demanding, or insufficiently guided, particularly if students lack confidence in their academic writing and information management skills (Kayaoğlu et al., 2016; Klinkenberg et al., 2025). This suggests that bibliographic annotation is an analytically useful case for examining how a specific academic assignment may be linked to stress responses in higher education.

Previous studies have identified several factors that intensify academic stress during task completion. Perfectionistic concerns have been shown to amplify pressure and fear of failure, especially when students interpret academic tasks as tests of personal adequacy rather than as learning opportunities (Babayigit et al., 2024; Kahn et al., 2023). Procrastination has also emerged as a major factor, as students who delay task completion often experience rising emotional discomfort and diminished self-regulation as deadlines approach (Elizondo et al., 2024; Jochmann et al., 2024). Emerging studies further indicate that academic stress is linked to lower self-efficacy, changes in learning motivation, maladaptive help-seeking, and problematic technology-related habits, which suggests that stress in assignment completion is shaped by a complex interaction of emotional, cognitive, and behavioral processes rather than by workload alone (Acosta-Enriquez et al., 2025; Cobzeanu et al., 2025; Yan, 2025).

At the same time, the literature still tends to examine academic stress in broad terms, focusing on general workload, burnout, examination anxiety, or overall procrastination. Far fewer studies have investigated how students interpret a specific type of assignment and how that interpretation relates to the stress they experience while completing it (Majerová et al., 2025; Pérez-Jorge et al., 2025). This gap is important because assignments are not psychologically neutral. A task perceived as useful, structured, and academically meaningful may still be demanding, but it will likely evoke a different emotional and behavioral response from a task perceived as burdensome or opaque. In this regard, bibliographic annotation tasks offer a particularly relevant case because they combine academic reading, critical synthesis, technical documentation, and time pressure in a single assignment format.

Based on this background, the present study aimed to explore students' perceptions of academic stress in assignment completion by focusing on bibliographic annotation tasks. More specifically, the study examined how students perceived the task, the level of academic stress associated with it, and the coping strategies they reported using while completing it. By approaching academic stress through the lens of a specific assignment rather than through generalized academic demands alone, this study is expected to contribute a more task-sensitive understanding of student stress in higher education and to provide practical insights for lecturers and curriculum designers seeking to maintain academic rigor while supporting student well-being, coping, and sustainable learning engagement.

2. METHOD

2.1 Research Design

This study employed a descriptive quantitative design to examine students' perceptions of bibliographic annotation assignments and the level of academic stress associated with completing such tasks. The study did not seek to test causal relationships among variables. Rather, it aimed to describe the phenomenon as it existed based on the responses provided by the participants. The population of this study consisted of students in the Library and Information Science Study Program, Universitas Pendidikan Indonesia, who had taken or were currently taking courses that included bibliographic annotation assignments. Based on the Slovin formula, the planned sample size was 46 students from a total population of 52 students. The study focused on describing students' perceptions of the assignment, their academic stress responses, and the coping strategies they used in dealing with the task. The conceptual framework of the study was informed by Lazarus and Folkman's academic stress theory, particularly the dimensions of primary appraisal, secondary appraisal, emotional and physiological stress responses, and coping strategies. This framework was used to guide the development of the research instrument and the interpretation of the findings.

2.2 Data Collection Techniques

Data were collected using an online questionnaire administered through Google Forms. The instrument was developed based on indicators derived from Lazarus and Folkman's framework of stress appraisal and coping. The questionnaire consisted of four parts: respondent identity, perceptions of bibliographic annotation tasks, academic stress responses, and coping strategies.

The identity section included basic demographic information, specifically gender and semester level. The substantive section of the questionnaire initially contained 21 items, distributed across four indicators: primary appraisal, secondary appraisal, emotional and physiological stress responses, and coping strategies. Each item was measured using a five-point Likert scale, ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The complete research instrument is presented in Table 1.

Table 1. Research Instrument

Indicator	Code	Item
Primary Appraisal (Perception of the task)	P1	Completing bibliographic annotation assignments helps me understand course concepts and content more clearly.
	P2	I find bibliographic annotation assignments too difficult to complete.
	P3	I feel that the number of bibliographic annotation assignments given in one semester is academically burdensome.
	P4	I feel pressured by the bibliographic annotation assignments given to me.
Secondary Appraisal (Perception of available resources)	P5	I have access to the references needed to complete bibliographic annotation assignments properly.
	P6	I am able to complete bibliographic annotation assignments within the given deadline.
	P7	I believe that I have sufficient skills to complete bibliographic annotation assignments effectively.
Emotional/Physiological Stress Responses	P8	I often feel exhausted after working on bibliographic annotation assignments.
	P9	I experience sleep disturbances because of bibliographic annotation assignments.
	P10	I feel anxious when I have to complete bibliographic annotation assignments.
	P11	I often feel frustrated when working on bibliographic annotation assignments.
	P12	I experience difficulty concentrating because of bibliographic annotation assignments.
	P13	I often feel hopeless when I cannot complete bibliographic annotation assignments properly.
	P14	I tend to delay working on bibliographic annotation assignments because I feel stressed.

Indicator	Code	Item
Coping Strategies	P15	I have chosen not to do bibliographic annotation assignments because I felt too stressed.
	P16	When I experience difficulties in completing bibliographic annotation assignments, I try to find solutions by rereading the task guidelines or instructions.
	P17	I complete the assignment gradually rather than all at once.
	P18	I ask for suggestions or feedback from friends or lecturers when I find bibliographic annotation assignments difficult.
	P19	I complain about bibliographic annotation assignments because I feel they are too demanding.
	P20	I distract myself with other activities, such as watching films or using social media, to reduce stress caused by bibliographic annotation assignments.
	P21	I avoid working on bibliographic annotation assignments because I feel unable to handle them.

Before the main analysis, the instrument was tested for validity and reliability. Of the 21 items initially developed, 16 items met the validity requirement based on the criterion r -calculated $>$ r -table. The Pearson product-moment correlation coefficients for the valid items ranged from 0.373 to 0.784, all exceeding the r -table value of 0.361. Therefore, these 16 items were considered valid and appropriate for use in the study. The invalid items were excluded from further analysis in order to maintain the quality of the instrument.

2.3 Data Analysis

The data were analyzed using descriptive quantitative techniques with the support of Microsoft Excel and SPSS. The analysis was conducted in three stages. First, the instrument was examined through validity and reliability testing. Validity was assessed using Corrected Item-Total Correlation and Pearson product-moment correlation, while reliability was measured using Cronbach's Alpha to determine the internal consistency of the questionnaire. Second, the valid questionnaire responses were analyzed using descriptive statistics. This stage aimed to summarize the data by identifying the general tendencies of students' perceptions, academic stress levels, and coping strategies in relation to bibliographic annotation assignments. Third, the results were presented in the form of tables and narrative descriptions to provide a clear account of the findings based on the predetermined indicators. Through this procedure, the study was able to describe how students perceived bibliographic annotation assignments, how these assignments were associated with academic stress, and what coping strategies were most commonly used.

3. RESULT AND DISCUSSION

3.1 Result

The respondent profile is presented in Table 2. The data show that all respondents were students in semesters 3–4. In terms of gender distribution, the sample was dominated by female students, with 40 respondents, while 6 respondents were male. This indicates that the

study mainly captured the responses of students in the middle phase of their undergraduate study and reflects the gender composition of the participating cohort.

Table 2. Respondent Profile

Characteristic	Category	Frequency	Percentage (%)
Gender	Male	6	13
	Female	40	87
Semester	Semester 3–4	46	100

A summary of the descriptive results for the four questionnaire indicators is presented in Table 3. The table includes the number of respondents, minimum score, maximum score, mean, and standard deviation for each indicator. These indicators represent students' perceptions of bibliographic annotation assignments, their perceived resources in completing the task, their emotional and physiological stress responses, and the coping strategies they reported using.

Table 3. Questionnaire Survey Results

Indicator	Respondents	Min	Max	Mean	SD
Primary appraisal	46	2	5	3	0.72
Secondary appraisal	46	3	5	4	0.54
Emotional/physiological responses	46	1	5	3	0.86
Coping strategies	46	2	5	3	0.66

The descriptive analysis indicates that students' responses varied across the four indicators. The primary appraisal indicator produced a mean score of 3.00 with a standard deviation of 0.72, showing that students tended to position themselves in the middle range when evaluating bibliographic annotation assignments. This suggests that the assignment was not uniformly perceived in the same way. Some students considered it difficult, burdensome, and pressure-inducing, while others responded more neutrally or disagreed with these views.

The secondary appraisal indicator yielded the highest mean score, namely 4.00, with the lowest standard deviation of 0.54 among all indicators. This finding indicates that students generally believed they had sufficient resources to complete the task, including access to references, time availability, and the academic skills required to work on bibliographic annotations. The relatively low dispersion of responses in this indicator suggests that students' perceptions of their available resources were more consistent than their responses in other domains.

The emotional and physiological response indicator showed a mean score of 3.00 and the highest standard deviation, namely 0.86. This indicates a wider spread of responses compared with the other indicators. In practical terms, students differed more clearly in how they experienced stress-related symptoms during assignment completion. Some students reported emotional and physiological reactions such as anxiety, frustration, fatigue, difficulty concentrating, and sleep disruption, whereas others showed more moderate or neutral responses.

The final indicator, coping strategies, also showed a mean score of 3.00, with a standard deviation of 0.66. This suggests that students used coping strategies at a moderate level, with

noticeable variation in how they responded to stress. Some responses reflected problem-oriented coping, whereas others indicated avoidance-oriented or emotionally driven reactions, such as delaying the task, diverting attention to other activities, or complaining about the assignment load.

A visual summary of the questionnaire results is presented in Figure 1. The figure illustrates the distribution of responses across the four indicators and confirms the differences in the spread of student responses across the measured dimensions.

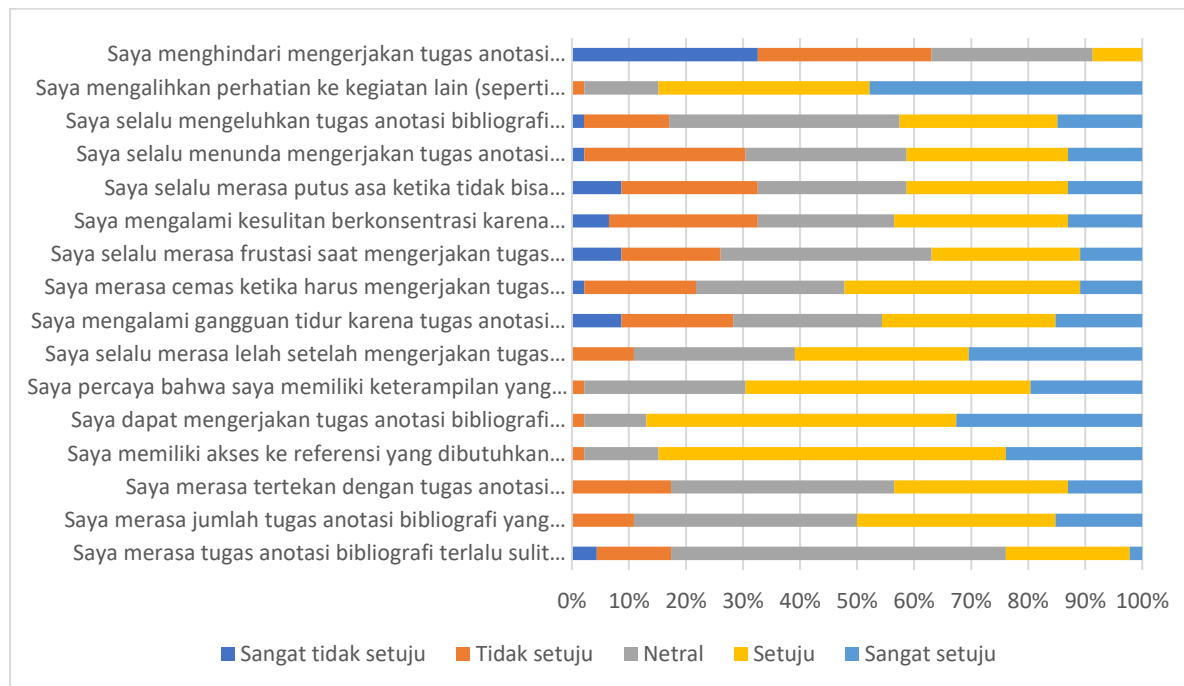


Figure 1. Summary Graph of Questionnaire Results

Overall, the results indicate that students' perceptions of bibliographic annotation assignments and their associated stress responses were moderate across most indicators, while perceptions of available resources were relatively more positive and more homogeneous. At the same time, the wider variation in emotional and physiological responses suggests that students did not experience the stress associated with the assignment in the same way. These findings show that although the average responses for several indicators were similar, the degree of dispersion differed, reflecting distinct response patterns across task appraisal, stress experience, and coping behavior.

3.2 Discussion

The results indicate that students generally positioned bibliographic annotation assignments in the middle range of appraisal, meaning that the task was not uniformly interpreted as either harmless or highly threatening. This pattern is consistent with the transactional view of stress, which explains that academic stress emerges not directly from the task itself, but from how the task is cognitively appraised as a threat, a challenge, or something manageable within a particular context (Kraimer et al., 2022; O'Connor et al., 2017). In the present study, the primary appraisal pattern suggests that bibliographic annotation was experienced by many students as a demanding academic requirement that required attention and effort, but not necessarily as a severe threat to their functioning. Such

an interpretation is important because students who appraise an academic task as challenging rather than destructive tend to remain engaged, even when they still report moderate pressure during the completion process (Harris et al., 2018; Mitchell et al., 2019).

At the same time, the moderate spread of responses on this indicator indicates that the task was not interpreted in the same way by all respondents. This variability is theoretically meaningful because appraisal-based stress models emphasize that individuals may respond differently to similar academic demands depending on their prior experiences, personal standards, and perceived significance of the task (Jamieson et al., 2018; Raper et al., 2024). In that sense, bibliographic annotation may have been perceived by some students as a useful academic exercise, while for others it may have resembled an excessive or unclear burden. This interpretation is in line with recent findings showing that academic demands are more likely to intensify stress when students connect them to overload, evaluation pressure, or fear of inadequacy rather than to learning value alone (Alias & Abdul Razak, 2023; Vansoeterstede et al., 2024). Thus, the present findings support the view that primary appraisal is a crucial gateway in the formation of academic stress, because even a routine assignment can become stressful when it is interpreted as threatening, excessive, or difficult to control (McCarthy et al., 2016).

The finding that secondary appraisal was more positive and more homogeneous than the other indicators suggests that most students believed they still had sufficient resources to deal with the assignment. In the framework of Lazarus and Folkman, this stage is critical because students do not only evaluate the task, but also assess whether they possess enough time, skill, information, and support to respond effectively (Biggs et al., 2017). In practical terms, the present results imply that although students did not always find bibliographic annotation easy or light, many of them still felt capable of handling it. This matters because a positive secondary appraisal can buffer the impact of negative task appraisal by reducing the likelihood that demands will escalate into more disruptive forms of stress (Herman et al., 2019; Palmwood & McBride, 2019).

This pattern is also consistent with more recent empirical work showing that self-efficacy and self-management are negatively associated with academic stress. Students who believe in their ability to manage academic requirements tend to experience lower stress levels, even when they are exposed to substantial academic pressure (Acosta-Enriquez et al., 2025; Yan, 2025). The same tendency is evident in studies showing that problem-focused coping, especially when combined with stronger self-regulation, contributes to lower academic stress because students are more likely to respond with planning, task management, and direct problem solving rather than emotional withdrawal (Elizondo et al., 2024; Jochmann et al., 2024). Accordingly, the higher secondary appraisal found in this study can be interpreted as a protective factor. Students may have perceived bibliographic annotation as demanding, but many still believed they had enough resources to complete it. This helps explain why the stress pattern observed in the results remained moderate rather than escalating uniformly into a high-stress profile across respondents (Bertilsson et al., 2019; Klinkenberg & Kappe, 2025).

The emotional and physiological response indicator displayed the greatest variation among the four domains, which suggests that students differed more substantially in how they actually experienced stress symptoms during task completion. This finding is significant because it shows that a relatively similar task appraisal does not automatically produce a similar emotional outcome. Current studies consistently report that academic stress can manifest through fatigue, anxiety, frustration, reduced concentration, sleep disruption, and

broader declines in well-being, but the intensity of those responses often differs according to appraisal patterns, cumulative burden, and students' psychological resources (AlHamlan et al., 2025; Benítez-Agudelo et al., 2025). In this study, the broader spread of emotional and physiological responses suggests that while some students were able to absorb the demand without major distress, others experienced more visible strain during or after engaging with the assignment.

This pattern is consistent with longitudinal evidence showing that academic stress can accumulate and gradually affect psychological well-being, physical functioning, and academic adaptation over time (Benítez-Agudelo et al., 2025). It is also consistent with research showing that academic stress is closely linked to anxiety and unfavorable cognitive-behavioral outcomes, especially when students repeatedly encounter demanding tasks without adequate recovery or emotional regulation (Charan et al., 2025; Chongjin et al., 2025). Therefore, the finding that emotional and physiological responses were the most heterogeneous indicator should not be read as noise in the data. Instead, it suggests that bibliographic annotation assignments may operate as a moderate stressor at the group level while still producing substantial emotional strain for a subset of students. This is precisely the kind of pattern that transactional stress theory would predict, because once appraisal becomes individualized, the emotional consequences also become individualized (Majerová & Sokolová, 2025).

The coping indicator suggests that students used coping strategies at a moderate level and that their responses were neither fully uniform nor clearly dominated by one single pattern. This is consistent with the broader literature showing that university students rarely rely on only one coping style. Instead, they usually combine multiple strategies that range from active problem solving and support seeking to distraction, complaint, or avoidance (Newman, 2023; Waugh et al., 2020). In the context of the present findings, the coping pattern appears to reflect a mixed response in which some students attempted to deal with the assignment directly, while others responded by delaying, diverting attention, or expressing distress. Such a combination is understandable in assignment-based stress because students may move between adaptive and less adaptive strategies depending on deadline pressure, confidence, and momentary emotional state (Elizondo et al., 2024; Jochmann et al., 2024).

From a theoretical standpoint, the results imply that coping did not eliminate stress completely, but likely played a regulatory role in keeping stress at a moderate level for much of the sample. This interpretation aligns with findings that problem-focused coping is associated with lower academic stress, whereas weaker coping skills are linked to greater academic pressure and poorer adjustment (Putranto et al., 2025). It also aligns with evidence that procrastination and avoidant responses are associated with later depression and anxiety symptoms, indicating that coping strategies based on postponement or disengagement may provide temporary relief while preserving or even intensifying stress over time (Babayigit et al., 2024; Jochmann et al., 2024). Thus, the present findings suggest that students' coping strategies were sufficient to prevent the assignment from being experienced as uniformly overwhelming, but not always sufficient to prevent emotional strain from emerging in more vulnerable respondents.

Taken together, the findings are strongly compatible with the transactional model of stress. Students did not collectively perceive bibliographic annotation as an extreme academic threat, but neither did they experience it as entirely neutral. Instead, the assignment appears to have functioned as a moderate academic demand that became

stressful to different degrees depending on how students appraised it, how much control they felt they had, and how they attempted to cope with it. The relatively stronger secondary appraisal suggests that many respondents still believed they had adequate resources, which may have prevented stress from intensifying across the whole group. At the same time, the wider variation in emotional and physiological responses indicates that the same task still carried real strain for some students, particularly when coping responses were less effective or more avoidant.

For that reason, the main contribution of these findings lies in showing that assignment-related stress should not be understood only in terms of workload. What matters is also how students interpret the assignment, whether they believe they can handle it, and what coping responses they mobilize once the demand is experienced. In the case of bibliographic annotation, the task appears to retain educational value while simultaneously functioning as a stress trigger for some learners. A discussion of academic stress in higher education therefore becomes more precise when it moves from broad references to academic burden toward a more task-sensitive reading of how particular assignments are perceived and managed by students in practice.

4. CONCLUSION

This study found that students generally perceived bibliographic annotation assignments as moderately demanding rather than overwhelmingly threatening. Their primary appraisal indicated that the task required attention and effort, while their secondary appraisal showed that most students still believed they had sufficient resources, skills, and access to complete it. At the same time, emotional and physiological responses varied more widely, suggesting that although the overall level of academic stress remained moderate, some students experienced stronger feelings of anxiety, fatigue, frustration, and difficulty concentrating during assignment completion.

The findings also showed that students used coping strategies in varied ways, combining more adaptive responses with avoidance-oriented tendencies such as delaying the task or shifting attention to other activities. Overall, these results support the transactional perspective of stress by showing that academic stress in assignment completion is shaped not only by the task itself, but also by how students interpret it, evaluate their capacity to manage it, and regulate their response to it. In practical terms, bibliographic annotation remains academically valuable, but its implementation should be accompanied by clearer guidance and adequate support so that learning demands do not develop into unnecessary psychological burden.

REFERENCES

- Acosta-Enriquez, B. G., Ballesteros, M. A. A., Valle, M. D. L. A. G., Angaspilco, J. E. M., Lalupú, J. D. R. A., Jaico, J. L. B., ... & Castillo, W. E. J. (2025). The mediating role of academic stress, critical thinking and performance expectations in the influence of academic self-efficacy on AI dependence: Case study in college students. *Computers and Education: Artificial Intelligence*, *8*, 100381.
<https://doi.org/10.1016/j.caeai.2025.100381>
- AlHamlan, A. W., AlDhafiri, D. A., AlHajri, N. A., AlHouli, A. H., AlHubaidah, S. M., AlJassar, A. M., AlMutairi, N. N., AlRabiah, A. S., Al-Sultan, A. T., & Qasem, W. (2025). The impact

- of academic stress on the lifestyle of university students in Kuwait. *BMC Public Health*, 25, Article 2338. <https://doi.org/10.1186/s12889-025-23569-4>
- Alias, N. F., & Abdul Razak, R. (2023). Meeting the demands of higher education: Examining teaching and learning practices and academic challenges. *Asian Journal of University Education (AJUE)*, 19(4), 796-811. <https://doi.org/10.24191/ajue.v19i4.24795>
- Ansari, S., Khan, I., & Iqbal, N. (2025). Association of stress and emotional well-being in non-medical college students: A systematic review and meta-analysis. *Journal of Affective Disorders*, 368, 200-223. <https://doi.org/10.1016/j.jad.2024.09.029>
- Babayiğit, O., Büyükkalaycı, F. N., & Altun, S. (2024). The interplay of academic procrastination, self-generated stress, and self-reported bruxism among medical and dental students: A cross-sectional study. *BMC Psychology*, 12, Article 586. <https://doi.org/10.1186/s40359-024-02105-w>
- Benítez-Agudelo, J. C., Restrepo, D., Navarro-Jimenez, E., & Clemente-Suárez, V. J. (2025). Longitudinal effects of stress in an academic context on psychological well-being, physiological markers, health behaviors, and academic performance in university students. *BMC Psychology*, 13, Article 753. <https://doi.org/10.1186/s40359-025-03041-z>
- Bertilsson, J., Niehorster, D. C., Fredriksson, P. J., Dahl, M., Granér, S., Fredriksson, O., ... & Nyström, M. (2019). Stress levels escalate when repeatedly performing tasks involving threats. *Frontiers in psychology*, 10, 1562. <https://doi.org/10.3389/fpsyg.2019.01562>
- Biggs, A., Brough, P., & Drummond, S. (2017). Lazarus and Folkman's psychological stress and coping theory. *The handbook of stress and health: A guide to research and practice*, 349-364. <https://doi.org/10.1002/9781118993811.ch21>
- Blindheim, S., Eriksen, H. R., & Langjordet Johnsen, T. (2025). Balancing expectancies: Academic stress and coping in teacher education. *Journal of Further and Higher Education*, 49(8), 1148-1162. <https://doi.org/10.1080/0309877X.2025.2539881>
- Charan, I. A., Chongjin, W., & Soomro, S. (2025). The relationship between academic stress, anxiety, and cognitive behavioral outcomes among young adults: The moderating role of prosocial behavior. *Acta Psychologica*, 258, 105234. <https://doi.org/10.1016/j.actpsy.2025.105234>
- Chongjin, W., Charan, I. A., & Soomro, S. (2025). Examining the effects of academic stress, self-efficacy, cognitive-behavioral outcomes, psychological distress, and prosocial behavior: A moderated-mediation model. *Brain and Behavior*, 15(10), e70907. <https://doi.org/10.1002/brb3.70907>
- Cobzeanu, A., Opariuc-Dan, C., & Vrabie, T. (2025). How does academic stress affect academic learning? The mediating role of internet addiction and the role of alexithymia. *Cogent Education*, 12(1), 2559448. <https://doi.org/10.1080/2331186X.2025.2559448>

- Elizondo, K., Valenzuela, R., Pestana, J. V., & Codina, N. (2024). Self-regulation and procrastination in college students: A tale of motivation, strategy, and perseverance. *Psychology in the Schools*, *61*(3), 887-902. <https://doi.org/10.1002/pits.23088>
- Harris, L. R., Brown, G. T., & Dargusch, J. (2018). Not playing the game: Student assessment resistance as a form of agency. *The Australian Educational Researcher*, *45*(1), 125-140. <https://doi.org/10.1007/s13384-018-0264-0>
- Herman, K. C., Reinke, W. M., & Eddy, C. L. (2020). Advances in understanding and intervening in teacher stress and coping: The Coping-Competence-Context Theory. *Journal of school psychology*, *78*, 69-74. <https://psycnet.apa.org/doi/10.1016/j.jsp.2020.01.001>
- Jamieson, J. P., Hangen, E. J., Lee, H. Y., & Yeager, D. S. (2018). Capitalizing on appraisal processes to improve affective responses to social stress. *Emotion Review*, *10*(1), 30-39. <https://doi.org/10.1177/1754073917693085>
- Jochmann, A., Gusy, B., Lesener, T., & Wolter, C. (2024). Procrastination, depression and anxiety symptoms in university students: A three-wave longitudinal study on the mediating role of perceived stress. *BMC Psychology*, *12*, Article 276. <https://doi.org/10.1186/s40359-024-01761-2>
- Kahn, J. H., Fishman, J. I., Galati, S. L., & Meyer, D. M. (2023). Perfectionism, locus of control, and academic stress among college students. *Personality and Individual Differences*, *213*, 112313. <https://doi.org/10.1016/j.paid.2023.112313>
- Kayaoğlu, M. N., Erbay, Ş., Flitner, C., & Saltaş, D. (2016). Examining students' perceptions of plagiarism: A cross-cultural study at tertiary level. *Journal of Further and Higher Education*, *40*(5), 682-705. <https://doi.org/10.1080/0309877X.2015.1014320>
- Klinkenberg, E. F., & Kappe, R. F. (2025). The student well-being monitor: Identifying trends in higher education in The Netherlands. *Cogent Education*, *12*(1), 2595362. <https://doi.org/10.1080/2331186X.2025.2595362>
- Kramer, M. L., Shaffer, M. A., Bolino, M. C., Charlier, S. D., & Wurtz, O. (2022). A transactional stress theory of global work demands: a challenge, hindrance, or both?. *Journal of Applied Psychology*, *107*(12), 2197. <https://psycnet.apa.org/doi/10.1037/apl0001009>
- Kusumoto, Y. (2018). Enhancing critical thinking through active learning. *Language Learning in Higher Education*, *8*(1), 45-63. <https://doi.org/10.1515/cercles-2018-0003>
- Lynam, S., & Cachia, M. (2018). Students' perceptions of the role of assessments at higher education. *Assessment & Evaluation in Higher Education*, *43*(2), 223-234. <https://doi.org/10.1080/02602938.2017.1329928>
- Majerová, N., & Sokolová, L. (2025). Well-being and academic stress in higher education students: Interview and diary study. *International Journal of Qualitative Studies on Health and Well-being*, *20*(1), 2602369. <https://doi.org/10.1080/17482631.2025.2602369>

- McCarthy, C. J., Lambert, R. G., Lineback, S., Fitchett, P., & Baddouh, P. G. (2016). Assessing teacher appraisals and stress in the classroom: Review of the classroom appraisal of resources and demands. *Educational Psychology Review*, 28(3), 577-603. <https://psycnet.apa.org/doi/10.1007/s10648-015-9322-6>
- Mitchell, M. S., Greenbaum, R. L., Vogel, R. M., Mawritz, M. B., & Keating, D. J. (2019). Can you handle the pressure? The effect of performance pressure on stress appraisals, self-regulation, and behavior. *Academy of management journal*, 62(2), 531-552. <https://psycnet.apa.org/doi/10.5465/amj.2016.0646>
- Newman, R. S. (2023). Adaptive help seeking: A strategy of self-regulated learning. In *Self-regulation of learning and performance* (pp. 283-301). Routledge. <https://doi.org/10.4324/9780203763353>
- O'Connor, P., Nguyen, J., & Anglim, J. (2017). Effectively coping with task stress: A study of the validity of the Trait Emotional Intelligence Questionnaire–Short Form (TEIQue–SF). *Journal of personality assessment*, 99(3), 304-314. <https://doi.org/10.1080/00223891.2016.1226175>
- Palmwood, E. N., & McBride, C. A. (2019). Challenge vs. threat: The effect of appraisal type on resource depletion. *Current Psychology*, 38(6), 1522-1529. <https://psycnet.apa.org/doi/10.1007/s12144-017-9713-6>
- Pérez-Jorge, D., Boutaba-Alehyan, M., González-Contreras, A. I., & Pérez-Pérez, I. (2025). Examining the effects of academic stress on student well-being in higher education. *Humanities and Social Sciences Communications*, 12, Article 449. <https://doi.org/10.1057/s41599-025-04698-y>
- Putranto, A. R. A., Damayanti, Y., & Takalapeta, T. (2025). Problem-Focused Coping in Student Academic Stress. *Journal of Health and Behavioral Science*, 7(2), 704-717. <https://doi.org/10.35508/jhbs.v7i2.21288>
- Raper, M. J., Brough, P., & Biggs, A. (2024). Is it all about the personal resources? The moderating role of resilience on daily stress appraisal and emotion. *Work & Stress*, 38(3), 248-269. <https://psycnet.apa.org/doi/10.1080/02678373.2023.2283217>
- Scheffert, A. H. M., & Henson, J. C. (2025). A grounded theory study of student coping and resilience during the COVID-19 pandemic. *Discover Psychology*, 5, Article 103. <https://doi.org/10.1007/s44202-025-00438-0>
- Vansoeterstede, A., Cappe, E., Ridremont, D., & Boujut, E. (2024). School burnout and schoolwork engagement profiles among French high school students: Associations with perceived academic stress and social support. *Journal of Research on Adolescence*, 34(3), 969-986. <https://doi.org/10.1111/jora.12991>
- Waterhouse, P., & Samra, R. (2025). University students' coping strategies to manage stress: A scoping review. *Educational Review*, 78(2), 127-167. <https://doi.org/10.1080/00131911.2024.2438888>

- Waugh, C. E., Shing, E. Z., & Furr, R. M. (2020). Not all disengagement coping strategies are created equal: Positive distraction, but not avoidance, can be an adaptive coping strategy for chronic life stressors. *Anxiety, Stress, & Coping*, 33(5), 511-529. <https://doi.org/10.1080/10615806.2020.1755820>
- Yan, L. (2025). Are effects of academic stress on students' learning motivation and screen device usage consistent in different stressful scenarios? *Acta Psychologica*, 257, 105108. <https://doi.org/10.1016/j.actpsy.2025.105108>
- Zhang, J., Xie, J., Jiang, S., & Wang, Y. (2025). The relationship between stress and academic burnout in college students: Evidence from longitudinal data on indirect effects. *Frontiers in Psychology*, 16, 1517920. <https://doi.org/10.3389/fpsyg.2025.1517920>